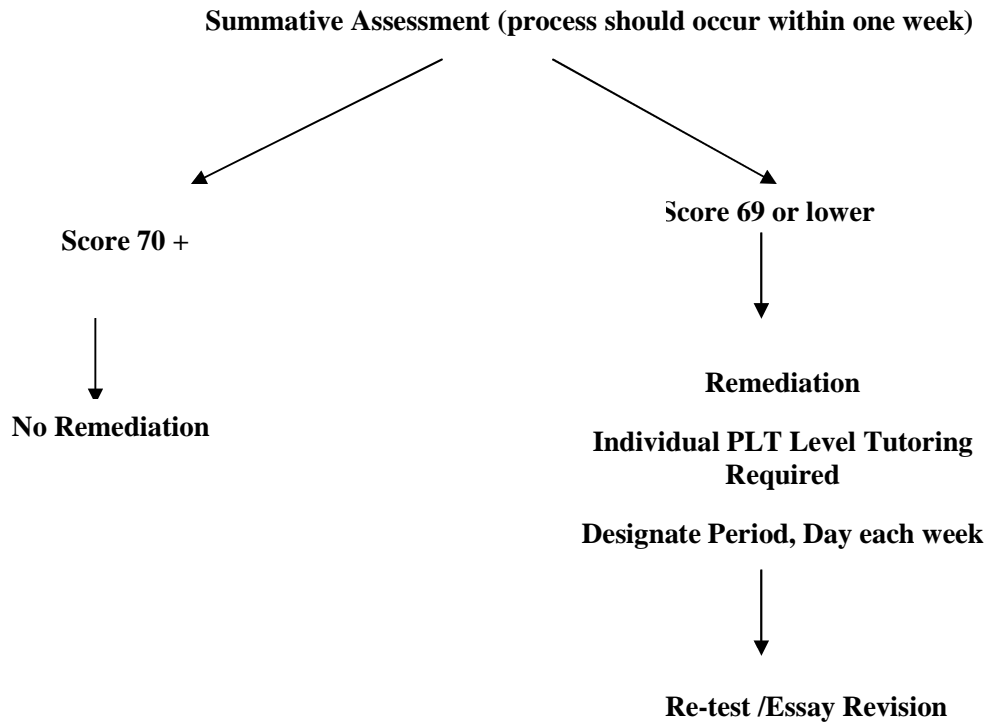


2010-11 PLT English-4 Intervention Plan
Rita Achenbach, Tom Bauso, Jan Davidoff, Joyce Nelson

Failed Learner



Intentional Non-Learner

When: Each Individual Unit

Who: Students are

1. failing because of not submitting assignments
2. failing assessments (within a unit) due to lack of preparation
3. failing to make up work

Action:

1. individual conferences with instructor as scheduled
2. written reminders for each missing assignment (on English 4 PLT form)

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Classroom Teacher Intervention

Step 1. Individually, what do we do to help students who are not learning and/or are failing?

- Speak in an encouraging manner to each student in an individual conference
- Ask if the student feels successful--why or why not?
- Ask if the student has a specific problem
- Have the student complete a self-assessment that addresses reading the work, answering the question(s)/prompt, following directions, etc.
- Discuss time management
- Modify grades or assignments in response to individual needs

How do we decide when to re-teach the entire class or remediate individual students? Because we recognize students' understanding as we go along, we adjust to reach most students and do not need to re-teach entire classes.

Step 2. In forming the intervention plan for our PLT, we create a plan with a sense of urgency by doing the following:

- Grading and returning papers as quickly as possible
- Entering grades in SPAN on a regular basis including zeros for missing work they must make up
- Reminding students to check SPAN frequently
- Contacting parents by email and/or telephone when students are having academic problems
- Planning student/teacher/parent conferences that involve guidance counselors as necessary

Will we require students to participate in their own learning? Many of our lessons are designed with an independent learning component which models strategies used successfully in AP/IB/H classes.

We will determine students who need intervention by assessing their achievement each time we record a new grade, by monitoring their absences, and by incorporating some self-assessment.

What do we do for failed learners? We modify assignments and methods of teaching including oral testing as appropriate as well as work with CA teachers, etc.

What do we do for intentional failed learners? With a positive approach, we discuss their situations and schedule make-up work. We also encourage them to check SPAN, blackboard, etc., for assignments/grades.

How often will we look at when students need help? Daily

What is the intended outcome of intervention? Successful mastery of skills required on the NCSCOS.

How will we know it's working? By the students' grade averages, smiles, and attendance.

Step 3. Determine how each member of the PLT will communicate this plan to students and parents.

- In our introductory letters to parents, we addressed these issues
- Students are reminded on a daily basis how/when/where to get help.