

EVERMAN COLLEGIATE HIGH SCHOOL

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ECHS Intervention Plan

Appropriate and timely interventions are vitally necessary to insuring the academic success of students enrolled in the Everman Collegiate High School program.

Instructors monitor student progress daily in core, elective and college classes. Ninth and Tenth Grade Team Meetings are held every three weeks. Eleventh and Twelfth Grade Mentors monitor student progress in college courses on a weekly basis. Gradechecks of all college classes are done every Friday by the members of the ECHS leadership team.

Struggling students are assigned AFTs (Assistive Focused Tutorials) to help improve their comprehension of course content. Students struggling in their college courses are required to see tutors at Tarrant County College's Student Targeting and Reaching Success (STARS) program and are assigned coaching session with the ECHS academic coach.

The ECHS Student Academic Progress System is a tool used for the early identification of struggling students and to help provide a systematic paper trail of documentation. Following are the steps:

Step 1: A "Letter of Concern" is sent to parent or guardian, when a student is failing one or more core classes at the three week progress report. A letter is sent by each teacher of a subject in which the student is failing. Students are assigned mandatory AFTs.

Step 2: "Academic Contract"- student is placed on Warning status if failing one/two classes at the end of a grading cycle, failing a college class at midterm and/or first term college GPA is less than 2.0. Academic Success Conference is scheduled and held with teachers, parent and student, in which an academic contract is established and agreed upon. The academic contract is student centered and tailored to student's needs whether tutoring, study plan, etc.

Step 3: "Academic Probation" – student is placed on Probation status if failing three or more core classes at the end of a grading cycle, failed two or more courses at semester end, at the end of any term in which the student is on Academic Warning and college GPA is less than 2.0 and/or student has been on Academic Contract for two consecutive semesters. A Parent/Student/Administrator Intervention Meeting is scheduled and held, in which the student's graduation and intervention plans are reviewed and an Academic Success Plan is established and agreed upon.

Step 4: "Academic Suspension" – student is placed on Academic Suspension if failing three core classes at semester end, failed two consecutive college courses in the first year of program, on Academic Probation and both the student's overall college GPA, and GPA from the just completed term is less than 2.0 and/or student has been on Academic Probation for five

consecutive grading cycles. A Parent/Student/Administrator Intervention Meeting is scheduled and held, in which student is exited from the program.

The program administrator reserves the right at any time to modify the above mentioned consequences up to removal (exiting) a student from the program.

Tutoring Program and Schedules

PLANNED EXTENDED TUTORING SESSIONS

For students who need an intervention (ESL, Monitor, Need of Assistance) students meet with Ms. Dixon. Ms. Dixon Monday through Thursday-for students who have been absent and or students on ESL Read Smart,

FOR STUDENTS WHO DID NOT SUBMIT WORK OR NEED ADDITIONAL SUPPORT

9th Friday during PE (before or after lunch)

10th (during 8th period with Ms. Dixon or with Ms. Hollarn study hall)

11th (Friday 6th period)

12th (Friday 7th period)

Teachers tutor Monday through Thursday from 3:30-4:15pm

STAAR Tutoring

As we approach STAAR testing, ECHS teachers create a watchlist for students who need extra support. Students who are in need of assistance receive extra assistance during the Pathways to College class.

Everman Collegiate High School consistently reviews and analyzes data to drive instruction. As part of this process, a data-driven RtI protocol with progress monitoring has been instituted to ensure student success. Class and campus intervention plans are put into place. The principal and teacher discuss specific intervention plans for each student. Plans are put into place to progress monitor to make sure that the interventions are working or need to be modified/changed. Also, students monitor their own academic growth.

ECHS uses several digital platforms that provide detailed data that we analyze to make sound instructional decisions. These include ESL, ReadSmart, PEG Writing, ALEX, Read Theory, LearnBob, Khan Academy, Edready, Achieve3000, and Actively Learn+. Not only do these digital platforms provide individual data, they allow for progress monitoring by the teacher as well as the parent. In addition, the use of these digital tools provides on demand tutoring.

All incoming freshmen are enrolled in a AVID. We have seen evidence that this class has not only impacted our TSI writing scores, STAAR English I and II scores, but has impacted their college success as students' reading comprehension and writing skills have improved.