



Divine Child High School: Overview of the Instructional Support Program (ISP)

The staff at Divine Child High School prides itself on its ability to provide specific interventions to **all** students within **all** classrooms. We understand that each and every student learns differently, and embrace the fact that all students require evidence-based intervention to ensure that they are accessing material to the best of their ability.

The Instructional Support Program (ISP) at Divine Child is proud to be able to provide individualized academic support to students with specific learning differences at three, tiered levels of intervention. ***Please know that, in order to ensure the development of independent learning skills for all students, the submission of the ISP application does not guarantee that your student will receive academic accommodations during his or her time at Divine Child High School.*** However, all qualifying students who submit an application for placement within the Instructional Support Program for a given school year (in addition to the appropriate documentation) will be provided with academic support within one of these three levels during their freshman year.

The Instructional Support Staff at DCHS, in conjunction with the school's administration, has worked to identify a detailed and data-driven process through which we are able to accurately place each new applicant to the ISP within the tier of support that not only meets their individualized learning needs, but also promotes ongoing student development towards academic independence.

With that being said, in addition to submitting an application for placement within the Instructional Support Program (with the appropriate corresponding documentation), in order for your student to be provided with the level of support that best corresponds to his or her learning needs, he or she must complete the ISP's "**Summer Session**". Please refer to the document titled, "**Instructional Support Program: Overview of the ISP Summer Session**" for more information on this three week, required program.

Thank you. If you have questions or concerns about any of this information, please do not hesitate to contact Brian Leslie at leslieb@divinechildhighschool.org.

Sincerely,

Divine Child High School's Instructional Support Staff

Tier 3 Caseload Coordinators: Jamesena Ingram, Anna Leslie, & Brian Leslie

Tier 2 Caseload Coordinator: Regina Dunn

Department Leader: Brian Leslie

Description of Available Tiers of Support:

Upon submitting an application for placement within the ISP and completing the program’s “Summer Session”, your student will be placed within one of the following three tiers of academic support that are described in the table below.

Tier of Support	Which Students Qualify for this Tier?	Description of Services Provided at this Tier
<p style="text-align: center;">Tier 3: Instructional Support (ISP) Track</p>	<p>The students who qualify for this level of support include those who, after completing the ISP’s Summer Session, have been able to meet between 0-49% of the indicated criteria on the “Summer Checklist”.</p> <p>These students will be admitted into the Instructional Support Program at DCHS--as a result, individualized “Building Accommodation Plans” will be created for each student. These documents will work to explicitly define each and all of the academic accommodations that will be in place for them during the entirety of the 2017-2018 school year.</p>	<ul style="list-style-type: none"> ● Placement on the caseload of either Brian Leslie, Anna Yanke, or Jamesena Ingram, who will serve as the caseload manager of the students identified for this level of support ● Individualized Building Accommodation Plan, detailing specific, academic <u>accommodations</u> provided to student ● Accommodations include testing in an alternate location, extended time on assessments, tests read, etc. ● Placement within DC’s “ISR Seminar” course, within which students will focus on a variety of skills, including (but not limited to) academics, test-taking, self-advocacy, organization, and executive functioning
<p style="text-align: center;">Tier 2: Skill Building Track</p>	<p>The students who qualify for this level of support include those who, after completing the ISP’s Summer Session , have been able to meet 50-74% of the indicated criteria on the “Summer Checklist”.</p> <p>These students will be placed within DC’s “Skill Building” course. This course will be taught by Regina Dunn and will consist of remedial academic instruction in a variety of areas (literacy, mathematics, etc.). Additionally, these students will be placed on Mrs. Dunn’s caseload and will be individually tracked as a means to promote their individual academic success.</p> <p><i>These students will not receive testing accommodations through the Instructional Support Staff--rather, they will receive daily, individualized Tier 2 interventions that will be implemented by each of their seven classroom teachers on a daily basis. With that said, if appropriate for the</i></p>	<ul style="list-style-type: none"> ● Placement on the caseload of Regina Dunn, who will serve as the caseload manager of the students identified for this level of support ● Tier 2 Intervention Plan, detailing specific, individualized, Tier 2 <u>interventions</u> that should be implemented on a daily basis by each of these students’ classroom instructors <i>within the general education classroom</i>. ● Placement within the “Skill Building” course at DCHS. This course will operate much like a typical “resource classroom” during which students will be given an hour of the school day to work on daily homework, receive remedial instruction (both individually and in small groups), and conference with Mrs. Dunn on a weekly basis.

	<p><i>student, Tier 2 interventions regarding assessment structure(s) may be included within a given student’s plan.</i></p> <p><i>The implementation of this plan will be tracked by both Regina Dunn and a member of the DCHS administration.</i></p>	
<p>Tier 1: Counselor Intervention Track</p>	<p>The students who qualify for this level of support include those who, after completing the ISP’s Summer Session, have been able to meet 75-100% of the indicated criteria on the “Summer Checklist”.</p> <p>Student progress will be directly monitored by both the student’s counselor and a member of the administration who is specifically assigned to monitor and ensure the daily implementation of specific, Tier 1 interventions by each of the student’s classroom instructors</p> <p><i>These students will not receive testing accommodations--rather, they will receive daily, individualized Tier 1 interventions that will be implemented by each of their seven classroom teachers. This implementation will be tracked by both their individual counselor and a member of the DCHS administration.</i></p>	<ul style="list-style-type: none"> ● Placement on the caseload of the student’s grade-level counselor, who will serve as the caseload manager of the students identified for this level of support. ● This document will provide specific information regarding the types of Tier 1 interventions that should be implemented each day as a means to ensure the success of the student within each of their seven general education classes

Examples of Interventions at the Tier 1, Tier 2, and Tier 3 Levels

*It is important to note that interventions carry over from Tier to Tier. For example, students placed within Tier 3 may receive Tier 1 and Tier 2 interventions within their content area classrooms in addition to the accommodations provided at the Tier 3 level.

“Tier 1” Interventions:

- **Provided to students on the “Counselor Intervention Plan Track” within content classrooms by classroom teachers**

<p>1A. Providing all students in a content area classroom with daily, guided notes.</p> <p>1B. Providing all students with structured and specific study guides for upcoming quizzes and tests</p> <p>1C. Providing a student with the opportunity to receive one-on-one, individualized assistance/tutoring from you before or after school</p>	<p>2A. Making daily class notes, daily homework, projects, and rubrics available on the course website through Plus Portal or Schoology</p> <p>2B. Posting videos, homework solutions, and any other supplemental resources to a classroom page that is accessible to all students</p>	<p>3A. In addition to providing all students with daily, verbal lectures and guided notes, visually projecting class notes through the use of Powerpoint, Apple TV, etc.</p> <p>3B. Varying the ways in which students are assessed (individual assessments, “partner” assessments, “group” assessments, etc.)</p>
<p>4. Providing all students with rubrics, sample essays, outlines, and other graphic organizing tools for all essays and substantial written assignments</p>	<p>5. Checking in every day with any student who struggles organizationally regarding his or her daily use of a personal organizer or planner</p>	<p>6. Varying the daily class structure--balancing weekly lessons between class lectures, partner work, small group work, etc.</p>
<p>7. Being available to field content specific questions from all students both before and after school</p>	<p>8. Rewarding students for showing the work required for a given problem or test item, regardless of whether or not they were able to identify the correct answer</p>	<p>9. Providing all students with various means through which they can communicate their understanding of class material (in writing, verbally, artistically, etc.)</p>

“Tier 2” Interventions:

- **Provided to students on the “Skill Building Track” within content classrooms by classroom teachers**

<p>1. Providing a student with the opportunity to receive one-on-one, individualized assistance/tutoring from a given teacher before or after school → this can be provided by both content area teachers and/or Regina Dunn (T2 Manager)</p>	<p>2. Providing a student with a copy of teacher and/or student generated notes that better corresponds with his or her learning needs (when compared to the notes provided to all students at the Tier 1 level)</p>	<p>3. Providing a student with an individualized graphic organizer, outline, etc. for essays and substantial written assignments</p>
<p>4. Providing a student with the opportunity to verbalize his or her response to short answer or essay questions for quizzes, exams, and other assessments (as opposed to recording responses in writing)</p>	<p>5A. Administering a given assessment to a student in manageable segments or “chunks” → allowing the student to complete the exam over multiple test days, working with him or her either before or after school to complete portions of the exam</p> <p>5B. Providing a student with the opportunity to test with extended time with content area teachers before or after school if student is unable to complete an exam in the time allotted.</p>	<p>6. Providing a student with the option to submit projects and other substantial assignments on alternative due dates that better fit his or her specific learning style</p>
<p>7. Providing a student with a study guide that better corresponds with his or her individual learning style (when compared to the study materials provided at the Tier 1 level)</p>	<p>8. Allow a student to present in-class material within alternative settings to a less intimidating audience</p>	<p>9. Allow a student to audio record daily class lectures in addition to recording information by hand</p>

“Tier 3” Accommodations:

- **Provided to students on the “ISP Track” within the Instructional Support Room by the Instructional Support Staff**

1. Allowing a student to test with extended time within the Instructional Support Room.	2. Allowing a student to have their tests read aloud by an Instructional Specialist within the Instructional Support Room.	3. Providing a student access to a scribe on written assignments and assessments within the Instructional Support Room--the scribe for students at this level of support will be one of the three Instructional Specialists.
4. Providing a student with the opportunity to verbalize his or her response to short answer or essay questions for quizzes, exams, and other assessments (as opposed to recording responses in writing), within the Instructional Support Room and by an Instructional Specialist.	5. Providing a student with the opportunity to receive one-on-one, individualized assistance/tutoring within the Instructional Support Room before or after school-- this assistance will be provided to the student by the Instructional Specialists.	6. Providing a student with the opportunity to take an Independent Study course during their junior and senior years as one of their seven classes, which allows him/her to complete homework, prepare for upcoming assessments, and practice specific organizational strategies.
7. Providing a student with access to the Instructional Support Room throughout the school day during independent work opportunities as a means to receive supplemental instruction or support from the Instructional Specialists.	8. Providing a student with access to formula arrays, word banks, essay prompts, and other visual prompts as a means to aid their memorization and overall retrieval fluency during their independent completion of an assessment. These visual prompts are created by the Instructional Specialists and are available in the Instructional Support Room.	9. Providing a student with the opportunity to enroll in an individualized section of Freshman and Sophomore Seminar courses, which explicitly focus on independent work skills, organization skills, study/test-taking strategies, and self-advocacy skills.