



# INTERVENTIONS

8.4 [BACK TO ROADMAP](#)

## IMPLEMENT PROACTIVE AND HIGH LEVERAGE INTERVENTION STRATEGIES

► Systematize regular check-ins with students

### 8.4 SYSTEMATIZE REGULAR CHECK-INS WITH STUDENTS

Pair struggling 9th graders with a school-based adult mentors to work with students year-round to track, goal set, and support students with attendance, engagement, and academic progress.

#### PURPOSE

9th graders thrive when they feel a sense of belonging. Being known and supported by an adult in the school building is a key indicator of student belonging. In addition, we know that effective adult monitoring results in academic success for 9th graders. The key is to systematize! When we plan

using data, we plan to succeed! Assess progress and effectiveness along the way. It may be necessary to adjust the frequency of check-ins, the match between adult and student, or the content of the check-in.

#### WHAT DOES IT LOOK LIKE?

Here are examples of two schools that use a universal strategy to identify 9th grade students who would benefit from a regular check in.

##### TIER 1 STRATEGY:

##### PRIORITIZE ACADEMIC REFLECTION

Build in time for teachers to facilitate student reflection on academic progress (even without advisory or homeroom).

##### EXAMPLE

Union High School does not have advisory or homeroom so they built structures into their regular schedule. Workday Wednesday at Union is time during the week where no new content is taught. Teachers lead academic reflection, teach skills students need to be successful across academic content areas, and offer heavily supported work time. Teachers have found that they cover more material the rest of the week because of the enhanced academic behaviors that they have explicitly taught.

##### TIER 1 STRATEGY:

##### WHO DO WE KNOW?

Conduct an inventory of all students and determine who is known and who is not known. Then make an action plan to get to know all students.

##### EXAMPLES

At a staff meeting at the end of the first month of school, the 9th Grade Success Team lead at Mountain View High School put up posters with 9th Graders names and pictures and asked staff to initial which students they knew. A wide variety of connections became immediately visible. Then they created action plans to get to know the students who were not yet known. They followed up at the end of the term to assess progress in building relationships with the less known students to see if they were more academically and socially successful after building a connection with an adult.

## TIER 2 STRATEGY: TARGETED CHECK-INS

Have a clear plan to check in with and progress monitor students who need additional support. Use your on-track data to determine students failing 1-2 courses. Assign those students a staff member who will check in and follow up with those students.

### EXAMPLE 1

Renton High School created a tool to support [conversations](#) with students who were failing 1-2 courses. It guides the caring adult through the phases of an effective check in: a warm welcome, inquiry, planning, and follow up. Students might use the [Action Plan](#) to create a concrete plan. Adults found this supportive and students appreciated the predictable nature of the conversations. The plan is left with the students and the adult follows up to check on progress. They track these conversations in an internal spreadsheet to ensure all students with 1-2 Fs have frequent check-ins.

### EXAMPLE 2

Belaire Magnet High School developed a Mentor Program for their Freshman Academy students in hopes of improving academic performance, attendance, and behavior. They created a systematic approach aimed at 9th grade students they tiered using Key Performance Indicators. The initial step included analyzing grades for the freshman class, which were then used to categorize students into three tiers. This categorization considered factors such as GPA, the presence of two or more Ds or Fs, and whether these grades were in English or math. In East Baton Rouge, these two subject areas determine on-time matriculation to tenth grade so they're particularly important. Subsequently, mentors were selected based on their expertise and experience, and mentees were assigned to them accordingly. In addition to partnering students with mentors, this team also chose AVID strategies to address the specific needs of the students. The goal of implementing the AVID strategies alongside the mentorship program was to teach skills that were identified as part of the root cause of student struggle. Particularly, they chose strategies that promote student agency and personal development. The program's structure also included the development of student binders ([tracking tool linked here](#)) for organization, and the use of a digital Google Form log to systematically track the program's success.

### SUMMARY

- ▶ Relational trust between teachers and students positively impacts student achievement.
- ▶ Intentional conversations and ongoing adult/student relationships can support students who are off-track by offering a place to share problems and build supported action plans.
- ▶ Self-regulation can be taught to struggling students with thoughtful, regular check-ins that utilize goal setting and academic reflection tools.
- ▶ Using data to ensure that all students are known well and intentionally supported prevents students from falling off track.

