

# DOINGWHATWORKS



SAMPLE MATERIAL

## The Humanities Program

Sleepy Hollow High School, New York

**Topic:** Dropout Prevention

**Practice:** Social/Behavior Programs

This presentation describes the Humanities Program at Sleepy Hollow High School. This program is a targeted intervention for struggling ninth- and tenth-grade students. The presentation describes the program, the student selection process, and demographics of the students in the intervention. Academic and behavioral results of the program are presented. Roadblocks, funding, and recommendations for other schools implementing similar programs are also discussed.

## The Humanities Program: A Formalized High School Targeted Group/Secondary Level Intervention

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Linda Stempel: ELA Teacher  
Olivia Wiener: Global/Geography Teacher

### Designing School-Wide Systems for Student Success A **Response to Intervention** Model

#### Academic Systems

##### Tertiary Interventions

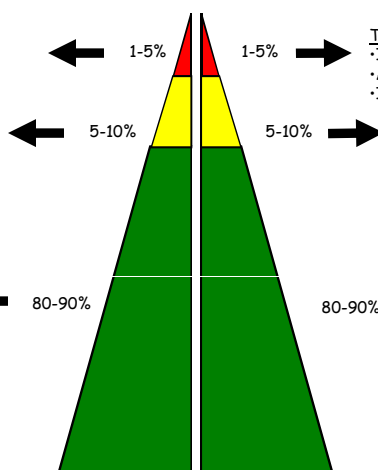
- Individual Students
- Assessment-based
- High Intensity

##### Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small Group Interventions
- Some Individualizing

##### Universal Interventions

- All students
- Preventive, proactive



#### Behavioral Systems

##### Tertiary Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

##### Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small Group Interventions
- Some Individualizing

##### Universal Interventions

- All settings, all students
- Preventive, proactive

Goal of presentation is to share  
with participants:

- a) an example of a **replicable** Targeted Group intervention,
- b) the **critical elements** of this successful Targeted intervention, and
- c) that these interventions **are possible** at the High School level.

Sleepy Hollow High School

- Stands above the east bank of the Hudson River
- Serving approximately 850 students in grades 9 through 12
- Students are from the villages of Sleepy Hollow and Tarrytown
- Ethnically and socio-economically diverse
  - Ethnicity (~ 5% African American, 45% Caucasian, 50% Hispanic)
- Located in southern Westchester County, approximately 20 miles north of New York City

## About our High School...

- Free and reduced lunch: 30%
- English Language Learners pop.: 23%
- Special Education population: 11%
- Graduation rate: 98%
- Going on to college: 84%
- Scholarships awarded: in excess of \$200,000
- *Newsweek* top schools (#300)
- Wide range of successful grants and Foundation support to supplement school budget

## The Tarrytown Community

- “Community of choice” for middle and upper middle class families
- Planned destination point for newly arriving immigrants from the Caribbean and Latin America
- Children of professionals – doctors, lawyers, financiers, artists, researchers and entrepreneurs - who are among the major supporters of The Foundation for the Public Schools of the Tarrytowns, which raises hundreds of thousands of dollars annually to supplement our educational program

## *The Keys to Being Successful*

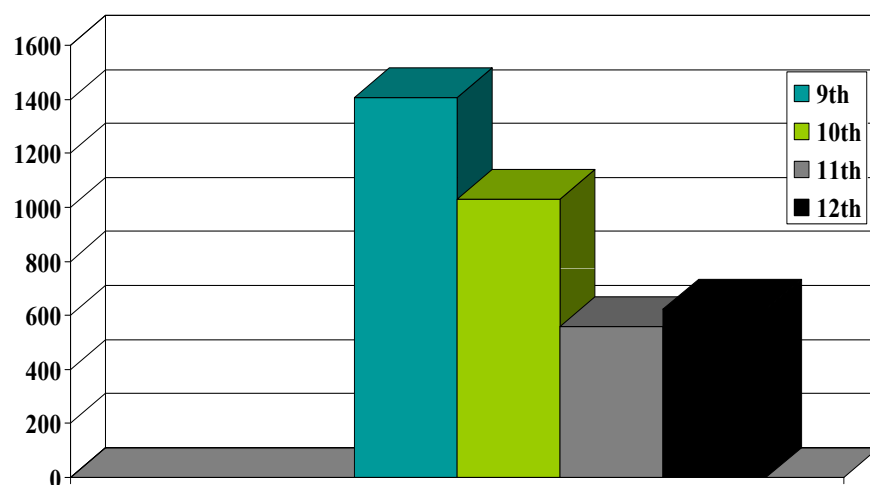
### ***For Students:***

- ***Be Here... Every Class, Every Day***
- ***Be Prepared... To Do Your Best Work***
- ***Be Respectful... Of Self and Others***
- ***Be Positive... Think You Can, and You Will***

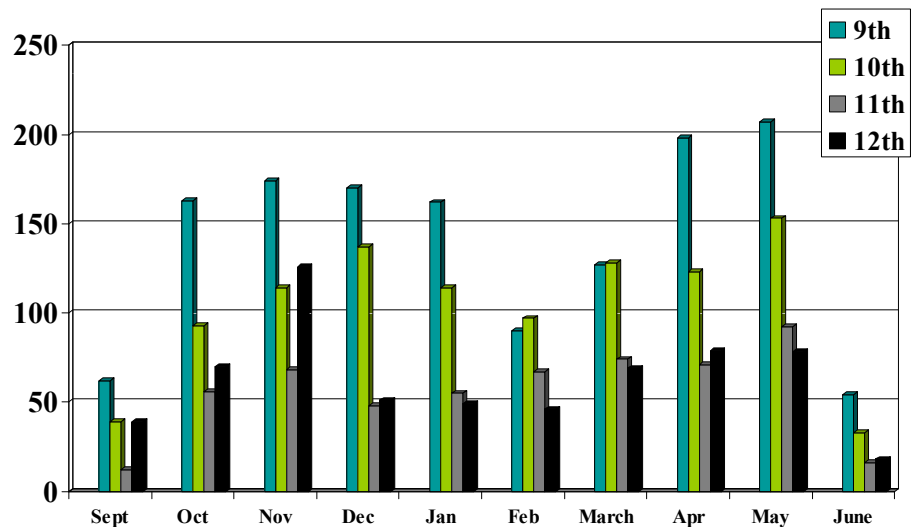
### ***For Parents:***

- ***Be Involved... Call and Visit Often***

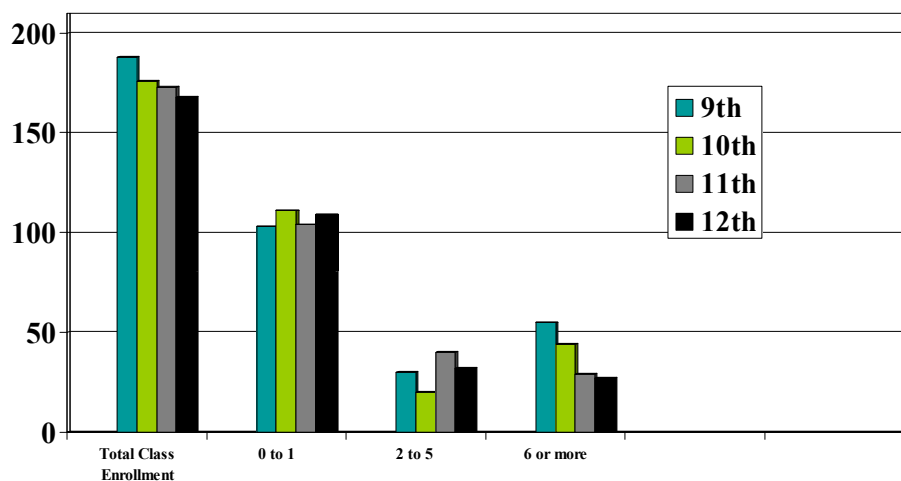
## Total Number of Referrals by Grade (05-06 SY)



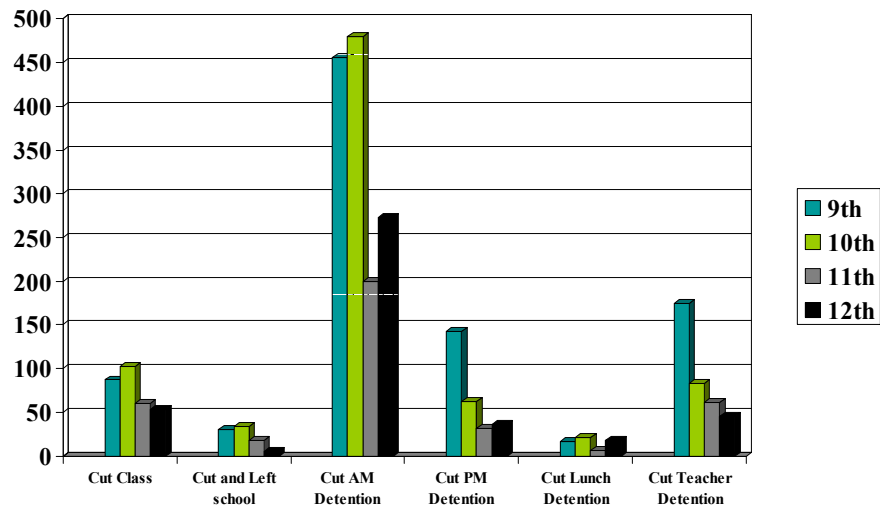
### Number of Referrals by Month (05-06 SY)



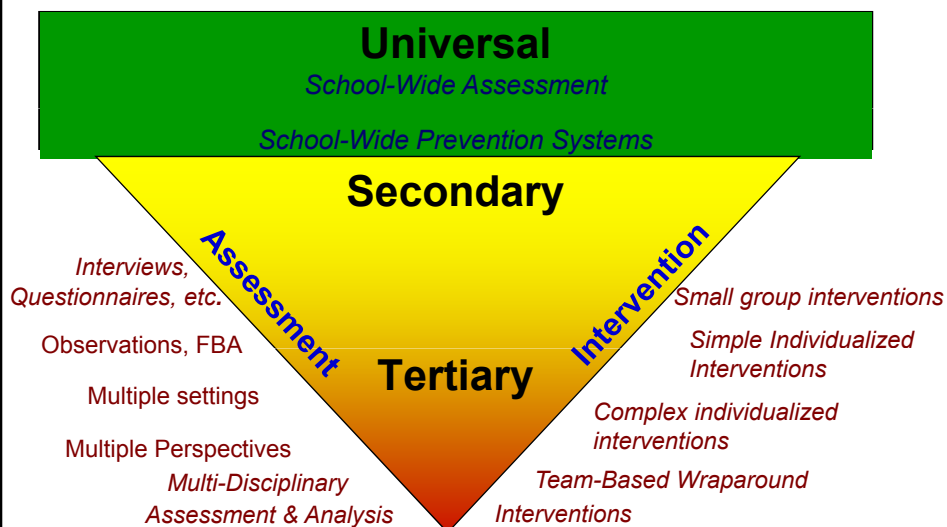
### Number of Referrals by Total Grade Level (05-06 SY)



## Referrals by Type of Infraction (05-06 SY)



## Positive Behavior Interventions & Supports A **Response to Intervention** Model



Adapted from T. Scott, 2004

### How students are identified:

- Grade 8 state testing in ELA & SS
- Grades received in 8<sup>th</sup> & 9<sup>th</sup> grade in core subject areas (ELA, SS, Math, Science)
- Attendance & tardies
- ODRs (“Very few kids who act up are high achievers...can build a bigger stick but until teach literacy skills...won’t change their performance in or attitude toward school”, Carol Conklin)

### Students in Intervention

- 245 9<sup>th</sup> Graders (30 in program = 8%)
- 200 10<sup>th</sup> Graders (33 in program = 6 %)
- Ethnicity of youth in intervention: ~ 85% Hispanic, 13% African American, 2% Caucasian



## The Humanities Program

- One ELA teacher, one Global/Geography teacher, one TA, 10 hours of SW
- 15:1 student/teacher ratio
- Each teacher has two 9<sup>th</sup> grade classes/periods, two 10<sup>th</sup> grade classes/periods and one “swing period”
- TA works in class with students and follows students to Math & Science on rotating basis
  - Work in class to give supports for any/all students
  - Stays after school for HW center (knows what students are currently focusing on in Math & Science)
  - Carry over behavioral supports into Math and Science
- After-school assistance: to practice skill sets, can earn bonus points

## The Humanities Program

- Behavior Supports in Class: extra training for staff, proactive strategies (attn. getting signals, proximity, continuum of neg. consequences, etc.), acknowledgment systems for academics & behavior, FBA/BIP
- Daily/Weekly: Bonus points, Over 90 Club, Bragging Pass
- Quarterly Celebrations: If passed, go to lunch or movie
  - If not: meet with counselor to make a plan for what will be different next quarter
- Year-end Celebration: get dressed up, go out to nice restaurant, take pictures, give awards

## Why Separate Setting:

- Literacy skills for HS were low, needing lots of extra time/work (multiple years below grade level in reading, at-risk of dropping out)
- Strong skills around humanities needed
- Emotional/behavioral support available
- Less restrictive than Special Education
- Kids are invited to be in program; talk about potential, are they where they want to be in terms of grades/attendance/etc.
- No one is embarrassed in needing help reading, writing etc.

## How to Fund:

- **Less expensive than:** repeating 9<sup>th</sup> grade, testing & placement in Sp.Ed.
- Also consider **costs associated with:** loss days of attendance due to suspensions, absence, drop-outs, etc.
- **Cost:** increase of .4 FTE in SS and ELA
- In 2<sup>nd</sup> year **cancelled ISS:** took TA out of ISS. Instead, have short-term Time Out in AP office, after-school detention or suspension. "It was always difficult to find anyone who wanted this assignment anyway..." C.Conklin
  - Most students in ISS were recidivist, 9<sup>th</sup>/10<sup>th</sup> graders, had poor literacy skills, etc...(our target population)
- 21<sup>st</sup> Century & The Foundation

## Early Findings

- Show that the majority (more than 90%) of these students have improved academically and behaviorally as indicated by the following data sources: **attendance, office discipline referrals, pass/fail status in two courses, grades in two courses, pass/fail status on Regents exams and grades on Regents exams.**

## Pre/Post Academic Data (ELA)

- 2005 Grade 8 ELA state exam: **100%** of kids scored a **1 or 2**
- **Currently: 73%** of 10<sup>th</sup> graders are **passing** English 10
- 2006 Grade 8 ELA state exam: **75%** of kids scored a **1 or 2**; **50%** of these kids **failed** English 8
- **Currently: 80%** of kids **passing** English 9

## Pre/Post Academic Data (S.S.)

- 2005 grade 8 Social studies exam: **100%** of students received a **1 or 2**
- **Current** 10<sup>th</sup> graders: will take global history /geography state test in June: on mid-year pre-assessment/mock test = **57%** received **passing** score or above
- **Current** 9<sup>th</sup> graders: at end of second marking period: **90% passing** (**38% got 85 or higher**)

## Early Behavioral Outcomes

Student #6:

- 2007 10 Tardiness
- 2006 10 Tardiness, illegal absence
- 2005 39 Truancy, tardiness

Student #7:

- 2007 8 Tardiness
- 2006 31 Illegal absence, vandalism, defiance, tardiness
- 2005 19 Tardiness, illegal absence

## Early Behavioral Outcomes

### Student #5:

- 2007      2      Illegal absence
- 2006      14      Excessive tardiness, behavior
- 2005      24      Illegal absence, physical contact, excessive tardiness

### Student #4:

- 2007      9      Illegal absence
- 2006      12      Illegal absence
- 2005      14      Weapons possession, illegal absence, fighting, abusive language, endangering self and others, defiance

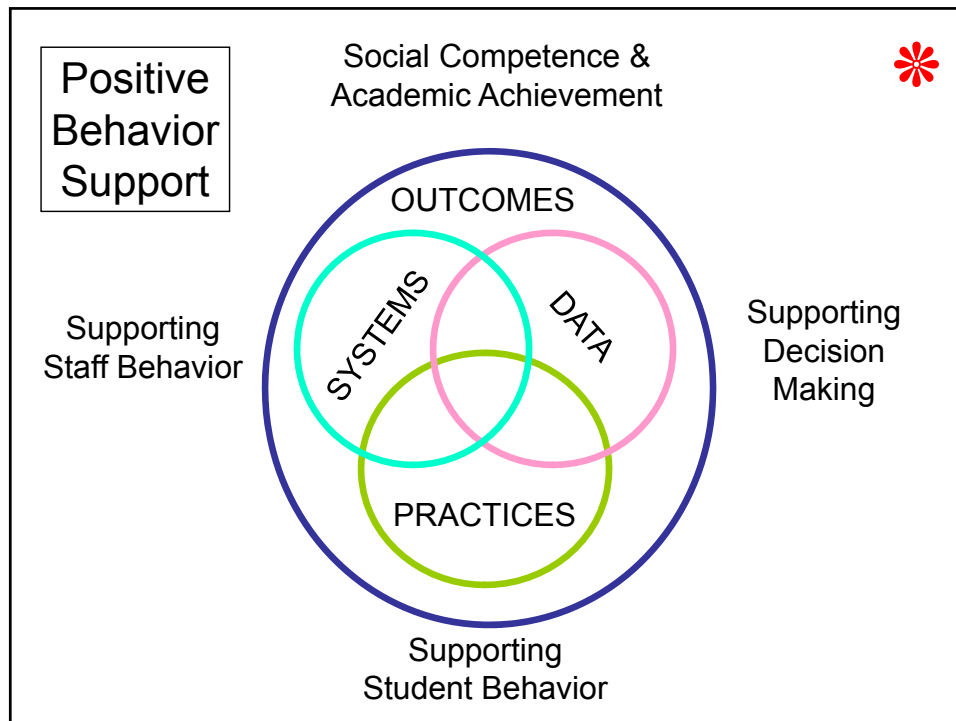
## Other Successes of the Intervention

- 8 students from last year's 10<sup>th</sup> grade class got into 11<sup>th</sup> grade honors English
- 3 students from last year's 10<sup>th</sup> grade class got into 11<sup>th</sup> grade honors American History
- Attendance in ELA & Global/Geo are great
- ODRs for these students are down

## Roadblocks & Tips for Getting around Them

- **Attendance**: takes time, meetings with guidance counselor, phone call for every absence, give kids alarm clocks, make wake- up calls, etc.
- **Tardy**: need to practice being on time, remind and reward
- **Sustaining** effort: principal works closely with teachers; predict – prevent-acknowledge

## Recommendations/ Next Steps for Your School



### Response to Intervention: Reflection on effectiveness

- What are your interventions at the Secondary and Tertiary Levels?
- How are students responding to those interventions?
- **Pick 3 interventions** (BEP, FBA, Sp.Ed. etc.)
- **How many** students are referred? **What %** of students are “**responding**” (80%)?  
(L. Eber 06)

## Matrix of Secondary/Tertiary Interventions

Key: Actual referred/receiving: 1<sup>st</sup> #

Responding: 2<sup>nd</sup> #

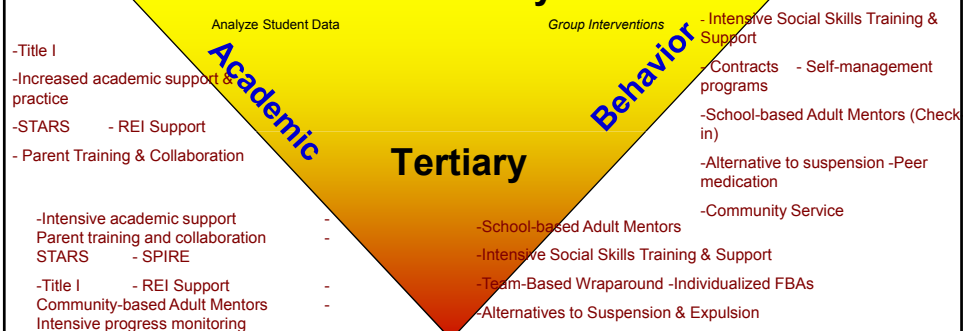
Name of Intervention or Months, etc.	# of Students in Group Intervention	# students in Group with Individualized Component/s	# Students with School-based/Simple FBA/BIP	# of students with Multiple-domain/setting FBA/BIP	# students supported with Wrap-around

## Positive Behavior Interventions & Supports Lovejoy Elementary School in Alton, IL

### Universal (Behavior & Academic)

- |                                    |                                  |  |
|------------------------------------|----------------------------------|--|
| -Teaching School-Wide Expectations | - Teaching Social Skills         | - Active Supervision & monitoring in common areas  |
| -Firm, fair, corrective discipline | - Effective Classroom Management | - Positive reinforcement for all: Student of the Week, Quarterly Rewards, Paw Prints (Universal Reinforcement) |
| Effective academic support         | - Academic Awards Assemblies     | - Weekly recess for good behavior  |
| -Homework Dens                     |                                  | -  |
| Differentiated Instruction         |                                  | - Balanced Literacy  |

### Secondary



Adapted from T. Scott, 2004