# Humanities

**Interventionists are pushing-in supports to classrooms and/or pulling out students from study hall/Excel/classrooms to provide differentiated instruction to students who need the following:**

- *Specific skill support (reading, writing, speaking)*
- *Re-teaching of skills*
- *Helping students with executive functioning skills in order to complete tasks/assignments*
- *Helping students identify and complete missing assignments when quarantined OR ill from COVID*
- *Working with students on goal setting to approach the year (for many, this is their first time "in" high school)*

**Interventionists are collaborating with teachers to...**

- *identify skill weaknesses through data analysis.*
- *create differentiated lessons to address skill gaps.*
- *identify ways to support students when they are in SSC or SSC-2.*
- *find opportunities within students' schedules to receive additional assistance (study hall, Excel, etc).*
- *Coordinating ways to assist students on retakes and revisions on an individual basis*

**Individual teachers are engaging in a multitude of strategies to address unfinished learning:**

- *Developing a strong, safe, warm learning community where students are willing to take risks in order to grow their skills.*
- *Helping students do the reflective, metacognitive, and self-awareness work to identify work habits and growth mindset goals through one-on-one conferences*
- *Helping students to develop their "bookwise" lens or skills, using what speaks to them or their curiosity to drive independent reading selections to rebuild reading stamina and skills*
- *Pre-testing students (when appropriate) to determine strengths and areas to grow.*
- *Utilizing formative assessment to inform instruction and directly target key areas of reading, writing, and speaking that need to be strengthened.*
- *Adjusting curriculum to re-loop students through skills that need reinforcing while continuing to build on the overall goals of the curriculum.*
- *Leveraging technology (which students are very comfortable in using) to provide "just-in-time" feedback in a more rapid format than a traditional homework/assignment pattern.*

- *Utilizing Canvas to post additional resources/activities/assignments for students who need to build specific skills.*
- *Leveraging student interests and providing choice (when appropriate) to increase student engagement in tasks, projects, and assignments.*
- *Crafting detailed Canvas pages so that interventionists and team members, and parents, can navigate course content.*
- *Making parent and team (counselor, social worker, case manager) contacts frequently to communicate student progress and areas where the student can continue to benefit from support.*
- Across all languages and levels, teams (including sender schools) have articulated vertically with the content that students have and have not had exposure to, and teachers are then teaching those skills as new without the assumption of prior knowledge so that all students have equitable access/entry to the content.
- WL naturally spirals and builds upon prior skills, so students will continue to see key topics, themes, and structures recycled across multiple years/levels
- Our standards are for communicative language proficiency, which is broader than discrete/isolated grammar points from a textbook.  Students are still meeting standards for the novice and intermediate levels in the modes of communication.

**STEM / PHD**

- Course teams - adjusting and modifying curriculum when necessary to include opportunities for reteaching and formative assessment to address potential learning gaps
- Individual students - creating success plans for students with multiple team members that include intervention schedules and targeted skill building (teacher, resource teacher, interventionists)
- Restructuring our MTSS model and utilizing our interventionists by having them push into excel, push into classrooms, and work with students individually and in small groups to fill content gaps
- Screener tool created for Algebra.  They designed questions that addressed prerequisite skills for Q1 units. They also designed an extension test for students that have prerequisites in place to ascertain how what skills students have from grade 8 and previewed some that will be taught and/or extended in grade 9.

- The AGA sequence resulted in some of the algebra content being intentionally delayed until Algebra 2.  We are purposefully adding the content in this year.
- Teachers are re-teaching safety skills (woodshop/culinary) to advanced courses for students who were remote or limited in person last year.
- Teachers are allowing students to come into lab spaces before and after school to enhance large scale projects that students may not have completed last school year, specifically in Woods and Engineering.
- Health teachers are working with students to complete essential assignments and assessments.  Teachers are also communicating with any staff members that are supporting individual students to get students caught up on missing work.
- PE teachers are providing students different options for making up any missed work or essential assignments/activity.
- DE teachers allow students to self pace simulating modules and make up any essential classroom work.  Students that need to make up behind the wheel minutes are able to complete that before or after school.  If a spot is open to drive during their class period a DE teacher will work those students into that slot.