WIN (What I Need) Time
A School Wide System of Intervention
Designed to Meet the Needs of All Students

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A Little Bit About Our School
- Total Student Enrollment = 847
- English Language Learners = 5.42%
- Free and Reduced = 69.89%

4 Guiding Questions of a PLC
1. What do students need to know and be able to do?
2. How will we know when they have learned it?
3. What will we do when they haven’t?
4. What will we do when they already know it?

Questions 1 and 2
1. What do students need to know and be able to do?
2. How will we know when they have learned it?

How We Have Responded to Questions 1 and 2:
- District committed to a consistent process for the prioritization and articulation of standards by PLC teams, led by a newly established Curriculum Council to build capacity
- District committed to an ongoing contract with Marzano and Associates with four leading teams of teachers and administrators through the process for prioritization and articulation
- PLC teams developed proficiency scales aligned to priority standards
- District continuing the focus on assessment literacy for all teachers
Questions 3 and 4

3. What will we do when they already know it?
4. What will we do when they haven't?

Previous Attempt at Intervention
(or What Not to Do)

- Administrative-driven idea. Math scores were low so we planned building-wide interventions in Math.

What we envisioned

Lessons Learned

- Take more time to plan
- Involve teachers in the planning process
- Learn from those who have successfully implemented effective intervention periods
- Identify clear goals
- Allow the experts to teach their content
Recommendations from Rti Conference #1

- Ask staff some simple questions to assess readiness
- Do we believe that we can get all students to high levels of learning?
- What does high levels of learning look like?
- Building administration had planned to move forward but at conference, learned to slow down and involve staff

Surveyed Staff

- Majority of staff thought we were ready
- PLT teams had been working to identify guaranteed and viable curriculum
- Prodigy scales were being developed to help students who were proficient on priority standards
- Finding time during the school day was a priority
- Many students were unable to attend interventions held before or after school. As a result, teachers were working with students over their lunch period.
- Assured staff of their opportunity to get involved

Relevance of an intervention block from a teacher's perspective

- A teacher had been monitoring time at another school during past term
- Had to give retakes during free reading time because after school didn't work. Getting retakes scheduled and done was crazy.
- At Rti conference, learned:
  - Each teacher is paid to teach - not paid to track students down
  - The difference between "will" and "skill" students

Planning Committee Established

- Dave set "tightlens" expectations.
  - Tight - We will have an intervention period during the school day next year.
  - Loose - the length of the period, how many days, how we assign will be determined by the committee
- Volunteer committee members attended a different Rti conference with the intention to learn and begin planning
- Conference attendees presented to building staff upon their return

Agenda Items for the Intervention Committee

- Teacher Expectations
- Student Expectations
- Attendance!
- Schedule
- Name of the Intervention Time
- Plan of Implementation in the Fall
Pyramid of Intervention

Benefits

Teacher
- Structure allows me to pull kids in and focus on what they need.
- It doesn't matter if a student is "nice" or my teaching partner & we are working on the same standards and support one another so we share students.

Student
- WIN time allows it to advocate for my learning.
- I can get help from my teachers during the school day.

PLC Team
- Requires PLC teams to really focus on data - who is proficient and who is not.
- Requires PLC teams to have similar pacing.

Example of WIN Schedule

Example of 6th grade Language Arts planning for WIN time

Example of WIN time processes
Our Advice to Others:
- From a 7th Grade LA teacher: Chill out. A lot of people were really nervous - worried about how this would go. Giving students this much freedom would be a nightmare. It will get there; the students cooperate.
- Worry to students would hide out in bathrooms.
- From Dave: Be willing to listen to staff and their wants and needs. It did not end up like I thought it would - it's better.
- From Tom: Stay consistent. As administrators, we go to PLCs and talk about it. Keep it in front every week - not a directive, but asking what the plans are. We were concerned at the beginning that we didn’t have much enrichment, but it has developed.
- From Director: Ask them to have a plan and purpose and support the required PD.

What do we think now?
References

WIN Time Activity
• Reflection Questions
  • 1. Do you think the staff at your building believes all students can learn at high levels? What steps do you need to take or have taken to get to this point?
  • 2. What can you take from this presentation and use in your own school?
  • 3. Do you have any questions for the presenters?

Please contact us if we can help.
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