



# STUDENT SUPPORT STRUCTURES FOR ECHS

## Targeted Subpopulation Monitoring and Support

### Targeted Tutoring

- Students identified as needing academic support will attend tutoring before or after school according to the department tutoring schedule
- ECHS Program Coordinator, along with the Success Team, will identify tutoring schedules for students
- Targeted tutorials for Dual Credit courses will occur after school and/or on Saturdays with students receiving special invitations to attend based on performance on interim progress reports and/or report cards

### Emerging Bilingual Students

- Campus support from central office on training teachers on *7 Steps to a Language-Rich, Interactive Classroom*
- Instructional Coaching/Administration book study over *7 Steps* book
- Biweekly LPAC meetings to monitor progress

### Students receiving Special Education Services

- Monthly MLT meetings to provide professional development to teachers
- Tracking lists for ECHS students with collaboration between Special Education Coordinator, Dual Credit Liaison, and Academic Dean
- Case managers monitor student progress to determine need for ARD committee meetings

### Progress Monitoring for Students

- Mustang Radar allows all staff members to identify students in need of intervention
- Success Team members trained on Multi-Tiered System of Support
- Counselors, 504 coordinators, Success Team members, and school psychologist can refer directly to targeted interventions

## Professional Development

ECHS/Dual Credit Instructors		
Date	Content	Audience
August	<b>Northwest Vista Professional Development</b> Teachers participate in beginning-of-year professional development for Northwest Vista College and meet with their respective college departments and deans.	Dual Credit teachers
August	<b>Onboarding for New Instructors</b> New instructors participate in a whole-group session learning about district expectations and then participate in content-specific	Dual Credit teachers
Ongoing	<b>Dual Credit Liaison Support</b> Ongoing support with policies and procedures applicable to dual credit instructors.	Dual Credit teachers
Ongoing	<b>Mentoring</b> All new teachers participate in mentoring on four days throughout the year. Mentors are current teachers in the subject and new teachers meet with mentors and each other throughout the full days.	Dual Credit teachers
Whole Staff Professional Development		
Date	Content	Audience
July or August	<b>Staff Upfront Training</b> Teachers participated in mandatory professional development sessions over research-based instructional strategies.	All teachers at Jay HS
October	<b>Targeted Professional Development on Research-Based Instructional Strategies</b> Training for all teachers on the Observation and Feedback systems in place and the look-fors for research-based instructional strategies and high-quality instructional materials in classes.	All teachers at Jay HS
November	<b>NISD Professional Development Day</b> Teachers participate in campus sessions. In the afternoon, teachers participate in content-specific professional development around high-quality instructional materials.	All teachers at Jay HS

## Job-Embedded Coaching

Date	Content	Audience
Ongoing	Bi-weekly observation and feedback from administrators, department coordinators, and/or instructional coaches for implementing research-based instructional strategies.	All teachers at Jay HS

## Ongoing Professional Learning Cohorts

Date	Content	Audience
Weekly throughout academic year	<b>Professional Learning Communities</b> Teacher teams meet weekly to discuss priority standards and high-quality instructional materials, research-based instructional strategies, intervention practices, and enrichment activities.	All teachers at Jay HS
Biweekly on Fridays throughout academic year	<b>Department Coordinator Cohort</b> Best practices for observation & feedback, identifying high-quality instructional materials, look-fors for research-based instructional strategies.	Department Coordinators
Monthly	<b>Red Wagon Mentorship Program</b> Targeted support for teachers within their first years of teaching around implementing campus expectations for the school improvement strategy.	First- and second-year teachers

## Secondary Administration, Curriculum and Instruction and Continuous Improvement Supports

Date	Content	Audience
Ongoing Weekly	<b>English PLC support</b> The NISD High School English Specialist attends all English PLC meetings and provides feedback on implementing the curriculum and using RBIs.	English 1 teachers English 2 teachers
Ongoing Weekly	<b>Algebra PLC support and coaching</b> The NISD High School Math Specialist attends all Algebra PLC meetings and provides feedback on implementing the curriculum and using RBIs. Additionally, the specialist and Instructional Support Teacher participate in model-teaching and co-teaching with Algebra teachers.	Algebra 1 teachers

October	<b>CCMR Workshop with Continuous Improvement</b> Targeted development of a CCMR plan that includes math and English interventions for graduation as well as data reviews for the school improvement strategy.	Academic Dean; Magnet Associate Principal; Math Department Coordinator; English Level-Lead; College, Career, Military Advisor; Head Counselor; Student Success Advisor
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