

WASHBURNE MIDDLE SCHOOL FLEXIBLE SUPPORT PROGRAM

In response to new Federal and State legislation regarding the mandatory provision of multiple academic support/interventions for students, and in recognition of the differing developmental needs of young adolescents, we have created new flexible academic support opportunities for Washburne students (<http://www2.ed.gov/programs/titleiparta/rti.html> and http://www.isbe.net/RtI_plan/default.htm).

Our team-based, Flexible Support Program (FSP) will take place when Band, Orchestra, and Chorus meet, twice per week on Tuesdays and Thursdays. All students who are not enrolled in Band, Orchestra, or Chorus will attend a team-based FSP. Band, Orchestra, and Chorus students will be able to access similar academic support structures during lunch (Academic Lunch), after school (After-School Homework Support), or through our regular elective program (Study Skills, Reading, Writing).

The academic and organizational needs and skills of adolescents vary considerably, and, therefore, the FSP will provide a differentiated support structure including both academic support and some limited interest-based offerings. In the program's first year, we will offer two interest-based sections entitled Math/Science and Humanities Explorations. Enrollment capacity and duration of student involvement will be contingent upon student interests, survey results, and teacher staffing. During our initial year of FSP, students will be able to choose between the following options:

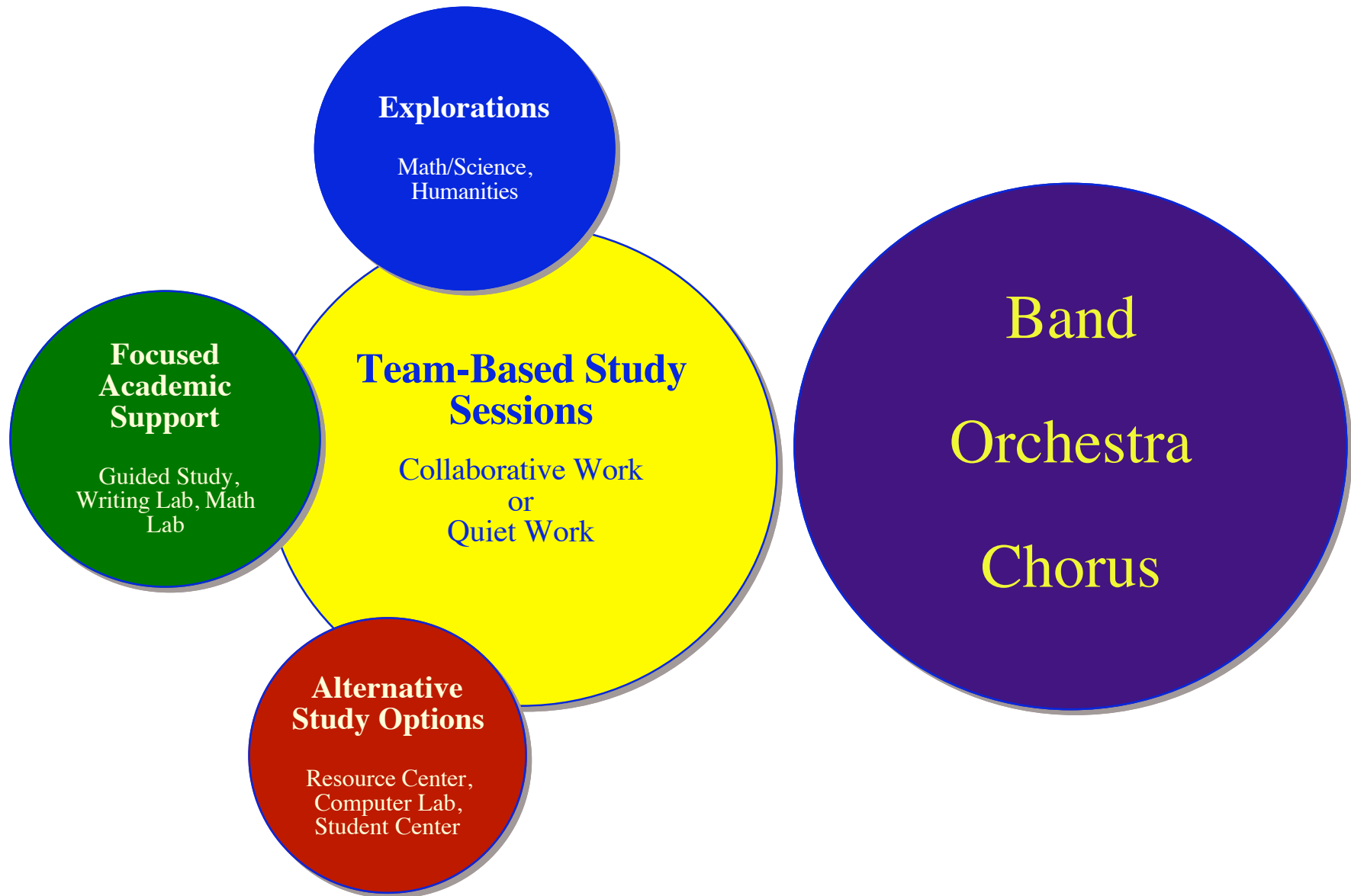
1. Writing Lab
2. Study Skills
3. Math Lab
4. Student Center
5. Resource Center
6. Computer Lab
7. Team-Based Study Sessions
 - A. Collaborative Work Room
 - B. Quiet Work Room
8. Math/Science Exploration
9. Humanities Exploration

Skilled educators who have expertise in the appropriate skill/subject area will staff, track, and maintain student records for each FSP classroom. Depending on the nature of their needs, students will either be referred to a specific FSP or be able to choose daily which FSP they wish to attend. The default placement will be the Team FSP rooms from which students can move on to other FSPs.

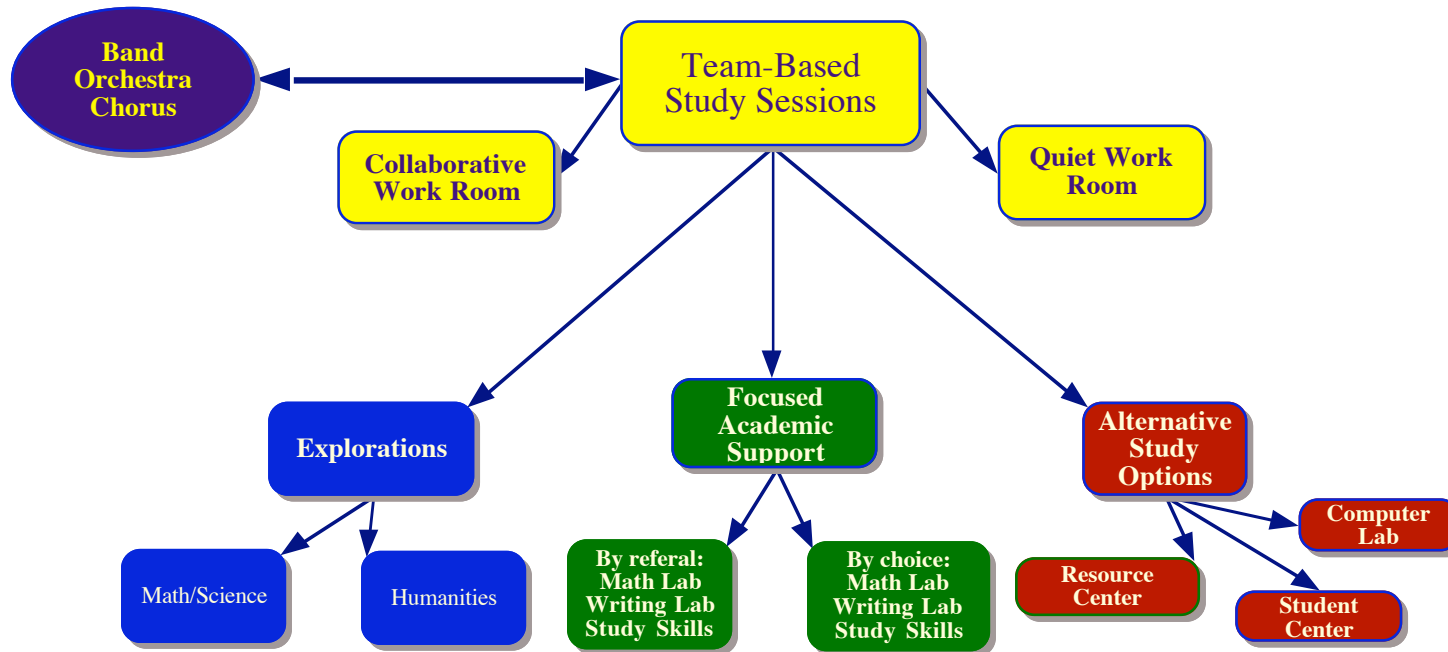


We are pleased to provide this progressive, child-centered approach to academic support. As a part of implementing any new educational initiative, our FSP will be closely observed and assessed. Washburne's Flexible Support Committee will formally assess the efficacy of the FSPs during October of next year and make any necessary changes to our FSP structure as appropriate for the 2011-12 school year.

Flexible Support Program



Flexible Support Program Assignment Protocols



All non B/O/C students will be assigned to a Team-Based Study Session. Attendance will be taken in each session.

Students who are referred to a Focused Academic Support or who are enrolled in an Explorations session, will report directly to that program for a predetermined duration.

If a student chooses to attend a Focused Academic Support or an Alternative Study Option, they will first report to the Team-Based Study Session.

Students who choose to attend a Focused Academic Support or an Alternative Study Option must sign up daily in advance for that session. They will receive a pass giving them permission to attend the requested session.

A daily capacity level for each session will maintain the integrity of the program.

After reporting to their Team-Based Study Session and showing their pass to the supervising teacher, students will report to their requested Academic Support or Alternative Study session where attendance will also be taken.

Flexible Support Program Sample Student Situations

Dan does well in all his academics but has a difficult time understanding math. Despite seeking out his teacher for help before and after school, he still has difficulty comprehending some curricular concepts.

Dan is referred to the FSP Math Lab for assistance. Upon entry to the Math Lab program, the supervising teacher administers an assessment that provides a data baseline and helps to identify Dan's areas of challenge. Dan's progress is monitored over time to gauge the efficacy of the interventions implemented.

Mary is a very organized and successful student. She is always on top of her academics. Mary loves science and is intrigued to learn more about her favorite subject

Mary signs up to attend to FSP Math/ Science Explorations which she attends in lieu of her team FSP for a predefined period of weeks (4-12 weeks contingent upon enrollment).

Anna is a good student who has a very busy after school schedule. It is hard for her to find time to complete all her class-work and stay in touch with her friends.

Anna uses the twice weekly FSP team study session to stay on top of her assignments.

Sue is generally on top of her studies. From time to time she has difficulty grasping new concepts in her math and/or English classes.

When she needs extra help, Sue signs up to go to the FSP Math and/or Writing lab for drop-in support.

All Students report to their team-based FSP unless they have signed up for or been referred to another FSP room/ program.

Ben has just completed a big English project and major test for math. He needs a break today.

Ben signs up to go the Student Center where he can engage in an educational game, read a book on a comfortable chair, or visit with a friend.

Mark consistently has difficulty completing his assignments, turning them in on time, and producing quality work. Sometimes he does not do a good job of managing his time and responsibilities, breaking down large projects into manageable "chunks," or studying for tests and quizzes.

Mark is referred to the FSP Guided Study period for assistance. Upon entry, the supervising teacher refers to performance data gathered by Mark's teachers to establish a baseline that helps identify Mark's areas of challenge. Mark's progress is monitored over time to gauge the efficacy of the interventions implemented.

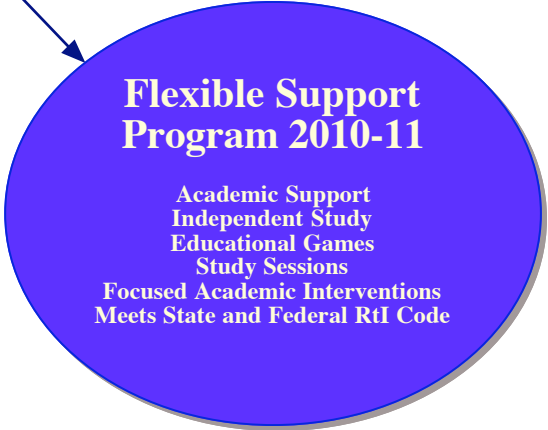
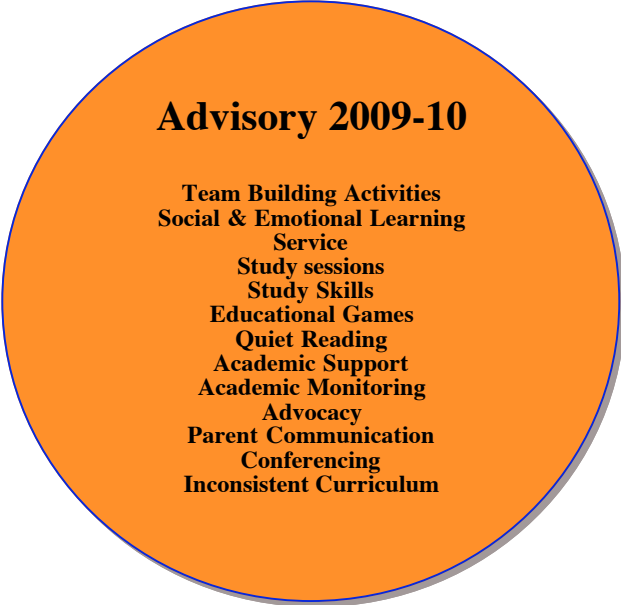
Steve has a big group research assignment to complete for social studies.

Steve and his group-mates sign up to go to the Resource Center where they can work together and access resources to complete their project.

Nicole is a very strong reader but struggles with written expression. Nicole has worked with her English teacher, but still needs more help.

Nicole is referred to the FSP Writing Lab for assistance. Upon entry to the Writing Lab program, the supervising teacher administers an assessment that provides a data baseline and helps identify Nicole's areas of challenge. Nicole's progress is monitored over time to gauge the efficacy of the interventions implemented.

Reallocation and Refinement of Existing Resources and Programs 2009-2011



What are the Origins of the Flexible Support Program?



Instructional Time Distribution Comparison 2009/10 : 2010/11

Weekly minutes	2009-2010	2010-2011
Advisory	117.0	96.0
Academic (accounts for 4 core classes)	1080.0	1080.0
Electives (accounts for 2 elective classes)	346.0	346.0
Passing Periods	150.0	100.0
Kinetic Wellness	173.0	173.0
Lunch	173.0	173.0
Flex Support Program	0.0	71.0
Total Weekly Minutes	2039.0	2039.0

This reflects a shorter day on Monday, and longer days on Tuesday-Friday. The total calculation of available minutes is as follows: 4 days @ 420min. +1 day @ 360min. = 2040 min.