



# GRADE-LEVEL TRANSITIONS





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# SELAH SCHOOLS



- 384 Students
- 61.5% Low Income
- 42.4% Hispanic/Latino
- 54.2% White
- 10.2% Multilingual Learners
- 18.8% Students with disabilities

**ROBERT LINCE**  
**PREK-K**



- 536 Students
- 68.1% Low Income
- 39.2% Hispanic/Latino
- 54.7% White
- 17.4 % Multilingual Learners
- 14.2% Students with disabilities

**JOHN CAMPBELL**  
**GRADES 1 & 2**



- 813 Students
- 65.9% Low Income
- 31.2% Hispanic/Latino
- 55.2% White
- 17% Multilingual Learners
- 13.4% Students with disabilities

**INTERMEDIATE**  
**3-5**

# COMMUNITY OUTREACH & PARENT ENGAGEMENT

Local grocery  
stores and  
daycares to  
hand out  
information.

**REGISTRATION  
POP-UPS**

Spring Kinder  
Night  
Spring Pre-k  
Night

**PARENT NIGHTS**

Grades K-2  
Delayed start by  
two days to  
conduct  
meetings

**PARENT MEETINGS**





# SPRING PLACEMENT

Each grade level has a placement meeting to build rosters for the next grade level.

Cluster grouping - Support & Resources

Admin works on Master Schedule to assign resources to cluster groups: ML, LAP & SPED support staff



# FAMILY SERVICES TEAM

## Team

### 8 People:

- 2, Pre-k Family Liaisons
- K-2 Communities In School
- 3-5 Family Support, District McKinney Vento Liaison
- 6-8 Family Support, District Attendance Focus
- 9-12, Family Support Para
- Migrant Family Services Coordinator
- 9-12 Migrant Graduation Specialists

- Engage families through home visits
- Support families in transition process
- Provide resources for a successful start

## Transition Work

# MTSS SYSTEM

## Teams

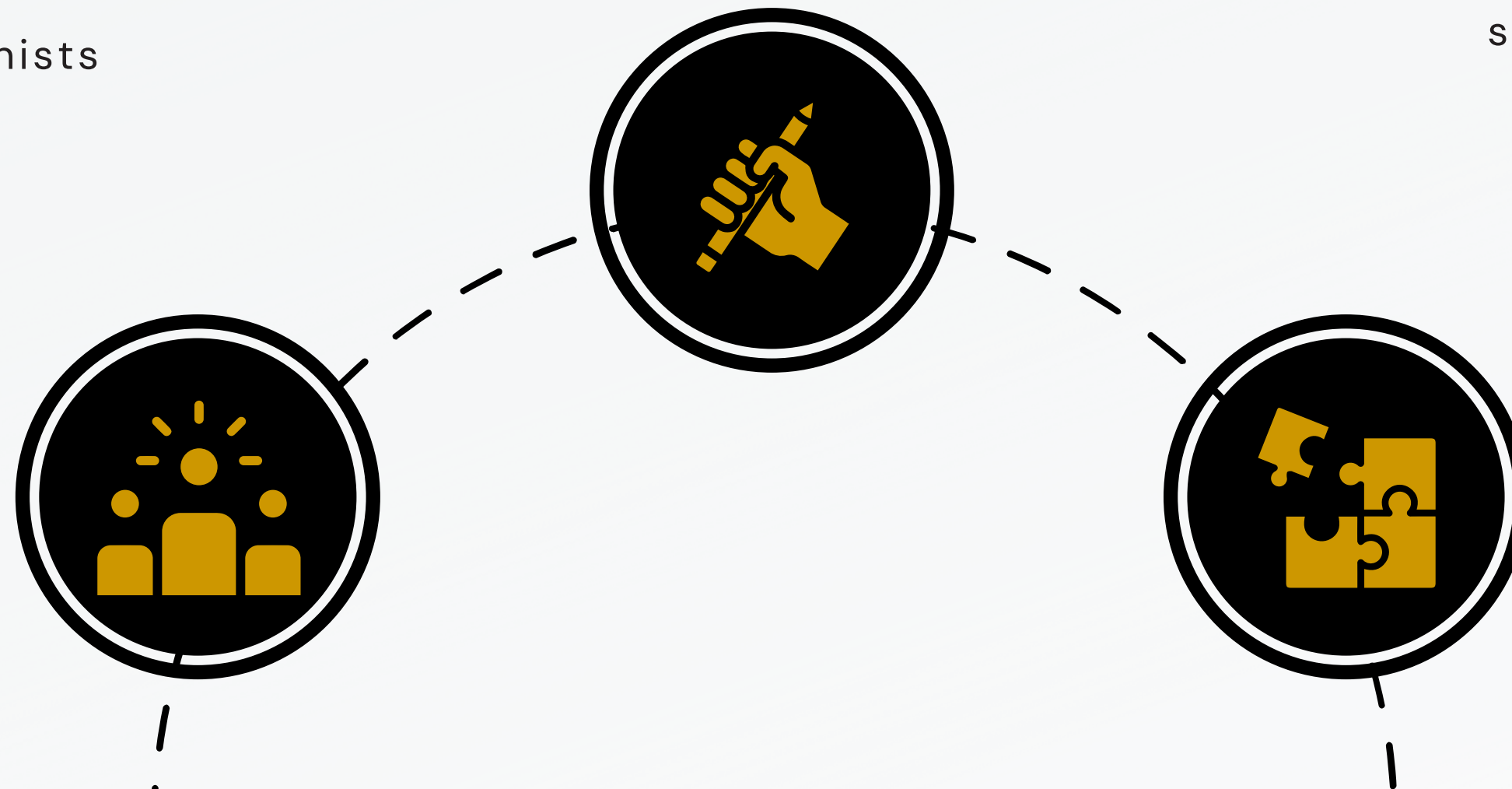
- Grade Level REPs
- Special Education REP
- LAP team REP
- ML Interventionists
- Building Admin

## 6-8 Week Cycles

Based on iReady, IRLA/ENIL scores, and classroom based assessments students are grouped by skill (and language for Dual classrooms) deficit. Run Walk to Read and Math groups for 6-8 weeks.



## Data Meetings

Teams meet during the last week of the Walk-to cycle to discuss the newest data point and shuffle groups. Align resources to each group.





# TIER I TRANSITION MEETING

 FLASH BACK			 FLASH FORWARD	
Grade or Course: Team Members:			Grade or Course: Team Members:	
C O N T E N T  A R E A	2. Current Teachers: Which priority standards are you MOST confident about students leaving having mastered?	3. Current Teachers: Priority standards that students struggled with and that you're MOST concerned about going into next year?	1. Receiving Teachers: What are your MOST essential standards within each course/content area?	4. Receiving Teachers: Which immediate prerequisite skills and concepts will be the most important to include in your pre-instruction planning to ensure students can reach grade-level proficiency?
E L A				
M A T H				
D U A L				
S E L				

## Purpose:

Discuss standards and the scope and sequence in the previous year for the incoming students. Teachers express greatest need of the grade level as a whole.

## Process:

- Complete document with entire grade level teams.
- Grade level teacher REPS gather to meet and discuss standards from each document.
- District directors attend to facilitate and offer support.
- Schedule follow up discussions if needed.



# TIER II TRANSITION MEETINGS

Tier 2 interventions:

Please provide a summary of the specific groups you have as priority for this student group.

Content	Specific targets	Number of groups	Number Kids

[Tier 3 Transition Planning Tool](#)

## Tier II Purpose:

Discuss skill groups based on standard deficits. Teachers express greatest need of each small group and where each group should start in the fall.

## Process:

- Complete document with entire grade level teams.
- Grade level teacher REPS gather to meet and discuss standards from each document.
- District directors attend to facilitate and offer support.
- Schedule follow up discussions if needed.

# TIER III

# TRANSITION MEETINGS

Tier 2 interventions:  
Please provide a summary of the specific groups you have as priority for this student group.

Content	Specific targets	Number of groups	Number Kids

[Tier 3 Transition Planning Tool](#)



## Tier III Purpose:

Discuss individual student plans of support. Review resources.

## Process:

- Support staff meet to discuss plans (behavior plans, IEP’s, ect.) for indiuial students.
- District directors attend to facilitate and offer support.
- Schedule follow up discussions if needed.

Intervention	Who manages at SMS?	What does that look like at SMS?	Frequency	Number of Students in 8th grade in this intervention at SMS	SHS Notes			
CICO	PRIDE Team	No 8th graders using a tracker at this point in time. One student on a electronic tracker.	Daily	1-AC	Students do have familiarity with being on trackers from previous years			
Check & Connect	PRIDE Team	Temperature check before lunch at some point, students might turn their phones in. A chance for them to share about their day and feelings.	Daily/some weekly	15-20 students	Variance of how formal this occurs and when it occurs. Some are weekly check-ins, some are daily.			
Small Groups								
Individual Counseling	Counseling	Individuals meet briefly one-on-one with counselor.	As needed	Varies.				
Group Counseling	Counseling	Groups are put together based on Student interest. Current groups include: grief, healthy emotions, organization and healthy relationships	6 week sessions multiple times a year	15-20 for the year, size of the	Students generally enjoyed the groups, asking if they will continue.			
Safety Plan	Administrators/ PRIDE Team	2 students currently on safety plans		2	Safety plans involve backpack and/or phone checks. No students with restraining order currently in place.			
SAP		individual sessions, two nicotine groups,one poly substance group. random monthly UA's and one group for those affected by others with addiction (parents, siblings etc.)	groups are once weekly for each group. individual sessions are usually weekly or every other week. ALso monthly for	21 8th grade students total have been seen this year through the year down 19 regularly	SAP services are offered 3 days a week: individual and groups. No groups for depression, anxiety, etc. School Counselors will provide the transition of services			
Attendance		Student attendance contracts Student parent meetings with attendance agreements WARNs as necessary Becca as Necessary CEB	Weekly	7 students through CEB process				



# FALL STUDENT SUPPORT

Supporting 4th grade Literacy through an after school Fall program.

- Meet 3 times per week for an extra hour after school
- Student who score a 1 on SBA will be invited
- Data from Spring iReady, IRLA/ENIL, and transitions meetings will be used to create groups and assign resources.



# QUESTIONS



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