

Handouts From Hilhi's Work

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Meeting Calendar

Date	Meeting	Focus	Time	Location
Week of September 18	SLC Team	Curriculum, Instruction, Assessment: <i>Common instructional strategies and assessment practices</i>		
Week of October 9	SLC Team	Curriculum, Instruction, Assessment: <i>Common instructional strategies, assessment practices, and curriculum alignment</i>		
Week of October 23	SLC Team	Assessment: <i>Grading practices, grading scales, IEP accomodations, prep for end of Quarter 1</i>		
Tuesday, November 14, 2017	Quarterly meeting (all teams = Success Team)	On-track (1st quarter grades)	8:00 - 11:00	Library Classroom
Week of November 27	SLC Team	On-track (1st quarter grades)		
Week of December 11	SLC Team	On-track (1st quarter grades)		
Week of January 8	SLC Team	On-track/Semester 2 Curriculum Planning		
Week of January 22	SLC Team	Curriculum, Instruction, Assessment: <i>Planning for Semester 2 alignment/Success Inventory</i>		
Tuesday, February 13, 2018	Quarterly meeting (Success Team)	On-track (1st semester grades)	8:00 - 11:00	Library Classroom
Week of February 26	SLC Team	On-track (1st semester grades)		
Week of March 5	SLC Team	On-track (1st semester grades)		
Week of March 19	SLC Team	On-Track/Curriculum, Instruction, Assessment: <i>Grading practices, celebrations</i>		
Week of April 2 or 16	SLC Team	Curriculum, Instruction, Assessment: <i>Instructional updates</i>		
Tuesday, April 24, 2018	Quarterly meeting (Success Team)	On-track (3rd quarter grades)	8:00 - 11:00	Library Classroom
Week of May 7	SLC Team	On-track (3rd quarter grades)		
Tuesday, May 22, 2018	Quarterly meeting (Success Team)	On-track (3rd quarter grades - 4 weeks to go!)	8:00 - 11:00	TBA
Week of June 4	SLC Team	Plan end-of-year celebration/Success Inventory/Feedback for 2018-19		

Curriculum Meeting Agenda

Agenda: 9th Grade Team Curriculum, Instruction, Assessment Meeting

DATE

Room and time

- (5 minutes) 1. Thirty-Second Check-In: Share an instructional highlight from the week!
- (3 minutes) 2. Assign roles and responsibilities
 - *Team Leader/Facilitator*: Creates agenda and facilitates meeting.
 - *Process Monitor*: Observes the meeting and reminds us if we are off-topic or engaging in "dont's."
 - *Timekeeper*: Keep us moving!
 - *Minutes*: Uses the meeting template to keep notes, especially task chart.
 - *Progress monitor*: Provides data for attendance, grades, credits.
- (2 minutes) 3. Review norms (group and meeting)
 - *Stay engaged.*
 - *Speak your truth.*
 - *Experience discomfort.*

- *Expect and accept non-closure.*
- *Practice confidentiality.*
- *Assume positive intentions.*

(5 minutes) 4. Task List (from previous meeting-- this should be quick, quick, quick!)

What?	Action	Status?

(25 minutes) 5. Discussion of Professional Practice

Topic	Comments	Next Steps
Common Instructional Strategies		
Curriculum Alignment		
Inclusion of Service Learning		
Assessment Practices		
Problems of Practice		

(5 minutes) 6. Closing-- Task list and process check (how did we do today?)

Who? (Staff)	What?	Status?

Please remember... use the Consensus Model when making decision during your curriculum, instruction, and assessment meetings!

On-Track Meeting Agenda

Agenda: 9th Grade Team On-Track Meeting

DATE:

Room and time

(5 minutes) 1. Thirty-Second Check-In and Positive Postcards

(3 minutes) 2. Assign roles and responsibilities

- *Team Leader/Facilitator:* Creates agenda and facilitates meeting.
- *Process Monitor:* Observes the meeting and reminds us if we are off-topic or engaging in “don’t’s.”
- *Timekeeper:* Keep us moving!
- *Minutes:* Uses the meeting template to keep notes, especially task chart.
- *Progress monitor:* Provides data for attendance, grades, credits.

(2 minutes) 3. Review norms (group and meeting)

- *Stay engaged.*
- *Speak your truth.*
- *Experience discomfort.*
- *Expect and accept non-closure.*
- *Practice confidentiality.*
- *Assume positive intentions.*

On-Track Indicator

- A ninth grader is on-track by the end of the year if they have: (i) earned at least 6 course credits (at least 3.5 of those from core classes); (ii) failed no more than 1 semester (.5 credits) of a core class.
 - Attendance, scheduling, course load, etc. are all factors, but grades are most easily in our control, so we start by focusing there.

(5 minutes) 4. Task List (from previous On-Track Meeting-- this should be quick, quick, quick!)

Who? (Staff)	What? For Whom (Student)?	Status?

(25 minutes) 5. New referrals (3 max per meeting)

Discussion protocol:

- Step 1: Teacher Concerns - Present concern factually and objectively (without blame or connotation; focus on observations and evidence)
- Step 2: Strengths & Talents - Review students responses to Ninth Grade Survey and share anecdotal comments from teachers
- Step 3: Data Review and Goals - Review student’s course grades and set goals for student success/improvement
- Step 4: Intervention Planning - Share Tier 1 Interventions already implemented and results; brainstorm further Tier 1 Interventions to try and/or make referral for Tier 2 Interventions (<https://goo.gl/forms/NtBmzVSXgTcJmP3m2>)
- Step 5: Recap - Summarize plan for student success and Action Items

Student & Concerns	Strengths & Talents	Data Review & Goals	Intervention Planning	Action Items

(5 minutes) 6. Closing-- Recap Task List and process check (how did we do today?)

Who? (Staff)	What? For Whom (Student)?	Status?

Please remember... use the following guidelines for discussion during your on-track meetings!

- Do evaluate, problem-solve and intervene.
- Do focus on supports for all students.
- Do recognize academic interventions may alleviate behavior problems.
- Don't admire the problem.
- Don't blame the student, family or extenuating circumstances.
- Don't have extended discussions of unrealistic supports.

Tiered Interventions

HHS Pyramid of Preventions/Interventions

Response to Intervention (RTI) is a systematic decision-making process that serves as a problem-solving framework for organizing hierarchies of evidence-based interventions in the context of ongoing progress monitoring.

LEVEL	ACADEMIC INTERVENTION	SOCIAL/EMOTIONAL INTERVENTION	STRUCTURE:
Tier 3: Tier 1 + 2 + Intense, Individualized Interventions <ul style="list-style-type: none"> Formal referrals for support from third party stakeholders Below grade level by more than 2 years 5% of students (~65/1300) 	<input type="checkbox"/> 29 Referral to Special Education <input type="checkbox"/> 28 Referral for 504 Plan <input type="checkbox"/> 27 Teacher-Admin contact/consult <input type="checkbox"/> 26 Referral to Miller <input type="checkbox"/> 25 Referral to truancy <input type="checkbox"/> 24 Instructional aide support <input type="checkbox"/> 23 Referral to S&W Counselor	<input type="checkbox"/> 24 Referral to School Resource Officer <input type="checkbox"/> 23 Referral for 504 Plan <input type="checkbox"/> 22 Referral to Saturday School <input type="checkbox"/> 21 Referral to Youth Contact <input type="checkbox"/> 20 Referral to CARE <input type="checkbox"/> 19 Referral to S&W Counselor	Interventionist: Skilled/trained staff Setting: Variable Grouping: Smaller Curriculum: Customized/intensive, targeting area of need Duration: Varies based on student response to intervention Assess: Formal/Informal weekly Progress Monitoring: Weekly
Tier 2: Tier 1 + Targeted Interventions <ul style="list-style-type: none"> Done in consultation and partnership with team teachers Strategic intervention for students below grade level by 1-2 years 15% of students (~200/1300) 	<input type="checkbox"/> 22 Assign mentor <input type="checkbox"/> 21 SBAC intervention/support <input type="checkbox"/> 20 SST referral <input type="checkbox"/> 19 Referral to counselor <input type="checkbox"/> 18 Referral to grad coach <input type="checkbox"/> 17 Teacher-counselor contact <input type="checkbox"/> 16 Teacher-dept head contact <input type="checkbox"/> 15 Weekly grade checks via: <ul style="list-style-type: none"> Student/Parent Vue Check form Agenda/planner <input type="checkbox"/> 14 Teacher-parent conference	<input type="checkbox"/> 18 Referral to 8.5 <input type="checkbox"/> 17 Referral to Summer School <input type="checkbox"/> 16 Referral to Options <input type="checkbox"/> 15 Referral to counselor <input type="checkbox"/> 14 Referral to grad coach <input type="checkbox"/> 13 Attendance contract <input type="checkbox"/> 12 Behavior contract <input type="checkbox"/> 11 Escort to class <input type="checkbox"/> 10 Referral to CARE team for review <input type="checkbox"/> 9 AVID support <input type="checkbox"/> 8 ELL support <input type="checkbox"/> 7 Mandated DHS report	Interventionist: Skilled/trained staff Setting: Push in/pull out Grouping: Small Curriculum: Remediate skill deficits Duration: Dependent on student progress Assess: Weekly Progress Monitoring: Monthly
Tier 1: Universal Interventions: <ul style="list-style-type: none"> Strategies to support 80% of learners at grade level, at the classroom level between teacher & student Students making progress and/or with minor difficulties 	<input type="checkbox"/> 13 Teacher-parent contact <input type="checkbox"/> 12 Teacher-teacher contact <input type="checkbox"/> 11 Assignment retake <input type="checkbox"/> 10 Assessment retake <input type="checkbox"/> 9 Goal-set with student <input type="checkbox"/> 8 In-class Intervention (PRIM) <input type="checkbox"/> 7 Additional scaffolding <input type="checkbox"/> 6 Strategic grouping <input type="checkbox"/> 5 Strategic seating <input type="checkbox"/> 4 Schoolwide tutoring <input type="checkbox"/> 3 Saturday Session (AMT) <input type="checkbox"/> 2 Teacher tutoring <input type="checkbox"/> 1 Teacher-student contact	<input type="checkbox"/> 6 Work Permit <input type="checkbox"/> 5 Referral to Health Room <input type="checkbox"/> 4 GSA/Pride Alliance <input type="checkbox"/> 3 Special-interest club <input type="checkbox"/> 2 Classroom Intervention (PRIM) <input type="checkbox"/> 1 TRIO	Interventionist: Teacher Setting: General ed classroom Grouping: Varied/flexible Curriculum: Research-based Duration: Year-long Assessments: Quarterly Progress Monitoring: Frequency based on student need Updated 8/28/17 Source: www.rtinetwork.org