

Interventionist Meeting - September 26, 2014

I. Schedules

- A. Some have been put into place. Others need to be solidified. Do we need to make any adjustments?
- B. What are some things we are observing so far in regard to our lowest students and their particular skill sets? (Is there a way that we can target the lowest students during Bell Ringers?)
- C. Discuss other duties to be sure there is enough prep time built in to get to everything.

II. Students

- A. Discuss academic concerns. Show how to look up GLE in Scantron.
- B. What are some interventions that we are planning to implement in order to support basic skills?
- C. Discuss social issues. Problem solve accordingly. (Social Work referrals needed for student? Would student benefit from mentoring program?)
- D. Ones to watch. (Are there any students that we suspect may have larger academic issues that we need to keep a closer eye on or get more information about?)
- E. 504 Students

III. Concerns/Questions

- A. Timesheets
- B. Translation services
- C. Other

**PBIS/RTI/Behavior/Counseling/Special Ed Meeting Notes - January 12, 2015
(Tier 2/3)**

Attendees: Allman, Brunette, Garay, Howard, MacLeod, Wilinski
Missing: Santoscoy (Martin), Schwartz (6th grade lunch)

Topic:	Notes:
Students of Concern- T. Smith (8th)	Infractions holding steady. Need mentor. Brainstorm.
Students of Concern - R. Tostado (8th)	Infractions also holding steady. Howard will contact Starr about the possibility of mentoring him, as she has him during homeroom and seems to have good rapport with him. (emailed her on 1.14.15)
Students of Concern - X. Ingersoll (7th)	Infractions holding, very smart but very excitable, has a hard time maintaining focus. Robb assigned as mentor and sees him regularly. Howard needs to speak to Robb about possibly putting him on CICO monitoring. Also need to explore possibility of a schedule change to challenge him in an effort to reduce problem behaviors. Parent meeting needs to be set up in order to look at patterns and tell mom what we are seeing.
Students of Concern - R. Perez (8th)	Behavior is improving, scored an increase of over 600 pts on Reading scantron this week, being checked on by Schwartz and Aguilar (coach).
Students of Concern - G. Cosio (7th)	Need to look into next steps for him, as he continues to struggle academically despite consistent support. Howard is currently mentoring him, and trying to also assist with assessments when available. Is also receiving Read Naturally intervention from Brunette and does very well one-on-one. Does well with reading skills when given opportunity to use basic resources and gets work done in these instances, but when faced with more challenging tasks he shuts down or asks to work alone. Need to set up a meeting with mom and teachers to talk about where he is at and how much support has been offered to him thus far to see if testing might be an option. (Howard looked into file on 1.13.15 and found that he came from Bennett and we have little information besides his last report card which showed poor grades across the

	board.)
Students of Concern - D.Pate (7 th)	Brown is trying to set up parent meeting for next week, as grades are dropping and behavior is constantly an issue.
Students of Concern - J.Ortega (6 th)	Sent email to Ms. Morrison to inquire about the next steps to follow as RtI recommends that he be tested. (1.13.2015 Howard talked to Morrison and handed over current grades and Scantron scores as well as home number. Morrison will have Garay call home to see if parents have ever requested testing before or if they are interested in this process to help).
Students of Concern - A. Ortiz (7 th)	Social worker from Southwest Counseling Solutions came in before winter break to discuss her poor grades. Her Scantron scores were good at the year's start but her grades are awful. Howard sees her in Bumford's science class twice per week and helps her but feels that it is more a motivation issue than ability. (Howard checked her file on 1.14.15, and found that she came from Clippert where grades were also poor with comments on her report card stating that she doesn't work to her ability level and puts forth inconsistent effort). Howard will keep an eye on grades and Scantron scores, see if more peripheral support can be offered second semester.
Students of Concern - M.Miller (6 th)	Garay mentioned that she has been having social issues with her peers, with the same type of incident occurring multiple times since the school year began per Cooper (intimidation, attitude, name calling). Howard checked into her grades which are split (some good, others such as Science and Math not so much), and will keep an eye on her. Perhaps she could be added to mentoring roster.
Pertinent Issue - Resources for Parents	Going forward, it was suggested that we compile a pamphlet to give to parents when they have to come in for parent meetings. This should encompass resources about counseling services, after school programs, summer programs, pertinent local calendars, parenting classes or groups in the area, about the RtI program, and about Special Ed program. It was brought up that Metro Parent magazine has a lot of this

	<p>within their publication, but we were unclear as to whether or not it is available in Spanish.</p>
<p>Pertinent Issue - Data Comparison of Cart vs Classroom teachers in regard to behavior infractions</p>	<p>We discussed classroom management needs, especially in regard to new teachers who are assigned a cart versus a classroom. Wilinski is going to look into the possibility of breaking down the Liveschool infractions entered for cart-based teachers so that it can be compared to classroom-based teachers and possibly compile also for last year. We proposed using this data to push forward argument for more PD on classroom management AS WELL AS a discussion on how to better support cart-based teachers. Some options we discussed as possible methods of support included additional compensation, added classroom support either through mentoring or interventionists, and/or partnership with high school that would provide additional classroom space so that teachers would not have to BE on a cart.</p>
<p>Pertinent Issue - Organizational Support for Students</p>	<p>A number of students are often struggle continuously with organization and processes which result in them losing or not completing work, which negatively impacts their grade. We discussed the possibility of integrating some foundational organization lessons for students as part of homeroom next year OR as part of the initial E3 curriculum so that ALL students get the message. We provide planners, but do our kids even know how to use them? Some need explicit instruction in the value and use of such organizational tools. Also, could we provide ALL students with the 8 pocket plastic folders next year (marketing budget with logo or sticker on it?) and teach them to label and sort on a regular basis? Once per month the kids could have a purge day in homeroom where they clean folders out.</p>
<p>Pertinent Issue - Partnerships with other buildings</p>	<p>Partnerships with other buildings need to be strengthened. These have deteriorated over the past few years, resulting in 504 Plans not traveling over from Upper to Middle, students suspected of greater learning issues not followed up on, and missed opportunities to build peer programs that could positively impact our students. How do we rebuild these bridges? Howard suggested we not end but BEGIN our school year with brief meetings to touch base with staff from other</p>

	buildings- 5 th grade team and 6 th grade team as well as 8 th grade team and 9 th grade team. Deans of student "summit" to pass on pertinent information? Need to pass suggestion on to admin team.
Pertinent Issue - Student Motivation	One suggestion that Allman put forth to increase student motivation to achieve is an Honors assembly to celebrate highest grade point averages, biggest improvements in academics and behavior, attendance, etc. The students could receive a certificate and a dress down pass and participate in a brief assembly. Need to suggest this to admin team.