North Mecklenburg High School

Student Success Model

Staff Professional Development

2012-2013 School Year

**Staff responsible for PD:**

Matt Hayes, Principal

Katie Sunseri, Assistant Principal

Derrick Robinson, Assistant Principal

Kimberly Duke, Dean of Students

Kevin Wilson, Dean of Students

Lauren Talton, Academic Facilitator

Stephanie Kelso, English teacher

Lauren Bell, Leaders for Tomorrow intern

|  |
| --- |
| **Goals:** |
| Provide staff with a sound understanding of the purpose of the North Meck Student Success Model |
| Provide staff with a sound understanding of the process involved with the North Meck Student Success Model |
| Provide staff with data from the previous school year to highlight the success of students using the Student Success Model |
| Provide staff with data from the previous school year on areas that the school can improve as a whole to impact student growth and achievement  |
| Provide staff with understanding of document associated with Student Success Model (individual student crisis sheet, intervention bookmark, communication log, etc.) |
| Provide staff with reassurance that support will be provided by administration and support staff, provide specific details  |
| Allow staff the opportunity to discuss with one another |
| Allow staff the opportunity to ask questions |

The PD will be at the beginning of the school year during staff professional development days and throughout the course of the school year during the Viking Teacher Academy.

Administration and support staff will be an active part of the weekly planning process for teachers across all grade level teams and content areas throughout the course of the year. They will be there to provide support, clarity, and answer any questions or work through any issues.

**Professional Development Schedule:**

Back to School:

 \*August 13-15: New Teachers

- North Meck 101: what to know, what is coming up

* + This will include an overview of the Student Success Model providing rationale including data, logistics, support
	+ Enrichment block

\*August 20-21: CCSS training days at North Meck

 - Progress monitoring, RTI, student in crisis tied into CCSS training

* + This will include an overview of the Student Success Model providing rationale including data, logistics, support, course for improvement
	+ Enrichment block

\*August 22-24: Teacher workdays

 - In classrooms, opportunities to set up, opportunities to plan together as content teams

 - Administration and support staff will be available to answer questions

Wednesday afternoons after school North Meck will continue to hold the Viking Teacher Academy. This will serve as a time for staff to come together for professional development. The beginning of the PD will be whole group. The remainder of the afternoon will be differentiated PD.

Administration and support staff will also support teachers during weekly content and grade level planning meetings.

**Viking Teacher Academy Student Success Model PD Plan:**

\*These sessions will be for the whole group portion of the PD for Viking Teacher Academy, differentiated PD groups will be based on staff needs identified throughout the course of the year, specifically by administration and support staff sitting in and participating in weekly planning meetings

- September 5: General staff meeting for back to school

- September 12: Overview of Student Success Model again, time for questions, break out into PLCs to discuss implementation within each team

 - September 19: How to identify a student needing RTI

 - Looking at objective mastery learning (% on a multiple choice test)

 - September 26: How to identify a student needing RTI

 - Looking at rubrics for projects

 - October 3: How to identify a student needing RTI

 - Looking at rubrics for writing samples

 - October 10: Process for student in crisis

 - Documentation 101 (learning how to effectively use necessary forms, how to share necessary information with team, how to share necessary information with student and parent)

 - October 17: Process for student in crisis

 - List of available interventions appropriate for high school students

 - Choosing proper interventions

 - Only 1 or 2 at a time that should be shared with team and implemented in all classes for student

 - October 24: No meeting, end of quarter, parent conference approaching

 - October 31: Optional meeting based on need

 - For teachers/teams with questions

 - For teams struggling with implementation

 - November 7: Follow through for student with RTI

 - Finding a mentor/buddy adult in the building who is NOT the classroom teacher to build a relationship with the student, help with motivation, provide check-ins for student, especially important for students with little or no home support

 - November 14: RTI

 - Tracking interventions within the class, how to document, what to look for, what to do with information received, how to communicate information with student in order to see maximum benefit in academics

 - November 21: Thanksgiving break

 - November 28: Semester end approaching

 - As the semester comes to a close, making sure all necessary RTI in place for necessary students, looking to determine progress within interventions—Did it work? Go back to drawing board?

 - Ensuring necessary information is passed to necessary teams at semester change

 - How will interventions link to study skills and resources for students in RTI process?

- December 5: Follow up from November 28 meeting with determining success or failure of interventions

 - December 12: No meeting on PD, end of semester, administration will have “house keeping” quick meeting

 - December 19: No meeting, exam time

**Teacher PD can change in schedule above based on staff need. Administration and support staff will break into differentiated small groups for PD based on observation from sitting in content and grade level planning meetings weekly.**

Second Semester

- January 2: No meeting on PD, first day back to school, administration “house keeping meeting”

 - January 9: Starting the semester right

 - Identifying low-performing students early on in semester

 - Making connection for students from previous semester in terms of RTI needs

The remaining PD for Viking Teacher Academy will be based on needs of stuff. At this point in the year, teachers should have a grasp on the Student Success Model and the way in which it is used at North Meck.

**Professional Development Content for August:**

* Introduction
	+ Presented by Hayes
	+ About Student Success Model
	+ This is where we’re at/this is where it could be (integrating data from 11-12 school year) This is showing teachers that it is successful and can be even more successful if implemented with fidelity across the whole school
	+ Present challenged to make it work at North Meck for 12-13 school year
* How to identify a student that needs RTI
	+ No EC students
	+ ESL students or those needing a plan to help with growth and achievement
* Methods used to identify a student in crisis
	+ Objective mastery learning - % on multiple choice quiz or text based on objective(s)
	+ Rubrics for writing
	+ Rubrics for projects
* What to do next?
	+ Student in crisis process
	+ Choosing proper intervention
		- Pick 1 or 2 – This should be tried holistically as a grade level/cohort group
	+ For students needing more/possible motivation issue or no home support: Find mentor teacher, admin. or support staff for student with no tie academically (create adult/student buddy/partner for support and check-ins) May be an elective teacher
	+ Home communication to discuss issue, create home support (this home communication should be continual)
* Implement Interventions
	+ Troubleshooting process
	+ Put in place in ALL academic subjects/classes
	+ Observation of student and intervention within the classroom
	+ Data collection with intervention in place
* Analyzing Interventions
	+ Next steps for student
		- What is working?
		- What needs to be changed?
		- Progress with interventions?
		- Moved to Tier 3 or 4?
			* Exit RTI
		- Stuck in Tier 1 or 2?
			* Look at different interventions, continue with process to ensure growth and achievement for student
* Teachers will be given scenarios to work through in groups to practice working with the Student Success Model, teachers will use the scenarios in PLCs to go through the process and determine interventions
	+ - Data from multiple choice tests (objective mastery learning)
		- Rubric from project
		- Rubric from writing sample
		- Student in crisis information from forms
		- Home communication log

**Effective Instructional Practices for Classroom Interventions:**

These interventions will be discussed at PLC meetings for content and grade level teams, as well as at whole staff development at the beginning of the year and through the Wednesday Viking Teacher Academy.

* **Flash Cards-** Flash cards can be a great tool for helping students remember terms and vocabulary
* **Guided Notes-** Guided notes are notes that leave out important words or phrases that help students stay focused during lectures
* **Using Examples-** By showing the students what the finished product should look like you help them understand expectations
* **Foldables-** Foldables are a great way to review and to prepare for tests, they can take many shapes and sizes
* **Content Posters-** Having students create posters that illustrate an event, process, concept, or skill can help them understand it better, it helps them work through the information in a constructive manner
* **Color Code-** By using color to identify steps in a process, we enable students to determine what is next and what they need to do next
* **One-Step Instructions-** By giving students one step at a time you ensure that they are all on the same step, and that no one is getting too far ahead and completing the assignment incorrectly
* **Mind Maps/Graphic Organizers-** Mind maps and graphic organizers work for students who need to see connections, they work in any content area and most students have used them at some point
* **Help Signals-** These are signs that you create for your class or individual students that will help students request help without having to verbally request it
* **Extended Time-** Students who are struggling may just need some extra time to accomplish the goal at hand
* **Chunk Information-** Research has shown that we learn and retain information better in groups of 3 or 4, chunk objectives that show progression or are linked in some way
* **Breakdown Skills-** Take each (general) objective and determine what skills it takes to master the objective
* **Mastery Objective Check Lists-** Mastery objective check lists help the students take a more active role in their remediation and grades, this gives students their test scores and they can then monitor which objectives they have mastered and what they need to work on to attain complete mastery
* **Tutoring-** Tutoring is a great way to help students individually, it allows you to really find out what the student does not know and what skills are lacking, it should NOT be a time where students sit quietly working on homework, the teacher should be working with the students
* **Focus Class-** Focus classes are a time when we can slow down and reteach the skills necessary for our students to be successful
* **Homework Contracts-** These help students by making parents and the student accountable for getting the work completed, this sets clear expectations and gives them the tools to be successful
* **Choice of Assignment-** Allow students to choose how they fulfill the assignment at hand, this gives them creative license and the power to show their strengths
* **Mini Breaks-** Most students have trouble maintaining a high level of attention for more than 20 minutes, brain breaks can increase attention spans, mini breaks can be focused on building classroom culture or academics
* **Seat Changes-** Students who seem to be experiencing behavior difficulties may just need a change of scenery
* **Classroom Responsibilities-** Students perform better when they are more invested in the class, students become more invested when they take on certain levels of responsibility
* **Agenda Review-** Students are at ease when they know the structure of each class period and when they know what is expected of them each day
* **Positive Reinforcement-** Some students have trouble responding to redirection, sometimes addressing small behaviors can lead to larger conflicts, students are more willing to cooperate after they are positively recognized
* **Modeling Replacement Behaviors-** Taking the student aside to show them EXACTLY what their behavior should look like in a given circumstance can eliminate excuses
* **Targeted Incentive System-** Incentive systems that focus on specific behaviors can be a great way to start reinforcing progress in problem areas
* **Proxemics-** Behavior issues can often be addressed just by moving yourself in the vicinity of the issues or students involved
* **Individual Chats-** Taking personal time to address a student’s needs/problem areas can be a way to help you gain information and also a way to let the student know you are aware of where they are struggling