HIDDEN RIVER MIDDLE SCHOOL

A Culture for All:

Building Capacity for Inclusion

Inclusion Project Participant Handbook

(Resource Note):

All resources in this handbook have been developed by collaborative teams at Hidden River Middle School, in response to particular problems of practice that have surfaced as we have taken on the commitment to “All Means All.”

Where tools have been adapted from specific sources, we have noted that. These tools are being provided as examples of the types of solutions we had to develop, which we hope can support your own journey as a school in meeting the needs of all students.

However, it is our belief and experience that any use of these tools must be contextualized to your setting and situation**--** you are welcome to use them as needed, but please be mindful that the tools in and of themselves will not meet the needs of your teams, and your students, without an ongoing commitment to developing context- and situation-based solutions.

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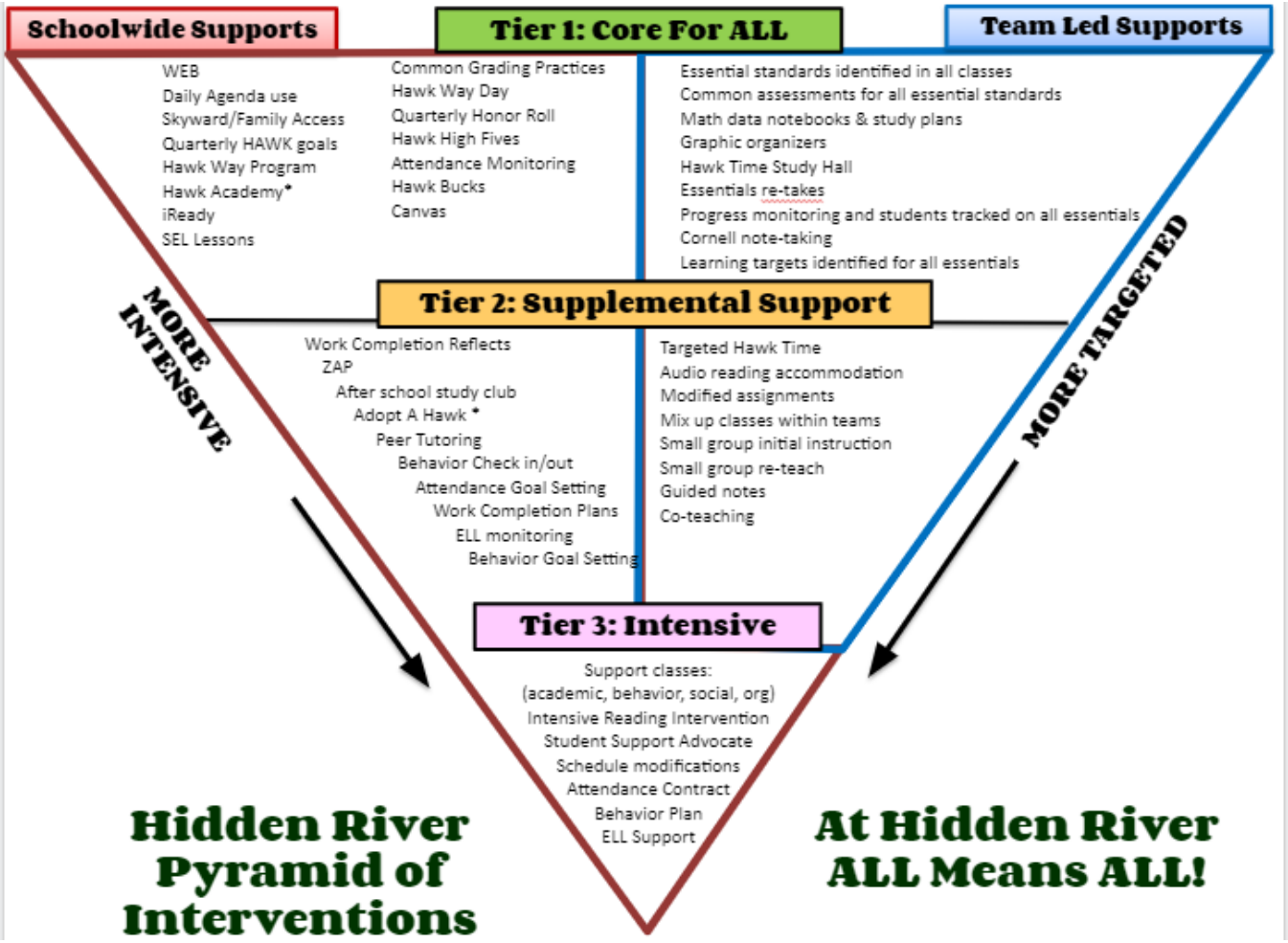
Culture of Collaboration

Hidden River - Our Foundation

Our Purpose	ALL Means ALL Our Purpose at Hidden River is to ensure that All students learn the essential academic, social, and citizenship skills to be successful in middle school and beyond
Our Commitment	Student Needs First / Collaboration At Hidden River ... The needs of the student come first; we will meet those through unsurpassed collaboration; no one is big enough to work independently of others; the combined wisdom of one's peers is greater than any individual; we will use a teamwork approach, share our insights, and take a continuous interest in each other's growth.
Our Success Plan	• Every team operating at a "Level 10" • Every student receiving what they need • Every staff member improving and growing
Our Measurement of Success	• Teacher Student Growth Goals (Danielson) • Team SMART Goals • School Improvement Goal

Hidden River Middle School: Pyramid of Interventions



Hidden River Middle School: Master Schedule

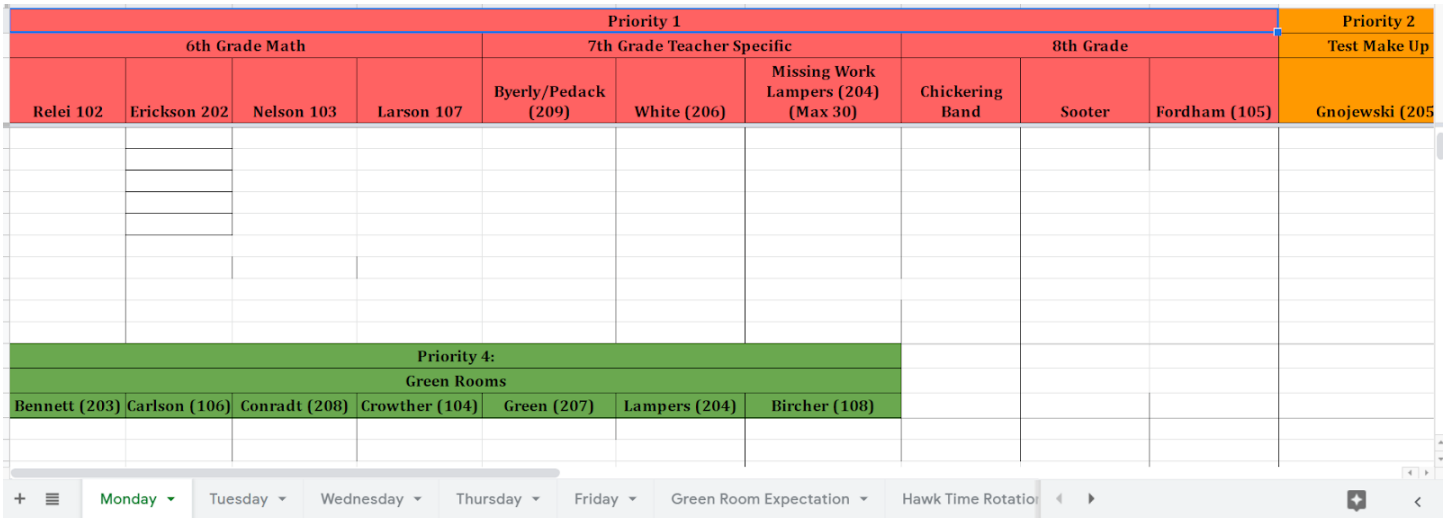
HRM 19-20 Master Schedule (August 2019)

Teacher / FTE	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
Fordham / 1.0	Spanish	**Prep**	H 6th Block 1	H 6th Block 1	H 6th Block 3	H 6th Block 3
Crowther / 1.0	Tier 3 - 6th ELA	**Prep**	H 6th Block 2	H 6th Block 2	H 6th Block 4	H 6th Block 4
Carlson / .8	Off	**Prep**	D Tools / 7th PE	D Tools / D Tools	H 6th Block 5	H 6th Block 5
Erickson / .6	Tier 3 - 6th Math	**Prep**	Math 1/2	Math 1/2	Off	Off
Robertson / 1.0	**Prep**	7th Science	6th Science	6th Science	6th Science	7th Science
Gnojewski / 1.0	H 7th Block 1	H 7th Block 1	D Tools / D Tools	**Prep**	H Block 3	H Block 3
Lampers / 1.0	H 7th Block 2	H 7th Block 2	Tier 3 - 7th ELA	**Prep**	H Block 4	H Block 4
White / 1.0	H 7th Block 1 (ELL)	Tier 3 Support (ELL)	H 6th Block 1 (ELL)	**Prep**	H Block 5	H Block 5
Nelson / 1.0	Math 2/3	Math 3	Math 3	**Prep**	Math 2/3	Tier 3 - 8th Math
Weidman / 1.0	8th Science	8th Science	6th Science	**Prep**	8th Science	6th Science
Relei / 1.0	Math 2/3	Algebra	**Prep**	Math 1/2	Math 2/3	Math 1/2
Bennett / 1.0	H 8th Block 1	H 8th Block 1	H 8th Block 3	H 8th Block 3	**Prep**	Health / Health
Green / 1.0	H 8th Block 2	H 8th Block 2	H 8th Block 4	H 8th Block 4	**Prep**	Tier 3 - 8th ELA
Conradt/ 1.0	6th SS / 6th SS	6th SS / 6th SS	H 8th Block 5	H 8th Block 5	**Prep**	8th Beh / Org
Larson / 1.0	Algebra	Geometry	Tier 3 - 7th Math	Algebra	Algebra	**Prep**
Haberlack / 1.0	7th Science	7th Science	8th Science	8th Science	**Prep**	7th Science
Bircher / 1.0	6th PE / 6th PE	6th PE / 6th PE	7th PE / 7th PE	7th PE / 7th PE	8th PE / 8th PE	**Prep**
Rathman / .4	Maltby	Maltby	Maltby	Maltby	Health / Health	8th PE / 8th PE
Chickering / 1.0	6th Band	6th Band	7th Band	7th Band	**Prep**	8th Band
Sooter/ 1.0	6th Art	6th Engineering	7th Engineering	7th Art	8th Engineering	**Prep**
Pedack / 1.0	H 7th Block 2	6th Bh/Or / H 7th Block 2	H 8th Block 5	**Prep**	H 6th Block 5	H 6th Block 5
Byerly / 1.0	Tier 3 - 6th Math	Math 3	Math 1/2	**Prep**	Math 2/3	Math 1/2
Castillo / 1.0	Life Skills	Life Skills	**Prep**	Life Skills	Life Skills	Life Skills
Shafer / 1.0	Counseling	Counseling	Counseling	Counseling	Counseling	Counseling

Hidden River Middle School: Planning for Intervention

Hawk Time Roster

(Hawk Time = Daily Targeted Academic Intervention Period-- 30 minutes)



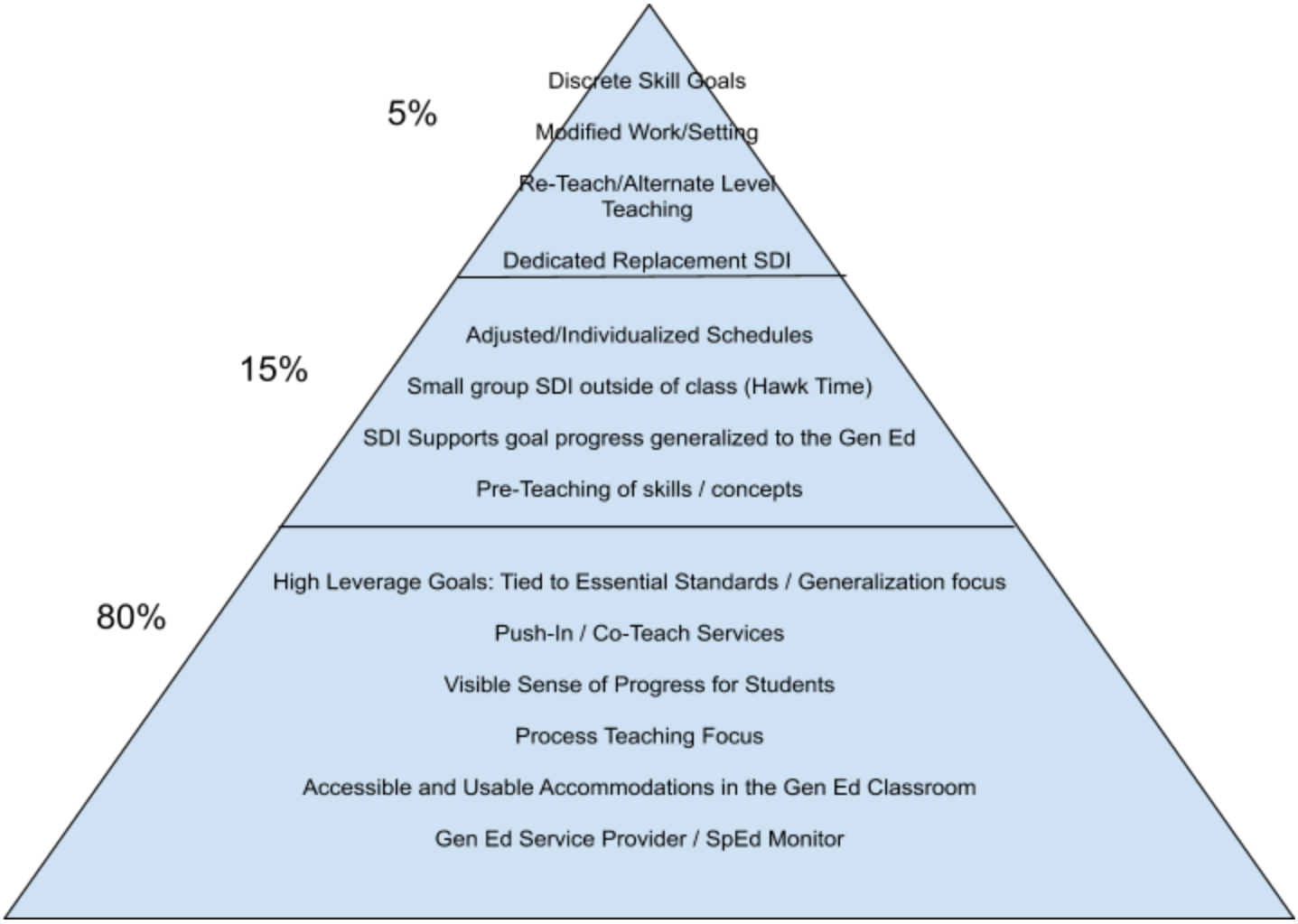
Priority 1										Priority 2
6th Grade Math				7th Grade Teacher Specific			8th Grade			Test Make Up
Relei 102	Erickson 202	Nelson 103	Larson 107	Byerly/Pedack (209)	White (206)	Missing Work Lampers (204) (Max 30)	Chickering Band	Sooter	Fordham (105)	Gnojewski (205

Culture of Collaboration: Recommended Resources

- *Learning by Doing (DuFour, DuFour, Eaker, Many, & Mattos)*
- *Taking Action (Buffum, Mattos et.al)*
- *Amplify your Impact (Many & Maffoni)*
- *Good to Great (Collins)*
- *Transforming School Culture (Muhammad)*
- *Leading in a Culture of Change (Fullan)*

Special Education Program Development

Hidden River Middle School: Special Education Services Pyramid



Hidden River Middle School
Co-Teach Planning Guide

Component (Purposes of Co-Teaching)	Co-Planning Actions	Lead Actions	Co-Lead Actions
Strengthen basic instruction so that academic / social problems might be prevented proactively.	● Unpack standards ● Establish clarity around proficiency standards ● Plan assessment tasks ● Brainstorm and develop scaffolds in the planning / unpacking process ● Develop visual tools and incentives to support increased student engagement	● Facilitate instructional activities around respective learning targets ● Implement gradual release approach to allow for increased student ownership of learning ● Prioritize whole and small group practices that build deep student engagement	● Ask how and why questions to assess student engagement ● Implement / provide scaffolds in real time ● Provide alternate strategies or approaches based upon ongoing, dynamic formative assessment of student learning (in real time) ● Provide systematic positive behavior support for behavioral needs
Foster collaborative relationships and build a sense of community to support students' academic learning and social growth.	● Plan physical space to allow for joint ownership of classroom ● Plan beginning of year (and / or routinely scheduled) activities that make clear the value of partnership and collaboration--between teachers, from teacher to student (and vice versa) and between students ● Evenly divide lead and co-lead responsibilities for joint ownership of instructional leadership ● Brainstorm structures, routines, and	● Facilitate whole and small group teaching of relationship and social skills expectations ● Present activities that intentionally build a culture of support ● Explicitly teach problem solving processes ● Build systems that overtly celebrate student discourse, academic risk-taking, and use of problem-solving process (e.g. a whole class goal setting system)	● Model relationship building, academic risk taking, and problem solving by actively looking for times to "think aloud" like a student (e.g. use "cross talking" method with lead to facilitate this modeling) ● Reinforce student use of collaborative actions within the classroom ● Orient students toward their own

	classroom features that facilitate a culture of community and partnership building. Include specific ways students will be taught expected behaviors, reinforced on those behaviors, and response routines for unexpected behavior ● Where necessary and appropriate, brainstorm ways to connect tasks to individualized student areas of interest or strength		collaboration and student discourse
Recognize and respond to students' individual learning needs by assessing and monitoring progress, and by intervening with effective instructional approaches.	● Plan for specific accommodations for specific students ● Research new approaches, strategies, or models that can facilitate differentiated access points for students ● Develop data collection systems that allow for seamless monitoring and response to student needs	● Provide differentiated access points for students to achieve learning target mastery ● Provide re-teaching opportunities, organized by error analysis patterns amongst groups of students (e.g. Hawk Time, stations work, etc…) ● Gather / input data on student progress	● Implement different approaches or strategies than were used by the lead instructor ● Adapt instructional activities to align with student IEP goals, where necessary ● Gather / input data on student progress against both IEP goals and common formative / summative assessment work ● Plan individualized response activities for students who demonstrate a need for ongoing, specialized instruction

What Students Need to become Independent Learners:

(From *Inclusive Instruction)*

- Organized Content Knowledge
- Content-specific strategies for approaching tasks and problems
- Essential language skills
- Persistence
- Internal Locus of Control

(From *Culturally Responsive Teaching and the Brain)*

- Can try new tasks
- Can use cognitive strategies for getting unstuck
- Can use strategies to retrieve information from long-term memory

Special Education Team: 2020 Program Development

Purpose: To know and meet the needs of kids.

Strategy: Develop clear "Case Management" actions to know and meet the needs of kids.

The Blueprint: Building Our Case Management Approach

Services Provided:	**Case Manager Actions:**	**Still Need To Do:**
Student Individual Goals (What students need to be able to know and do)	*Use "Learning Progressions" in all service areas to determine a student's next steps in learning. Learning progressions should be based on the essential of the essentials for all critical skill areas.	❑ Finish Learning Progressions for Reading, Writing, and Math. ❑ Finish menu of behaviors for learning (use Executive Functioning domains as a guide) that can be used to select behavioral / organization areas of skill development for individual students. ❑ Finish menu of social / emotional regulation skills for learning (using SEL categories of "self-awareness" and "others-awareness" as a broad guide).
(How we will know whether they have attained the skills)	*Use consistent methods of benchmark scoring (i.e. scoring rubrics) that can be easily understood across domains and across settings. *Regularly monitor progress on individual goals and make adjustments as needed.	❑ Build reading, writing, and math rubrics to align with learning progressions. ❑ Finish behavior anchor scales to align with executive functioning skill needs. ❑ Finish social / emotional skill anchor scales to align with SEL skill needs. ❑ Create / use consistent "data warehouses" to monitor progress.
Student Accommodations (How we respond when students are / are not learning)	*Ensure students understand and are consistently accessing accommodations that provide them equitable access to genuine learning opportunities.	❑ Build accommodations bank. ❑ Build a graphic organizers bank to align with the reading / writing learning progression. Include organizers for scientific writing. ❑ Build graphic organizers for critical, essential math skills.
Student Strategies (How we respond when students are / are not learning)	*Understand critical, high leverage strategies that are supportive of all students' success. *Consult with teachers and teams about the use of these strategies when problem solving needs arise.	❑ Create a checklist of high leverage instructional / environmental strategies.

Services Provided:	Case Manager Actions:	Still Need To Do:
Family Partnership	*Provide consistent communication about attainment of goals. *Clearly communicate about and advocate for service options available. *Where service options are not meeting needs, creatively determine new service options. *Manage and facilitate the IEP process. *Communicate early and often around learning / behavioral difficulties that require additional planning.	❑ Determine common agreements on frequency of communication about student progress. ❑ Determine common agreements on practices around IEP facilitation: annual meeting scheduling, coordination with school psychologist, providing drafts in advance of meetings, gathering input from all stakeholders in advance. ❑ List out all current service options per service area. ❑ Create a new IEP caseload management spreadsheet. (Example Here)
Teacher Partnership	*Develop seamless, exceptional Co-Teach partnerships. *Follow Co-Planning protocols. *Follow-through on assigned responsibilities. *Provide resources that are built to entire content teams (i.e. beyond just Co-Teaching Partnerships). *Respond to in-the-moment needs within the classroom, for all students. *Advocate for and remind teacher partners about the primary areas of work for respective students. *Utilize Canvas to monitor student work / provide students resources.	❑ Use / update the Co-Teach Planning Guide to inform actions. ❑ Develop consistent Co-Planning Meeting agenda / protocol. ❑ Ask teachers to add case managers to Canvas classrooms. ❑ Develop means for measuring success for Co-Teaching Partnerships (i.e. how do we know if we have “seamless, exceptional partnerships?”).

Special Education Programming: Recommended Resources

- *Yes We Can: General and Special Educators Collaborating in a Professional Learning Community* (Friziellie, Schmidt, and Spiller)
- *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students* (Hammond)
- *Inclusive Instruction: Evidence-Based Practices for Teaching Students with Disabilities* (Brownell, Smith, Crockett, Griffin)

Special Education Tools and Structures to Support the Work

Hidden River MIddle School Reading Skills Learning Progressions

Resources Consulted:

- HRMS Vertical ELA Essential Standards Chart / List
- Common Core Standards
- iReady Instructional Groupings Descriptors and Resource Guides

Decoding	Fluency	Comprehension
RF3 Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Decode two-syllable words following basic patterns by breaking the words into syllables.	**RF4--6th Grade Level** Read grade level texts at a rate of _____ words per minute with expected tone and expression. *10th percentile: 68-93 words per minute *25th percentile: 98-122 words per minute *50th percentile: 127-150 words per minute *75th percentile: 153-177 words per minute *90th percentile: 177-204 words per minute	**RL and RI 10** Answer explicit reading comprehension questions about grade level text -Identify 5 W's -Identify event sequence -Identify Literary Elements except theme, tone, and mood (explicit elements) -Select explicit details in a text, to respond to a prompt or question
RF 3 Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences.	**RF4--7th Grade Level** Read grade level texts at a rate of _____ words per minute with expected tone and expression. *10th percentile: 79-98 words per minute *25th percentile: 102-123 words per minute *50th percentile: 128-150 words per minute *75th percentile: 156-177 words per minute *90th percentile: 180-202 words per minute	**RL and RI 10** Answer implicit reading comprehension questions about a grade level text -Use textual evidence to draw conclusions -Connect Causes and effects -Connect problems and solutions -Literary elements theme, tone, and / or mood (implicit elements)

RF 3 Recognize and read grade-appropriate irregularly spelled words. Decode multisyllable words.	**RF4--8th Grade Level** Read grade level texts at a rate of _____ words per minute with expected tone and expression. *10th percentile: 77-97 words per minute *25th percentile: 106-124 words per minute *50th percentile: 133-151 words per minute *75th percentile: 161-177 words per minute *90th percentile: 185-199 words per minute	**RL and RI 5** Identifies the impact of a word, sentence, paragraph or section on the overall meaning of text. -Identifies key vocabulary in the context of comprehension -Uses key vocabulary in demonstrating comprehension -Identifies impact of word, phrase, or section of text on overall meaning -Connects a word, phrase, or section of text that supports identified meaning or purpose of a given passage
		RL and RI 2 Identify theme or central idea of a text -Central Idea -Text evidence that backs up central idea -Putting it all together to create an objective summary
		RL and RI 1 Make an inference based on a text -Make an inference -Cite textual evidence -Explain connection between textual evidence and inference / conclusion
Demonstrates above skills/standards with increasing text complexity	**Demonstrates above skills/standards with increasing text complexity**	**Demonstrates above reading skills / standards with increasing text complexity**

Hidden River MIddle School: Math Skills Learning Progression

Standard/Targeted Skill	Math Calculation Goal (Calculation Measurement Tool)	Math Problem Solving Goal (Problem Solving Measurement Tool)
Basic Calculations of Whole Numbers Common Core Standards (Grades 1-5)	Understand place value to accurately add, subtract, multiply and divide whole numbers	Write and solve from word problems with whole numbers in all four operations
Number Sense / Calculation of Rational Numbers Common Core Standards (Grades 6-7)	Use one of the four operations (add, subtract, multiply, divide) to solve a problem with whole or rational numbers.	Identify key information (goal of problem and given information) to write an expression or equation in all four operations that represents a scenario or real-world problem and solve
Algebraic Thinking Common Core Standards (Grades 6-HS)	Apply Order of Operations to accurately solve problems with integers and rational numbers. Accurately interpret data from graphs and tables in order to solve problems Write and solve an expression or equation with one variable in all four operations Accurately solve a multi-step and linear equations with one or more variables	Write an equation with multiple operations and solve that represents a scenario or real-world problem. Using data from a graph or a table to solve real world problems From a real-world problem, identify key information (goal of problem and given information) to write an expression or equation in one variable and solve From a real-world problem, identify key information (goal of problem and given information) to write and solve linear equations in one or more variables
Math Practices (spans grade levels--focused on thinking processes students use in the context of mathematics). Supports Executive Functioning deficits in a mathematics context.	Attend to precision to identify and correct mathematical errors Use the structure of a mathematical problem to find and explain solution Use mathematical evidence to support reasoning and sense-making around a given solution	

Hidden River Middle School: Written Expression Skills Learning Progression

Written Expression Goal Bank

- Student will produce a sentence with a topic sentence and supporting details, as measured by teacher rubrics
- Student will produce a short answer response (2-3 sentences) with a topic sentence and supporting details/text evidence as measured by teacher rubrics.
- Student will produce a complete paragraph with an introductory statement, topic sentence, supporting details/text evidence, and a concluding statement as measured by teacher rubrics.
- Student will produce 3 paragraphs with an introduction that includes a topic sentence, a body paragraph with details, text evidence, and elaboration to support the topic sentence, and a conclusion that refers back to the topic sentence, as measure by teacher rubrics.
- Student will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content as measured by teacher rubrics.
- Student will engage in the writing process, including a prewrite, draft, revise, edit, and published final document as measured by teacher rubrics

Social Emotional Learning (SEL) "Skill Buckets"

Category	Critical Skills Needed at Middle School Level
Executive Functioning (Qualifying Category -- Organization)	● Follows a classroom schedule and routine ● Follows classroom or task directions ● Organizes / managing school materials ● Prioritizes work / selects most critical work ● Organizes information in writing, or in informational text ● Initiates tasks / completes work / attends to task ● Self-monitors and works toward individually selected short-term goals ● Self-regulation actions ● Self-advocacy actions
Social	● Actively engages in peer to peer work situations ● Pro-socially responds to peers or adults ● Pro-socially responds to re-direction ● Uses verbal / nonverbal communication that is expected for age, setting, and context ● Uses on topic comments ● Takes turn to talk according to classroom established norms (e.g. "raises hand to talk")
Emotional Regulation	● Practices coping skills that are productive and realistic for the setting ● Proactively communicates needs for task or environment ● Follows schedule / routine as a self-regulation strategy ● Takes a self-initiated break and returning to task or environment ● Asks for a replacement task or environment ● Identifies intensity of emotion and selects a productive / realistic coping strategy
Behavior	● Follows directions / appropriate response to re-direction ● Follows classroom schedule / routine ● Actively engages and completes work ● Maintains safe body in structured / unstructured settings ● Raises hand to provide on topic comments when called upon or when given the opportunity to respond / engage in class discussion

4-Point Behavior Anchor Scale

(Generic Template)

Level 4 Independent Demonstration of Skill (Behavior / Social / Emotional / Organization)
Student demonstrated (expected action) independently for the duration of the class period. Student's independent demonstration of skill led to meaningful contributions to self or others within the class.

Level 3 Met Expected Performance with 1-2 Prompts/Reminders
Student demonstrated (expected action) within 1-2 reminders for the duration of the class period. Student's demonstration of skill / proficient response to prompts led to meaningful contributions to self or others within the class.

Level 2 With 3-4 Prompts/Reminders
Student required 1-2 reminders to demonstrate (expected action) over the course of the class period. Student's need for increased staff support indicated inconsistent contributions to self or others within the class.

Level 1 Extensive support required / Skill not demonstrated
Student required more than 4 prompts/reminders to demonstrate (expected action) or did not demonstrate the skill at all. Student may have required extensive intervention and / or response routines to unexpected behavior.

Hidden River Middle School: Measuring SEL Skill Development

Emotional Regulation Skills Example

“Coping Skills” Behavior Anchor Scale

Level 4 Student Independently

Successfully completes classroom task and follows routine without reminders OR identifies and communicates a need for a specific and realistic coping strategy (E.G. requesting a break) that takes 5 minutes or less of class time and results in expected progress on task.

Level 3 Within 1-2 Prompts

Successfully completes classroom task and follows routine without reminders OR identifies and communicates a need for a specific and realistic coping strategy (request a break) that takes 6-10 minutes of class time and results in expected progress on task.

Level 2 With 2-3 Prompts

Completed some steps of expected class work and followed most steps of class routine OR utilized a specific and realistic coping strategy (request a break) that takes more than 10 minutes and did not result in expected progress towards work

Level 1 With more than 3 prompts

Did not attend to task or utilized a coping strategy / behaviors that required student leave classroom for 20 or more minutes of class time.

Hidden River Middle School: Measuring SEL Skill Development

Social Skills Example

“Social Interactions” Behavior Anchor Scale

Level 4
Student independently expresses needs / ideas through socially appropriate communication with peers

Level 3
Student required 1-2 prompts/reminders to express needs / ideas through socially appropriate communication with peers

Level 2
Student required 3 or more prompts/reminders to express needs / ideas through socially appropriate communication with peers or did not use socially appropriate communication with peers

Level 1
Student did not use socially appropriate communication with peers OR student required further behavioral intervention to address social interactions concerns.

Hidden River Middle School: Measuring SEL Skill Development

Behavior Regulation Skills Example

“Following Classroom Routine” Behavior Anchor Scale

Level 4 Independently

Student followed classroom or unstructured environment routine and schedule within a timely fashion (on time to class, has materials ready, initiates tasks), stayed in area, and remained on task/topic as expected for the duration of the class period.

Level 3 With 1-2 Prompts/Reminders

Student followed classroom or unstructured environment routine and schedule within a timely fashion (on time to class, has materials ready, initiates tasks), stayed in area, and remained on task/topic as expected for the duration of the class period.

Level 2 With 3-4 Prompts/Reminders

Student followed classroom or unstructured environment routine and schedule within a timely fashion (is not tardy to class, has materials ready, initiates tasks) and stayed in area and on task/topic but completed less than 60% of expected work.

Level 1 Extensive support required / did not demonstrate

Student required more than 4 prompts/reminders to follow classroom routine, stay on task/topic and in area which may have required further behavioral intervention and/or the completion of less than 60% of expected work.

Hidden River Middle School: Measuring SEL Skill Development

Organization Skills Example
(Organization Habits)

“Task Initiation and Completion” Behavior Anchor Scale

Level 4 Student Independently

Initiates assignments without prompts or reminders and makes expected progress on tasks for class period.

Level 3 Within 1-2 Prompts

Engages assignments and makes expected progress on tasks for class period.

Level 2 Within 3-4 Prompts

Engages assignments and makes 60% or less progress on tasks for class period.

Level 1 Did not Demonstrate / Required Extensive Support

Student did not engage assignment unless a staff person was working directly with them, OR completed less than 50% of progress on tasks for class period.

Hidden River Middle School: Measuring SEL Skill Development

Organization Skills Examples
(Organization of Information)

Writing Rubric for Organization of Content (1)

Level 1	Level 2	Level 3	Level 4
Writing does not contain a clear topic sentence. Writes in simple sentences. Ideas presented do not support the main idea or follow a logical progression.	Contains an attempt at a clear topic sentence. Apply simple organizational structures (paragraphs, sentence types) in writing. Ideas presented support the main idea but do not expand on the main idea. Ideas presented do not flow in a logical and cohesive progression.	Writing contains a clear topic sentence. Writing uses multiple sentence lengths. Ideas presented support and expand on the main idea. Ideas follow a logical and cohesive progression. Conclusion is missing or may not summarize the topic paragraph.	Writing contains a well organized topic sentence with clear ideas that support and expand on the main idea. Ideas follow a logical and cohesive progression and expand on the main idea. Conclusion supports the topic paragraph and clearly summarizes the main idea of the writing.

Writing Rubric for Summary (2)

Level 1	Level 2	Level 3	Level 4
Identify information found in different types of media-graphs, websites, charts, tables, text, etc.	Summarize information from multiple sources to address a specific topic. Recognize text structures/patterns of organization in a text. Distinguish between important and non-important information.	Explain, summarize and connect ideas using evidence from the text or other sources.	Gather, analyze, organize and interpret information from multiple sources. Evaluate relevance and accuracy of the information you found as well as the sources. Evaluate strong vs. weak argument in text. Analyze similarities and differences and how they impacted the topic.

HRMS: Example of SEL Behavior Tracking / Monitoring Sheet

Daily Schedule

(Student Name)

Date:_____

Proactive Communication of Needs:	**Stay in Area and on Schedule:**	**Alternate Choices (10 minutes)**
4- Independently communicated needs about the task, environment, or followed routine without teacher reminders 3- Independently communicated needs about the task, environment, or followed routine with 1-2 teacher reminders 2- Independently communicated needs about the task, environment, or followed routine with 3-4 teacher reminders 1- Student requires more than 4 teacher reminders and/or does not communicate needs	4- Student stays in area/follows schedule as expected for the classroom for the entire period without teacher reminders 3- Student stays in area/follows schedule as expected for the classroom with a teacher approved break and/or 1-2 teacher reminders 2- Student requires 3-4 teacher reminders and/or takes an unapproved break, but returns to task 1- Student requires more than 4 teacher reminders and/or is significantly off schedule	● Head down on desk ● Draw ● Take a walk (define space parameters) ● Different task ● Different location to complete task ● Other: _____ **Choice Time Options (during 4th period, when earned)** ● Chromebook ● Time with preferred staff member ● Assist in room 101 ● Assist in office ● TA as schedule designates *If choice time is not earned, *** will use 4th period and HAWK Time to complete classroom work or behavior processing work.

Class	**Proactive Communication of Needs**	**Stay in Area and On Schedule**	**Teacher Signature/ Initials**	**Notes / In-Class Assignment:**	**Work/Time to be Completed:** *** will use 4th period and HAWK Time to work on items listed in this column.
1					
2					
3					
4					
Hawk Time					
5					
6					

Yesterday, I earned: L1: <5 3s and/or 4s (10 minutes Choice) L2: 5-8 3s and/or 4s (20 minutes Choice)
L3: 9-12 3s and/or 4s (30 minutes Choice) L4: 13-14 3s and/or 4s (40 minutes Choice)

Choice Time Options:	Earned All	Reflect:	Work:

HRMS: Example of SEL Behavior Tracking / Monitoring Sheet

Date: _____

(Student's) Daily Targets

	Response to Redirection	Task Initiation and Completion	Notes
1st			
2nd			
3rd			
4th			
5th			
6th			

Scoring Key

Response to Redirection

4- Student response to redirection is expected for the time, place, and activity
3- Most student responses are expected for the time, place, and activity, with 1-2 additional teacher reminders
2- Some student responses are expected for the time, place, and activity, with 3-4 additional teacher reminders
1- Reflection required for responses to return to expected for the time, place, and activity

Task Initiation and Completion

4- Student initiates and completes 100% of the assigned task without teacher reminders
3- Student initiates and completes at least 80% of the assigned task with 1-2 teacher reminders
2- Student initiates and completes at least 60% of the assigned task with 3-4 teacher reminders
1- Student does not initiate or completes less than 60% of the assigned task with 5 or more teacher reminders

HRMS: Example of Data Monitoring “Warehouse”

Week Date	Monday				Tuesday				Wednesday				Thursday				Friday				Weekly Avgs:	Interventions / Teach
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 3	Goal 4	Goal 1	Goal 2	Goal 3	Goal 4		
1st																					#DIV/0!	
2nd																					#DIV/0!	
3rd																					#DIV/0!	
4th																					#DIV/0!	
5th																					#DIV/0!	
6th																					#DIV/0!	
Other																					#DIV/0!	
Other																					#DIV/0!	
	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

Setting Data:	1st	2nd	3rd	4th	5th	6th	Other	Other	Total:
Goal 1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Goal 2	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Goal 3	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Goal 4	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Hidden River Middle School: Critical Accommodations

"Accommodations Bank"

Academic

-provide graphic organizers
-allow use of computer for written work
-provide guided notes
-additional time to complete a task
-provide multiple opportunities to show proficiency
-multiplication table
-text to speech
-speech to text

Organization/Behavior/Social-Emotional

-daily check in with identified staff member
-use and check of planner to to identify expected task completion
-promote student attention to task through sequencing of steps and visual aids
-sensory breaks based on student need
-alert student of transitions several minutes before they occur
-use of daily targets sheet focusing on target behaviors and strategies
-provide high interest tasks that allow student to demonstrate proficiency in an area of preferred interest
-school / home communication system

HRMS Graphic Organizer Example 1:

Math Problem Solving

Goal: Look at operations in the problem	**Givens:**
Estimate: My answer will be bigger than: My answer will be less than:	**Solve:**

HRMS Graphic Organizer Example 2: "TEE" Paragraph Writing / Short Answer Response

TEE Paragraph

Name_____

Prompt: [Pick one of the protagonists in The Outsiders. Choose one character trait that this character has shown. Using text evidence, explain how the character shows that character trait.]

T=Topic

(should be about the character trait that you chose)

In the book *The Outsiders,* _____ shows that he is (character's name) _____. (character trait)

E=Evidence

(a quote from the text that tells us about the character trait)

Source: Where you found the quote (page number)

E=Explain

(how does this quote support your claim, and how does it show the character trait your character has?)

HRMS Graphic Organizer Example 3: "RACE" Paragraph Writing / Short Answer Response

"RACE" Strategy for Short Answer Response

Use this strategy when you are answering a question with text evidence.

Question:

Restate the question

Answer the question

Cite your evidence

Explain your answer

Commitment to Continuous Improvement

(Note: All tools related to the 5 Essential Team Actions adapted from *Taking Action*-- Buffum et. al)

HRMS 19-20 Collaborative Team Rubric

(Adapted from *Amplify Your Impact*, by Many, Maffoni et. al)

Anchor Statement	Beyond Proficient	Proficient	Approaching Proficient
Educators work in collaborative teams and take collective responsibilities for student learning rather than working in isolation	Teams review norms at every meeting, keep agendas and share minutes w/ admin, and meet for more than one hour, weekly. Vertical teams meet at least twice monthly. Teams monitor and report out on progress towards short term goals. Teams and students track and keep data on student learning for each Essential Standard. Teams conduct action research, learn and grow together (via consulting experts, book studies, etc).	Teams set and follow norms, keep agendas and minutes, and meet for at least an hour, weekly. Vertical teams meet once per month. Teams set and work towards short term and long term student learning goals. Teams take collective responsibility for all students. Teams regularly track and keep data on student learning.	Teams have established norms, keep an agenda, and meet for 30 minutes, weekly. Teams set quarterly goals. Teams meet and discuss student behaviors, share ideas, and make plans for most students in need. Teams attempt to track student learning, but it is infrequent. Teachers mainly focus on their own students.
Collaborative teams implement a guaranteed and viable curriculum, unit by unit.	Teams have identified, prioritized, and unpacked Essential Standards into learning targets, written in student friendly language using “I can” statements. Teams follow an agreed upon scope and sequence for each unit and make adjustments based on data and student needs. Teams have created proficiency scales/rubrics for each Essential Standard and reflect and reassess the viability of the Essential Standards each semester.	Teams have identified and prioritized Essential Standards for each class. Teams have unpacked the Essential Standards into learning targets and follow an agreed upon scope and sequence for each unit. Teams have created proficiency scales/rubrics for each Essential Standard. Teams reflect and reassess the viability of the Essential Standards each year.	Teams have identified Essential Standards and have established a scope and sequence for each unit. Teams have started to unpack the Essential Standards.
Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team developed, common formative assessments	Teams have created common formative and summative assessments for each Essential Standard. Teams administer common formative assessments at least twice per unit of instruction. Teams calibrate scoring and look at student work samples together. Teams and students track	Teams have created common formative assessments for each Essential Standard and administer those assessments at least once per each unit of instruction. Teams calibrate scoring on these assessments and look at student work together.	Teams have created common summative assessments and share formative assessments that were created individually. Teams periodically discuss the results of these assessments.

	student progress on each Essential Standard and make that data tracking visible, updating that data frequently during each unit. Students set goals and create a plan for success for each unit. Teams update and improve their assessments frequently based on their reflections.	Teams track student progress on each Essential Standard.	
Educators use the results of common assessments to improve individual practice, build the team's capacity to achieve its goals, and intervene and enrich on behalf of students	Teams and students share and analyze data from common assessments, weekly. Teams use the data to place students for weekly targeted intervention or enrichment in Hawk Time and by swapping students during class, bi-weekly. Teams use the data to reflect on practice and identify instructional strategies that led to higher levels of learning. Re-teaching uses a different strategy or approach than the original instruction and is based on the team data reflection. Teams continually improve the effectiveness of Tier 1 instruction.	Teams share and analyze data from common assessments, weekly. Teams use the data to place students for targeted intervention in Hawk Time. Teams use the data to reflect on practice and share instructional strategies. Re-teaching utilizes instructional strategies that are similar to the original instruction.	Teachers analyze their own assessment data and discuss the data, focusing on students that need intervention. Teams share students during Hawk Time and discuss ideas on interventions for students that have yet to master the skills. Reteaching utilizes the same lesson as delivered for initial instruction.
The school provides a systematic process for intervention and enrichment	Teams use their assessment data to group students by name and need, for targeted intervention or enrichment, during Hawk Time and during class time. Teams have developed enrichment activities for each unit.	Teams use their assessment data to group students for targeted intervention during Hawk Time, based on student need. Intervention does not come at the expense of core instruction.	Teams utilize interventions and systems such as ZAP, grade level meetings, after school study club, and IEP referrals to help students that need extra support.

Team Essential Action 1: Determine Essential Standards

Selecting Essential Standards

The three criteria for selecting Essential Standards (those standards that "represent the absolutely essential knowledge, skills, and behaviors every student must acquire to succeed in the next unit, semester, year, and course-- and ultimately in life." --*Taking Action, pg. 81)* are as follows:

1. **Endurance:** Will this standard provide students with knowledge and skills that are valuable beyond a single test date?
2. **Leverage:** Will this standard provide knowledge and skills that are valuable in multiple disciplines?
3. **Readiness:** Will this standard provide students with essential knowledge and skills essential for success in the next grade or level of instruction?

Content Team:				
School Year:				
Standard:	The standard has **Endurance** because:	The standard has **Leverage** because:	The standard has **Readiness** because:	**Best Timeframe for Teaching:**

Next Step: For each Essential Standard that meets the 3 Criteria, complete the Essential Standards Chart.
Next Tool: Essential Standards Chart

Team Essential Action 2: Unpack Each Standard

What Is It We Expect Students To Learn?
Grade Level:
Subject:
Quarter/Semester:
Team Members:

Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Formative Assessment	Common Summative Assessment	Extension Standards	Strategies
What is the essential standard to be learned? Describe it in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master the standard?	When will this standard be taught?	What formative assessment(s) will be used to measure student progress?	What summative assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?	What alternate strategies / methods will we use when students haven't learned this standard?

Team Essential Action 3: Essential Standards Unit Planning
Essential Standards Unit Plan

Use the four-step process on page 2 to complete the following plan.

Essential Standard:	▢ Knowledge ▢ Performance Skills ▢ Reasoning ▢ Product
End-of-unit assessment:	**When taught:** **Instructional days needed:**

Knowledge Targets	**Reasoning Targets**	**Performance Skills Targets**	**Product Targets**

Student-friendly learning targets:

Assessment (Which target or targets are being assessed? How will the assessment be used? Is it a common or individual assessment?)	**Connection to Standard** (How will this assessment set up students for successful mastery of the standard?)	**Student Involvement** (How will students engage in the assessment process?)	**Time Line**
1.			
2.			
3.			

Creating the Essential Standards Unit Plan Above

1. Identify the overall nature of each standard … what it expects of students: mastering knowledge, applying knowledge, performing a task, or creating a product.

2. Unwrap the standard into learning targets and determine the more discrete building blocks that establish a foundation for successful mastery of the standard.

3. Convert the learning targets into student-friendly language.

4. Create or select assessments to use throughout the unit of study, both formative and summative, and agree on when to administer each assessment.

Essential Team Action 4: Team Teaching / Assessing Cycle (at Tier 1) (From *Taking Action)*

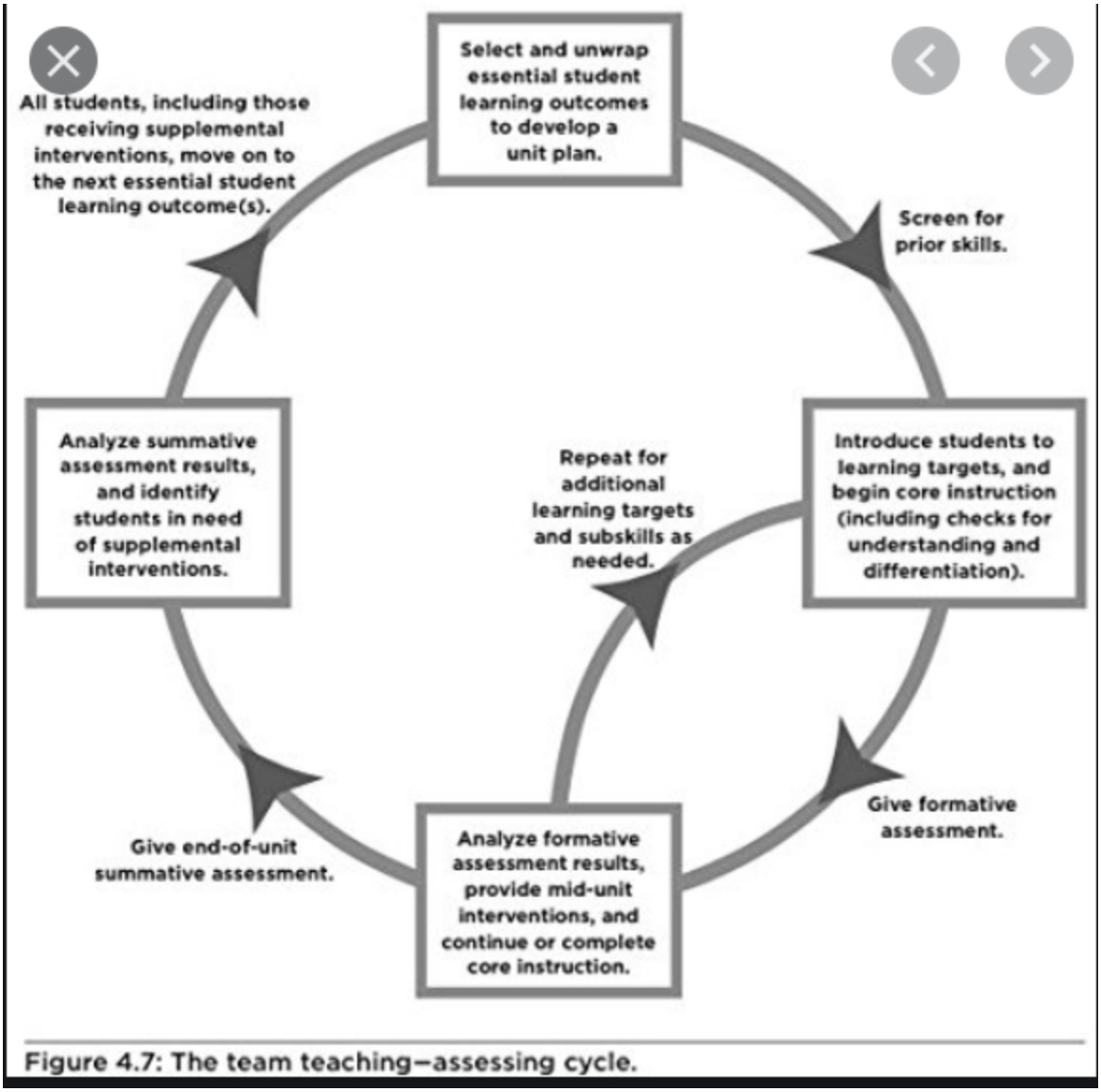


Figure 4.7: The team teaching–assessing cycle.

Essential Team Action 5: Responding to Student Performance

HRM Common Assessment Protocol

1. Which specific students did not demonstrate mastery on which standard(s) and which target(s)?
Provide link to team data tracking if necessary
2. Based on your team data, what instructional practices proved to be most effective?
3. As an individual teacher, which learning target(s) did your students struggle with the most and how can you improve?
4. What patterns can we identify from student mistakes?
5. As a team, what interventions will we provide to the students that still need more time and support on these standards and learning targets?
6. As a team, what is our plan to enrich and extend learning for those students who are proficient?
7. How can we improve this assessment to make it more effective?

HRMS: Example Team Goal Setting Sheet

2019-2020 HRMS Team Stretch Goals

7th ELA

Goal Setting Data		
Year - SBA	**% Passed All Grades**	**% Passed 7th Grade**
2015	66%	57%
2016	69%	70%
2017	65%	67%
2018	71%	67%
2019	69%	71%

ELA Data by Cohort					
% Proficient by Cohort	**4th Grade**	**5th Grade**	**6th Grade**	**7th Grade**	**8th Grade**
Class of 2026 (Current 6th)					
Class of 2025 (Current 7th)	58%	63%	63%		
Class of 2024 (Current 8th)	54%	68%	73%	71%	
Class of 2023 (Current 9th)	57%	68%	63%	68%	74%
Class of 2022 (Current 10th)	MSP	72%	71%	70%	72%

Vertical Team Stretch Goal:

100% of HRMS ELA students will improve their scaled score. Eighty percent of our ELA students will meet proficiency on the SBA.

7th Grade Team Stretch Goal:

By the end of the 2019-2020 school year, SBA scores for the current 7th grade cohort (class of 2025) will improve 10 points - from a 63% passing rate to 73% passing rate.

Team Collaborative Practices Goal: To achieve our stretch goals, what has to be true this year, that's not currently true today, to achieve these goals? Based on this discussion and your reflection using the collaborative team rubric, set a team collaborative practices goal below.

- More common formative assessments
- More summative assessments
- Student tracking of data visible
- Monthly data conversations
- Create clearer proficiency scale
- Calibrate and score student work together monthly
- Distinct unit outlines for teachers and students (Example)

Recommended Resources

- *Taking Action: A Handbook for RTI at Work (How to Implement Response to Intervention in Your School)* (Buffum, Mattos, Malone)
- *Amplify your Impact: Coaching Collaborative Teams in a PLC at Work* (Many, Maffoni, and Sparks)
- *How Schools Thrive: Building a Culture for Collaborative Teams in a PLC at Work* (Many, Maffoni, Sparks, and Thomas)