

Struggling learners sub-committee meeting notes

12/02/08

9-11AM

Present: Susan Baker-Ory, Teresa Feller, Donna Oakes-Novak, Joe Wiemelt (not in attendance), Meagan Welch, Ashley Hackstadt, Jason Pound, Don Owen, Lisa Monda-Amaya, Elizabeth Sherer, Priscilla Kron

Developing a framework of support for struggling students?

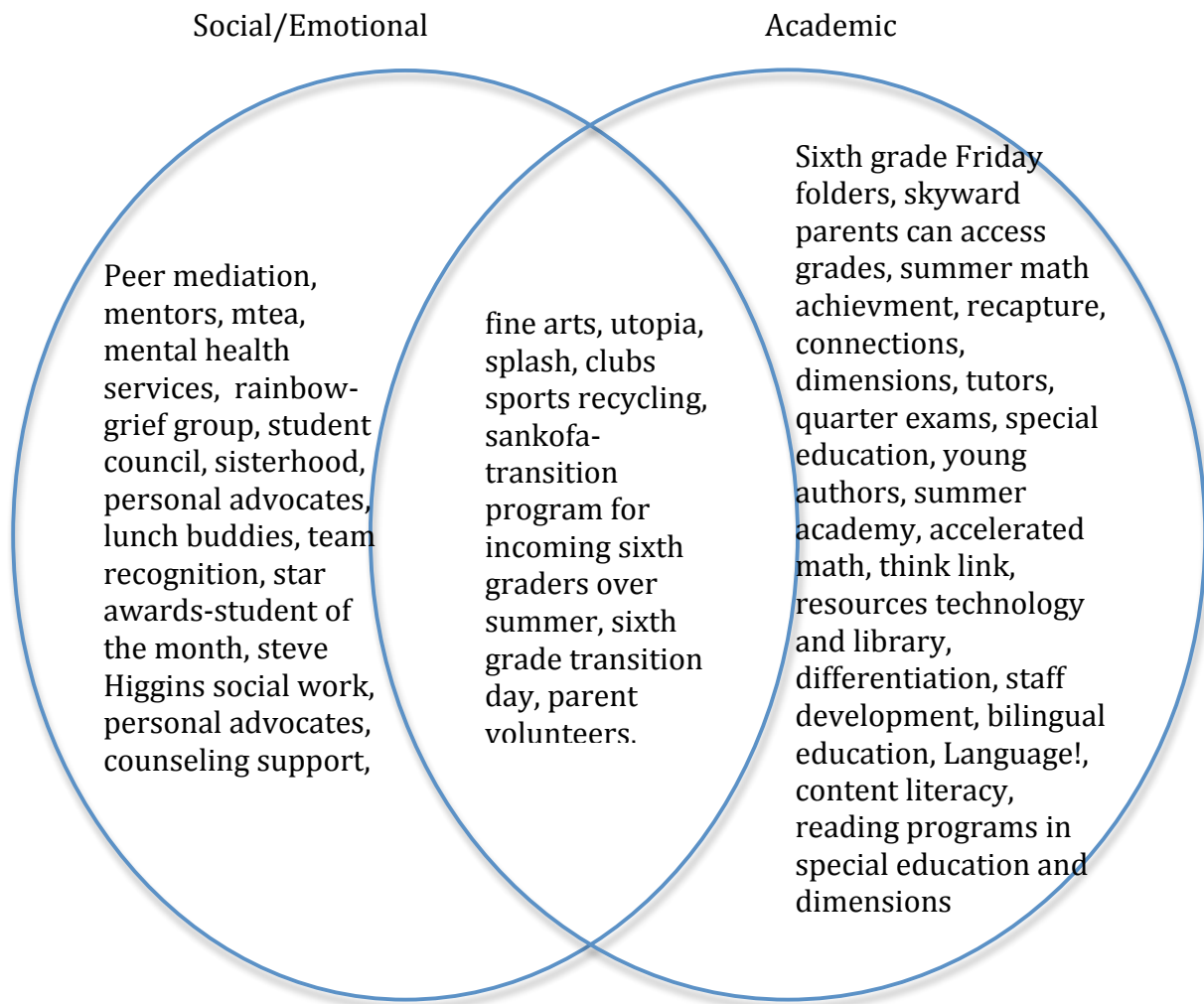
Who are the students?

- Below grade level in reading and math
- ELL
- Spanish speaking students (Latino/Latina)
- SPED
- Chronic behavior, social, and or emotional issues not eligible for SPED
- Kids who don't have social networks for support
- Not motivated
- 504 Students
- Low income
- Poor attendance
- African American students
- What is plan of attack?
- What is working
- What is not working
- Categorize into areas of:
 - Academic
 - Social
 - Behavioral

The SEL committee is looking into a specific curriculum and how it can fit into elective courses.

The subcommittee looked at the brainstorm that was completed by leadership. The purpose of the Leadership Brainstorm was to create a list of programs that could be used to start to develop an evaluation plan. The brainstorm was grouped into a Venn Diagram that had Social/Emotional on one side, and Academic on the other side, with a large amount of overlap. (See Figure 1)

Figure 1: Leadership Brainstorm Venn Diagram:



Tier II Supports

Recapture: A way to gain back academic credits.

- Combines social skills from Prairie Center
- ThinkLink
- Who is attending?
- How much are they participating?
- What is the benchmark for success?
- Saturday Recapture; reading comprehension

What is the benchmark for success of Recapture? Is it only attendance?

Recapture-is it working and how well is it working? If students don't take it seriously should they be allowed to go. Do we need more data on how well recapture programs are working?

Saturday recapture- what are we doing. Reading comprehension lessons, including vocabulary/grammar.

What is the benchmark for success is it just showing up? Yes. This is the data that we need to look at. What is the current state, what does the data tell us about the current state, how can we make them better.

Saturday school is more behavior related it is disciplinary- what do they do? They are supposed to bring a book and homework? Do we have data on whether it acts as a deterrent? If you compared data to other schools would we see that it would be better than other schools. We think it works that we have seen a decrease, but overall we are not happy with our Saturday school numbers and our in school suspension data. The other data we need to look at is our high fliers/repeat offenders. We have data to see if the students that are truant are also failing are also suspended. At beginning of year didn't look like correlation now it is looking more like there is a correlation.

Connections reading/math/homework

I think that we get better as we have gone through the years.

Do you have ThinkLink data that shows the progress students are making. Yes

How are we fitting special education students into these connections classes-we look at scores and see what the best fit is for connections and dimensions. If students have band it fits into connections time and students can't have math connections.

Dimensions for reading is tier 3-students that fall far below in reading. Using Soar to Success and Read Naturally. The class size is approximately 3 students. ISAT scores, ThinkLink data is used to determine who gets into each program.

Special education students are separate from dimensions they are served with through their resource teacher using reads naturally, rewards, Language!

In special education how many students require that intensive level of support?

When are students placed back into the content curriculum? Are they placed back when the progress monitoring shows that they are reading at their goal level. Are they missing too much content area curriculum?

Many of these students are not getting any electives-there is no buy in for these students. This is where the splash program comes in, in part.

ELL concerns

Concerns with students missing electives

Students who have come from leal-spanish speaking with title I and other supports that we don't have here. Some of them get connections supports but not the more intensive title I. we have more students that need more special help. We teach sheltered social studies and science rather than doing English. Students have tested out of esl through the access test and are in regular classes are still struggling in their classes, especially in English and connected math that are more language based. Also there are some social emotional issues involved with the students that are struggling.

Content classes with mainstream teachers but with more supports such as special education and ell teachers. How much co-teaching/co-planning is happening in special education? Do we run into number issues with how many students you can have in a class.

What does restructuring for sped look like at the high school. They don't have sped sub group because they only test at junior level.

They have moved more to co-teaching which they have said it allows students to get more of the content.

Concern with students failing and continuing to fail or unmotivated to do work. We need to look at whether the content is engaging students?

This is where differentiation comes in and what our focus groups are on different ways to differentiate.

How do we balance the need to provide support as well as expose students to a wide variety of both core and elective classes?

How do we provide students with the Special Education Interventions as well

ELL services... How do we meet the needs of the ELL students without some of the resources of the elementary schools. There are more and more students who are coming up who need extra help. We can't cover the content as quickly, but the

Two groups –

- One to look at RtI

- Look at the Tiers

One to look at SpEd

- How do we change service delivery models