

Discovering Hidden Treasures

Presented by:

Dr. Lucy Medina,
Eric Antuna, Mandy Gonzales, and Yadira Milward

Agua Caliente Elementary School
Palm Springs Unified School District



Agua Caliente School Demographics

95.4% Hispanic/Latino

1.8% African American

1.5% Filipino

1.3% White/Caucasian

93% Free and Reduced
Lunch

61% ELL 🏠

API 760

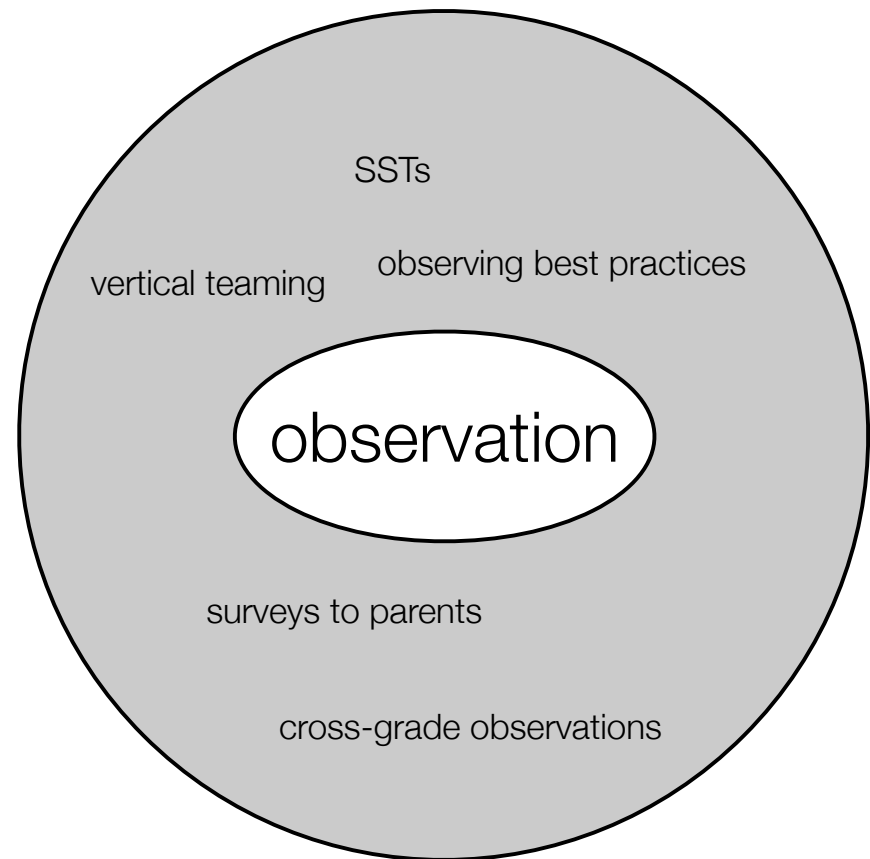
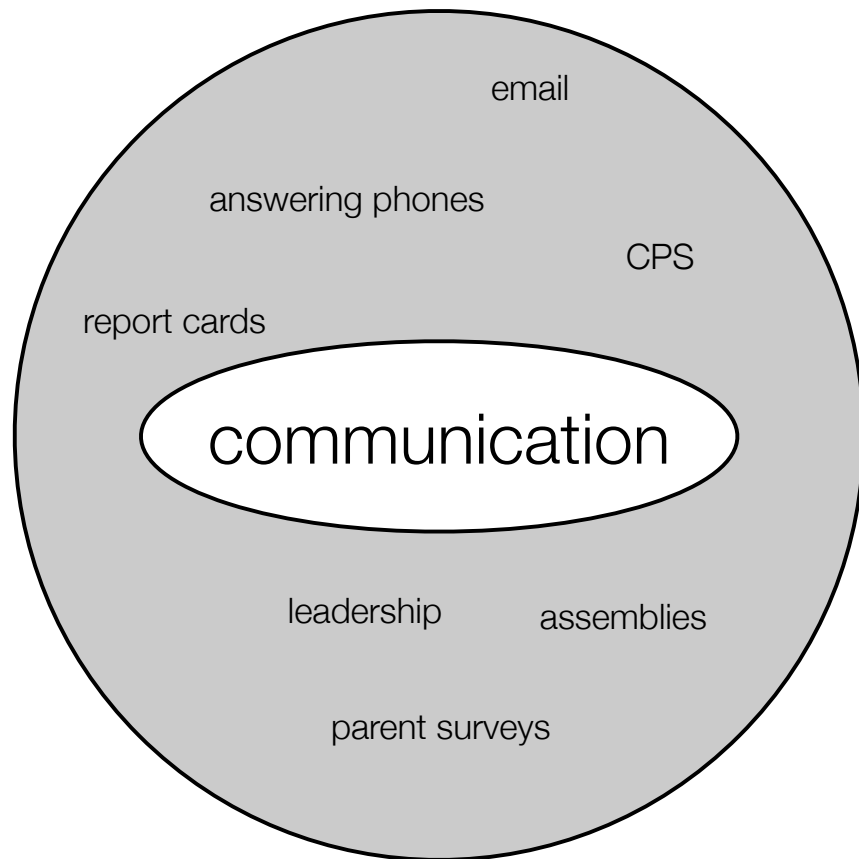
Similar Schools Rank 9



Total Enrollment: 798

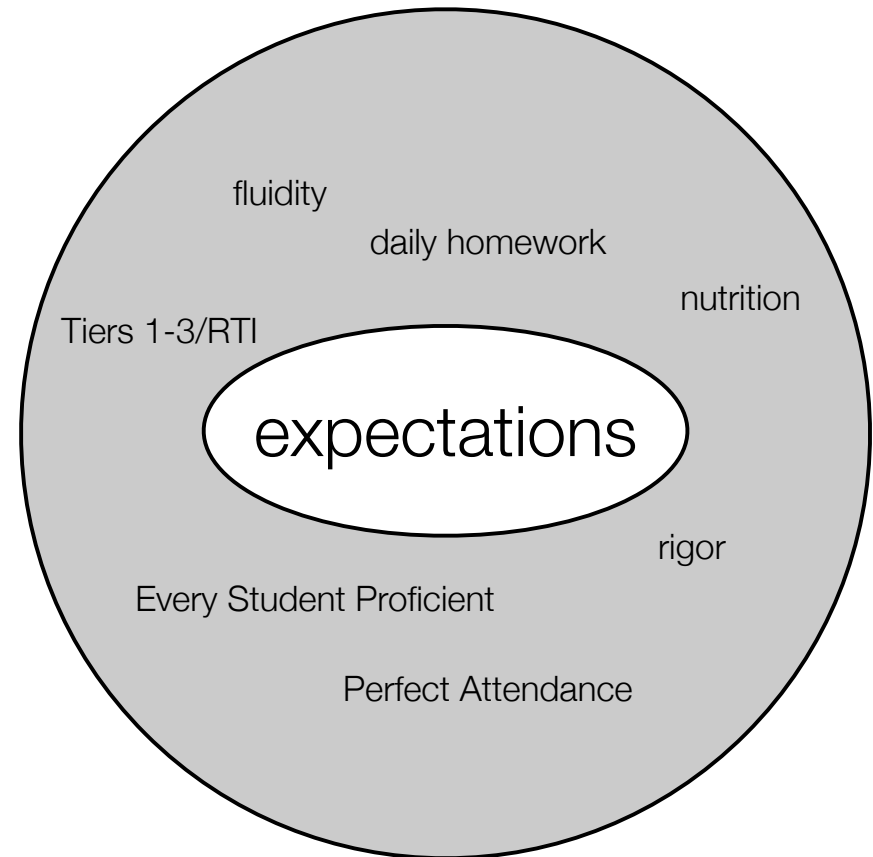
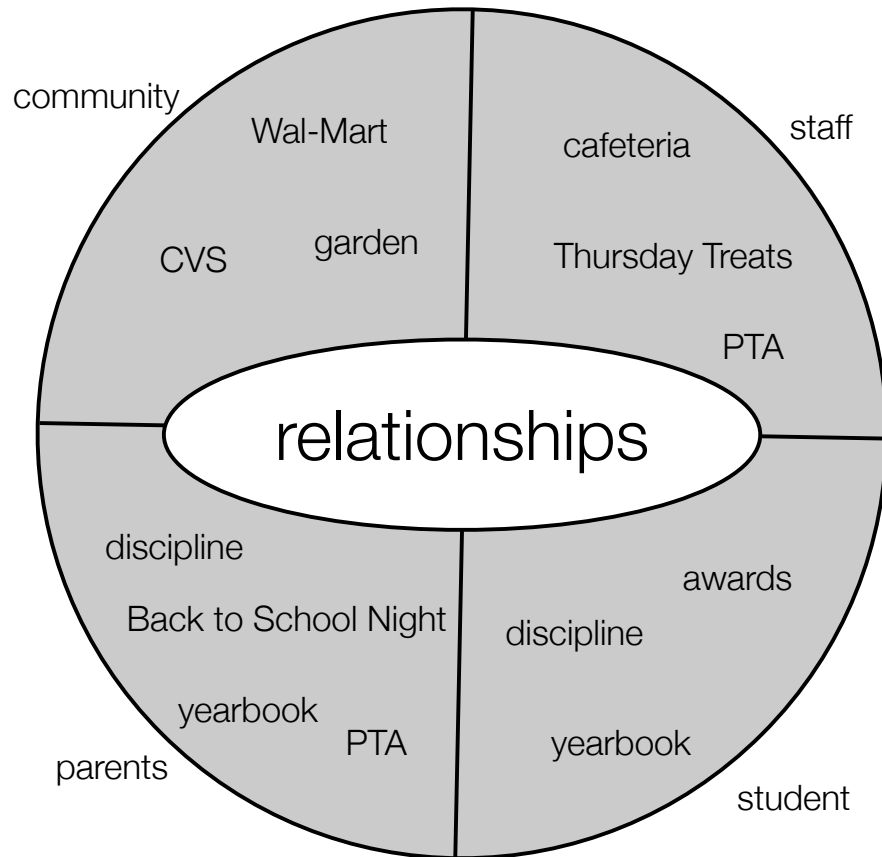
C.O.R.E. Beliefs

Todd Whitaker and Jeffrey Zoul *The 4 CORE Factors for School Success*



C.O.R.E. Beliefs

Todd Whitaker and Jeffrey Zoul *The 4 CORE Factors for School Success*



C.O.R.E. Beliefs

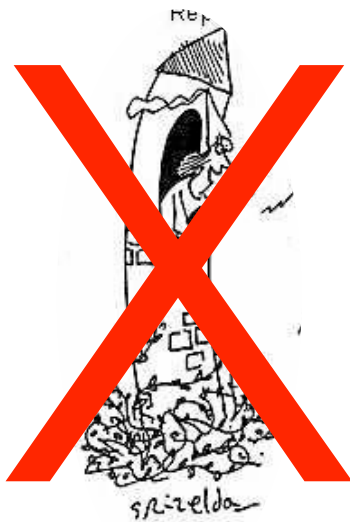
It's not about programs, it's about people
having open and honest communication
and building lasting relationships
that foster student
achievement.



Every Student Proficient: The Responsibility is Ours

“Authentic thinking, thinking that is concerned about reality, does not take place in ivory tower isolation, but only in communication.”

Paolo Freire



Discovering Hidden Treasures

Finding the treasures within your school means discovering agents for change.

Changes in the ways individualized instruction is delivered.

Changes in the ways services are delivered to students and changes in the ways in which support is provided to struggling learners at all grade levels.



Discovering Hidden Treasures

In the past, who can you count on to create this change within your school?

In the future, who can you count on to create this change within your school?



Pyramid of Interventions

Before we discuss how to create Exceptional Systems for student success, let's take a step back and quickly go over Tiered Interventions and Instructional routines/expectations from the state of California. To complete the project you will need:

- *large white construction paper

- *half of a blue triangle

- *half of a purple triangle

- *glue

- *marker

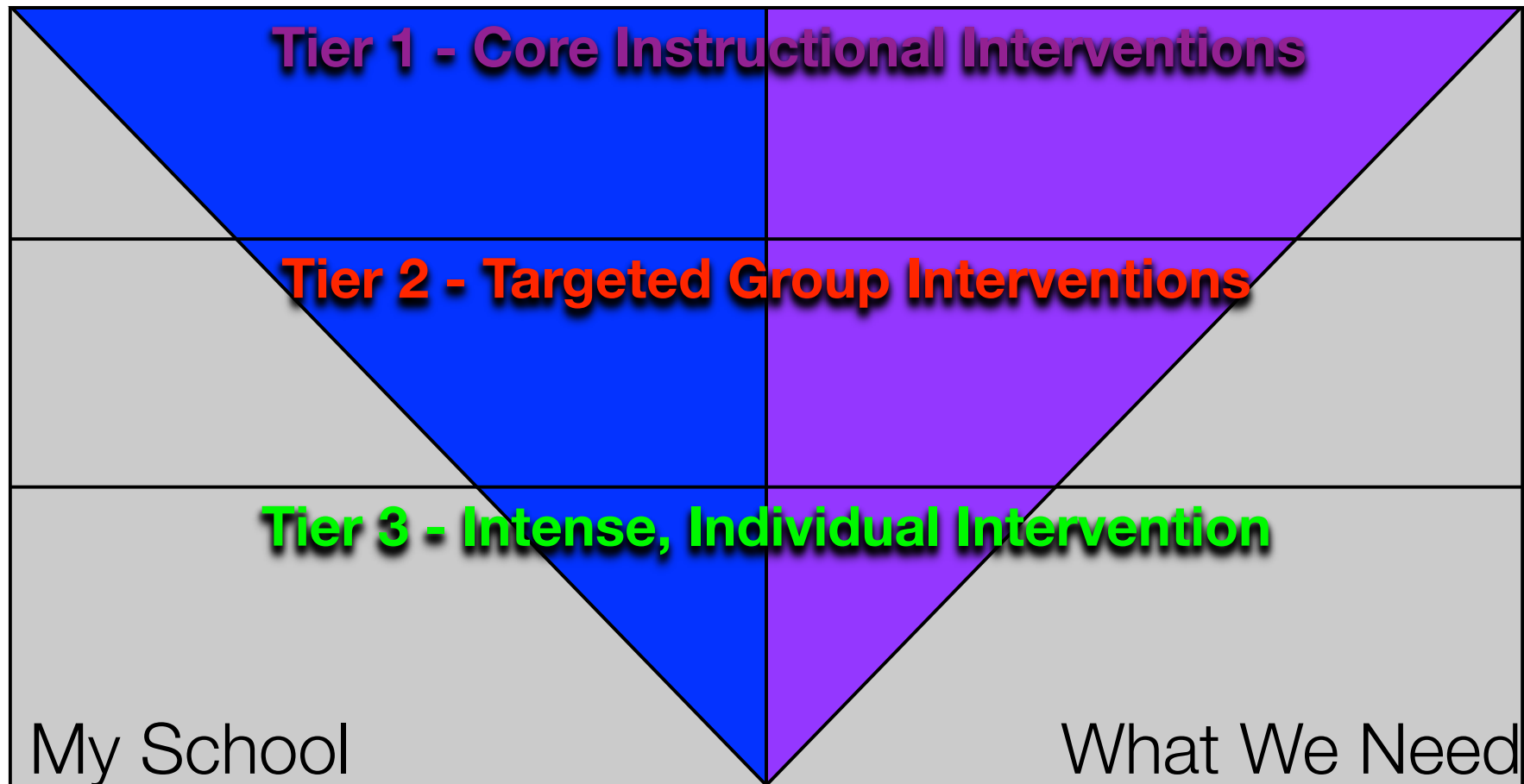
- * pre-printed labels



Pyramid of Interventions

ACADEMIC SYSTEMS

BEHAVIORAL SYSTEMS



Agua Caliente School's Tiers of Intervention

Dr. Medina will present Agua Caliente's Tiers

Identifying Your School's Focus

For our school that began with the SST process. This is what we did:

- *The leadership team met in conjunction with volunteer teachers who were committed to examining the strengths and weaknesses of the current SST process.
- *As a committee we decided that the SST process needed to be revamped and streamlined to make diagnosing a student's academic or social needs a priority.



Creating Exceptional Systems: Student Success Teams SSTs

Where We Were

- *Lack of accountability- We did not have a system to track responsibilities
- *Inconsistent scheduling
- *Access to records were tedious and sometimes non-existent- no paper trail
- *Lack of providing immediate support for parents and families of students



What We've Done

- *Created accountability by creating a triplicate (NCR) form and information stored on Google Docs
- *Committed to calendar meetings in 6 week cycles
- *Created a secure Google Docs account for access anywhere
- *With the help of our community liaison we made it a priority to give every parent at every SST materials to use at home with their child

Creating Exceptional Systems: The SST Process

Now we'll have an honest discussion about creating an exceptional SST Process. For our next project you will need:

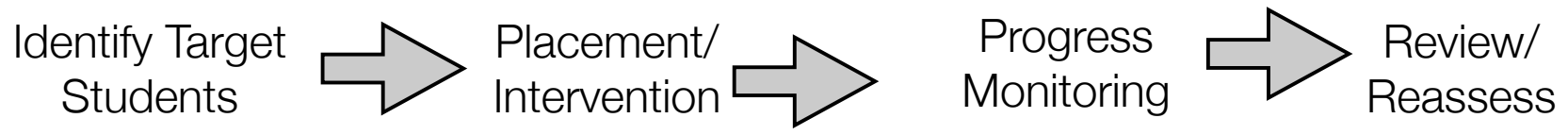


- *to flip over your Pyramid of Interventions

- *pre-printed labels

- *marker/pens

Creating Exceptional Systems: The SST Process



- * Use testing results (CST/ CELDT/IPT/CAPA/ district or school assessments)
- * Previous/Current Teacher recommendation
- * Parent/Student History
- * Social/Behavioral Needs

The SST Process: Identify Target Students

- *To identify target students at your school site begin by locating students that may have one or more of the following academic or behavioral concerns.
- *From here students are then referred to the SST Process which at our school meant having the flexibility to meet every students needs regardless of the level of concern. This meant having 30-60 SSTs in a trimester.
- *Remember the most important part here is the communication and relationships that are built between parent and teacher and parents and school.

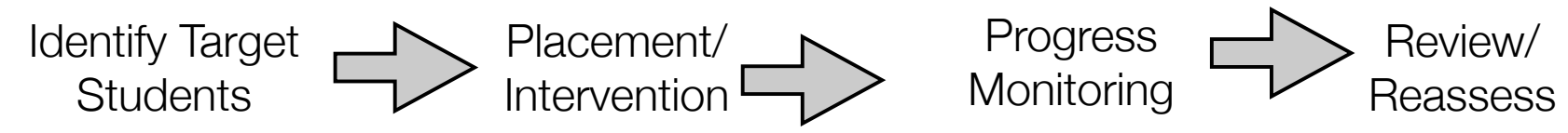
Academic



Behavioral

- | | |
|--|--------------------------|
| * Testing Data - CST, CELDT, etc. | * Parent/Student History |
| * Below Grade Level Work - School Wide Rubrics | * Recess Behavior |
| * Teacher Recommendation | * Classroom Behavior |
| * Parent/Student History | |

Creating Exceptional Systems: The SST Process



- * Use testing results (CST/ CELDT/IPT/CAPA/ district or school assessments)

- * Previous/Current Teacher recommendation

- * Parent/Student History

- * Social/Behavioral Needs

* Tier 1



Guided Reading

Math Club

Lesson Design

* Tier 2

Guided Reading

Vocabulary Groups

ASES

* Tier 3

IEP/RSP/Special Day



The SST Process: Placement/Intervention



Tier 1 is Core Instructional Interventions for all students that are preventative and proactive

Tier 2 is Targeted group interventions for some (at-risk) students that are of high efficiency and rapid response

Tier 3 is Intensive, Individual Intervention that is assessment-based, of high intensity, and for a longer duration

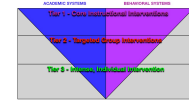
* Guided Reading

* Math Club

* Lesson Design



The SST Process: Placement/Intervention



Tier 1 is Core Instructional Interventions for all students that are preventative and proactive

* Guided Reading

* Math Club

* Lesson Design

* Teachers work closely with team members in data team meetings as well as PLC meetings to monitor progress of all students.

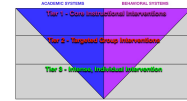
* Reevaluated core curriculum and identified a need of guided reading.

* School purchased Reading A-Z.com for school-wide use. This included benchmark books, guided reading books, fluency reading packets and an on-line reading program (Raz-Kids.com). (categorical monies, and district reprographics printing services)

* Created a reading resource room with copies of all leveled book titles, comprehension sheets, fluency packets, and books on tapes for listening centers. (hunted and gathered filing cabinets from community)



The SST Process: Placement/Intervention

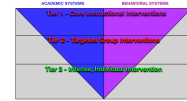


Tier 1 is Core Instructional Interventions for all students that are preventative and proactive

- * Guided Reading
- * Math Club
- * Lesson Design



The SST Process: Placement/Intervention



Tier 1 is Core Instructional Interventions for all students that are preventative and proactive

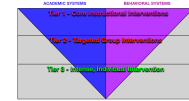
* Guided Reading

* Math Club

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The SST Process: Placement/Intervention



Tier 1 is Core Instructional Interventions for all students that are preventative and proactive

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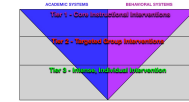
* Lesson Design



<p>Step 1 Focus</p> <p>The teacher focus' students on the learning, explicitly stating the posted objective and gives a purpose for learning.</p>	<p>Step 2 Teach</p> <p>The teacher provides students with a clear explanation and model of the learning and to practice the learning with them.</p>
<p>Step 3 Check for Learning</p> <p>The teacher checks each student's understanding of the learning to decide what comes next.</p>	<p>Step 4 Differentiate</p> <p>Based on the check the learning (Step 3), the teacher differentiates practice or application for students.</p>

adapted from Instructional Lesson Design from West Ed T4S Module

The SST Process: Placement/Intervention



Tier 1 is Core Instructional Interventions for all students that are preventative and proactive

* Guided Reading

* Math Club

* Lesson Design

Tier 2 is Targeted group interventions for some (at-risk) students that are of high efficiency and rapid response

* Guided Reading

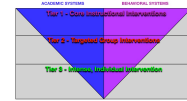
* Vocabulary Groups

* ASES

Tier 3 is Intensive, Individual Intervention that is assessment-based, of high intensity, and for a longer duration



The SST Process: Placement/Intervention



Tier 2 is Targeted group interventions for some (at-risk) students that are of high efficiency and rapid response

* Students identified for a Tier 2 intervention have been through an SST meeting where parents and teachers can have an open, honest discussion about the student's progress. When able, we include the previous year's teacher to discuss strategies that helped in their classroom.

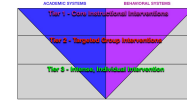
* Guided Reading

* Vocabulary Groups

* Pulled all our resources together to create leveled groups for one hour and forty-five minutes every morning. These groups are students from all different classrooms but reading at the same level. (aides paid from EIA/LEP categorical money)

* ASES

The SST Process: Placement/Intervention



Tier 2 is Targeted group interventions for some (at-risk) students that are of high efficiency and rapid response

* Guided Reading

* Vocabulary Groups

* ASES

Instruction is provided in flexible groupings to maximize student performance. Whole-group instruction or heterogeneous grouping may be used when the objectives are appropriate for the range of learners in the classroom. Homogeneous grouping may be used to customize specific instruction for assessed student needs.

*Group size and composition are adjusted to accommodate and reflect student progress and instructional objectives (flexible and dynamic grouping).

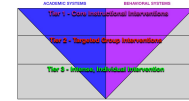
*Tutoring (peer or adult or both) is used judiciously to supplement (not supplant) explicit teacher-delivered instruction. It aligns with classroom objectives and instruction.

*Cross-class or cross-grade grouping is used when appropriate to maximize opportunities to tailor instruction to students' performance levels. Such grouping is appropriate when it facilitates teaching students within a similar age span and achievement range. As a general rule, differences should be within one year in kindergarten through grade three, two years in grades four through eight, and three years in grades nine through twelve.

*Centers and independent activities are used judiciously and are aligned with instructional goals and objectives focused on achieving grade-level standards.

From CA Reading Language Arts Framework Page 17

The SST Process: Placement/Intervention



Tier 2 is Targeted group interventions for some (at-risk) students that are of high efficiency and rapid response

- * Guided Reading
- * Vocabulary Groups
- * ASES



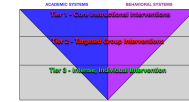
Points to Consider: Guided Reading

Why Guided Reading?

- *Provides leveled instruction to students for both Tier 1 and Tier 2
- *Provides a school-wide baseline for all students for placement into intervention groups
- *Gives teachers a common assessment that can be understood by all teachers kindergarten through fifth grade
- *Used as a Tier 1 and Tier 2 Intervention



The SST Process: Placement/Intervention



Tier 1 is Core Instructional Interventions for all students that are preventative and proactive

- * Guided Reading

- * Math Club

- * Lesson Design

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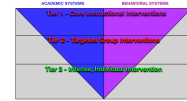
- * ASES

Tier 3 is Intensive, Individual Intervention that is assessment-based, of high intensity, and for a longer duration

- * Response To Intervention model with Special Day Teachers, RSP Teacher and Speech and Language Teacher. These teachers are available to offer services to any student at any grade that may be in need of more intense instruction at specific times throughout the day.

- * For example third graders in our Intensive Reading class receive RSP support through a one on one rotation four days a week.

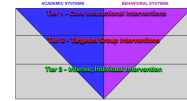
The SST Process: Placement/Intervention



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- * Response To Intervention model with Special Day Teachers, RSP Teacher and Speech and Language Teacher. These teachers are available to offer services to any student at any grade that may be in need of more intense instruction at specific times throughout the day.
- * Students have had at least 2 follow up SSTs
- * Must have shown that other interventions have not worked
- * Possible recommendation of testing for psychological or learning disabilities
- * Most restrictive intervention
- * For example third graders in our Intensive Reading class receive RSP support through a one our rotation four days a week.

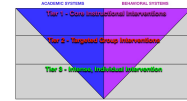
The SST Process: Placement/Intervention



Academic

- * Morning Reading Groups
- * RtI Model with Special Day Classes
- * Parent Resource Room
- * Math Club
- * First Grade Phonics Intervention
- * Algebra Club
- * NEU Academy
- * IXL Math
- * Teach for Success T4S
- * Imagine Learning
- * Vocabulary Groups

The SST Process: Placement/Intervention

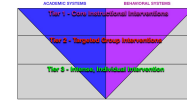


Social/Behavioral



- * Character Counts Club (Teacher and Principal Intervention at recess)
- * Golden Ticket Lunch
- * Character Counts Morning Assemblies
- * Slow Foods Garden
- * Hidden Harvest Free Vegetables/Fruits
- * Breakfast in the Classroom
- * Parent workshops

The SST Process: Placement/Intervention

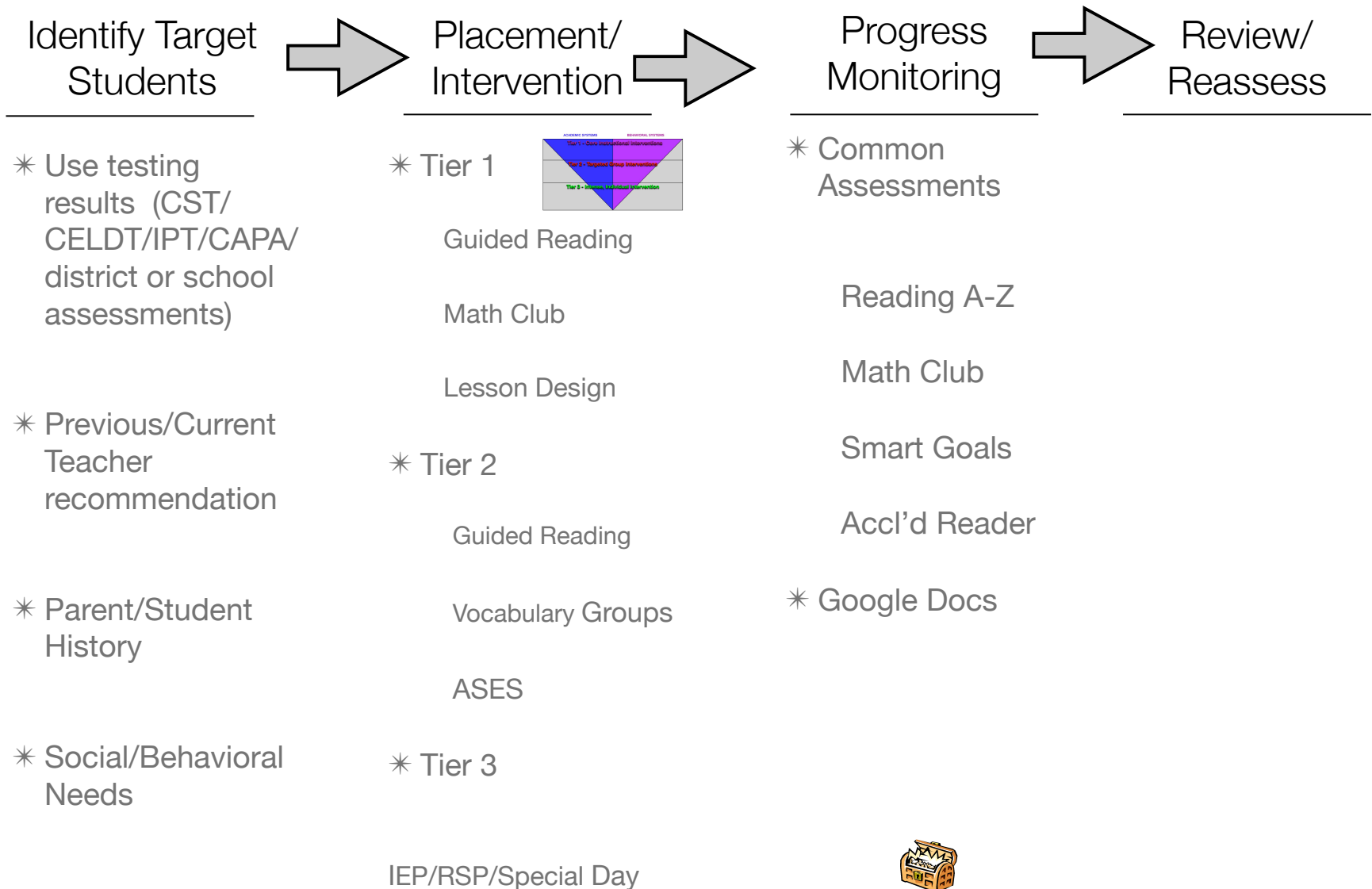


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- * Slow Foods Garden
- * Hidden Harvest Free Vegetables/Fruits
- * Breakfast in the Classroom
- * Parent workshops



Creating Exceptional Systems: The SST Process



The SST Process: Progress Monitoring

The SST teachers use Google Docs to monitor and track student information and progress.

Agua Caliente School, Cathedral City, CA

http://aguacalienteschool.org/

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WELCOME **OUR STUDENTS** **NO EXCUSES** **PARENTS/PADRES**
CALENDAR **SKILLS** **TEACHERS** **STAFF CLUB**
RESOURCES/ACTIVITIES **GARDEN** **STAFF** **SCIENCE FAIR** **CABE**

Welcome to Agua Caliente Elementary School!

Agua Caliente Elementary School
30-800 San Luis Rey Drive
Cathedral City, CA 92234
(760) 416-8235 office
(760) 416-8245 fax

Lucy Medina, Principal

"THERE ARE NO EXCUSES FOR OUR STUDENTS. THEY DESERVE THE BEST. SUCCESS FOR EVERY STUDENT - THE RESPONSIBILITY IS OURS."
- Lucy Medina, Principal

BRING IN YOUR SCARECROWS!
Parent Conferences 3/1-3/5
Last Day March 5!
Intercession March 15-26

Our Students

Parents and Families

No Excuses

Raz-Kids.com

IXL.com

Teachers

Calendar

PSUSD

WELCOME OUR STUDENTS NO EXCUSES PARENTS/PADRES
CALENDAR SKILLS TEACHERS KIDS CLUB
RESOURCES/ACTIVITIES GARDEN **STAFF** SCIENCE FAIR CABE

Login to the staff page by clicking here.

Use the username and password from the computer lab.

For Thinking Maps, please go to:
<http://pusdthinkingmaps.blogspot.com/>

For California Treasures implementation, go to:
<http://teachers.pusd.us/curriculum>





To view this page, you must log in to area
"idisk.mac.com" on web.mac.com:80.

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»

WELCOME

STAFF @ AC


SSTS

RTI

ONLINE FORM




RESOURCES

SST CALENDAR



"Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."

-Albert Einstein



Staff's Corner

Check back often to see changes and added forms to make it easier for everyone.

ONLINE FORM

http://web.mac.com/mrantuna/Staff_at_Agua_Caliente/ONLINE_FORM.html

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ONLINE FORM

STAFF @ AC SSTS RTI **ONLINE FORM** RESOURCES SST CALENDAR

ONLINE FORM

Using a PC? Click Here.

Please email eantuna@psusd.us to confirm.

Initial?

- ☐ Yes
- ☐ No

Follow Up?

- ☐ Yes
- ☐ No

Date?

Students Name

ONLINE FORM

http://web.mac.com/mrantuna/Staff_at_Agua_Caliente/ONLINE_FORM.html

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Students Name

Birthdate

Contact Phone Number

Today's Date

Grade

Teacher

Does Conference need translation?

- ☐ Yes
- ☐ No

Strengths?

Concerns?

ONLINE FORM

http://web.mac.com/mrantuna/Staff_at_Agua_Caliente/ONLINE_FORM.html

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If yes, what grade?

Attendance?

- ☐ Good? (1-2 all year)
- ☐ Ok? (1-2/month)
- ☐ Poor? (1-2/week)

SARBed?

- ☐ Yes
- ☐ No

Modifications Please list modifications done to date in class. (ie: environment, materials, teaching techniques)

Updated August 2009

Thanks for submitting! You can email eamtuna@psusd.us or mgonzales@psusd.us for confirmation of the SST.



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All items Refresh

☒ 1-50 of hundreds

<input type="checkbox"/>	<input type="checkbox"/>	Name	Folders / Sharing	Date ↓
EARLIER THIS WEEK				
<input type="checkbox"/>	<input type="checkbox"/>	[Redacted], Angel	Not shared	Mar 5 me
<input type="checkbox"/>	<input type="checkbox"/>	[Redacted] sue	Not shared	Mar 5 me
<input type="checkbox"/>	<input type="checkbox"/>	[Redacted], Jimena	Not shared	Mar 4 me
<input type="checkbox"/>	<input type="checkbox"/>	[Redacted], Jimena	Not shared	Mar 4 me
<input type="checkbox"/>	<input type="checkbox"/>	[Redacted] lva (2)	Not shared	Mar 4 me
<input type="checkbox"/>	<input type="checkbox"/>	[Redacted] Michael 3/4/10	Not shared	Mar 4 me
<input type="checkbox"/>	<input type="checkbox"/>	[Redacted] amiro	Not shared	Mar 4 me
<input type="checkbox"/>	<input type="checkbox"/>	[Redacted] Alma	Not shared	Mar 4 me
<input type="checkbox"/>	<input type="checkbox"/>	[Redacted] Anthony	Not shared	Mar 4 me
<input type="checkbox"/>	<input type="checkbox"/>	[Redacted] n	Not shared	Mar 4 me
<input type="checkbox"/>	<input type="checkbox"/>	[Redacted] Jacqueline	Not shared	Mar 3 me
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<input type="checkbox"/>	<input type="checkbox"/>	[Redacted] Ashley	Not shared	Mar 3 me
<input type="checkbox"/>	<input type="checkbox"/>	[Redacted] jandro	Not shared	Mar 3 me
<input type="checkbox"/>	<input type="checkbox"/>	[Redacted], Eliza	Not shared	Mar 3 me
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<input type="checkbox"/>	<input type="checkbox"/>	[Redacted] ez, Joel	Not shared	Mar 2 me
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<input type="checkbox"/>	<input type="checkbox"/>	[Redacted] Kimberly	Not shared	Mar 2 me
<input type="checkbox"/>	<input type="checkbox"/>	[Redacted] Jose	Not shared	Mar 1 me

All items

- Owned by me
- Opened by me
- Shared with me
- Starred
- Hidden
- Trash
- Items by type ▼
- More searches ▼

My folders

- SSTs
- Folders shared with me

Autosaved on 3/4/10 **Share** ▼

	K	L	M	N	O	P	Q	R	
1	Does Conference need translation?	Strengths?	Concerns?	Family History?	Medical History?	Running Record Level	Math Level	ELA CST Test Scores	Ma
3	Yes	Eliza has nice hand writing and she tries hard to complete her work. She is well liked by her peers.	basic in both reading and math. She has gotten lots of individual help, but still has difficulty learning to read, add, and subtract.	Mom		aa	Far Below Basic	Not Tested Yet	No
4	No	Academic Strengths include the ability to: * identify, sort and classify objects * identify and describe geometric shapes * name the days of the week Alma can follow guided practice quite well but.....see concerns	Language arts development is the biggest concern academically. Alma can write her name somewhat. Alma has difficulty paying attention during guided practice instruction.	Contacts: Miguel Beltran, Bianca Flores Students: Alma Beltran, Verenice Garcia	I am unaware of any medical concerns.	aa	bb	Not Tested Yet	No
		Jaquiline is very strong in math.							

Add Sheet Sheet1 ▾

>	Timestamp
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The SST Process: Progress Monitoring

The online form is downloaded and merged into Word Documents then uploaded back into the Google Docs database.

BLANK SST MEMORY SHEET - Google Docs

http://docs.google.com/Doc?docid=0AV-VCGLI2vHIZGQzZzQ2Z3pfMTc1OWY0OGtjaHI&hl=en

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Google docs BLANK SST MEMORY SHEET Updated 3/1/10 3:44 PM by Agua Caliente Saved Share ▼

File Edit View Insert Format Table Tools Help

Normal Tahoma 18pt B I U A Link

Agua Caliente Elementary School

Student Name:	
Birth date:	
Parent/Guardian:	
Contact Number:	
Date:	
School:	
Grade:	
Teacher:	
SST team in attendance:	
Translated:	
Strengths:	
Information:	
Attendance:	good
Family History:	
Medical History:	<ul style="list-style-type: none"> Vision – Right Eye Left Eye Hearing –

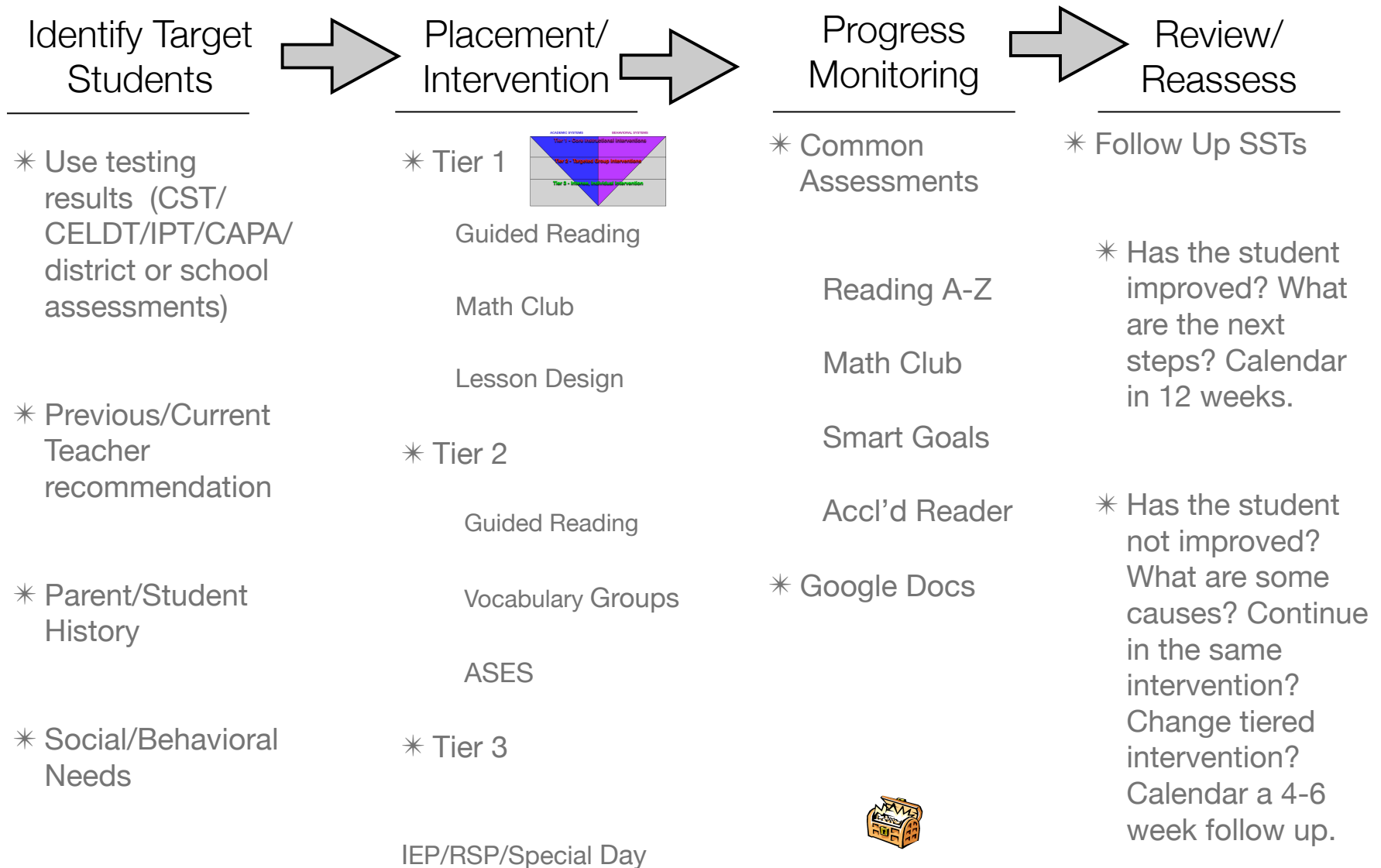
Agenda ▾



The SST Process: Progress Monitoring

Using Google Docs, teachers, the SST team, the principal, psychologist, everyone involved in the process all have access to the same information - no excuses for not being in the “loop”.

Creating Exceptional Systems: The SST Process



The SST Process: Review/Reassess

Follow Up SSTs

- * Has the student improved?

- * What are the next steps?

- * Calendar in 12 weeks.

- * Has the student not improved?

- * What are some causes?

- * Continue in the same intervention?

- * Change tiered intervention?


- * Calendar a 4-6 week follow up.



Identifying Your School's Focus

For our school that was:

- * Guided Reading
- * SST's
- * Targeted Group Interventions across grade levels
- * Social/Behavioral Interventions

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Now,
evaluate
what your school already
has in place for
student
achievement and
what it needs.

“There is nothing wrong with change if it is in the right direction.”

Winston Churchill

THANK YOU!

Discovering Hidden Treasures

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