



Student Problem Solving Protocol/Guiding Questions SY19/20

Supporting Student Success Meeting

Feb 21, 2020

Student Name	Grade Level
	11

Facilitator: David Redmond

Faculty invited: Lucy Venkova, Matthew Kowalski, Brian Greenough, David Albert, Penni N. M. De Aviles, Dorin Grecu, Catherine Bartram, Jack McRobert, Heidi Zickefoose, Jim Barekman

Attendance:

	S1	S2
Absent	21	5
Absent Excused	0	0
Tardy	6	3
Period 5 - Referrals	1	0

PSAT Scores Grade 11

New PSAT				
10/16/2019				
950 Total				
460 EBRW	490 Math Section	23 Reading	23 Written Language	24.5 Math Test

Grade 10

New PSAT				
10/10/2018				
840 Total				
400 EBRW	440 Math Section	22 Reading	18 Written Language	22 Math Test

Powerschool:

Subject	P1 - Effort Only	P2	Effort P2	P3	P3 - Effort Only	S1	Effort S1	P4 - Effort Only		
IB Business & Management HL Y1	AAA	5	AAA	4	AAA	4	AAA	NAA		
IB English A Language & Literature HL Y1	AEA	4	AEN	4	AAA	4	NAN	NAA		
IB Geography HL Y1	AAA	6	EEE	5	AAA	5	AAA	AAN		
IB Math: Analysis & Approaches SL Y1	AEE	4	AEE	4	AEE	4	AEA	AEE		
IB Physics SL Y1	AAE	4	AAE	4	AAE	4	AAE	AAN		
IB Spanish ab initio SL Y1	AEA	5	AEA	5	AEA	5	AEA	NEA		

IB Theory of Knowledge Y1	AAA	P	AAA	P	AAA	P	AAA	NAA		
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Effort Descriptors - in order - 1)Self Management 2)Collaboration and Respect 3)Commitment to Learning

Time	Protocol	Discussion Points 2.21.20
pend	<p><i>Strengths and Challenges</i></p> <p><input type="checkbox"/> What are the student's strengths</p> <p><input type="checkbox"/> What are the student's primary challenges?</p> <p>Why is the problem/concern occurring? What are the possible causes?</p> <p><input type="checkbox"/> Concepts</p> <p><input checked="" type="checkbox"/> Skills</p> <p><input type="checkbox"/> Vocabulary</p> <p><input checked="" type="checkbox"/> Self Regulation</p>	<p>Strengths Shared:</p> <p>Student is engaged in TOK and asks questions. He is on task during class and works well with other students when working on TOK assignments. (BG)</p> <p>Student recognized that he was distracted by a fellow student and talked to me about changing his seat in the physics class. On occasion, he can be a very enthusiastic participant in the class discussions. (DG)</p> <p>Student seems to want to do well in Geo. He has recently retaken two tests to improve his grades. He asks questions and is generally engaged during the lessons. He can grasp geo concepts fairly well. He made a really strong start to Geo at the beginning of the year. Overall, I do feel as though he has matured this year and I feel that he does take on-board advice more, it just doesn't stick for very long! (CB)</p> <p>Student is a pleasant and respectful young man who, when interested, can be relied upon to do pretty decent work. He is generally quite engaged in class and works well with his peers. In Gr 10 he was a truly wonderful member of the HS musical House Crew and requested to be the House Crew chief in Gr 11. He is quite easygoing and takes constructive criticism quite well. LV</p> <p>I agree with most of the above, in that he is definitely engaged in lessons, and he has a positive, respectful attitude. I knew he came from IM2, but I didn't realise he was getting 4's in IM2 last year (which I just saw when I</p>

scrolled down on this document). This shows that he has actually been very successful, given his starting point this year. He is in a class with 11 great students, and he has benefitted from the positive atmosphere in the classroom. JM

Student is a strong participant in group discussions and he has the ability to ask questions that spur on conversation (MK)

Student is a very respectful young man. He is enthusiastic about learning Spanish and has a great sense of humor.

Challenges Shared:

TOK is hard for him and he struggles with the abstract thinking required to talk about knowledge. (BG)

Student is very social, and even in his new seat in the physics class, he tends to talk to his friends. This semester Student has not shown the commitment to learning that he had last semester; hence the drop in his effort grade.

A specific example of this trend is that he did not hand in optional test corrections for a mid-unit assessment. (DG)

Student does not always engage in independent work and is not always prepared for class assessments. He does not look as if he enjoys reading and often needs extra encouragement to read, even for a relatively short amount of time. He wants to work with Rohan in class but this is not a good combo so rarely gets the chance! CB

In English, Student is usually a productive participant in class discussions and activities. However, his HW assignments and prep are generally quite mediocre. My impression is that he just doesn't dedicate the time and effort necessary for quality work. Last semester his quiz average on independent reading was 2.3. His overall grade vacillates between a 4 and a 5. He could be a good solid 5 with more consistency. On the other hand, he seems to lack the thoroughness, knowledge and critical thinking to be able to achieve a 6. LV

Student struggles with time management, specifically turning in formative assessments and notetaking. (MK)

His background of average grades in IM2 does sometimes show, and his main challenge is simply catching up with his classmates, and keeping up with the material. This will be a long-term struggle over the two years. JM

Student struggles to complete classwork and assignments on time even after verbal and written reminders. He scored a 2 in Reading Comprehension on our recently completed summative assessment.

	<p>Parent Contact</p>	<p>When Student was on the House Crew last semester and had to stay after school, his dad, who was out of the country then, would email me for confirmation every time that Student did, indeed, have to stay late. He also expressed his hope that the students were monitored in these after-school activities. When I asked Student what was going on, he said his dad didn't quite trust him. I also got the impression that mom wasn't around. LV</p>
	<p>Strategies</p> <ul style="list-style-type: none"> ● What Tier 1 strategies, and/or differentiation/accommodations have occurred so far? ● Did the strategies, interventions, and/or differentiation directly address the area of concern? What were the results? ● Can the current intervention(s) be modified to be more effective? 	<p>Strategies Shared:</p> <p>Spanish AB Initio Y1: One-on-one support during instruction and after class. He will also be assigned to period 5 with me to bridge gaps in his learning.</p>
	<p>Course of Action</p> <ul style="list-style-type: none"> ● Where shall we go from here to increase possibility for student success? Who will do what? 	<p>Who and What:</p> <p>What is causing the slide and what can we do to stop the slide?</p> <p>Business: has trouble with time management; submits late. Follow through not there. But he is a high 4, low 5 student. (Classmates not strong--doesn't really help) 5</p> <p>Math: plugging away. Quite clear that he is lowest in math. Struggled with trig test. If he takes his foot off the gas, not engaged, he could easily slip to a 3 or worse. (Classmates pulling him up) 3</p> <p>TOK: presentations coming up.</p> <p>Physics: more committed last semester. Dropping off. Low 2 on summative; 3 on formative. (Mid-unit check in point.) Didn't hand in corrections (only student). Wind has left his sails. (Still distracted) 2 (one more assessment coming prior to March 13; grading unit test now)</p> <p>English: Could be a capable 5. Underperforms. Doesn't take care to do quality work. If he pushed himself a solid 5 is possible. (Should be pulled up when surrounded by higher students.) 4</p> <p>Spanish: Scored a 2. Semester 1 had a solid 5. Incomplete work. Not</p>

		<p>putting in the effort. (Heron, Nati may be pulling him down.) Still grades to come. 4</p> <p>Perhaps remove Student from Heron's influence. Wake up call is probably necessary. Are parents aware? Meeting with parents as parents have not yet checked in PS to see how he is doing.</p>
	<i>Follow up and Date</i>	<p>By:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Deputy Principal <input type="checkbox"/> Counselor



Student Problem Solving Protocol/Guiding Questions SY1819

Supporting Student Success Meeting

Student Name	Grade Level
Sample Student	10

Faculty invited: Dorin Grecu, Siham Omar, Amy Stemple, Adam Miller, Lia Hansen-Cohen, Roser Noguera, Azeb Estifanos, Catherine Bartram, Anne Garvey Shah

Facilitator: High School Deputy Principal

Map Scores:

	RIT	Percentile	Duration
Math	241-244-247	17-76-81	79m
Reading	209-212-215	24-31-38	57m

Attendance:

Absent	4
Absent Excused	
Tardy	2
Period 5 - Referrals	3

Powerschool Grades:

Subject	P1 - Effort Only	P2	Effort P2	P3	Effort P3	S1	Effort S1
English 10	AAA	5	AAA	3	NAN		
Spanish 1	AAA	6	AAA	6	AAA		
Social Studies 10	AAA	3	AAN	3	AAA		
Physics	AAA	4	NAA	3	NAN		

Integrated Mathematics 2	AAE	4	AAA	4	EAE		
Visual Arts 1	EEE	5	AAE	4	NAA		
Physical Education & Health 9/10	EEE	7	EEE	7	AEE		
Global Issues Local Action	AEA	5	AAA	6	EEE		

Effort Descriptors - in order - 1)Self Management 2)Collaboration and Respect 3)Commitment to Learning

Time	Protocol	Discussion Points
7:45-7:55	<p><i>Strengths and Challenges</i></p> <p><input type="checkbox"/> What are the student's strengths</p> <p><input type="checkbox"/> What are the student's primary challenges?</p> <p>Why is the problem/concern occurring? What are the possible causes?</p>	<p>Strengths Shared: Student is friendly gets along with his classmates during teamwork. He is enthusiastic about topics that interest him, and not afraid to ask questions. DG, AS</p> <p>Student's words: English, Math and Social Studies. Collaborating with others. Presenting, public speaking, sports. (AGS)</p> <p>Excited/passionate about his photography project ASA. Plans to join prom committee. Helping with the Crew for the Play. Is working to re-brand his image at school, and sticking to friends he can trust. (AGS)</p> <p>He is respectful and he is motivated in class. Az</p> <p>I have seen him become more focused during the recent research project and he has asked for extra feedback outside of the class. CB</p> <ul style="list-style-type: none"> • Works hard, is a leader, and is respectful in class. Wants to get better and pushes himself to do that. AM <p>Getting a bit better since suspension - NJ</p>

	<ul style="list-style-type: none"> <input type="checkbox"/> Concepts <input type="checkbox"/> Skills <input type="checkbox"/> Vocabulary <input type="checkbox"/> Self Regulation 	<p>Challenges Shared:</p> <p>Student has trouble staying focused on the lesson as he gets easily distracted. Completing his work, preparing for assessments, and coming to class prepared (I.E. bring a pencil to a test) is also something that he needs improvement on. Recently Student chose to skip a physics quiz and attend the track meet instead. DG, AS</p> <p>Student can be manipulative and has academic dishonesty this yet. Additionally he has forged notes or has not been honest of his whereabouts for long portions of time NJ, AS</p> <p>Sometimes gets distracted by his buddy Student X but can be brought back quickly AM.</p> <p>Student gets distracted easily. Az</p> <p>Student can get distracted in class and struggles to stay on task during periods of independent work. (CB)</p> <p>Works on what he wants to work on.</p> <p>Leaves for the bathroom with Student X.</p>
	<p><i>Parent Contact</i></p>	<p>I have spoken to parent on multiple occasions and they are supportive and are encouraging of dialogue. NJ</p> <p>Emailed back and forth with parents on Aug. 29 (re:schedule changes) and on Nov. 1 (positive email). (AGS)</p>
<p>7:55-8:05</p>	<p><i>Strategies</i></p> <ul style="list-style-type: none"> ● What Tier 1 strategies, and/or differentiation/ accommodations have occurred so far? ● Did the strategies, interventions, and/or differentiation directly 	<p>Strategies Shared:</p> <p>Creating an honest relationship and allowing him to be frank without punitive ramifications, rather restorative have worked well. Being in contact with parents by phone and email updating both positive and negative behaviours. NJ</p> <p>Spoke to Student about trust and relationships and how skipping class does not improve these. Trust is earned not given. DG</p> <p>Changed seating plan - this worked</p>

	<p>address the area of concern? What were the results?</p> <ul style="list-style-type: none"> • Can the current intervention(s) be modified to be more effective? 	
8:05-8:15	<p><i>Course of Action</i></p> <ul style="list-style-type: none"> • Where shall we go from here to increase possibility for student success? Who will do what? 	<p>Who and What:</p> <p>Separate him from Student X in classes in the future - AGS</p> <p>Keep parents in the loop about assessments, big assignments, or anything missing -- all teachers</p> <p>Don't allow him and Student X to leave the class together</p>
8:10-8:15	<p><i>Follow up and Date</i></p>	<p>NJ - email all parents including all teachers encouraging contact highlighting Mr Greco's class</p> <p>Email sent Nov 30 - NJ</p> <p>By:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principal <input type="checkbox"/> Deputy Principal <input type="checkbox"/> Counselor