

# Academic Intervention Meetings

Before the Meeting	Helpful hints and tracking
<p>Gather information on any courses which student received a 3 or below in for their FINAL grade. Use this <a href="#">template</a> to email teachers.</p> <ul style="list-style-type: none"> <li>PowerSchool Schedule will have all current teachers listed</li> </ul>	Links to this student's Teacher input template
<p>Teacher Email Template: To all teachers, cc' Bailey</p> <p>STUDENT NAME is struggling academically and while he did increase in certain courses from Q1 to Q2 he still has 3's in core classes. His FAMILY MEMBER will come in at TIME on DAY. If you would like to attend please let me know. However, it is not mandatory to attend. Please provide any information that will help Bailey and I develop an academic success plan for STUDENT NAME during the meeting. If he received a 4 or above in your class you aren't required to fill this out but it would be helpful to know <u>what is working</u> in your class so other teachers might be able to implement it in their class.</p> <p><a href="#">English, Math, and History</a> (NAME COURSES 3 OR BELOW &amp; Link template) teachers please fill out the top half by the COB DATE BEFORE CONFERENCE.</p> <p>Thank you in advance.</p>	Email sent DATE
<p>Print most recent Report Card</p> <ul style="list-style-type: none"> <li>Optional: Print <a href="#">Common Parental Concerns and Strategies</a> <ul style="list-style-type: none"> <li><a href="#">Spanish version</a></li> </ul> </li> </ul>	Report card (if printed, no need to link)
The day before make sure teachers have responded, if not email Bailey at and she will collect the information.	Pick two issues to address and note any common themes
The day contact before parent to confirm meeting.	Set google reminder to do this.

At the Meeting	Helpful hints and tracking
Ask the parents what they would like to come away with after the meeting.	Usually they want an action plan and for their child to be successful!
Review what teachers said about student's strengths first	Have student repeat 2 strengths (so they heard them!)
<p>Review each course/issue and come up with a solution</p> <ul style="list-style-type: none"> <li>Advisor will take notes using this <a href="#">template</a>. <ul style="list-style-type: none"> <li>Counselor will use <a href="#">Promotion Warning Contract</a> template if student is at risk of not being promoted.</li> </ul> </li> </ul>	Meeting notes for this student

<ul style="list-style-type: none"> <li>• See Common Issues and Potential Solutions below</li> </ul>	
---	--

**After the Meeting**

Implement a follow up tracking system with fidelity for **three** weeks (no don't run after them to go to brunch check ins but rather just inform parents on their child's progress and track their progress)

- Low effort tracking/follow up suggestions:
- Have students email/text parents their progress update and cc/show you and the classroom teacher as a do now during ATL
  - Schedule 15 minute Friday check ins with that student for three weeks in a row
  - Send an email to colleagues on Friday to ask for an update (cc' parents so all they have to do is hit reply) -Email Bailey if you want her to set up a recurring email ([boomerang](#) style!)
  - If parents are tech savvy ask teachers to fill out a [tracker](#) like this every Friday and share it with the parent. (Just remember to check that it gets updated)
- \*remember to log in PowerSchool

If system isn't working after 3 weeks, set up meeting with Bailey to problem solve.

**Common Issues and Potential Solutions**

<p>Student has low mastery due to actual deficits in knowledge</p>	<ul style="list-style-type: none"> <li>• Increased ST Math, Ten Marks practice</li> <li>• Increased Quizlet review</li> <li>• Encourage attending tutoring (<a href="#">schedule here</a>)</li> <li>• Read in target language 30 minutes a day or watch target language TV shows</li> <li>• Read a text for 30 minutes a day with your child</li> <li>• Ask student to:             <ul style="list-style-type: none"> <li>○ Check your answers on the homework with a friend before class. Ask your friend to explain problems you may have gotten wrong.</li> <li>○ Ask another teacher, a parent, or a friend to proof-read any written work</li> <li>○ Look over your notes</li> <li>○ Study using Quizlet (you can even make your own!)</li> <li>○ Email a teacher if you have a question or want to be sure you're "doing it right"</li> <li>○ Email home a summary of what you learned in the target class that week during ATL on Fridays</li> </ul> </li> </ul>
--	--

<p>Student has low mastery due to incomplete homework assignments</p>	<ul style="list-style-type: none"> <li>• Institute a time (exact time) and routine for completing and CHECKING homework (<a href="#">example plan here</a>)</li> <li>• <a href="#">Homework tracker</a></li> <li>• Demonstrate to parent how to <a href="#">log into and track google</a> classroom assignments</li> <li>• Friday work completion check ins with advisor (or peer mentor in ATL) for 3 weeks and email updates to parents</li> <li>• Brunch Check in Schedule</li> </ul>
---	--

	<ul style="list-style-type: none"> <li>● <a href="#">Questions to ask at home</a> <ul style="list-style-type: none"> <li>○ <a href="#">Spanish Version</a></li> </ul> </li> <li>● Download Managebac and Google Classroom on their smart phone</li> </ul>
Parent Technology concerns	<ul style="list-style-type: none"> <li>● Email Mr. Brian, <a href="mailto:brian.luckenbaugh@dcinternationalschool.org">brian.luckenbaugh@dcinternationalschool.org</a>, and cc the parent asking for him to communicate with them directly.</li> </ul>
Parent has limited knowledge of technology	<ul style="list-style-type: none"> <li>● Help them log into Managebac and access report cards and <a href="#">assessments</a> (email Bailey and Dean to reset their account or re-send welcome emails)</li> <li>● Print the Report Card or email an attachment to them directly <ul style="list-style-type: none"> <li>○ How to <a href="#">read DCI's report card</a></li> <li>○ <a href="#">All Term 2 Report Cards</a></li> </ul> </li> <li>● Demonstrate to parent how to <a href="#">log into and track google</a> classroom assignments</li> <li>● Inform teachers of parent's preferred method of communication (Bailey can show you how to text through your email!)</li> <li>● Student and family look at the Assignments page together daily at a set time (dinner time, bedtime).</li> <li>● Ask them to make sure their child has a math folder and has math notes every day (low tech intervention!)</li> </ul>
Specific Classroom Concerns	<ul style="list-style-type: none"> <li>● Parent reach out directly to the teacher (<a href="#">staff email list</a> 2015-2016)</li> <li>● Subscribe to teacher newsletter (Ms. M) or Weekly Updates (Ms. Stewart)</li> <li>● Brunch and lunch tutoring (with Google email alerts and reminders-either on phone or on chromebook)</li> </ul>
Possible Classroom interventions  *Note: these can only be suggested from the classroom teacher who is present at the meeting. See counseling staff if you would like to review or get more ideas.	<ul style="list-style-type: none"> <li>● Count the number of times a student raises their hand in class. Set a goal to raise their hand more every day.</li> <li>● Email home the KEY 1 or 2 assignments that need to get done that week.</li> <li>● Chunked work</li> <li>● Use of timers</li> <li>● Private work space</li> <li>● Written Checks for understanding (stickies or emails)</li> <li>● Repetition of directions</li> <li>● Academic checklist for how to get started</li> <li>● Peer tutor</li> <li>● Noise cancelling headphones</li> <li>● Agenda/organizer</li> <li>● ½ assignment on own, ½ with partner</li> <li>● Private visual signal student can put on desk or area when confused or in need of help</li> <li>● Frequent (every 10 minute) check ins during independent work</li> <li>● Seat closer to you or where you can always view the screen</li> <li>● Earned Incentives (listening to music, water break, positive email home)</li> <li>● Visual anchors/reminders/schedules <ul style="list-style-type: none"> <li>○ (e.g. coping skills chart, problem solving steps with own pictures, behavioral expectations with pictures)</li> </ul> </li> </ul>