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Motivating Students Essential #5

GRADE LEVEL TEAM MEETING GUIDE

What are Student Success Team Meetings?

Student-focused grade or team meetings are an effective practice for identifying and intervening with students in need of additional academic or socio-emotional support.

Effective teams contain six to eight teachers from different content areas who have a group of students in common, including non-core areas such as career technical education (CTE) and the arts.

THE SET-UP

Teams should meet a minimum of **twice per month for at least 60 minutes** per meeting.

Each team should have a facilitator or team lead and note-taker. The facilitator/team lead and note-taker can be one person or can be rotated among the team members. The facilitator is responsible for preparing for the meeting by reviewing real-time student data on grades and engagement using the criteria agreed upon by the student team. The note-taker takes notes during the meeting and records the intervention plan action steps and who is responsible. After the meeting, the note-taker is also responsible for sending out a summary of the action steps that were discussed during the meeting.

Meeting norms should be discussed and adopted by the team. Norms serve to help focus team discussions and keep them student centered.

The meeting facilitator or team lead selects 3-5 students to discuss at the next team meeting based on reviewing student grades and engagement data to identify students in need of support.

THE PROCESS

At the start, the team should define the criteria they will use to select students for intervention. Generally, the students that are best served by this level of intervention are those who can be described as "slippables" or "pushables", or students in Tier 2 of a multi-tiered system of supports. Typically, the criteria should include real-time student grades and/or engagement level in distance learning. "Slippable" students are those who are barely passing all their classes and are at risk of slipping into failure. "Pushables" are those students

who show regular engagement in their classes but are not currently passing. For example, a team criterion may be, "The team will develop intervention plans for students who have one to two F's and are engaging in distance learning at least 70% of the time." Or, "the team will develop intervention plans for students who are passing all of their classes with mostly D's but are engaging in distance learning less than 70% of the time."

The team should spend about five minutes analyzing each student's pattern of performance and engagement using an asset-based lens and then develop a brief individualized support plan for each student. Typical support plan activities include conferencing with the student and/or parent, providing organizational supports such as assignment trackers and due date reminders, or assigning an academic tutor to meet with the student. The team facilitator and note-taker record which team member(s) will take responsibility for implementing the support plan and set a date to reconvene to evaluate progress.

At the start of each successive meeting, the team should set aside time to review the progress of 3-5 support plans that were put in place at earlier meetings. Plans should either be continued, stopped, or modified.

Approximately every six to eight weeks, the team should examine grade-level or school-level student data, paying particular attention to disparities in academic performance and engagement. Their finding should be developed into questions for deeper examination by a school leadership team.

SAMPLE 60 MINUTE MEETING AGENDA

0:00 Review meeting norms

0:02 Review progress on three to five student intervention plans. Decide to discontinue, modify, or continue the plan. (Five minutes per student)

0:28 Discuss three to five new students and develop intervention plans (five minutes per student). Note-taker tracks action steps and task assignments for team members and due date for plan review.

0:55 Note-taker reviews action steps and staff assigned.

1:00 Meeting ends

AFTER THE MEETING

The note-taker sends out the meeting notes to all team members and any ancillary team members such as school administrators, social workers, and counselors.

The facilitator prepares for the meeting by selecting new students to discuss and student intervention plans for follow-up

We want to acknowledge and learn from you! Please let us know which recommendations you implement.