

I. Introduction to MTSS - 15 Minutes

Why MTSS?

District MTSS

High School

*Building Teams and Decision Making

*Core Beliefs- ***Handout**

*Staff, Parental, and Student Buy-in

II. Curriculum, schedule- 15 minutes

“High School is just looks different”

*Schedule

85 minutes every day for Tier 3

40 minutes 4 days a week for Tier 2

Focus on Vocabulary for Tier 1

*The Curriculum

*Curriculum Protocol--**Handout**

How it works for us

III./IV. Vocab Strategies 30 minutes

*Staff buy-in

*Process

*What strategies are we using?

*Examples

*Cross Curricular

Go-To activities

Vocab Strategies at the HS- list of different departments

****Handouts**

V. Year 2 - 15 minutes

Reflection, follow up, What we plan to do differently this year

*Cross Curricular

****Fidelity**

****Also working on More Team based data decisions and how to incorporate more of the PLC's into the decision- how to work in the SST also.**

*Continuing to strengthen the Curriculum

*Constant flow of kids

VI. Questions

MTSS Reading - Vocabulary Strategies
Based on Oct. 2013 Inservice

In meeting our focus of incorporating effective strategies to teach vocabulary, please complete the outline below.

1. Department or Content area:

Physical Education

2-3 Strategies

Home Connections

Clues and Questions

Analogies

Social Studies:

2-3 Strategies

1. Word Wall - Mr. Johnson has initiated - under construction (Quarterly)
2. Vocabulary must be used (8-12 terms) correctly - in the written components of each exam (Monthly).
3. Wordle.com - Linkage and patterns - graphic/visual organizer of key terms which are related to the topic (by unit).
4. Visuwords.com (Online graphical dictionary) - graphic organizer - online/web based - student/teacher types in key word and definitions of synonyms, usage examples, associations with like terms - diagrams of a "neural net". (monthly)
5. Department wide packet utilized on each unit test - Curriculum adjustment to come.

Assessing effectiveness:

Test Scores on internal exams; Vocabulary packet tests on a unit basis; MAP reading scores.
PLAN; ACT

Language Arts

Creative writing

Frustration model

Illustrations

Context clues

How often will you implement these strategies? (*Ex. One/Week, One/Chapter, 2/Quarter*)
once/unit (Content vocab is introduced at the beginning of the unit and reviewed throughout unit.
Independent word learning is during/throughout each unit.)

4. How will you assess its effectiveness?

English

Independent word learning - Activities and assignments

Content vocabulary - Post-reading questions/examples, unit tests

Math

Strategies

1. Word Wall
2. Sketch to Stretch
3. Morphemic Analysis- prefix, suffix
4. Data Retrieval Charts

How often:

At least once per chapter

How will we assess its effectiveness?

- Student questioning
- Chapter Test/Quiz

Special Education

Frayer Models

Analogies

Concept of Definition Word Map

Implemented 2-3 times per week, part of Learning Strategies

Assessed through quizzes and questioning in class, review often

Science

1. Word Wall
2. Sci-Ku (Poetry)
3. Word History
4. Acting out words (Reader's Theatre?)

CTE:

2. List your 2-3 Strategies:

- Analogies: Example - cooking terms comparing to normal terms (spring is to summer as simmer is to _____ (boil).
- Keyword Method - Clafin
- Word Wall - Word Balloon - Lohafer's classes - find related words to a key word

3. How often will you implement these strategies? (Ex. *One/Week, One/ Chapter, 2 Times/Quarter*)

Differs depending on the class

4. How will you assess its effectiveness?

- Analogy Quiz
- Quiz at end of unit over keywords
- Use the vocabulary in projects

1. Department: World Languages

2. Stategies:

Frayer model/ 4 Square

Context Clues with word families: noun form, adjective, verb

(if you know one form of the word, you can use that when you see it in another form)

ex: contaminación, contaminantes, contaminar

cantar -to sing, cantante - a singer, canción - a song

la culpa = guilt, English words: culprit, culpability

Read Alouds: Whole class, groups of 4, partners

Vocabulary Games:

Mata Moscas - Fly Swatter Game: words projected on board, students compete one on one to swat (with a fly swatter) the corresponding words to the questions/statements that the teacher makes. (Teacher reads a definition or a translation, a country/capital, the antonym, etc.)

“Yo Tengo, Quién Tiene” (I have, who has) **Game**

Students will receive 1-2 index cards with an English phrase on one side and a different Spanish phrase on the other. I, the teacher, will begin by reading the Spanish phrase on the back of my card. The student with the corresponding English phrase will stand and read the translation from their card.

Vocabulary Cut-Outs

Students will be given a page of small pictures that correspond to their vocabulary words. They will cut these out and then hold them up when I speak the word they represent, and they will then repeat it. As we get better with this, they'll arrange the photos in an order and then students will read the vocabulary back to me reverse order.

3. Implementation Frequency: At least one per lesson (usually 2-3 are utilized)

4. How will you assess its effectiveness?:

Students' motivation for the strategy (shown by increased participation and confidence) Vocab. quiz scores - seeing an improvement

Retention of words in the next lesson when they are recycled.