

Beginning of the Year (BOY) Meetings

Beginning-of-Year Meetings

Major Goals

- Review screening and other student assessment data collected at the beginning of the year.
- Identify students' language language and literacy needs and plan grade-level support.
- Identify and implement instructional practices that meet students' needs across all tiers of instruction.
- Identify available school-based personnel and related resources for providing intensive (or increasingly intense) language and literacy interventions.
- Organize intervention groups by instructional need.

Preparation

INSTRUCTIONAL LEADER

- Identify a session facilitator (e.g., principal, instructional administrator, literacy coach, teacher leader, or data coordinator).
- Arrange meeting logistics, including date and time, place, and agenda. Schedule the meeting to occur as soon as the testing coordinator completes the beginning-of-year grade- and class-level data reports.

TESTING/DATA COORDINATOR

- Prepare district- and school-level data sets, including assessment results from universal screening, appropriate benchmark data, and current language proficiency data (e.g., TELPAS).
- Prepare class data spreadsheets.
- Send all data sets and spreadsheets to teachers and other participating school personnel.

FACILITATOR

- Participate in Structured Data Meeting Training: Module 1, BOY.
- Review the protocols for all beginning-of-year meetings.
- Distribute pre-meeting prompts to teachers to ensure data is reviewed ahead of time.

TEACHERS

Review:

- BOY class data sets
- Information gathered about the students' needs, background, and experiences from parent/family conferences
- Question prompts from facilitator

Tier I Beginning-of-Year Protocol

Identifying Needs, Setting Goals, and Planning Instruction

MATERIALS

- Tier I Beginning-of-Year Protocol (this document; one per facilitator)
- Tier I Beginning-of-Year Participant Checklist (one per person)
- Class data sets
- Designated place for recording goals
- Chart paper and marker
- Tier I Instructional Plan (one per person)

RECOMMENDED ATTENDEES

- Campus instructional leaders
- All teachers, per grade level
- Reading intervention providers
- Special education teachers

STEP 1: Team reviews student data and identifies overall trends.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> Identify students' performance relative to established benchmarks Cross-analyze literacy data with language proficiency data (i.e., TELPAS data). Consider data from hearing and vision tests, and schedule if gaps exist. 	<ul style="list-style-type: none"> "Let's analyze how our students are doing on [benchmark skill]." "What are our students' strengths? What areas of need do the data show?" "How many ELs do I have in my class? What are their proficiency levels for each language domain?" "Is there a disproportionate number of ELs identified as being at risk?" 	Class data sets

STEP 2: Team reviews goals set at the end of the previous year and sets measurable goals to achieve by the next benchmark assessment.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> State goals in terms of percentage or number of students progressing toward the identified benchmark. Set goals for ELs in each domain of language (listening, speaking, reading and writing). 	<ul style="list-style-type: none"> "By the next assessment period, [number] students will attain [benchmark] or above." "By the end of the year, [number] ELs will attain [level] proficiency in [TELPAS domain]." 	Designated place for recording goals

STEP 3: Team identifies instructional practices to support goals.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> Review previous End-of-Year Instructional Plan and build on action steps. Identify students' strengths and areas of need. Identify trends across classrooms and/or in across previous years. Select practices that address the language needs of ELs, basic early literacy skills, and academic knowledge and skills across content-areas. 	<ul style="list-style-type: none"> "On which skills will we need to focus our instruction this year?" "Which areas of need do the data show for our bilingual students, or students learning English as a second language?" "What do we know about this students' strengths and needs based on ongoing communication with parents and families?" "How can we follow through on the action steps we put in place at our end-of-year meeting last year?" "Let's list some practices that will help our students meet our goals." 	Chart paper to record ideas

STEP 4: Team analyzes instructional practices.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<p>Discuss the practice using these filters:</p> <ul style="list-style-type: none"> The practice is evidence based for the target group of students (e.g., bilingual students or students learning English as a second language). The practice is appropriate for the ELs' language of instruction and level of language proficiency. Curricular materials are available or can be readily created to implement the practice or strategy. 	<p>"Let's take a further look at these ideas."</p> <ul style="list-style-type: none"> "Which have a research base? Is the practice effective for the different groups of students we serve?" "In what ways do these practices support second language development?" Do the practices align with the English Language Proficiency Standards? "Can we enhance or adjust the practice to better support ELs?" "Which of these practices are most practical?" "What materials do we have available? What materials do we need?" 	<p>Chart paper to record team analysis of each idea</p>

STEP 5: Team selects practices and agrees to implement.

DISCUSSION PROMPT	MATERIALS
"Based on what we have discussed, what instructional practices should we implement?" (NOTE: Do not select more than two practices for each targeted skill.)	Tier I Instructional Plan, Part A

STEP 6: Team plans logistics of implementing practices.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<p>Decide how to do the following:</p> <ul style="list-style-type: none"> Assist all teachers in learning the practices. Locate and/or create instructional materials. Plan to self-monitor the use of practices (fidelity protocols). Adhere to implementation of the action plan (who is responsible for what by when). 	<ul style="list-style-type: none"> "As a team, how can we make this happen for students?" "What do we have to do to make sure we all use this strategy as planned?" "Who can help us with implementation and how will we know we are on track?" 	<p>Tier I Instructional Plan, Part B</p>

AFTER THE MEETING

- Schedule Tiers II and III beginning-of-year meeting as soon as possible.
- E-mail completed Tier I Instructional Plans to the designated meeting facilitator.
- Plan for parent-teacher conferences, with specific ways to gather more information about the students' experiences, strengths, and needs from parents.

Tier I BOY Participant Checklist

Identifying Needs, Setting Goals, and Planning Instruction

Date: _____

Grade: _____

☐ STEP 1: Team reviews student data and identifies overall trends.

- Analyze class data sets to identify students' performance and current trends.
- Review language proficiency data for students identified as EL (e.g., TELPAS data).
- Review hearing and vision tests.

☐ STEP 2: Team reviews goals set at the end of the previous year and sets measurable goals to achieve by the next benchmark assessment.

- State goals in terms of percentage or number of students progressing toward the identified benchmark.
- Set goals for ELs in each language domain (listening, speaking, reading and writing).
- Record goals.

☐ STEP 3: Team identifies students' needs and instructional practices to support goals.

- Review previous End-of-Year Instructional Plan and build on action steps.
- Identify students' needs based on BOY data; select instructional practices that address those needs); select instructional practices to implement.

☐ STEP 4: Team analyzes instructional practices.

Team uses the following filters:

- Is the practice evidence based for the target group of students (e.g., students who are bilingual or learning English as a second language)?
- Does the practice promote second language development?
- Is the practice appropriate for the ELs' language of instruction and level of language proficiency?
- Are curricular materials available or can they be readily created for implementation?
- Of these practices, which are the most practical to implement?

☐ STEP 5: Team selects practices to implement.

Record which practices have been selected for implementation, including skills targeted for ELs, on the **Tier I Instructional Plan, Part A**. (NOTE: Do not select more than two practices per literacy skill.)

☐ STEP 6: Team plans logistics of implementing practices.

Planning includes the following:

- Assist all teachers in learning the practices.
- Locate and/or create instructional materials.
- Plan to self-monitor the use of practices (fidelity protocols).
- Adhere to implementation of the action plan (who is responsible for what by when).
- Record decisions on the **Tier I Instructional Plan, Part B**.

Tiers II and III Beginning-of-Year Protocol

Identifying Needs, Setting Goals, and Planning Instruction

MATERIALS

- Tiers II and III Beginning-of-Year Protocol (this document; one per facilitator)
- Tiers II and III Beginning-of-Year Participant Checklist (one per person)
- Designated place for recording goals
- Class data sets
- Standardized reading intervention teacher materials
- Tiers II and III Intervention Worksheet (one per teacher)
- Tiers II and III Intervention Master List (one per intervention provider)
- End-of-Year Instructional Plan from previous year
- Chart paper and marker

RECOMMENDED ATTENDEES

- Campus instructional leaders
- All teachers, per grade level
- Reading intervention providers
- Special education teachers

STEP 1: Team reviews student data and identifies overall trends.

DISCUSSION PROMPT

"Let's recap what we discussed in our Tier I meeting."

MATERIALS

- Tier I beginning-of-year (BOY) meeting notes
- Class data sets

STEP 2: Team determines student intervention needs and creates intervention groups.

PROCEDURE

- Identify students in need of additional instructional support, based on the following:
 - BOY screening data
 - Previous-year benchmark assessment data (if applicable)
 - Previous-year intervention needs
 - EL status and level of language proficiency
 - Educational history, including the language of prior literacy instruction and the type of program that served the student (bilingual, dual-language, ESL)
 - Completed vision and hearing tests (to be completed before assigning students to intervention groups)
- Assess campus resources (e.g., staff, space, materials) and create intervention groups based on need.

DISCUSSION PROMPTS

- "Which students could benefit from more intensive, targeted instruction?" (Tier II)
- "What further assessments are needed to identify students' instructional needs?"
- "Can we compare literacy data from students' first language and English? Do we know which literacy skills students' have mastered in their first language?" (Tier III)
- Are ELs' language needs being addressed in core instruction? Could they benefit from an additional language intervention?
- What do we know about students' strengths and needs based on ongoing communication with parents and families?
- "What is our campus capacity this year to provide reading interventions across grade levels? What resources are available this year to support ongoing Tier II and Tier III interventions?"
- "How can we group intervention students, based on similar instructional needs?"

MATERIALS

- Tiers II and III Intervention Worksheet (for teachers)
- Tiers II and III Intervention Master List (for intervention providers)

STEP 3: Team reviews goals set at the end of the previous year and sets measurable goals for each Tiers II and III group to achieve by the next benchmark assessment.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
State the goals for each group in terms of the desired score by the next benchmark assessment (typically the recommended benchmark goal) or improvement on a skill related to the essential knowledge and skills outlined in the curriculum.	<ul style="list-style-type: none">• “What are the overall goals for this entire intervention group?” (minimum rate of progress)• “Which students could we reasonably push to a higher level of achievement by the next benchmark period?” (e.g., red to yellow, yellow to green)• “Do our goals this year strive for higher achievement levels than last year?”	<ul style="list-style-type: none">• End-of-Year Instructional Plan from previous year• Tiers II and III Intervention Master List (for intervention providers)

STEP 4: Team determines criteria for monitoring students’ progress.

PROCEDURE	DISCUSSION PROMPTS
<ul style="list-style-type: none">• Consider grade-level expectations and types of evidence needed to evaluate progress in Tiers II and III (e.g., benchmark, progress-monitoring data).• Make changes to the instruction students receive if students or groups make insufficient progress toward target skill level (e.g., pacing, reinforcement of skills).	<ul style="list-style-type: none">• “In addition to the goals we set at EOY last year, and today in Step 3, what criteria would determine whether and when students make sufficient progress in their designated intervention?”• “How will we know whether the group is on target for [MOY/EOY] goals? How will we know whether individual students are on target for [MOY/EOY] goals?”• “What instructional changes should we make to accelerate progress for [students/groups] not on target?”• “How many data review points will we consider when determining whether students make sufficient progress?”

Team plans collaboration with parents.

Plan for specific ways during parent-teacher conferences to gather more information about students’ background, strengths, and needs. As part of ongoing communication with parents and families, share student’s data and discuss recommendations for Tier II and III instruction.

BETWEEN BOY AND MOY MEETINGS

- Set next meeting date.
- Monitor fidelity of instruction.
- Monitor students’ progress.
- Regular meetings between interventionists and teachers to ensure goals are supported during core instruction.
- Adjust instruction, based on student performance and progress-monitoring data (e.g., pacing, skill reinforcement). More frequent team meetings may be necessary—teachers are encouraged to continue to adjust instruction, based on student progress and observation.

Date: _____

Grade: _____

Tiers II and III BOY Participant Checklist

Identifying Needs, Setting Goals, and Planning Instruction

☐ STEP 1: Team reviews student data and identifies overall trends.

Recap previous Tier I data meeting.

☐ STEP 2: Team determines student intervention needs and creates intervention groups.

- Review class/grade-level data to identify students in need of targeted intervention.
- Consider language proficiency levels and the language of prior instruction received when making intervention decisions.
- Assess campus resources and create data-informed intervention groups.
- Record intervention decisions and groupings on the **Tiers II and III Intervention Worksheet** (for teachers) or **Master List** (for intervention providers).

☐ STEP 3: Team reviews goals set at the end of the previous year and sets measurable goals for each Tiers II and III group to achieve by the next benchmark assessment.

- Refer to **End-of-Year Instructional Plan, Part A** from previous year in setting goals.
- State goals in terms of desired score by next benchmark assessment or improvement on specific skill related to the essential knowledge and skills outlined in the curriculum.
- Record goals on the **Master List**.

☐ STEP 4: Team determines criteria for monitoring students' progress.

- Consider grade-level expectations and types of evidence needed to evaluate progress in Tiers II and III (e.g., benchmark, progress-monitoring data).
- Consider number of data review points needed to evaluate progress toward target skill level.
- Make changes to the instruction students receive (e.g., pacing, reinforcement of skills) if students or groups make insufficient progress toward middle-of-year or end-of-year goals.

☐ Team plans collaboration with parents.

- Gather more information about students during BOY parent-teacher conferences
- Share data and discuss intervention recommendations through ongoing communication