

Valley Junior/Senior High School Response to Intervention (HERO) Handbook 2022-2023



Vision and Mission

Vision:

The Valley Jr/Sr High School Response to Intervention (HERO) program will be a fluid, data-driven system that identifies strengths and weaknesses of each student and matches them with a dynamic learning environment and rigor. Activities in every classroom will be an extension and /or reinforcement of the Valley R-VI Curriculum.

Mission:

All members of the classroom are engaged, on-task, and performing activities of academic significance and rigor.

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HERO (RTI) Calendar 2022-2023

Semester 1		
August 24th	Assembly	
August 25th	Pre-Assessment MA, Pre-Assessment ACT (ELA assessment in class)	
August 26th	Pre-Assessment MA, Pre-Assessment ACT (ELA assessment in class)	
August 29- September 16	Cycle 1 CA	
September 10- October 7	Cycle 2 MA	
October 10- October 27	Cycle 3 CA	
October 31- November 22	Cycle 4 MA	
November 28- December 16	Cycle 5 CA	
Semester 2		
January 3- January 20	Cycle 6 MA	
January 23- February 10	Cycle 7 CA	
February 13- March 16	Cycle 8 MA	
March 20- April 14	Cycle 9 CA	
April 17- May 5	Cycle 10 MA	
May 8- May 12	Buffer	
May 15-18	Cycle 11 Competitions	

Please be advised this calendar is a general guide for HERO rotations.

Due to weather, unforeseen circumstances, or the Leadership Team's discretion, dates could be changed.

HERO Expectations **(Helping Everyone Reach Objectives)**

Teachers:

Be Prepared - Prepare ahead of time for each lesson.

- ☐ **Be Flexible** - Things will change and kids will be missing.
Be ready to stretch and bend to meet students' needs.
- ☐ **Be Engaged** - Be an active part of each lesson. You are the leader! Students will give you the same effort you give them.
- ☐ **Be Accommodating** - Students will need your expertise to help them reach their goals.
- ☐ **Be Positive** - Smile, laugh, and show the kids that your information is fun and important.
- ☐ **Be Creative** - Worksheets are boring! Differentiate your teaching to keep kids engaged.

Students:

Be Prepared, - Be ready for anything.

- ☐ **Work Hard** - Push yourself to conquer a small goal before moving on to a larger goal.
- ☐ **Be Engaged** - Be ready to avoid squirrels and shiny objects.
It's only 21 minutes.
- ☐ **Be Positive** - Be the one person that will pick others up when they are struggling.
- ☐ **Set Goals** - A life without goals is a life without direction.
- ☐ **Be on Time** - HERO is a vital piece of your overall existence.

Teacher Placement(Under Construction)

This is a tentative outline of teacher placement for HERO. As student need and numbers fluctuate, teachers may be moved

Teacher	ELA	MA
1.Barton-Pritchett	Primary	Enrichment
2. Bollinger	Enrichment	Co-Teacher
3. Chamberlain	Co-teacher	Enrichment
4. Clark	Co-teacher with Tiefenauer	Primary
5. Coleman	Co-teacher	Primary
6. Grajek	Co-teacher	Co-teacher
7. Hartley	Co-teacher	Co-teacher
8. Jarvis	Primary	Co-teacher
9. Jones	Primary	College Career Readiness
10. Juliette	Enrichment	Co-teacher
11. LaRue	College Career Readiness	Primary
12. Lawson	Primary	Primary
13. Lauer	Primary	Co-teacher with Clark
14. McGinness	Co-teacher	Co-teacher
15. Phares	Primary	Primary
16. Phillips	Co-teacher	Co-teacher
17. Pogue	Primary	Primary
18. Tiefenauer	Primary	Co-Teacher with Toppins
19. Toppins	Co-Teacher with Lauer	Primary

Enrichment Guidelines:

If you are assigned to an enrichment classroom, you will be held accountable for providing activities that follow RTI's Mission and Vision along with writing out your goals in your teacher folder on Google Drive.

Enrichment should be an extension of our district's curriculum. It will need to be focused on your core discipline. Activities should push kids toward achieving goals that are set at the beginning of each cycle.

Enrichment activities must be linked to your curriculum and goals written for the students in Google Drive before starting each cycle.

For enrichment samples, please see the enrichment section of this handbook.

2022 - 2023 HERO SMART Goals

1. HERO curriculum for the year will be 100% completed by the end of the year and given to administration.
2. Students will be placed in their HERO group one week before the start of every new HERO cycle.
3. RTI process will hold teachers and students to expectations listed in the HERO handbook through quarterly reminders.
4. RTI team will provide training and resources for staff members regarding the HERO process by maintaining a HERO handbook.
5. RTI Team will distribute and analyze student data for each HERO cycle during the first week of each new cycle.
6. RTI team will distribute a staff survey of HERO teachers to gather and analyze feedback of the RTI program each semester.

Organizational Information

Ticket System

Trading Classes

Grading Procedures

Attendance Information

Pacing Guides

Basic HERO Guidelines and Changes for Teachers

Ticket System

- HERO rotation every 3 weeks
- Students in an intervention classroom can ask to take a post-assessment on any Friday before the end of the 3 weeks
 - Student gets 90% (9/10) or higher on post-assessment - student gets a “ticket” (see below section for information on tickets)
 - Student gets below 90% - student must remain in intervention and cannot request another early post-assessment

Trading Classes

- A student with a ticket will meet with Mrs. Bays to determine enrichment placement before the end of the day Friday.
- When the ticket is approved, the student will go to the new classroom the following Monday and remain in the new class until the end of the cycle.
- Students may only switch from intervention to enrichment, and may only switch once per cycle; a request to switch from enrichment to enrichment or from enrichment to intervention will not be accepted.

Grading Procedure

- Grades kept in individual spreadsheets per teacher.
- **HERO GRADES MUST BE COMPLETED BY THE END OF EACH CYCLE AND MUST BE KEPT UPDATED.**
- Students: 5 pts participation daily, 25 pt post-assessment.
- Absentees: exempt from participation for the day, but the teacher must adjust points total in the spreadsheet.

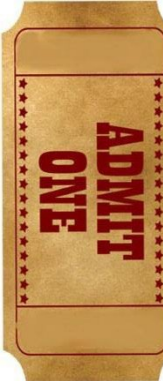
Attendance


- TAKE HERO ATTENDANCE EVERYDAY AND REPORT IT TO THE OFFICE. THIS IS NOT OPTIONAL!
- HERO attendance is not kept in SIS. You need to email Karey with your attendance.
- Attendance includes both absences AND tardies. If a student is tardy to your HERO class be sure to notify the office.


Pacing Guide

(~approximately 15 days per cycle)

1. Day 1: Explain standard, give pre-assessment.
2. Days 2 - 13: English- 3-4 activities per standard; Math- 7-10 activities per standard (BE SURE TO DIFFERENTIATE YOUR INSTRUCTION!)
 - a. Remember - Students may take a post-assessment early. Be sure to allow that.
3. Day 13: Administer post-assessment to remaining students.
4. Day 14-15: Reteach based on post-assessment data or administer post-assessment for students absent from day 13.

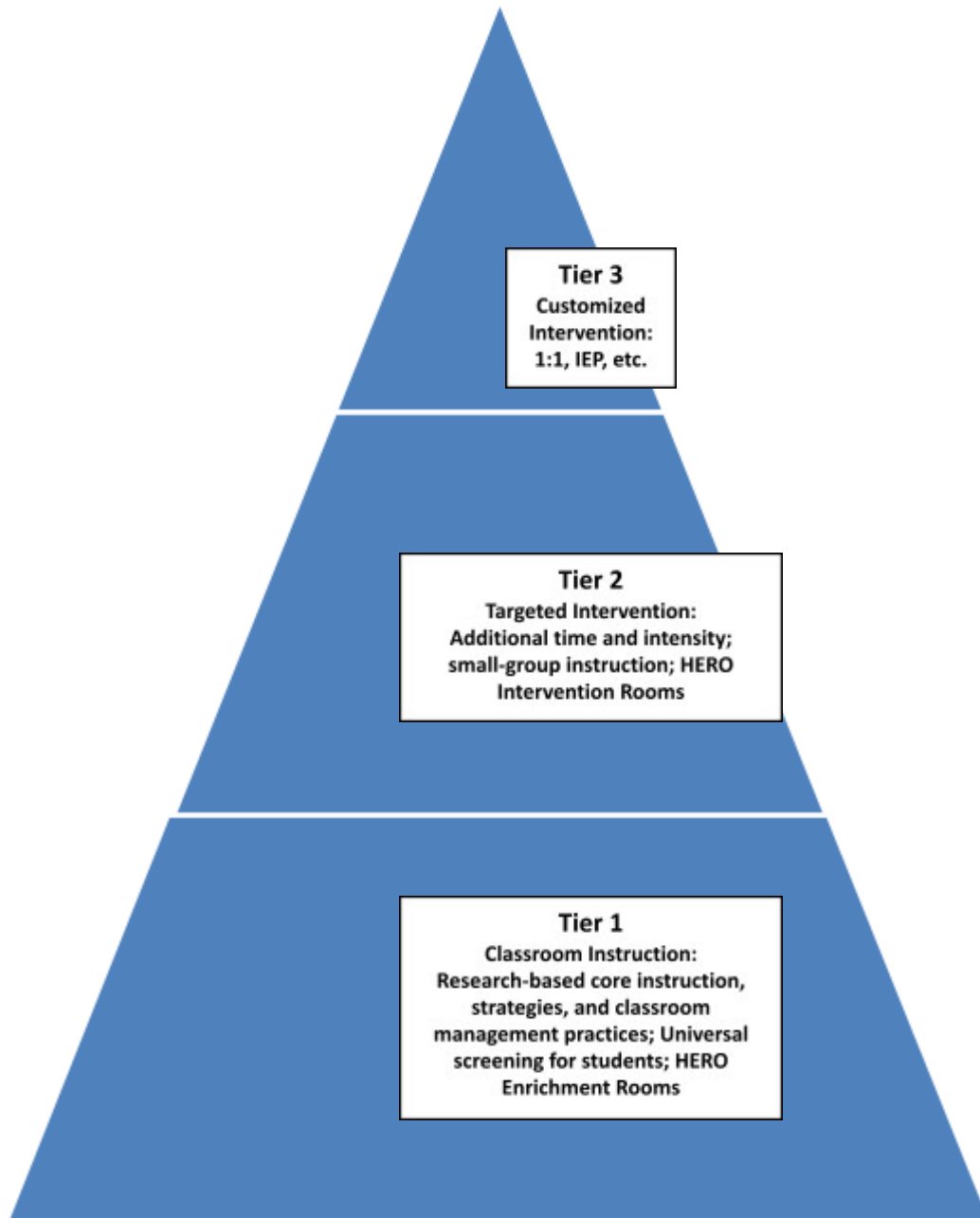
Date: _____	HERO Room Ticket		
	Student: _____		
	=		
	Old Teacher: _____		
	New Teacher: _____		

Date: _____	HERO Room Ticket		
	Student: _____		
	=		
	Old Teacher: _____		
	New Teacher: _____		

Date: _____	HERO Room Ticket		
	Student: _____		
	=		
	Old Teacher: _____		
	New Teacher: _____		

HERO Grade Sheet	
Directions	
First:	In Column B, enter the Pre-Assessment score out of 20.
Second:	In Column F, enter the title of week one's lesson.
Third:	In Columns G-J, enter the daily participation points. This should be done daily. It MUST be done by the end of the day on Friday. If a student is absent, enter ABS in the cell.
Fourth:	In Column K, enter the title of week two's lesson.
Fifth:	In Columns L-O, enter the daily participation points. This should be done daily. It MUST be done by the end of the day on Friday. If a student is absent, enter ABS in the cell.
Sixth:	In Column P, enter the title of week three's lesson.
Seventh:	In Columns Q-T, enter the daily participation points. This should be done daily. It MUST be done by the end of the day on Friday. If a student is absent, enter ABS in the cell.
Eighth:	In Column U, enter a short description of your Post-Assessment.
	For example, Fractions and Proportions
Ninth:	In Column V, enter the Post-Assessment score out of 20.
In a Four Week Cycle (cycles 3, 6, 9)	
Add the title of week four's lesson in Column U	
Add daily participation for week four in Columns V-Y	
Add the Post-Assessment description in Column Z	
Add the Post-Assessment score out of 20 in Column AA	

Valley R-VI Response to Intervention (HERO) Pyramid



Enrichment Sample: HS Science Experiments

Educator Goals / Brainstorm:

1. Provide students with an opportunity to design, conduct, and analyze the results of an experiment
2. Reinforce key concepts such as forming a valid hypothesis, being objective, collecting data, and making charts/graphs
3. Get students interested in science by allowing them to design and test any experiment within limits
4. Student teamwork and collaboration
5. High quality written documentation ("lab report") to demonstrate understanding and progress
6. Apply the process to daily life- choosing a new cell provider, doing research on an illness, etc.

SMART Goal:

Students will design, conduct, and analyze the results of an experiment of their choosing to demonstrate and reinforce a thorough knowledge of the scientific method with no less than 80% mastery by the conclusion of two 3 week HERO cycles.

Needed Materials:

Handouts with lab safety rules

Handouts with outline of experimental procedure

Handouts with lab report format

*I had chromebooks available, but teacher could easily print needed references

Pencils/paper

Room to store student materials

Room to conduct experiments

*students were responsible for obtaining their own materials for experiments outside of what was available in the classroom

Pacing (30 days / 2 cycles)

Cycle 1:

Day 1: Introduce goal(s) and review vocab (hypothesis, bar graph, line graph, bias, sample size)

Day 2: Review lab safety procedures. Students choose small groups and draft skits to review important concepts and rules.

Day 3: Students perform skits. Teacher reviews location of materials and hands out written rubric/instructions for projects.

Day 4: Students choose groups and begin brainstorming ideas to explore. Students are permitted technology use (under supervision of teacher) to assist in designing an experiment and creating a materials list.

Day 5: Students continue experimental design, including a materials list and detailed procedure. Teacher gives students examples of 'good' experiments, and 'bad' experiments, as well as some ideas for experiments to explore for those who felt lost or did not have a topic in mind.

Day 6 & 7: Redesign if needed before teacher submission.

Day 8: Experimental design is due by the end of the class period for teacher review.

Day 9 & 10: Some students begin experimentation. Some students must revise procedure and/or materials list.

Days 11, 12, & 13: Continue experimentation.

Day 14 & 15: Last days of cycle. Student completion of experiments is due. Students submit data to teacher for review.

Cycle 2:

Day 16: Review purpose of projects. Introduce lab report format.

Days 17-20: Students work in groups to complete lab report.

Day 21-22: Students begin submitting lab reports to teacher for review and suggestions.

Days 23-26: Students revise lab reports.

Day 27-30: Students share lab reports and reflect on insights/learning.

It is of note that the pacing was approximate in application. Some groups required more time for testing, and some groups finished their lab reports early depending on student level and absences. Not all students were able to share their results, but all students did turn in a completed project. The use of google drive helped facilitate student sharing and teacher editing; the 'comment' tool is invaluable.

HERO Enrichment: Photography

Objectives:

- Determine a theme or central idea of a photo, including how it emerges and is shaped and refined by specific details
- Provide an objective summary of the text photo.
- Understand basic parts of a DSLR camera and how to make adjustments to meet the needs of a photo's subject.
- Understand the terms *aperture*, *shutter*, *shutter speed*, *ISO*, *rule of thirds*, *framing*, *exposure*, and *raw image*.
- Publish and display photos in an artistic medium; present analysis of choice, structure, and subject.

Essential Questions

- How do I use a DSLR camera?
- How does photography relate to Language Arts?
- How can I take a photo using a DSLR camera that has meaning?
- Can I explain why I took a particular photo?
- Can I use photography jargon effectively in conversation?

SMART Goals

- Students will be able to use a DSLR camera with little assistance by the end of the semester.
- Students will be able to discuss the relationship between photography and literature.
- Students will be able to shoot, edit, and display photos using a DSLR camera, and be able to discuss the meaning behind the structure of their subject in a frame.

Materials Needed:

- School provided DSLR cameras
- Printing capabilities
- SD Cards
- Construction paper for mounting
- Chromebooks/computers for editing

Schedule/Pacing Guide:

Auto Setting (Cycle 2):

Week 1 - Vocabulary/Terms, DSLR Basics

Week 2 - Framing/Subframing, Rule of Thirds

Week 3 - Photos, Editing, Mounting

Aperture Priority (Cycle 4):

Week 4 - Vocab/Terms Review, Aperture

Week 5 - Aperture, Photography Jargon Activity, Literature Connection

Week 6 - Photos, Editing, Mounting

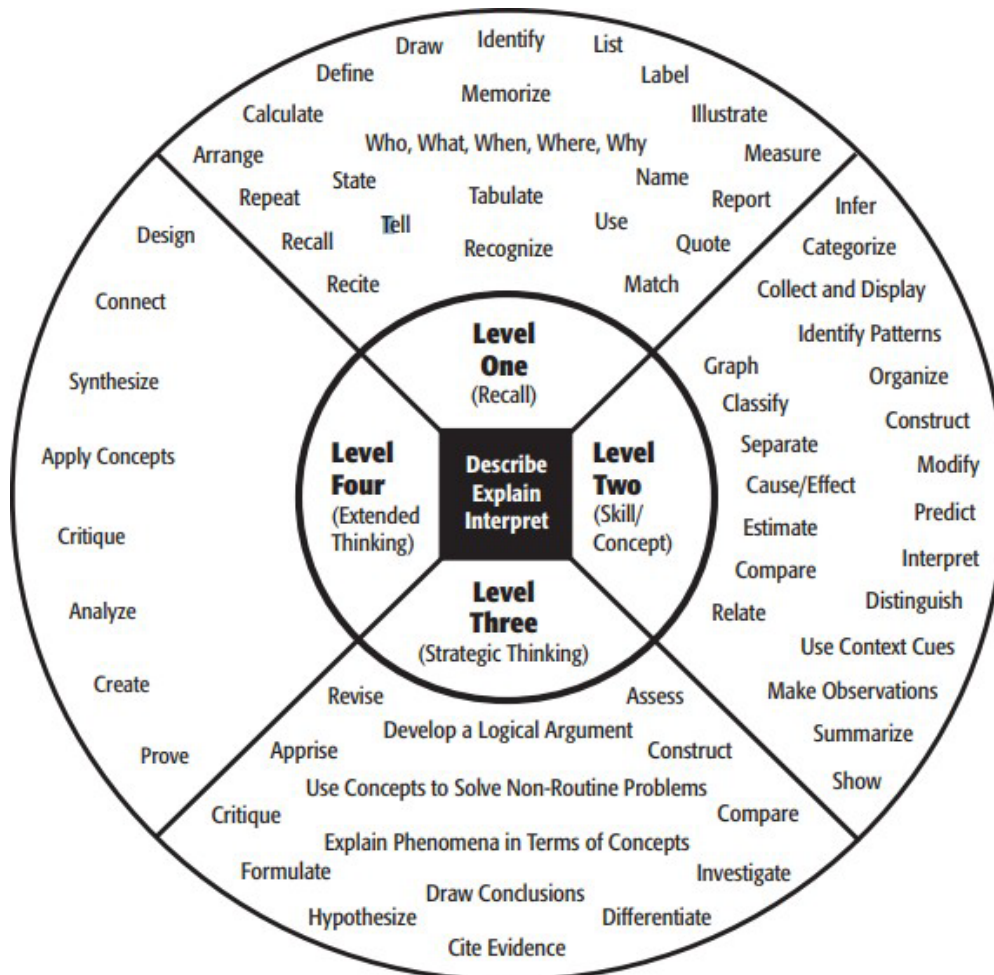
Shutter Priority (Cycle 6):

Week 7 - Vocab/Terms Review, Shutter

Week 8 - Shutter, Photography Jargon Activity, Literature Connection

Week 9 - Photos, Editing, Mounting

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Depth of Knowledge (DOK) Overview Chart

Level of Complexity (measures a student's Depth of Knowledge)	Key Verbs That May Clue Level		Evidence of Depth of Knowledge
Level 1 Recall/Reproduction Recall a fact, information, or procedure. Process information on a low level. <u>Bloom</u> <i>Know/Remember</i> "The recall of specifics and universals, involving little more than bringing to mind the appropriate material." <i>Comprehend/Understand</i> "Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition."	Arrange Calculate Cite Define Describe Draw Explain Give examples Identify Illustrate Label Locate List Match	Measure Name Perform Quote Recall Recite Record Repeat Report Select State Summarize Tabulate	<ul style="list-style-type: none"> Explain simple concepts or routine procedures Recall elements and details Recall a fact, term or property Conduct basic calculations Order rational numbers Identify a standard scientific representation for simple phenomenon Label locations Describe the features of a place or people Identify figurative language in a reading passage
Level 2 Skill/Concept Use information or conceptual knowledge, two or more steps <u>Bloom</u> <i>Apply</i> "Uses information in another familiar situation." (Executes - Carries out a procedures in a familiar task) (Implements - Uses a procedure in an unfamiliar task)	Apply Calculate Categorize Classify Compare Compute Construct Convert Describe Determine Distinguish Estimate Explain Extend Extrapolate Find Formulate	Generalize Graph Identify patterns Infer Interpolate Interpret Modify Observe Organize Predict Relate Represent Show Simplify Solve Sort Use	<ul style="list-style-type: none"> Solve routine multiple-step problems Describe non-trivial patterns Interpret information from a simple graph Formulate a routine problem, given data and conditions Sort objects Show relationships Apply a concept Organize, represent and interpret data Use context clues to identify the meaning of unfamiliar words Describe the cause/effect of a particular event. Predict a logical outcome Identify patterns in events or behavior

Level of Complexity (measures a student's Depth of Knowledge)	Key Verbs That May Clue Level		Evidence of Depth of Knowledge
Level 3 Strategic Thinking Requires reasoning, developing a plan or a sequence of steps, some complexity <u>Bloom</u> <i>Analyze</i> "Breaking information into parts to explore understanding and relationship." <i>Evaluate</i> "Checks/Critiques – makes judgments based on criteria and standards."	Appraise Assess Cite evidence Check Compare Compile Conclude Contrast Critique Decide Defend Describe Develop Differentiate Distinguish	Examine Explain how Formulate Hypothesize Identify Infer Interpret Investigate Judge Justify Reorganize Solve Support	<ul style="list-style-type: none"> Solve non-routine problems Interpret information from a complex graph Explain phenomena in terms of concepts Support ideas with details and examples Develop a scientific model for a complex situation Formulate conclusions from experimental data Compile information from multiple sources to address a specific topic Develop a logical argument Identify and then justify a solution Identify the author's purpose and explain how it affects the interpretation of a reading selection
Level 4 Extended Thinking Requires an investigation, time to think and process multiple conditions of the problem. Most on-demand assessments will not include Level 4 activities. <u>Bloom</u> <i>Synthesize</i> "Putting together elements and parts to form a whole <i>Evaluate</i> Making value judgments about the method."	Appraise Connect Create Critique Design Judge Justify Prove Report Synthesize		<ul style="list-style-type: none"> Design and conduct an experiment that requires specifying a problem; report results/solutions Synthesize ideas into new concepts Critique experimental designs Design a mathematical model to inform and solve a practical or abstract situation. Connect common themes across texts from different cultures Synthesize information from multiple sources

Levels of Complexity

- Recall/Reproduction- Recall a fact, information, or procedure; process information on a low level
- Skill/Concept- Use information or conceptual knowledge, two or more steps
- Strategic Thinking- Requires reasoning, developing a plan or a sequence of steps, more than one reasonable approach
- Extended Thinking- Requires connections and extensions, high cognitive demands and complex reasoning

DOK Question Stems

<p>DOK 1</p> <ul style="list-style-type: none"> • Can you recall ____? • When did ____ happen? • Who was ____? • How can you recognize ____? • What is ____? • How can you find the meaning of ____? • Can you recall ____? • Can you select ____? • How would you write ____? • What might you include on a list about ____? • Who discovered ____? • What is the formula for ____? • Can you identify ____? • How would you describe ____? 	<p>DOK 2</p> <ul style="list-style-type: none"> • Can you explain how ____ affected ____? • How would you apply what you learned to develop ____? • How would you compare ____? • Contrast ____? • How would you classify ____? • How are ____ alike? Different? • How would you classify the type of ____? • What can you say about ____? • How would you summarize ____? • How would you summarize ____? • What steps are needed to edit ____? • When would you use an outline to ____? • How would you estimate ____? • How could you organize ____? • What would you use to classify ____? • What do you notice about ____?
<p>DOK 3</p> <ul style="list-style-type: none"> • How is ____ related to ____? • What conclusions can you draw ____? • How would you adapt ____ to create a different ____? • How would you test ____? • Can you predict the outcome if ____? • What is the best answer? Why? • What conclusion can be drawn from these three texts? • What is your interpretation of this text? Support your rationale. • How would you describe the sequence of ____? • What facts would you select to support ____? • Can you elaborate on the reason ____? • What would happen if ____? • Can you formulate a theory for ____? • How would you test ____? • Can you elaborate on the reason ____? 	<p>DOK 4</p> <ul style="list-style-type: none"> • Write a thesis, drawing conclusions from multiple sources. • Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment. • Write a research paper on a topic. • Apply information from one text to another text to develop a persuasive argument. • What information can you gather to support your idea about ____? • DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument. • DOK 4 requires time for extended thinking.

From Depth of Knowledge – Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom Developed by Dr. Norman Webb and Flip Chart developed by Myra Collins

HERO Curriculum Resources

Tip: Search anything (ex: fraction worksheet) followed by “filetype:pdf” to find instant worksheets

Activities for any subject:

<http://www.lauracandler.com/filecabinet/index.php>

<http://www.kahoot.com>

<http://www.teacherspayteachers.com>

Khan Academy: <https://www.khanacademy.org/>

ACT: <http://www.act.org/content/act/en/products-and-services/the-act/test-preparation.html>

See the free ACT prep resources at the bottom of the page!

Sharemylesson.com <http://www.sharemylesson.com/high-school-teaching-resources/>

Discovery Education Teacher Resources:

<http://www.discoveryeducation.com/teachers/free-9-12-teacher-resources/>

(lesson plans, puzzle maker, worksheets, activities, all subjects)

USNEWS.COM list of 3 websites for teachers to try in 2013 :

<http://www.usnews.com/education/blogs/high-school-notes/2013/02/04/3-websites-for-high-school-teachers-to-try-in-2013>

StumbleUpon List: <https://www.stumbleupon.com/lists/707451442652529808/school>

Social Studies:

<https://www.icivics.org/>

<http://www.ushistory.org/>

<https://www.graphite.org/blog/13-best-websites-and-games-for-us-history-and-civics>