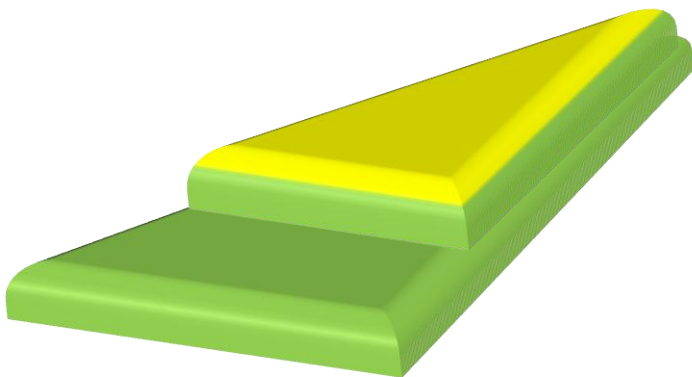


# LESSON PLANS

2011-2012

*PASS Advisory is a secondary level intervention that provides an increased level of support for small groups of students considered “at-risk” for negative school outcomes including academic failure and disciplinary problems.*

**Positive  
Attitudes  
=  
Student  
Success**



## Classroom guidelines for PASS Advisory

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PASS Advisory is designed to support the academic, organizational and social needs of students demonstrating secondary level problem behaviors. The curriculum provides explicit instruction in organizational skills while the DPR card adds structure and systematic adult feedback to the students' school day. With that in mind, the daily classroom protocols must (a) maximize instructional time, (b) create a supportive, predictable environment, and (c) foster self-management skills. The following features are guidelines for the teacher to facilitate student successful in the PASS Advisory classroom.

<b>Classroom expectations</b>	<ul style="list-style-type: none"> <li>• Align with school-wide expectations</li> <li>• Clearly defined, taught, and reinforced frequently</li> <li>• Clearly posted in room for reference</li> </ul>
<b>Daily Entry Task</b>	<ul style="list-style-type: none"> <li>• Posted on the board every class period.</li> <li>• Brief 5 minute academic activity.</li> <li>• Students complete independently upon entering the classroom.</li> <li>• Activity orients students to lesson at hand, OR, reviews previous skills</li> </ul>
<b>Daily Agenda</b>	<ul style="list-style-type: none"> <li>• Updated and posted every class period</li> <li>• Includes:             <ul style="list-style-type: none"> <li>○ Daily Entry Task,</li> <li>○ Daily check-in,</li> <li>○ Current day's activities,</li> <li>○ Schedule of homework completion days for the week,</li> <li>○ Important reminders for the week.</li> </ul> </li> </ul>
<b>Instructional Activities</b>	<ul style="list-style-type: none"> <li>• Clear expectations for assignment completion.</li> <li>• Incorporate students' interests.</li> <li>• Scaffold to meet students' instructional levels.</li> <li>• Include rubrics for students' to self-score assignments before handing in to teacher.</li> <li>• Include frequent opportunities to respond, review, and practice each skill.</li> <li>• Instructional decisions based on student progress data.</li> <li>• Include various modes of response (verbal, written, artistic expression, word processing, etc.)</li> <li>• Include at least two homework sessions per week.</li> <li>• Utilize student progress data for instructional decision making.</li> </ul>
<b>Behavior Management</b>	<ul style="list-style-type: none"> <li>• Expectations for behavior are taught and reinforced frequently.</li> <li>• Follow the school-wide model:             <ul style="list-style-type: none"> <li>○ Reminder</li> <li>○ Warning</li> <li>○ Consequence</li> </ul> </li> <li>• Reminder statements for inappropriate classroom behavior:             <ul style="list-style-type: none"> <li>○ State the desired behavior</li> <li>○ Are positively worded,</li> <li>○ Respect the dignity of the student being reminded</li> <li>○ Are followed by verbal praise for appropriate classroom behavior.</li> </ul> </li> </ul>
<b>Student / Teacher interactions</b>	<ul style="list-style-type: none"> <li>• PASS Advisory teacher:             <ul style="list-style-type: none"> <li>○ Greets students as they enter the classroom.</li> <li>○ Thanks students for attending and participating at dismissal.</li> <li>○ Has knowledge of students' interests, strengths and weaknesses.</li> <li>○ Actively supports student's academic and social efforts <b>by</b> focusing verbal feedback on the positive classroom behaviors.</li> <li>○ Facilitates communication with other staff members to update student participation status and progress.</li> </ul> </li> </ul>

# PASS ADVISORY

## Lesson Plan Format

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As with all teaching, student performance should dictate the pacing of lessons, the level of teacher support, and the modes of student responses. The following is the general lesson plan model for the PASS curriculum. Modifications to meet student needs are appropriate.

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**Prerequisite Skills:** This section lists prerequisite skills necessary for completion of the lesson.

**The Goal of the Lesson:** This section lists the short term goals of the lesson. Specific criteria are included for goals. Long term goals for each skill include routine use of the given skill in Academic Seminar as well as other classes.

**Time / Materials:** An estimate of the time and materials needed for completion of the initial lesson. Initial lessons can be broken down into two or more lessons depending on level of student needs.

**Introduction:** This section prompts the teacher to provide a daily agenda and a brief overview of the lesson. The daily agenda include the Daily Entry Task.

**Model, Lead, Practice:** This section provides:

- a. Teacher and student behaviors
- b. The critical features of each skill
- c. Prompts for teacher to model skills, provide supported and independent practice

**Wrap-up:** This section prompts the teacher to complete students' DPR card for the period.

**Follow-up Activities:** This section outlines multiple learning activities as review or follow-up on the mastered skill. All follow-up activities can be shortened as a Daily Entry Task.

**Of Special Note:** This section provides important skill specific prompts for teachers. This may include sequencing review lessons, data use, scaffolding recommendations, etc.

## Daily Entry Tasks

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Daily Entry Tasks are brief “warm up” activities that function to (a) maximize academic engagement time, (b) orient the student to academic or social behaviors / skills. Example topics are listed below. The example topics cover the range of academic skills found in the curriculum. The PASS ADVISORY teacher should feel free to improvise topics to meet student need and the academic skill being taught / reviewed.

Guidelines for the Daily Entry Task:

- Posted on the board every class period.
- Brief 5-7 minute academic activity.
- Completed independently by students upon entering the classroom.
- Created to actively orient students to lesson at hand, OR, review previous skills

Example topics for Daily Entry Tasks:

- List upcoming homework and when you will complete the homework.
- List “what’s working” in school.
- List “what’s not working” in school. Write down at least two resources or strategies you can use to improve one of the areas that is “not working”.
- Rank classes from “best” to “worst”. Put the “best” class on the bottom of the list, “worst” class at the top. During today’s homework completion session complete work or study for the class at the top of the list.
- Check the teacher websites for two of your classes. Write down any missing assignments in your planner. Use today’s homework completion session to complete at least one missing assignment.
- Identify a supportive adult in the school. List the characteristics that make this adult supportive.
- List the school rules and at least one example of each of the rules.
- Identify 2 positive experiences you have encountered while using the Be RED card.
- Identify one challenge you have encountered using the Be RED card. List 2 strategies you can use to overcome this challenge.
- List 3-4 benefits of following the school-wide behaviors in school.
- Give an example of the school-wide expectations that would be helpful in the “real world”.
- Write your most current goal. Are you making progress? Why or why not? If not, what can you today that will help you meet your goal?
- Look in your planner. Do you have a test coming up? List the class it is for, the content on the test, and when the test will take place. Thinking about the study strategies we have discussed, list 2 strategies that work for you. Pick 2 nights between now and the test and plan to use those strategies (write them in your planner!)

## Day 1: WHY PASS ADVISORY?

**The Goal of the Lesson:** To explain the purpose of PASS Advisory and the methods that will be utilized to help the students achieve the goals of the program.

**Time / Materials:** 1 class period, Chalkboard, Flipchart or PowerPoint with LCD to record information with students (This will be referred to throughout the course)

**Introduction:** (5-10 minutes)

Teacher introduces themselves to the class.

Briefly review how students are selected to be in PASS Advisory.

Review and Post the goals of the PASS Advisory Class.

- After a 4 week period:
  - 100% of the students will receive an average of 80% on their Be RED Card (Daily Progress Report)
  - 100% of the students in PASS will be passing all courses.
  - 100% of the students will not receive an Office Discipline Referral.

**Model, Lead, Practice:** (25 minutes)

PLAN: Targets of the course.

Have students complete the Self-Assessment pertaining to the targets of PASS Advisory. Students will revert back to this throughout the course of PASS Advisory to check their progress.

**DO: The Roles of the Teacher and Student**

- Review and record a chart with the class what you will be doing in the course to help them achieve the goals listed earlier.

<b>Teacher Role</b>	<b>Student Role</b>
<ul style="list-style-type: none"><li>• Show students how to access Skyward Student Access</li></ul>	(Elicit student feedback) May need to lead this discussion the first time.
<ul style="list-style-type: none"><li>• Model how to utilize a planner</li></ul>	
<ul style="list-style-type: none"><li>• Goal Setting</li></ul>	
<ul style="list-style-type: none"><li>• Model how to get feedback from your teachers using a Daily Progress Report</li></ul>	

**Wrap-up:** (5 minutes)

- Review again the goals of the class
- Let students know that you will be reviewing how you will measure the goals of the class tomorrow.

**Follow-up Activities:**

- Daily Entry Task tomorrow:
  - What are the goals of the PASS Advisory Class?

## **DAY 2 – MEASURING OUR GOALS IN PASS**

### **Time / materials**

30 minutes/ Be RED card, student and teacher responsibility list, example of Be RED weekly graph, achieving 80% goal, example of Be RED graph not achieving 80% goal, create a 4 week graph that will show how the class is doing by each target.

### **The Goal of DPR Card Usage**

Students will independently, verbally and /or in writing:

- Describe each step of the DPR Card daily process with 100% accuracy.
- Give 2-3 non-examples of how to solicit teacher feedback.

### **Introduction:** (5 minutes)

- Daily agenda on the board
- Daily Entry Task: List at least 1 of the goals of PASS Advisory.
- Introduce and describe:
  - We're here to work together to build organizational skills and self-awareness to help increase our success in school.
  - The Be RED card is going to be a reminder of school-wide expectations and our own personal goals.
  - Helps teachers give us feedback about how we are doing in their class.
  - We're going to use teacher feedback to shape our behaviors, set goals and increase our success in the classroom.

### **Model, Lead, Practice:** (20 minutes)

Teacher:

- Provide step by step description of class by class check
  - Describe student, teacher, and PASS TEACHER responsibilities for each step
  - Use responsibility check lists as reference
- Describe scoring parameters
  - 0 = little to no effort, 1= effort with prompting from teacher, 2=followed all class expectations, no prompting.
- Describe 80% goal
  - All students working towards making 80% of Be RED points every day.
  - We will set goals
  - Show example / non-example of student graphs
- Frequent checks for understanding
- Provide ample examples and non-examples for soliciting teacher feedback during the class by class checks

### **Wrap up:** (1-2 minutes)

Teacher:

- Provide Be RED card scores for the class period.
- Remind students to follow the DPR card expectations to meet their goals.
- Thank students for participating.

**Of Special Note** \*\*\*\*\*

Consistent use of the DPR card is critical to (a) increasing positive student / teacher interactions, (b) providing students with information about classroom behaviors, (c) documenting student progress, and (d) creating and modifying student goals.

Review of DPR card steps should take place at least **twice** within the first week of the DPR card use by the students.

<b>Student Responsibilities</b>	<b>Classroom Teacher Responsibilities</b>
<p><b>Check In</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arrive to class on time.</li> <li><input type="checkbox"/> Give Be RED Card to teacher</li> <li><input type="checkbox"/> Follow class rules, complete assigned work on time.</li> <li><input type="checkbox"/> Copy assignments into planner / assignment sheet.</li> <li><input type="checkbox"/> Place class and home work papers in notebook, backpack, etc, in an organized manner (so you can find them later).</li> </ul> <p><b>Check Out</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Politely retrieve Be RED Card from teacher at the end of period.</li> <li><input type="checkbox"/> Complete the rankings from the teacher as they enter the data into the computer database.</li> <li><input type="checkbox"/> Listen to teacher feedback.</li> <li><input type="checkbox"/> Refrain from negotiating teacher rating</li> <li><input type="checkbox"/> Report to next class on time.</li> <li><input type="checkbox"/> Repeat the Class by Class Check process with all classroom teachers.</li> </ul>	<p><b>Check In</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Greet and thank student for coming to class.</li> <li><input type="checkbox"/> Provide student with: <ul style="list-style-type: none"> <li>▪ positive reminder of daily point goal.</li> <li>▪ brief overview of class topic, Big Idea, etc.</li> </ul> </li> <li><input type="checkbox"/> If student is not ready to be in class (visibly upset, suspected substance abuse) contact administrator / counselor immediately to provide additional support for the student.</li> </ul> <p><b>Check Out</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Thank student for retrieving card.</li> <li><input type="checkbox"/> Rate student behavior and performance for the class period via the T drive. <ul style="list-style-type: none"> <li>○ 2 = Student met goal for the period.</li> <li>○ 1 = Student had a “So so” performance.</li> <li>○ 0 = Student did not meet goal for that period.</li> </ul> </li> <li><input type="checkbox"/> Use positive language to explain rating.</li> <li><input type="checkbox"/> Praise student for meeting or coming close to goal.</li> <li><input type="checkbox"/> If applicable, state in positive, explicit terms what student can do to improve performance for next day.</li> </ul> <p><i>The classroom teachers will need to make classroom materials available to the PASS Advisory teacher: worksheets, online resources, schedule of assignments, etc.</i></p>

## **DAY 3: Measuring Our Goals in PASS (Cont.)**

### **Introduction:** (5-7 minutes)

- Daily agenda on the board
- Daily Entry Task: What area of your Be RED card did you receive the highest scores? What behaviors caused you to receive this score?
- Today we are going to (a) talk about writing specific goals, (b) write our own goals.

### **Model, Lead, Practice:** (20-25 minutes)

Teacher:

- Demonstrate an example of goal setting based on a generic behavior.
- Provide examples of “fuzzy” v clear problem behaviors
  - “Talking” v “talking during teacher instruction time in English class”
  - “Acting hyper” v “being out of my seat during quiet work time in science class”
- Provide examples of clearly defined goal behaviors
  - Stay quiet during instruction time in English class for 30 minutes.
  - Stay in my seat for the entire science class, except to sharpen my pencil.
- Use the goal setting activity worksheet as reference
- Relate how these behaviors would be scored on the Be RED card.

Student (verbally and or in writing):

- **Identify** 3-4 examples and non-examples of clearly defined goal behaviors
- **Write** at least 2 clearly defined goal behaviors
- Use the goal setting activity worksheet to document goals

### **Wrap-up:** (1-2 minutes)

Teacher:

- Provide DPR card scores for the class period.
- Remind students to follow the DPR card expectations to meet their goals.
- Thank students for participating.

**Follow-up Activities:** All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- Individual meetings every two weeks to determine progress towards goals.
  - If students are making progress towards goal write new classroom goals.
  - If students are not making progress provide additional supports by:
    - creating short term goals,
    - Soliciting additional classroom teacher support.
- Written assignments that require the students to re-read previous goal sheets and write follow up notes:
  - I did the following things well...
  - I still need to work on ....
  - Steps I can take to make improvements...



Name \_\_\_\_\_

Date \_\_\_\_\_

### Goal Setting Activity

Make a list of:

1. Classes that have been positive experiences (good grades, fun teacher, fun activities) classes that have been negative experiences (hard, annoying, no fun).
2. The behaviors that get you into trouble in class
3. Why you think you do those things (Bored? Is the work too hard? Are friends distracting you?)
4. After list is complete, ask yourself if your teachers would agree with you about the behaviors that get you into trouble.
5. Pick the behavior that gets you into the most trouble. Brainstorm ways you can avoid doing this (Change seat, get homework done, ask for help).
6. Write a goal for YOUR DPR based on this behavior.

<u>Positive Classes</u>	<u>Negative Classes</u>	<u>“Trouble” behavior</u>	<u>Why?</u>
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Would your teachers agree with the behaviors that you said get you into trouble?

What behavior is the biggest problem in classes? How can you avoid doing this?

My GOAL is to achieve 80% of my DPR points by:

These specific behaviors will help me achieve my goal:

■ I MET this goal on \_\_\_\_\_.  
(DATE)

## **DAY 4: PLANNING OUR WORK**

### **The Goals of Planner Use**

Students will independently, verbally and in writing:

- Identify the three steps for planner use, verbally or in writing, 3/3 opportunities.
- Complete 100% of the steps for planner use every PASS ADVISORY class period.

### **Time / Materials:**

35 minutes / each student must have a planner or assignment sheet, pens, pencils

### **Introduction:** (2 minutes)

- Daily agenda on the board
- Daily Entry Task: How do you keep track of homework, projects, and tests?
- Introduce and describe
  - Using a planner helps us know when assignments are due.
  - Handing in assignments can increase our grades even if we don't earn high grades on tests.
  - Solicit student responses: What are some real world examples of how planners can be useful?

### **Model, Lead, Practice:** (30 minutes)

Teacher:

- Describe the steps for completing the planner / assignment sheet:
  - Listen, locate, log:
  - Listen to the teacher
    - What is the assignment?
    - What are the requirements for completion?
    - When is it due?
  - Locate the date for assignment in the planner, or locate the next section on the assignment sheet.
  - Log, write the assignment and details into the planner
- Solicit student responses to summarize the three steps.
- Provide examples, point out critical information:
  - English literature review (assignment), 2 pages long, story of choice (requirements for completion), due October 4, 2007 (due date).
  - If unsure, unclear, ASK TEACHER
    - What info do we need to know?
    - Solicit student responses (assignment, requirements, due date)
- Provide 3-5 practice examples for the students.

Students (verbally and or in writing):

- Describe the three steps for completing your planner / assignment sheet.
- Complete the practice examples.

**Wrap-up:** (1-2 minutes)

Teacher:

- Provide DPR card scores for the class period.
- Remind students to follow the DPR card expectations to meet their goals.
- Thank students for participating.

**Follow up Activities:** All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts. Some students may use assignment sheets to track assignments. Follow-up activities will need to be modified to include assignment sheets.

- Planner/ Assignment Sheet Update
  - Take 10 minutes to look through your notebook and make sure you have all assignments entered into you planner/assignment sheet. Get online to your teachers’ websites and make note of any missing assignments. Write them into your planner. Write into your planner when you are going to work on those assignments.
- Planner/ Assignment Sheet Benefits
  - Make a list of why it is good to use your planner/assignment sheet. What benefits are there to having your work written down? Share your list with a partner. Together, think of one more benefit (that’s not on either list).
- Planner Scavenger Hunt (in teams)
  - Find the following components of your planner and write down the page number and why that component is important:
    - i. table of contents,
    - ii. class schedule page,
    - iii. map of school,
    - iv. red day/blue day schedule,
    - v. cell phone policy
    - vi. study tips section
- Planner Swap
  1. In pairs, students exchange planners and make a list of the positive characteristics of their partner’s planners.
  2. Positives can include: homework, tests, projects written in on due dates.
  3. Homework days for PASS ADVISORY are written in on appropriate days.
  4. Use grading rubric to assign each other a “grade” for the planner.

Grading Rubric for Planner Swap			
	Easy to find, clearly written	Can find with a little looking, readable	Can’t find or can’t read
Name on planner?	2	1	0
Homework assignments written down <b>on due date.</b>	2	1	0
Tests written down <b>on due date.</b>	2	1	0
Projects written down <b>on due date.</b>	2	1	0

## **DAY 5: HOMEWORK COMPLETION DAY**

**This day is set aside for students to work on upcoming assignments, tests, missing work, etc.**

**This day is also utilized for individual conferences with students to gauge how they are doing.**

**This day can be excluded if you are dealing with a shortened work week.**

## Week 2:

### Day 1: Tracking Progress Using SKYWARD STUDENT ACCESS

You are going to Skyward Student Access to track your assignment completion and start working on missing assignments. Follow these steps to complete the activity:

- Log onto Skyward Student Access
- Locate My Gradebook on the left side of the webpage
- Read through your assignments and grades.
- Make a list of 1-2 assignments you are missing or need to make up.
- Pick a day this week you will complete the assignments either after school or during a homework completion session.
- Write the assignments into your planner or assignment sheet
- Spend the rest of class working on one of the assignments.
- Put this paper in your notebook. You will need it for reference in the future.
- We will be checking progress using Skyward Access every week.

Class you are working on: \_\_\_\_\_

1) Missing assignment to be made up \_\_\_\_\_

I am going to work on the first assignment \_\_\_\_\_

2) Missing assignment to be made up \_\_\_\_\_

I am going to work on the second assignment \_\_\_\_\_

## **DAY 2 and 3: HOMEWORK COMPLETION DAYS**

**Daily Entry Task should be completed for each day at the beginning of each class. Precorrect behaviors by briefly reviewing expectations at the beginning of the class. Have students complete the PASS log on what they are working on each day.**

## **DAY 4: TRACKING PROGRESS: STUDENT PROGRESS REPORTS**

### **The Goals for Tracking Progress**

Students will independently:

- Access SKYWARD STUDENT ACCESS AND TEACHER WEBSITES to gather information on how they are doing in relation to their Attendance, Grades, and Behaviors.

### **Time / Materials:**

35 minutes / individual student progress reports, pencils, pens, paper

### **Introduction:** (5 minutes)

- Daily agenda on the board
- Daily Entry Task: Take five minutes and look over your progress report.
- Introduction and describe
  - Being aware of our own grades, progress, strengths and weaknesses is powerful. We get to be in charge of our school career.
  - We will be using a range of activities designed to help us stay aware of our progress in classes so we can create action plans to improve our grades.
  - Today we will be reviewing progress reports.

### **Model, Lead, Practice:** (30 minutes)

Teacher:

- Explain that it may be difficult to look at Progress Reports. Thank the students for being willing to work on improving their grades.
- Describe the steps for reviewing Progress Reports:
  - Look over the Progress Reports (5 minutes).
  - Answer the following questions:
    - What classes are going well?
    - What classes are not going well (grade of D or F)
    - What reason is given for the failing grade? (Missing assignments, low test scores, absent a lot?)
    - Is the reason for the D or F the same for every class?
    - Target 1-2 classes for improvement during this next four-week Progress Report period.
    - If the reason for the D or F is the same in each class list 1-2 actions you can take to improve this specific behavior.
    - Make a list of 1-2 actions you can take to improve the reason for the failing grade.
    - Pick a “due date” for the actions and then write them down in your planner or assignment sheet.

- Provide specific examples of actions that would improve: missing assignments, frequent absences / skipping, low test grades.
- Frequent checks for understanding.
- Check in with each student during the period to help them (a) stay positive and (b) brainstorm appropriate actions for grade improvement.

Student:

- Read your Progress Report.
- Identify the classes you are doing well in and the classes you are receiving a D or F.
- Target 1-2 classes for improvement.
- Make a list of specific actions you can take to improve your grade in these classes.
- If the reason for the D or F is that same for all classes create an action plan for improving this reason. For example, if you are failing because you do not complete homework, then create an action plan for completing homework.
- Be prepared to share your plan with the teacher.

**Wrap-up:** (1- 2 minutes)

Teacher:

- Provide DPR card scores for the class period.
- Remind students to follow the DPR card expectations to meet their goals.
- Thank students for participating.

**Follow up Activities:** All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- Computer activity: Log on to school WEBSITE. Find your teachers' websites. Make a list of your current grades in each class. Write down any missing assignments into your planner/assignment sheet. Plan and write into your planner/assignment sheet when you are going to work on those assignments.
- Written / computer activity: Email a teacher asking how you can improve a class grade.
- Written activity: Write two academic goals for the semester. Create an action plan including what you need to do and "due dates" for achieving those goals.
- Written activity: Make a list of your classes with the best classes at the bottom of the list, and the worst classes at the top. The classes at the top of your list are your priority for homework completion sessions in PASS ADVISORY.

**Of Special Note**\*\*\*\*\*

Progress Reports contain confidential information. The teacher must ensure the Progress Reports are securely stored in a locked filing cabinet or desk when they are not being used for the assignment. The teacher must also ensure that students have privacy when reviewing their progress reports. Students should be seated away from one another when they are reviewing the reports.

Some students may feel overwhelmed by looking at their progress reports. The teacher must use positive language to explain that progress reports are useful tools to improve our grades. They are not punitive. With this in mind, the teacher should provide high levels of verbal reinforcement during the lesson. The teacher's positive comments should target students' willingness to work on the difficult tasks of self-awareness and planning for success.

## **DAY 5: STUDY: HOW ARE WE DOING AS A GROUP?**

### **The Goals for STUDY:**

Students and Teacher will:

- Gather data to see the progress the group is making in relation to the goals of PASS
  - After a 4 week period:
    - 100% of the students will receive an average of 80% on their Be RED Card (Daily Progress Report)
    - 100% of the students in PASS will be passing all courses.
    - 100% of the students will not receive an Office Discipline Referral.
- Problem Solve to find out what has helped the students or additional supports that are needed during the next couple of weeks.

### **Time / Materials:**

1 class period

Data from the class showing current progress toward the PASS Goals

Chart created from the 1<sup>st</sup> week to track the data

Plus/Delta Chart

### **Introduction:** (5-10 minutes)

- Daily agenda on the board
- Daily Entry Task: Have students gauge their level of understanding of the targets at this time in PASS Advisory.

### **Model, Lead, Practice:** (30 minutes)

Teacher:

- Today we are going to check how we are doing as a class in relation to achieving our goals as a class.
- Show the data to the students and how it relates to the goals of the program.
  - Are you seeing any growth/improvement?
  - What areas do we need to improve upon?
- Post a Plus/Delta/Rx poster or utilize technology to create this electronically with the class
  - What tools/resources have helped the past two weeks in achieving our goals?
    - Record students responses in the Plus portion of the chart
  - What do we need additional support in?
    - Record students' responses in the Delta portion of the chart
  - What can we do as a class to address these areas?
    - Record these ideas on the Rx portion. This feedback will be utilized to help identify additional supports that will be implemented during the next two weeks lessons.

### **Wrap-up:** (5 minutes)

Teacher:

- Provide DPR card scores for the class period.
- Remind students to follow the DPR card expectations to meet their goals.
- Thank students for participating.