Developing District/School Implementation Plans and Getting Started
Michael Curtis and Jose Castillo, Florida PS/RtI Project
Don Kincaid, Florida’s Positive Behavior Support Project
Vanessa Hilton, Lynn Pabst and Amelia VanName Larson,
District School Board of Pasco County

PS/RtI Integrates Efforts

What is RtI?

RTI is the practice of
(1) providing high quality instruction/intervention matched to student needs and,
(2) using level of performance and learning rate over a time to
(3) make important educational decisions to guide instruction.

National Association of State Directors of Special Education, 2005
Core Principles of RtI

• Frequent data collection on student performance
• Early identification of students at risk
• Early intervention (K-3)
• Multi-tiered model of service delivery
• Research-based, scientifically validated instruction/interventions
• Ongoing progress monitoring - interventions evaluated and modified
• Data-based decision making - all decisions made with data

The PS/RtI Relationship

Multiple Levels of PS:
State
District
School
Grade Level
Classroom
Student
PS occurs continually during all tiers of the RtI model

Three-Tiered Model of School Supports & the Problem-Solving Process

ACADEMIC SYSTEMS
Tier 3: Comprehensive & Intensive: Students who need individualized interventions.
Tier 2: Strategic Interventions: Students who need more support in addition to the core curriculum.
Tier 1: Core Curriculum: All students, including students who require curricular enhancements for acceleration.

BEHAVIOR SYSTEMS
Tier 3: Intensive Interventions: Students who need individualized intervention.
Tier 2: Targeted Group Interventions: Students who need more support in addition to school-wide positive behavior program.
Tier 1: Universal Interventions: All students in all settings.
Implementation Structures

- **District Leadership Team**
  - Commitment to PS/RtI
  - Resources
  - Plan for Implementation

- **School-Based Leadership Team**
  - SAME PRIORITIES

- **Parallel Membership** (ALL ED)

---

**Change Model**

- Consensus
- Infrastructure
- Implementation
Stages of Implementing Problem-Solving/RtI

- Consensus
  - Beliefs are shared
  - Vision is agreed upon
  - Implementation requirements understood

- Infrastructure Development
  - Regulations
  - Training/Technical Assistance
  - Model (e.g., Standard Protocol)
  - Tier I and II intervention systems
    - E.g., K-3 Academic Support Plan
  - Data Management
  - Technology support
  - Decision-making criteria established

- Implementation

The Process of Systems Change

- Until, and unless, **Consensus** (understanding the need and trusting in the support) is reached no support will exist to establish the **Infrastructure**. Until, and unless, the **Infrastructure** is in place, **Implementation** will not take place.

- A fatal error is to attempt **Implementation** without **Consensus** and **Infrastructure**

- Leadership must come from all levels

What changes need to occur?

- Beliefs
- Knowledge
- Skills
Beliefs

• Making the shift to a new paradigm, like PS/RtI, does not simply involve accepting a new set of skills. It also involves giving up certain beliefs in favor of others.

• PS/RtI requires systemic change in the way we educate all students

Beliefs

• Student performance is influenced mostly by the quality of the interventions we deliver and how well we deliver them— not preconceived notions about child characteristics

• Decisions are best made with data

• Our expectations for student performance should be dependent on a student’s response to intervention, not on the basis of a “score” that “predicts” what they are “capable” of doing.

Beliefs

• Every student is everybody’s responsibility

• PSM/RtI is a General Education Initiative—Not Special Education

• Improving the effectiveness of core instruction is basic to this process

• NO Child Left Behind Really Means “NO”

• Assessment (data) should both inform and evaluate the impact of instruction

• Policies must be consistent with beliefs

• Beliefs must be supported by research

• Focus on alterable variables
Knowledge

- The Problem-Solving method
- The relationship between RtI and the Problem-Solving method
- Empirically validated instructional practices in the general education classroom at Tiers 1, 2, & 3
- Importance and methods of assessing instructional quality

Knowledge (cont'd)

- Determining appropriate interventions based upon student data
- Difference between the intensity of a problem and the severity
- The role of progress monitoring
- State and Federal Statutes & Regulations
- Critical factors in systems change
- Small Group Planning and Problem-Solving Techniques

Change

- Educators will embrace new ideas when two conditions exist:
  - They understand the NEED for the idea
  - They perceive that they either have the SKILLS to implement the idea OR they have the SUPPORT to develop the skills
So, What Skills are Necessary?

- Assessing impact of instruction/intervention - academic & behavior
  - (CBM, DIBELS, classroom observations, etc.)
- Use of technology to manage, display, and disseminate assessment data
- Interpreting assessment data to determine instructional impact
- Data based decision making (when to continue, modify, or change instruction/intervention)

Adapted from Response to Intervention, NASDSE, 2006

Skills (cont’d)

- Data based decision making (what modifications or changes)
- Data based decision making (eligibility)
- Collaboration
- Communication
- Small Group Planning and Problem-Solving

Developing District/School Implementation Plans: Getting Started

University of South Florida
Levels of PBS
Adapted from *Levels and Descriptions of Behavior Support* (George, Harrower, & Knoster, 2003)

**School-wide/Universal (Tier 1)** - Procedures and processes intended for all students, staff, in specific settings and across campus

**Classroom (Tiers 1 & 2)** - Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classrooms

**Target Group (Tier 2)** - Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e., attention seeking, escape)

**Individual Student (Tier 3)** - Processes and procedures that reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students

---

Core Principles of SWPBS

- Team process
- Facilitated leadership
- School and district action planning
- Data-based decision-making
- Flexibility with fidelity of implementation
- Working smarter, not harder
- Emphasizing prevention, teaching and effective consequences

---

Levels of Training
based upon the Benchmarks of Quality scores

- Universal – Tier 1
  - Comprehensive 3-day
    - On-site and regional (15 modules)
  - Booster (20% originally trained need booster)
    - On-site and on-line (12 modules)
  - Next Steps
    - Online (1 module)
- Classroom – Tier 1 or 2
  - Online only (15 modules & Classroom Consultation Guide)
- Targeted Group – Tier 2
  - On-site and regional for 1 day (1 module)
- Individual – Tier 3
  - On-site at district level for at least 2 days
    - On-line (4 modules)
School-wide Training

- Consists of lecture, video of Florida’s implementing schools, team activities, and action planning
- FREE OF CHARGE to districts
- Training occurs across 3 consecutive days
- School Administrator required to participate all 3 days
- District Coaches trained to provide additional assistance
- Ongoing technical assistance provided across year
- District will be provided a Purchase Order to cover any expenses (e.g., participant stipends, travel, etc.)

Training Modules

Day 1
- Introduction to School-wide Positive Behavior Support
- Establishing a Foundation for Collaboration and Operation
- Building Faculty Involvement
- Establishing A Data-Based Decision-Making System
- Developing Appropriate Definitions of Problem Behaviors

Day 2
- Developing Behavior Tracking Forms
- Developing a Coherent Office Discipline Referral Process
- Developing Effective Consequences
- Identifying School-Wide Expectations
- Identifying Rules for Unique Settings

Day 3
- Developing a System for Teaching Appropriate Behavior
- Developing a School-Wide Reward System
- Implementing School-wide PBS
- Evaluating the Progress of PBS Efforts
- Establishing a Comprehensive PBS System

Prior to Training...

Commitment from District
Commitment from School Administrator(s)
District Readiness Checklist
Training Readiness Checklist for Schools
Initial Benchmarks of Quality
New School Profile Information Form
District discussed funding to support schools
Discuss possible TRAINING DATES
District Readiness Checklist

PBS District Coordinator
Awareness presentation for district Administrators
District PBS Team
District PBS Team participates
District Action Plan
PBS Coaches
District funding
School-wide discipline a top district goal
Letters to participating school Principals
SWIS III is a school-based discipline data system
Internet access for schools
District MIS department
Revise/utilize a discipline referral form, problem behavior definitions, and develop a coherent discipline referral process

Training Readiness Checklist for Individual Schools

School-wide discipline a top goal on SIP
A PBS Team formed with broad representation
Principal is active on PBS Team
Principal commits to SWPBS
PBS Team meets at least once a month
PBS Initial Benchmarks of Quality and New School Profile
Faculty participated in an awareness presentation
Majority of faculty are interested
School has secured funding
PBS District Coordinator identified
PBS Coaches identified

DBDM Readiness

Useful office discipline referral form and problem behavior definitions
Coherent office discipline referral process
Data entry time scheduled
Three people trained within the school
Computer access to Internet
Agree to on-going training
PBS Coaches work with school personnel
Coaching for Sustainability

• District Coordinator established to oversee activities
• Both internal and external Coaches used
• Coaches trained regionally every Fall
  – Travel expenses reimbursed
• Monthly Coaches’ Meetings required on-site
• Project technical assistance provided to Coaches
• Mid-Year Reports due December 1st
• End-of-Year Reports due June 15th

PBS District Coordinators Are Expected to Manage...

• Requests from the FLPBS Project
• District Leadership Team process
• Funding for PBS-related activities
• Visibility/political support in their district
• Training schedules for new & existing PBS schools
• Development of district PBS Coaches
• PBS schools’ data and the evaluation process
• Model School Award process

District Action Planning Process
Current Status

- Describe the level of commitment to school-wide PBS in your district.
- Describe other initiatives that might impact (positive and negative) your SWPBS efforts.
- What is the current district’s discipline policy? Will PBS enhance or impact the current district policy?
- Why do you want to develop school-wide PBS in your district?

Enroll

- Who are the members of your leadership team?
- Do you have representation from all necessary departments/stakeholders?
- Do you have the capacity to identify the number of schools to be involved?
- Are you committed to completing a yearly self-assessment and action plan with the PBS Project?
- Do you think this team has the capacity to plan and follow-through with a 3-5 year action plan?
- Is your team able to commit to regular meetings and a process to implement SWPBS in your district?

Strengths

Coordination
- Is there a coordinator/district contact with sufficient FTE to make the process work?

Funding
- How is your district planning to provide funding to support activities for the next 3 years?
Training Formats

- School-Wide/Initial (Tier 1)
  - Across 3 consecutive days anytime across calendar year
  - School teams MUST complete School Readiness Packet
- Booster/Tier 1
  - ½ to 1 day at least 1 year after initial training
  - School Teams MUST complete Booster Readiness Checklist and qualify for participation
- Classroom (Tiers 1 & 2)
  - Only online technical assistance available
- Targeted Group (Tier 2)
  - 1 day regionally every Sept/Oct annually for 2 team members
  - Must qualify for participation (BOQ score ≥70)
- Individual Student (Tier 3)
  - At least 2 days at district-level across calendar year
  - Must qualify for participation (BOQ score ≥70)
  - Must have district commitment with district team trained/restructured

Strengths

Visibility
- Is improving student behavior a significant goal for your district?
- Is there a regular contact with the Superintendents by a member of this team?
- Are there any issues that would impact support for the PBS process by the Board or the Superintendent?
- How does the team envision PBS & RTI within the district?

Strengths

Training Capacity
- Does your district agree to collaborate with the Florida PBS Project in training and mentoring local/district trainers?
- Does your district agree to use the established curriculum for PBS training?
- How will identified trainers be "freed up" to assist in training new schools?
Strengths

Coaching Capacity
- Who will be identified to provide coaching (direct assistance) to schools implementing the PBS process?
- How will they be supported to work with school teams at least once a month?

Demonstrations
- How many schools have been identified for the first year?
- Do those schools represent a range of schools (exemplary vs. challenging, elementary vs. secondary, etc.)?
- Is there fiscal and technical support for each school?

Strengths

Evaluation
- Are there standard evaluation processes that might be used to measure the success of each school?
- Is each school’s database useful for data-based decision-making?
- Will there be opportunities for schools across your district to interact with each other in a timely manner?

Goals

- What are the goals that your district would like to accomplish in three years? What are the outcomes that you would like to see?

One Year
- What are the goals that your district would like to accomplish in one year? What are the outcomes that you would like to see?

Three Months
- What needs to be accomplished in the next three months to make progress towards those goals?
First Steps

- What needs to be initiated and by whom in the next week to begin to address those Three Month Goals?
- Who will follow up on those First Steps?
- When do we need to meet again?
- Who is responsible for reproducing this document?

Getting Started in a School

Steps of Positive Behavior Support

- 1st step is implementing universal supports
  - Change the school discipline system
    - Expectations
    - Teaching of expectations
    - Reward systems for positive behaviors
    - Function-based consequences
Steps of Positive Behavior Support

- 2nd step is implementing secondary supports
  - Identifying and supporting “at-risk” students
  - Group students by need
  - Identify appropriate skill training process
  - Identify method for skill training

Secondary Interventions

- Behavior Education Program
- Social Skills—Skillstreaming
- Problem-Solving, Conflict Resolution
  - I Can Problem Solve (elementary)
  - Prepare (secondary)
- Anger Management, Violence Prevention
  - Second Step
- Bullying—Steps to Respect
Teach the Skills

- In classroom
  - Teachers
  - Support staff
- Pull-out
  - Support staff
- Throughout the school
  - Everyone involved

Preparing for Secondary Supports

- Identify schools that are “ready”
  - Universal level implementation with fidelity
- Form secondary level team
  - At least one member of school-wide team
  - Behavior analysts/specialists
  - School psychologists/counselors
  - ESE specialists

Implementing Secondary Supports

- System changes needed to facilitate implementation
  - Time for monthly meetings
  - Time to coordinate supports
  - Time to teach students
  - Class release time for students
  - Training time for staff
  - Data collection
    - ODRs
    - Screeners (pre- and post-measures)
Steps of Positive Behavior Support

• 3rd step is implementing tertiary supports
  – Individualized behavior support plans
  – Students for whom secondary supports are not enough
  – Students with severe and chronic behavior
    • High ODRs
    • ESE services or placement
    • High scores on screeners

Implementing Tertiary Supports

3-tiered model to address needs of all students

• Light—prevention-based strategies
• Regular—prevention, skill training, individualized reinforcement strategies
• Premium—comprehensive, wraparound approach
  – Prevention, skill training, individualized reinforcement strategies
  – Multi-agency involvement
  – Strengths and needs assessment

Preparing for Tertiary Supports

• Review practices and products to determine a need
• Identify areas of strength or need
• Target training and TA to those areas
• Consider revising process, forms, product to meet “best practice”
• Consider systems changes that may promote implementation
Florida’s Positive Behavior Support Project

- Contact: Heather Peshak George, Ph.D.
- Co-PI & Project Coordinator
- Phone: (813) 974-6440
- Fax: (813) 974-6115
- Email: flpbs@fmhi.usf.edu
- State Website: http://flpbs.fmhi.usf.edu
- National Website: www.pbis.org

PS/RtI: Year 1
District School Board of Pasco County

Vanessa Hilton, Principal at SAES
Lynn Pabst, Principal at NRES
Amelia Van Name Larson, Student Services Supervisor

Shared understanding of where we want to go, TOGETHER

ESSENTIAL QUESTION: What activities are critical for the successful implementation of the RtI framework in our district and schools?
Consensus:

Establish Rationale

- **General Information**
  - Common Knowledge of *What and Why*
  - Connection to Mandates
  - Connection to Initiatives
  - Ongoing Communication

- **Application in my District & Building**
  - Evidence of Commitment & Support
  - AYP, IDEA 04, Disproportionality
  - Surveys and Action Plan

- **Demonstration Schools**
  - Size, SES, New Schools, Existing Schools…
  - Building is the unit of change

---

Consensus: Build Support

RtI Aligns with Other Initiatives

*Breathe*…

- RtI **supports** our District’s vision, mission, guiding principles, and key concepts
- RtI is about **efficacy** of instruction and interventions (Standards and Benchmarks)
- RtI places an **emphasis** on data-driven decision making (PMRN, Pasco Star)
- RtI meshes well with other efforts - NCLB, IDEA, Continuum of Services, K-12 Plan, PMP and other initiatives

...be prepared

---

Living the Vision 2008-2013

- All students will meet or exceed high academic standards.
- The achievement gap will close as a result of NCLB initiatives, meeting academic proficiency.
- Schools will expand career and work readiness opportunties for all students.
- The district will ensure a larger distribution of resources.
- The district and school will increase technology capacity.
- The district will increase its investment in teacher quality.
- Teachers and students will be empowered by data, to drive teaching and learning.
- The district and schools will retain, retain, and then highly skilled in-school employees.
Consensus: It is NOT...a Program

- Promoting a problem solving framework - to structure up our thinking: not promoting a program or a new ESE eligibility model.
- Framework is centered on outcomes not philosophy, specific instructional frameworks, subject areas, or meetings.
- “Every Ed” needs to understand the what and the rationale for why changes are being suggested & made if you are going to get them.

Consensus: Essential Components...

- The POWER of Instruction
  - Standards-driven system of curriculum
  - High Quality, research-based instructional practices
  - Effective CORE (Guaranteed, viable, rigorous, relevant to diverse students’ needs)
- Comprehensive Assessment System
  - Use of Data -- “Well Check” and Early Identification of Risk
  - Transparency -- The Fish or the Water??
  - Progress Monitoring - Fidelity and RtI
- Multi-Tiered Levels of Support
  - Increasingly intensive (e.g., Time, Focus.
  - Coordination and integration of efforts
  - Resource allocation and role flexibility

How can we help build or reinforce consensus for key stakeholders?

- How can we break down internal barriers?
- How can we clarify doubts and concerns?
- How can we promote transparency, collaboration and team work?
Infrastructure: Technical Assistance Team

• Representative of “Every Ed”
• 5 Days of PS/RtI Framework with schools
• Responsibilities
  • LEARN AND REFLECT
  • Logistics (Scheduling, Discussions, Compelling Why, Resources, Barriers, Project Updates, Support…)
  • Data (Needs Assessment, Belief & Practice Surveys, etc…)
  • Communicate with Taskforce
    • Consensus Decisions
    • Infrastructure & Implementation Decisions
    • Blueprint Development
  Problem solving whatever surfaces

Infrastructure **PS/RtI Coaches

• Facilitate and maintain communication with principal
• Support leadership teams and assist with capacity building
• Facilitate and coach problem solving and promote release of responsibility to school-based personnel
• Facilitate the change process
• Assist teams with making data-based decisions and investigating efficacy of instructional program
• Provide and/or access content expertise
• Assist in facilitating or coordinating staff development
• Provide support for assessment & implementation monitoring

Infrastructure PS/RtI District Taskforce

Have the components required for PS/RtI “roll out” in place:
• Complete a needs assessment to identify areas of strength and areas of need as it relates to an PS/RtI system.
• Develop a plan to define how the district, at all levels, will support the implementation of PS/RtI through systemic technical assistance and professional development.
• Develop a communication plan that identifies who will provide the information, how the information will be shared, and communicated.
Consensus & Infrastructure:

Essential Questions:

What activities need to occur to better facilitate the development of the consensus and infrastructure needed to implement a PS/RtI model?

Given questions and barriers identified by project schools, what are implications for facilitating implementation of PS/RtI model in our district?

What activities should be given top priority between now and the end of the school year?

Infrastructure

Comprehensive Data System

Data System
- Technology
- Universal Screening
- Diagnostic
- Progress Monitoring
- GRAPHIC REPRESENTATION

Use of Data System
- Standards and Benchmarks
- Guiding Questions...Water and Fish
- Instructional Decisions
- Layered Professional Development
- Progress Monitoring and Evaluation

Factors Noted So Far

- COMMUNICATION, CONNECTION, & EDUCATION
- Leadership
  - School-based leadership team is CRITICAL
  - Level of Cooperation (school & district levels)
  - Administration
    - Facilitative versus directive styles
    - VISIBILITY, SUPPORT, & CORE BELIEFS
    - Modeling & Constancy of Purpose
- Legislative & Regulatory Factors
  - FL EBD rule change effective July 1, 2007
  - Pending FL SLD rule change

LEGISLATION
LESSONS LEARNED: Skill Up Before Scaling Up

• THERE IS NO BOX and IT IS NOT EASY…TIR
• CONSENSUS is CRITICAL….TIR
• Procedures will only create cosmetic changes…… they will not never produce the necessary paradigm shift…TIR.
• Address the problems that surface….TIR
• Recognize the importance of the learning process….teach,model, coach, lead
• Create opportunities and processes for others to LEARN + SHARE
• Develop short-term wins and celebrate
• Stay away from negative/passive aggressive people….find alternate routes

RtI starts with our own beliefs …our on convictions…

All Children Can Learn

Educators are responsible to meet students’ needs

Problem solving’s primary purpose is to improve learning and increase teacher capacity

Children’s needs should be met in the general ed setting and within the general ed curriculum to the extent possible

The effectiveness of programs, instruction and interventions must be evaluated across TIERs

None of us know what all of us know together

RtI ends when our desired outcomes are attained
Vanessa Hilton
School-Based Leadership Team

San Antonio Elementary

Important Questions:
1. Do we really believe that all children can learn?
2. Do we really believe that decisions are best made with data?
3. Do we believe that our first focus should be on improving TIER I?
4. Do we monitor the efficacy of our core program/instructional routines?
5. Do we focus on alterable variables?
Consensus:

Establish Rationale and Structure

- Common Knowledge of What and Why
- Connection to Mandates
- Connection to Initiatives

Application in my Building
- Necessary Commitment
- Ongoing Communication
- Application to real life situations
- Logistics
- Schedules
- Data Collection
- Role and Flexibility of Support Staff

Infrastructure:

School-Based Leadership Team

- Principal
- General education teachers (Primary and Intermediate)
- Special education teachers
- Reading Specialist
- School Psychologist
- School Social Worker
- School Nurse
- Speech Language Pathologist
- Behavior Specialist
- Guidance Counselor

Consensus and Implementation:

School-Based Leadership Team

- Consensus, Infrastructure, Implementation Decisions
- Understand framework and connection to other initiatives
- Problem Solving Framework & Data-based Decision:
  - Practice Surveys, Belief Surveys, Skills Surveys
  - Needs Assessment, Student Data
  - Applying framework when thinking about students and problems
- Vision and Action Plan - Lots of Planning and Discussions
- Communicate the Change Plan Within Building
- Develop shared vision of instructional practices & student learning
- Promote a Continuum of Services: Connected and Integrated ED
- Share success stories
the bottom line…perception is about emotion…

*Educational change depends on what teachers do and think. It’s as simple and as complex as that.*

*Michael Fullan*

---

**Building Capacity: Beliefs, Knowledge, and Skills**

- **Problem Solving Framework**
  - Opportunities for Staff Development
  - Working and modeling for teachers
  - Research-based instructional practices
  - Outcomes-driven/not paperwork driven
- **Shared ownership (ELL, ESE, 504, F/RL)**
  - I am an "every ed" teacher
  - All staff assume responsibility and an active role in students’ education in a standards-aligned system
- **Willingness to stay the course**
  - Problem Solving Process: *Way of Life*
  - TIR: Engage, Practice, Reflect
  - Collegiality, Professional Learning

---

**Whole school Infrastructure:**

- **Continuum of Services for all students and staff**
  - Scheduling
  - Increase access to interventions
  - Increase access to support without ESE labels
- **Focus on Evidence of Learning:**
  - 80-90% Rule
- **Problem Solving Meetings**
  - School-Based Intervention Teams
  - Student Progress Reviews (whole school)
  - Grade Level Meetings
  - Graphic Representation of Universal Screening for K classes
  - Progress Monitoring Trainings
“Small and Meaningful”
- CONSENSUS within Team and Building
- Problem Solving Framework as a Way of Life:
  - Thinking is Required (TIR)
  - Instruction, Curriculum, Environment, and Learners
    - Review, Observe, Dialogue, Evaluate

Focus on TIER I (school wide implementation)
- Coaching with the core curriculum
- Walk-Throughs (Specific Feedback)
- Professional Development
- Problem Solving/Strategic Planning for

Developing Assumed Causes

- Grade-wide
- Class-wide
- Subgroups
- Individual Students

GOAL 1: THINK ICEL
Interaction for Causes

GOAL 2: FOCUS ON ALTERABLE DOMAINS

Use of Data to Make Instructional Decisions
- No other option:
  - When to change
  - What to change
  - How to change
  - Whether what we changed made a difference
- Occurs at many levels:
  - Individual
  - Classroom
  - Grade
  - Building
1. What is the reality in our building today? Is the core sufficient? Why? Why Not?
2. Exactly what is it we want all students to learn? Teachers to do? Is it happening?
3. How will we know when students have acquired the essential skills and knowledge? Teachers? Subgroups?
4. What happens in our school when a student does not learn? Teacher? Class? Subgroups?

Based on Whatever It Takes: Dufour, Dufour, Eaker, and Karhanek

Implementation:

Next 3 Years

- Implement Infrastructures: Routines, schedules, processes, professional development, coaching
- Implementation checking
  - Do what we agreed, how we agreed, when we agreed, for as long as we agreed
- Planned formative and summative evaluation
  - Are changes made as needed?
  - Are we getting the results we need?
    - Students, Teachers, Parents, Systems

Resiliency

1. Develop professional development opportunities to ensure instructional and support staff have necessary skills (capacity)
2. Identify new roles and activities for support staff that support mission of school
3. Communicate skills and role flexibility and link to district’s vision and school’s mission
Retaining Resilience

- Take better care of yourself
- Surround yourself with positive people who understand the purpose of PS/RtI
- Celebrate successes
- Be persistent
- Be patient

Lynn Pabst
Walking the Walk

New River Elementary

First Year of PS/RtI Implementation
2007-2008
Overview

• Logistics
• Data sharing
• Perspectives:
  – Successes
  – Challenges
  – Support required
  – Lessons learned

Logistics

• School Based Leadership Team
  – 5 days of training

• First Year Focus:
  – Kindergarten (reading)

• Monthly meetings with target team (K-1)
  – Key players: administration, teachers, reading specialist, school psychologist/rti coach, ESE representative

Logistics

Monthly Meetings
  – Focus on TIER I

Problem Solving
  – Standards
  – Review of Data (universal screening, teacher observations, and classroom assessments)
  – Whole grade and classroom level
    – Classroom Level/Tier II required additional meetings
  – Guiding Questions

Professional Development and Support
Reflection:

2. Exactly what is it I want all students to know? Do? Understand? Is it happening?
3. How will I know when students have acquired the essential skills and knowledge? Subgroups?
4. What happens in my classroom when a student does not learn? Class? Subgroups?

Adapted from Whatever It Takes: Dufour, Dufour, Eaker, and Karhanek
Guiding Questions:

- How are the results consistent?
- What discrepancies do you find?
- What are some skills/strategies of effective readers that most students are demonstrating? What are some skills/strategies that most students are continuing to have difficulty with?
- Is there anything missing from the data you have about your students as readers? What else would be helpful to know to plan reading/literacy instruction?
Guiding Questions:

• Does my classroom’s data have the same profile as the school?
• What instructional decisions have you already made based on the evidence you have of student learning?
• What additional changes are you considering to ensure all students are successfully acquiring the skills and strategies necessary to be effective readers?
• What groups of students need additional instruction in phonics and/or phonemic awareness?
  – Extra time?
  – Additional Resources/Materials?

KG Classroom Performance - End of Year

• All kindergarten classrooms were meeting the 80% benchmark for overall instructional level with DIBELS
• Only four kindergarten students going to first grade with a PMP

What went well… Our Successes

• Buy in to the process from key players
  – Strong communication and collaboration
  – Safe environment for open discussion
  – Partnership of support staff
• Generalization of data-based decision making
• Positive outcomes for kids!
Challenges…

• TIME!!!
• Resources
• Staff training

Level of Support Necessary

• Teacher support
• Coaching support
• Building and district level leadership
  – Guidance for decision making

Lessons learned

• Gradual process
  – Don’t go too fast!
• Strong consensus and team work is necessary for success
• Time necessary is hard to judge
• Model and support
Don't Underestimate the Magnitude of this Change

Shared understanding of where we want to go, TOGETHER

Past 30 Years… “Separate Kingdoms, Funding, Focus, Training, Goals”…. 

Contact us…

Vanessa Hilton
vhilton@pasco.k12.fl.us

Lynn Pabst
spabst@pasco.k12.fl.us

Amelia Van Name Larson
avanname@pasco.k12.fl.us

Thank You!