

RtI Mini-Grant Summit 2012

Learning Supports Unit

June 28, 2012

Welcome Rtl Mini-Grant Recipients

- Cohort 1: Archuleta, Bayfield, Elizabeth, Ft. Lupton, Gilcrest, Mesa 51, Northwest BOCES, Poudre, Thompson, and Windsor
- Cohort 2: Alamosa, East Grand, Lewis Palmer, Mancos, and Summit

RtI/PBIS Offices

- Daphne Pereles, Executive Director, Learning Supports Unit
- Cyndi Boezio, SPDG Coordinator, PBIS Office Supervisor
- Michael Ramirez, RtI Office Supervisor
- Adena Miller, RtI Principal Consultant
- Erin McConnell, RtI Senior Consultant
- Dan Jorgensen, Evaluation and Research Coordinator
- Erin Sullivan, PBIS State Coordinator
- Jessica Daily, PBIS Curriculum Coordinator
- Kristy Reed, Event Coordination and Training Support
- Diane Barranco, Program Assistant

Consultants

- RtI TACs
 - Terri Pappas
 - Nancy Steele
 - Deb Welte
 - Sherry Wise
- FSCP Consultants
 - Tina House
 - Yvette Plummer
 - Beth Schaffner
- PBIS TACs
 - JoAnn Bayus
 - Beth Dickson
 - Reta Nass
 - Carole Pandorf
 - Kelly Vanderbosch

ESSU

- Peg Brown-Clark, Assistant Commissioner
- Cindy Millikin, ESSU Supervisor
- Barb Bieber, Mental Health Consultant
- Cindy Dascher, Parent and Family Consultant
- Cathy Lines, Rtl Consultant

National Technical Advisory Committee

- George Sugai, PhD
- Stacy Skalski, PhD

June 28, 2012 - Cohort 1&2

7:00-8:00 Breakfast

8:00-10:00 FSCP Toolkit Training

10:00-10:30 General Session Opening for All Rtl Summit Participants

10:45-12:15 District Presentations & Discussion:

- *Rtl across the System and/or at the Secondary Level : Bayfield, Elizabeth, Gilcrest,*
- *Rtl across the System and/or at the Secondary Level: Mesa 51, Thompson, Windsor*
- *Integration of Rtl & PBIS: Ft. Lupton, NW BOCES, Poudre*

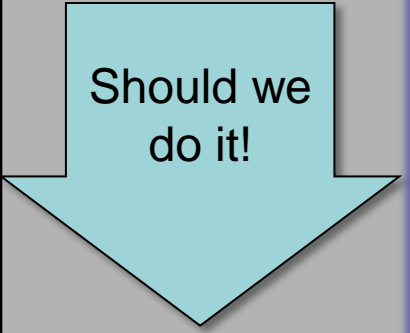
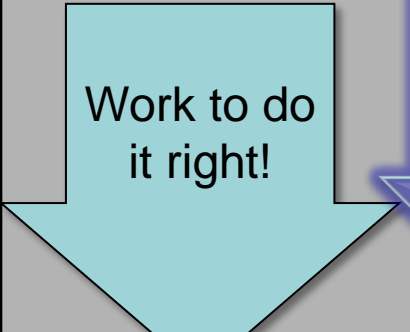
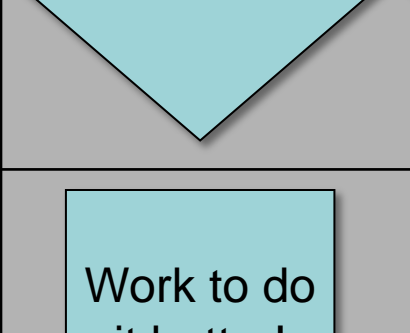


12:15-1:15 Buffet lunch on the terrace

1:15-2:00 Reflection & Planning Time for Districts

2:00-2:15 Break

2:15-3:30 Closing Session: National Technical Advisory Committee

Stages of Implementation (Goodman—Adapted from Fixsen)

Focus	Stage	Description
 <p>Should we do it!</p>	<p>Exploration/Adoption</p> <p>Effectiveness</p> <p>Accountability & Improvement</p> <p>Standards</p> <p>Assessment</p>	<p>Decision regarding commitment to adopting the program/practices and supporting successful implementation.</p>
 <p>Work to do it right!</p>	<p>Installation</p>	<p>Set up infrastructure so that successful implementation can take place and be supported. Establish team and data systems, conduct audit, develop plan.</p>
 <p>Work to do it better!</p>	<p>Initial Implementation</p>	<p>Try out the practices, work out details, learn and improve before expanding to other contexts.</p>
 <p>Work to do it better!</p>	<p>Elaboration</p>	<p>Expand the program/practices to other locations, individuals, times- adjust from learning in initial implementation.</p>
 <p>Work to do it better!</p>	<p>Continuous Improvement/Regeneration</p>	<p>Make it easier, more efficient. Embed within current practices.</p>

Rtl Implementation Grant: Year One Data

The Collected Data was Used:

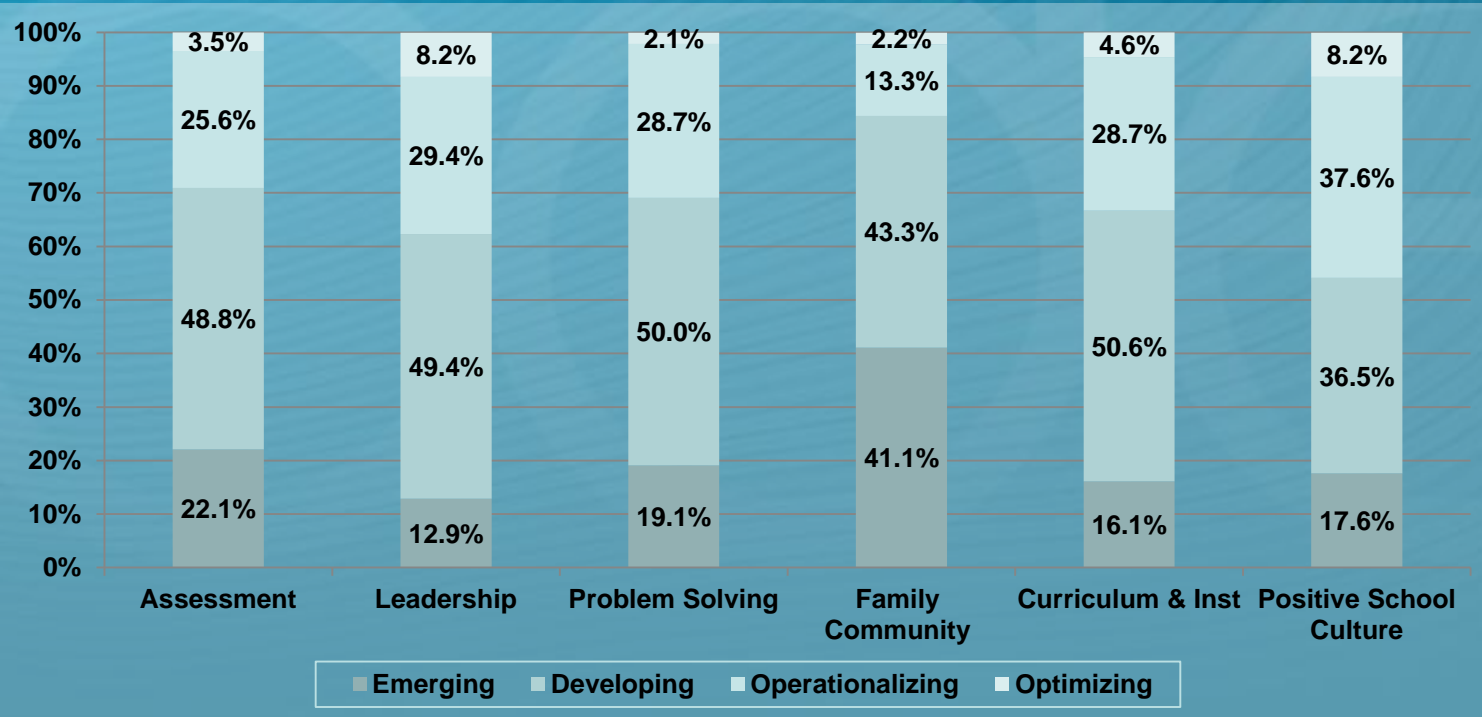
1. To fulfill federal grant reporting requirements.
2. To improve the quality and focus of our work.
3. To support your district/school Rtl implementation process.

Submitted Data Included:

- School Fidelity Rubrics
- Family-Partnership Surveys
- Literacy Screening Data

Fidelity of Implementation Rubrics: Baseline Data

Figure 1. Percentage of Sites by Component and Level of Implementation (Fall 11-12)



Fall 2011:

- 109 Schools in 15 districts
- School rubric data by all sites receiving mini-grant funds
- Primary area of need at the secondary level was related to Family & Community Partnerships. Also, of interest is problem-solving was at 0% at the secondary level.

Family Partnership Survey: Baseline Data

- Family-School Partnership Survey
 - Administered to Parents/Guardians
 - Available on-line and in print
 - Available in English & Spanish
- 5,323 returned surveys
 - 1,500 on-line responses
 - 300 surveys in Spanish
- 21% response rate
- Aggregate reports were developed.
 - School reports provided to districts.
 - Results will serve as baseline data

Family-School Partnering Survey (Rt/PBIS)

School & Grade of Student at this School: _____
(PLEASE RESPOND IN REGARDS TO THE OLDEST CHILD AT THE SCHOOL)

Also available at:
www.surveymonkey.com/s/DTZBC

- 1. I feel welcome at my child's school.**
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
 - Not applicable
- 2. I feel comfortable talking with all of my child's teacher(s)?**
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
 - Not applicable
- 3. I am involved with the teacher decisions that impact my child's education.**
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
 - Not applicable
- 4. School staff effectively explains how well my child is doing in school.**
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
 - Not applicable
- 5. School staff and families work collaboratively as equal partners to problem solve student academic challenges.**
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
 - No Opinion
- 6. School staff and families work collaboratively as equal partners to problem solve student behavioral challenges.**
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
 - No Opinion
- 7. My child's teacher has clearly explained school-wide and classroom behavioral expectations to me, including my role as a family member.**
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
 - Not applicable
- 8. My child's teacher has involved me in addressing classroom behavioral issues.**
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
 - Not applicable
- 9. School staff helps me know how to support my child's learning at home.**
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
 - Not applicable
- 10. My child's school communicates effectively about behavioral/discipline issues?**
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
 - Not applicable
- 11. My child's school communicates effectively about academic issues?**
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
 - Not applicable
- 12. I'm very involved in activities at my child's school.**
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree



cde Improving Academic Achievement

Family Partnership Survey: Baseline Data

- **Highest Ratings Overall:**

(over 90% of parents rated these items “Strongly Agree” or “Agree”)

-I feel welcomed at my student’s school (96% Ag/SA)

-I feel comfortable talking with all of my child’s teacher(s) (94% Ag/SA)

- **Lowest Ratings Overall:**

(over 25% disagreement and/or agreement less than 50%)

-I’m very involved in activities at my child’s school. (30% Dis/SD)

- **Grade Level Trends:**

-Data indicates more favorable ratings at the elementary level than at the middle and high school levels.

Opening Session: Wrap-Up & District Presentations

- Rtl across the system and/or at the secondary level
 - Crestone 1: Bayfield, Elizabeth, Gilcrest
 - Crestone 2: Mesa 51, Thompson, Windsor
- Integration of Rtl & PBIS
 - Crestone 3: Ft. Lupton, Northwest BOCES, Poudre