

Poudre School District



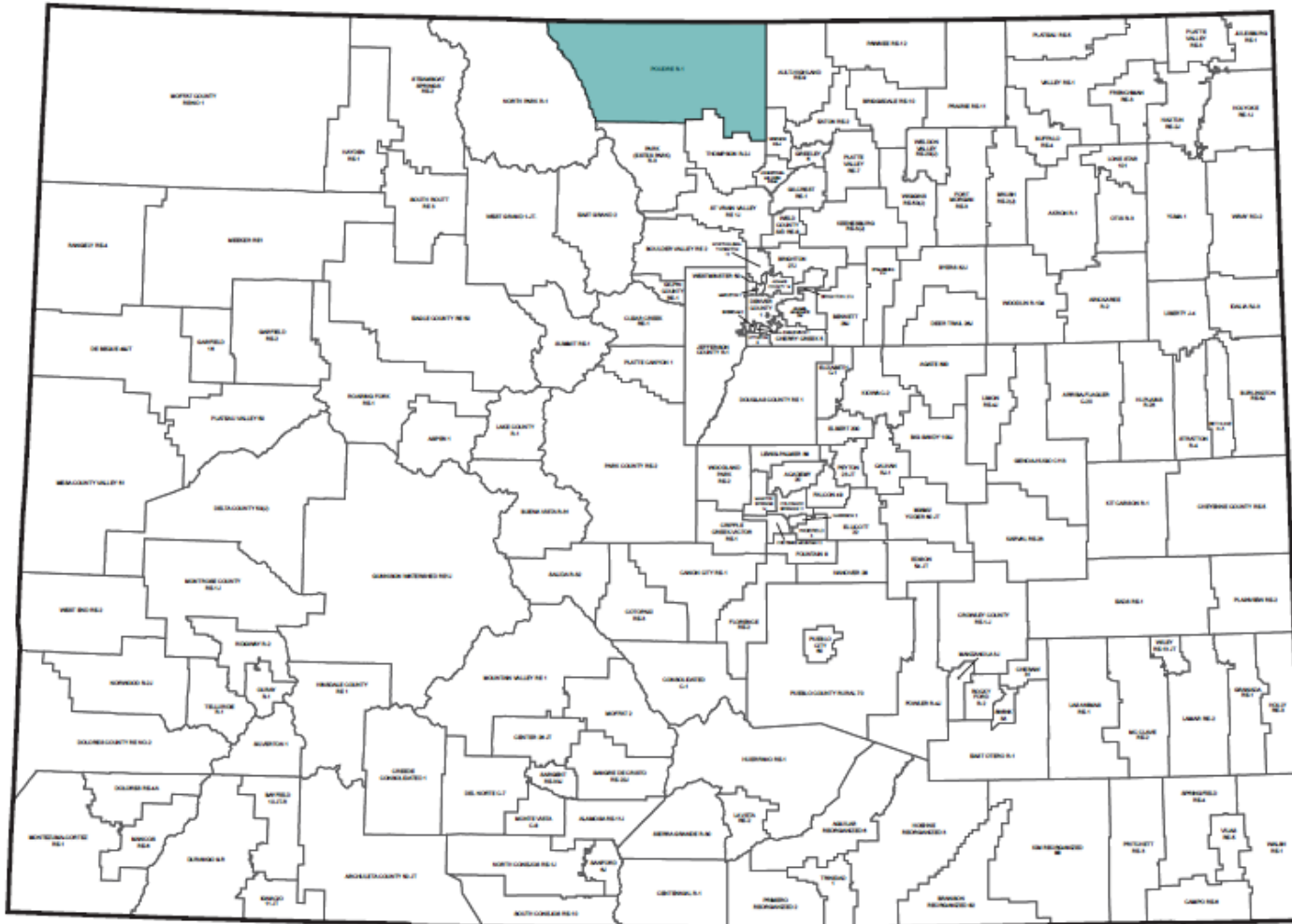
Heather Sanchez, Professional Development Specialist
Darcie Votipka, Student Services Director
Melanie Patterson, RtI/PBIS Consultant
Kim Watchorn, RtI/PBIS Consultant
Eileen Getches, RtI/PBIS Consultant
Alicia Macica, RtI/PBIS Consultant
Tom Tonoli, Beth Shefcyk, Kelli McPhee-Nugent (formers RtI/PBIS Consultants)

Poudre School District

- ***Vision:*** *Poudre School District exists to support and inspire every child to think, to learn, to care, and to graduate prepared to be successful in a changing world.*
- ***Mission:*** *Educate...Every Child, Every Day*
Misión: Cada Niño, Cada Día

Where are we?

Colorado School District Map



Produced by the Colorado Department of Education VMI Support Services Ltd., May 2007

Who are we?

Poudre School District (PSD), located in Fort Collins, Colorado, serves approximately 25,000 students and includes 50 schools. PSD, the 9th largest school district in CO, covers 1,856 square miles in northern CO, including Fort Collins, Laporte, Timnath, Wellington, Red Feather, Livermore, Stove Prairie, & parts of Windsor.

- Gifted & Talented Programs: 8.7%
- Special Education Programs: 8.6%
- English Language Learner Programs: 7.5%
- Free and/or Reduced Lunch Program: 27.6%

Student Profile	%age
Asian	3.16%
Black/African American	1.41%
Hispanic/Latino	17.65%
Native American/Alaskan	0.61%
Native Hawaiian/Pacific Islander	0.15%
Other	2.62%
White	74.4%

Prior Years

- 2008-2009:** Established Rtl approach via PLCs; District-level coaches (TOSAs) available to provide initial training and to support sites
- 2009-2010:** Maintained PLC orientation for tiered interventions; Emphasized systems-level approach to Rtl for academics and behavior, with an increased focus on establishing Problem-Solving Teams (known as Student Success Teams); Coaches assigned schools
- 2010-2011:** Increased digital presence with online intervention site to search for interventions for students with various levels of support; Coaches assigned schools

Our metaphor...

- This past year, our story has been like...
making a Peanut Butter and Jelly Sandwich.

Two delicious ingredients that aren't that different – and that many people talk about “as one”...but they have individual attributes that contribute to a great combination. And we want people to enjoy the SANDWICH...not just the Peanut Butter or the Jelly!



Images from:

<http://www.emergencyfoodshelf.org/Images/ContentImages/Events/national-peanut-butter-and-jelly-day.jpg>
http://image1.masterfile.com/em_w/04/41/42/400-04414245w.jpg

What is our story?

- During 2011-2012, PSD efforts have focused on integration of RtI and PBIS. The two offices/teams, which had been separate, **unified in one office**. We are trying to develop MTSS in PSD with a Consultant-based model.
- We knew that we needed to focus on **integration** as the goal for our efforts, and this was evident in our invitation to all RtI coordinators and PBIS facilitators to our (nearly) monthly leveled PLC sessions.

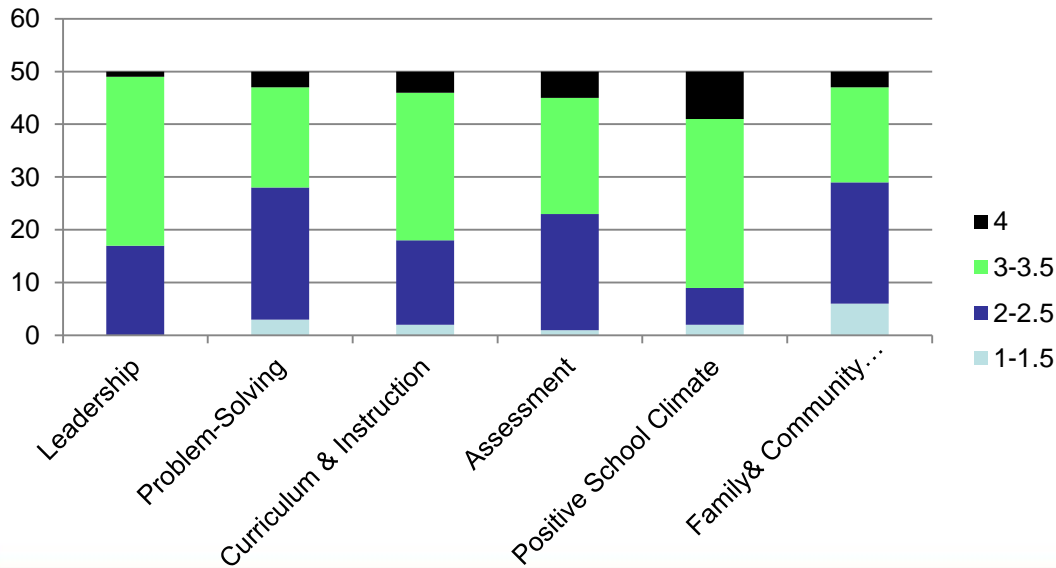
What is our story?

- We accessed our **TAC** support during Rtl Coordinator meetings, the North Central Community of Practice (CoP) sessions, with small group/team meetings, & our TACs acted as liaisons between our team/office & CDE.
- All school sites (as well as the district Early Childhood program and the K-12 Global Academy, a hybrid model online school) submitted completed rubrics (in fall & spring), with a **100% response rate**.

PSD Respondents' Data

Number (N) of PSD Schools Self-reporting in each Component area						
	Leadership	Problem-Solving	Curriculum & Instruction	Assessment	Positive School Climate	Family & Community Partnering
1-1.5	0	3	2	1	2	6
2-2.5	17	25	16	22	7	23
3-3.5	32	19	28	22	32	18
4	1	3	4	5	9	3

Rtl Implementation in PSD schools for each Component (N only)



School Avg.	Leadership	Problem-Solving	Curriculum & Instruction	Assessment	Positive School Climate	Family & Community Partnering
3.750	3.5	4	3	4	4	4
3.500	3	3	4	4	4	3
3.417	3	4	3.5	3	3	4
3.417	3	4	3	4	3.5	3
3.333	4	3	4	3	3	3
3.333	3	3	3	4	4	3
3.250	3	3	3.5	3	3.5	3.5
3.250	3.5	3	4	3	3	3
3.250	3.5	3	3	3	4	3
3.167	3	2	4	3	3	4
3.000	3	3	3	3	3	3
3.000	3	3	3	3	3	3
3.000	3	3	3	3	3	3
2.917	3	2.5	3	2	4	3
2.917	2	3	2.5	3	4	3
2.833	3	3	2	3	4	2
2.833	3	2	3	4	2	3
2.833	3	3	3	2.5	3	2.5
2.833	3	3	3	3	3	2
2.833	3	3	3	2	3	3
2.833	3	2.5	3	3	3	2.5
2.833	3	2	3	3	4	2
2.833	3	3.5	3	2.5	3	2
2.750	3	3	2.5	3	3	2
2.750	2.5	2	3	3	3	3
2.750	2	3	3	2	4	2.5
2.750	3	2.5	3	2.5	3	2.5
2.667	2.5	2.5	2	3	3	3
2.667	3	2	3	3	3	2
2.667	3	3	2.5	2	3	2.5
2.667	3	2	3	3	3	2
2.667	3	2	3	3	3	2
2.583	3	2	3	2	3	2.5
2.500	3	3	2.5	2.5	2	2
2.417	2	2	2	2.5	3	3
2.417	3	2.5	2	2	3	2
2.417	2	2	2.5	2	3	3
2.333	3	2	2	2	3	2
2.333	2	1	3.5	2.5	3.5	1.5
2.333	2	2	3	3	3	1
2.250	2	2	2.5	3	2	2
2.250	2.5	2	2	2	3	2
2.250	2.5	2	2	2	3	2
2.167	2	2	3	2	3	1
2.000	3	2	2	2	2	1
2.000	2	2	3	2	2	1
2.000	2	2	2	2	2	2
2.000	2	2	2	2	2	2
1.500	2	1	1	2	1	2
1.167	2	1	1	1	1	1
2.688	2.750	2.500	2.770	2.680	2.990	2.440

PSD Rubric Data Differences

RUBRIC: Scores (change over time --- Fall to Spring, as self-reported by all PSD sites)

Special site circumstances and numerical differences listed in section 1. Section 2 consists of leveled information (listed by component area).

Change-over-time (in section 2) indicated by: L = lower self-report; S = same self-report; H = higher self-report

Section 1

		All Scores Higher	Total	L	P-S	C&I	A	C	F
K-12 Expeditionary	Higher in ALL 6 components for M.S. & H.S. Same scores for ALL 6 components in E.S.	Elem.	+0.296	+0.173	+2.64	+0.359	+0.477	+0.106	+0.401
	Online/hybrid (K-12)	Mid.	+0.238	+0.211	+0.083	+0.25	+0.272	+0.317	+0.294
	Early Childhood	High	+0.427	+0.214	+0.1	+0.457	+0.529	+1.129	+0.129

Section 2

High Schools	Ldrshp	P-S	C&I	Assess.	Clim.	Fam. Partn.
Score Changes:	1=L, 5=H	6=H	6=H	6=H	1=S, 5=H	1=S, 5=H
Middle Schools	Ldrshp	P-S	C&I	Assess.	Clim.	Fam. Partn.
Score Changes:	2=L, 7=H	2=L, 1=S, 6=H	1=L, 8=H	2=L, 2=S, 5=H	1=L, 1=S, 6=H	2=L, 3=S, 4=H
Elementary Schools	Ldrshp	P-S	C&I	Assess.	Clim.	Fam. Partn.
Score Changes:	6=L, 4=S, 20=H	4=L, 6=S, 20=H	2=L, 2=S, 24=H	6=L, 5=S, 19=H	7=L, 2=S, 21=H	7=L, 3=S, 20=H

What have we learned?

- ***Our experiences have helped us to know:***
 - More supports are requested for Behavior;
More understanding of the value of PBIS
 - Family Partnering: growth potential
- ***It may have been helpful if we had known:***
 - Parameters for Invitation and Distribution of Family Partnering Surveys
 - How best to capitalize on support from TACs

Where are we going?

- ***Based on what we've learned, our plans for the future include:***
 - PROCESS MAP for our office (MTSS focus)
 - “Connect the dots” with UIP, Rtl, & legislation
- ***As we prepare for next year, the questions we have are:***
 - How can we better support systemized structures and processes while maintaining site-level ownership?
 - How can we use self-assessment data meaningfully and encourage sites to have meaningful data-based conversations about implementation?