Distributing Leadership for Student Success: Collective Responsibility for Interventions, Collaboration, and High Expectations

Sterling Elementary School
Kenai Peninsula Borough School District, Alaska
https://www.edline.net/pages/Sterling_Elementary

Sterling Elementary School

2009 Nationally Distinguished School

In the area of

Closing the Achievement Gap Between Subgroups

Sterling Elementary School
Kenai Peninsula Borough School District, Alaska
https://www.edline.net/pages/Sterling_Elementary

Presentation Overview

Philosophical Approach

Three Long Term Commitments:

- Priority Based Scheduling
- Response to Intervention
- Collaboration

Raising Aspirations

Philosophical Approach

- High Expectations
- Common Goals
- Distributed Leadership
- Selection and Timing of Implementing Innovations
- Long Term Commitment

Long Term Commitment I

Priority Based Scheduling

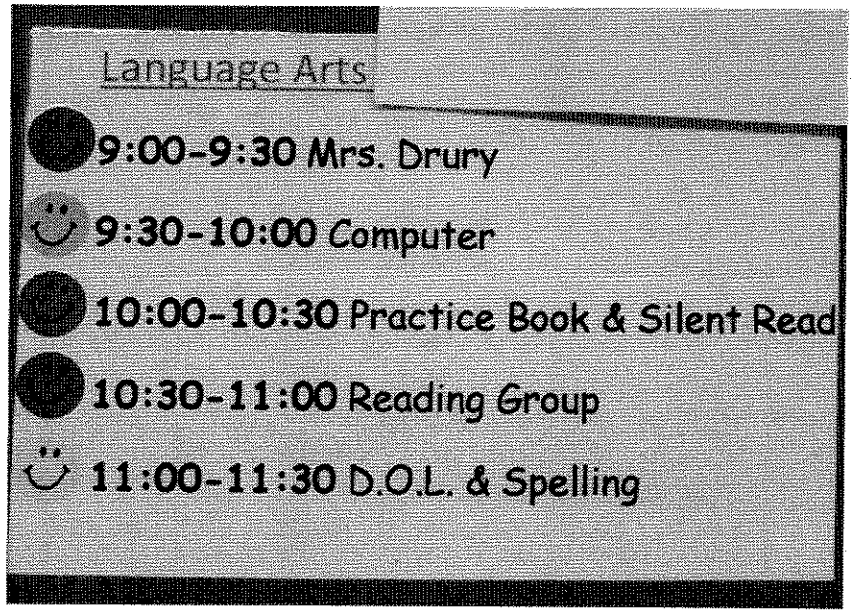
Occurs in the Spring with Minor Revisions in the Fall

1. Placement of Students
2. Scheduling of Interventions
3. Scheduling of Specials

Scheduling in the Classroom

Before Kids Walk In

- Core Instruction
- Leveled Instruction
- Flexible Grouping
- Personalized Schedules
- Collaborative Planning
- Progress Monitoring Schedules



Scheduling in the Classroom

Once School Starts

- Day 1: Groups and Instruction Begin
- First Week of School: Assess/Adjust Instructional Groups in Class
- Second week of School: Check in with Specialists
- Ongoing: Progress Monitoring and Flexible Group Changes

Long Term Commitment II

Response to Intervention

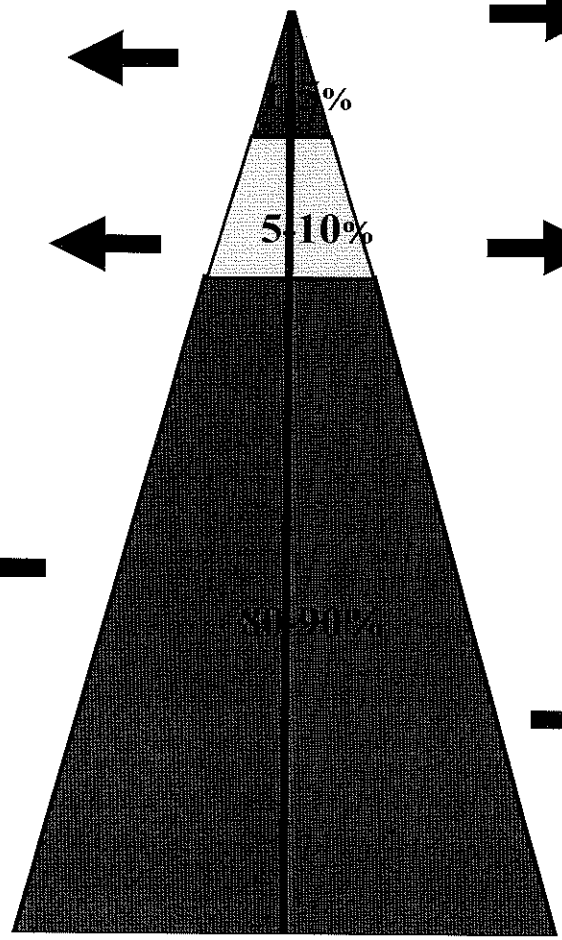
Three Level Model of Prevention and Intervention
Response to Intervention (RTI) Model

What it is...

TIER 3
Intensive, Individual Interventions
- Individual students
- Specifically tailored instruction
- Progress monitoring

TIER 2
Targeted Group Interventions
- Some students (at-risk)
- Additional instruction
- Progress monitoring

TIER 1
Quality Classroom Instruction
- All students
- Core curriculum
- Preventive, proactive



What it looks like...

- Two 30 minute sessions 5 times a week in addition to Tier 1
- Individual or very small groups, lasting 6 to 12 weeks
- Progress monitoring weekly
- Personnel determined by school
  Parent permission required

- 30 minutes 2-3 times a week in addition to Tier 1 instruction
- Small groups, lasting 6 to 20 weeks
- Progress monitoring bi-weekly
- Parent permission required for pull-out groups, parent notification recommended for in-class targeted assistance

- Flexible groupings
- 90 minutes per day in reading
- Universal Screening at beginning, middle and end of year
- Carried out by general education teacher in classroom

Adapted from Sugai, Horner, & Gresham, 2002

RTI Process at Sterling Elementary

Step 1: Complete Referral Form and Initial Referral Checklist

Step 2: Initial Meeting is Held

Step 3: Interventions Are Implemented

Step 4: Follow Up on Progress Occurs

Step 5: Team Revises Plan as Needed

Sterling Elementary School
A NASA Explorer School

PO Drawer 89
Sterling, Alaska 99672
Phone: 907-262-4944
Fax: 907-262-5128
Email: cermold@kpbsd.k12.ak.us

Intervention Team Initial Referral Checklist for Sterling Elementary

Prior to first I-Team meeting the classroom teacher:

- ☐ Fully completes the I-Team Initial Referral form
- ☐ Collects the information listed below in the identified area of concern and gives it to the Interventionist
- ☐ Informs the Interventionist of any specialists or support agencies the teacher would like invited to the meeting (such as PCHS staff, Speech and Language, Nakanu staff, etc…)

Depending upon the area of concern (Academic or Social/Behavioral), you must submit the following information with the referral form:

Academic Concerns:

- ☐ REQUIRED: Most recent progress monitoring data (CBM, TEL, MCAP or other) with more than one data point
- ☐ Other assessment data (Reading Inventories, SBA)
- ☐ Report card with selected areas of concern
- ☐ Classroom work samples
- ☐ Other pertinent data or observations

Social/Behavior Concerns:

- ☐ Baseline data indicating what the behavior is and specifically how often it happens
- ☐ Other pertinent data or observations
- ☐ Office referrals

Once the meeting is scheduled, the classroom teacher must notify and invite the parents to attend. Meetings are generally placed on the schedule 7-10 days prior to the meeting date, you will be informed by the Interventionist when the schedule has been drafted. It is expected that parents will have been informed about concerns regarding their child's progress prior to ever being contacted for an Intervention Team meeting.

After giving the paperwork to the interventionist and being informed of what day the meeting is scheduled for, you:

- ☐ Contact parents to invite them to the meeting.
- ☐ Indicate on the Sterling Student Meetings calendar whether parents are attending.

Kenai Peninsula Borough School District

Use this form for all intervention referrals (academic, behavior, etc.)

Teacher:_____ Date of Referral:_____
Student: _____ Birth Date: _____ Gender:_____
Primary Language: _____ Teacher:_____ Grade: _____
Parent(s) Name: _____ Attendance: _____ Retained: _____

Health Concerns (Vision/Hearing):_____

Current Services: ☐ Community Services ☐ ELL ☐ Title I/VII ☐ 504 ☐ Other

Assessment Data: *(fill in below or attach CBM data, SBA scores, progress monitoring or other info)*

Define the area of concern – include data: *(if appropriate, include frequency, severity)*

Describe the behavior – be specific: *(academics – which content area, behavior - what, when, how, how often?)*

Describe what you want the student to be able to do:

Additional information from parents/guardians and past teachers:

Classroom, Tier 1 Interventions that have been implemented:

INTERVENTION	DATES TRIED	RESULT

Please invite: ☐ Title I/VII ☐ Special Ed. Teacher ☐ Nurse ☐ Speech/Language
☐ Other, please specify

Revised: 1/12/2010

Sterling Elementary School
A NASA Explorer School

PO Drawer 89
Sterling, Alaska 99672
Phone: 907-262-4944
Fax: 907-262-5128
Email: cermold@kpbsd.k12.ak.us

Tier II and III Classroom Teacher Checklist

Following the first Intervention Team meeting:

- ☐ If parents did not attend, follow up with them to let them know the outcome of the meeting.
- ☐ Ensure the blue form is signed and returned to the Interventionist for parents who were not at the meeting.
- ☐ Help cultivate a positive view of the intervention and schedule changes with the child.
- ☐ Ensure the child attends interventions regularly with minimal to no disruptions in their services.

If applicable:

- ☐ Follow through on the delivery of interventions decided by the team.
- ☐ Follow through on the progress monitoring or data collection and entry decided by the team.

The follow-up meeting will have been tentatively scheduled during the most recent Intervention Team meeting. If a student fails to show any progress, or if they show regression that appears to result from an incompatibility with an instructional approach, please notify the Interventionist so a meeting to change the Intervention can be held before the original follow-up date.

Before the next Intervention Team Meeting:

- ☐ Make sure you have data you agreed to collect.
- ☐ If student attendance or tardiness at school has been a problem, notify Christine so she can bring a recent attendance report.
- ☐ 7 to 10 days before the follow-up meeting, look on the Sterling Student Schedules Calendar to see the draft schedule. Call the parent to confirm the date and time of the meeting, and indicate you've contacted them on the Calendar.

Sterling Elementary School
A NASA Explorer School

PO Drawer 89
Sterling, Alaska 99672
Phone: 907-262-4944
Fax: 907-262-5128
Email: cermold@kpbsd.k12.ak.us

Dear Parents,

Thank you for being able and willing to come to this Intervention Team meeting regarding your child. We have scheduled 15 minutes for each meeting today, and although the meeting will be brief, it is extremely important. Because we have such a short time available to meet today, I wanted to provide you with answers to some Frequently Asked Questions about what this meeting is and what it means.

If you leave today's meeting and find that you have questions or need more information, please do not hesitate to contact your child's teacher. Thank you for your support of your child and Sterling Elementary School.

Sincerely,

Christine Ermold, Principal

Intervention Team (I-Team) FAQs

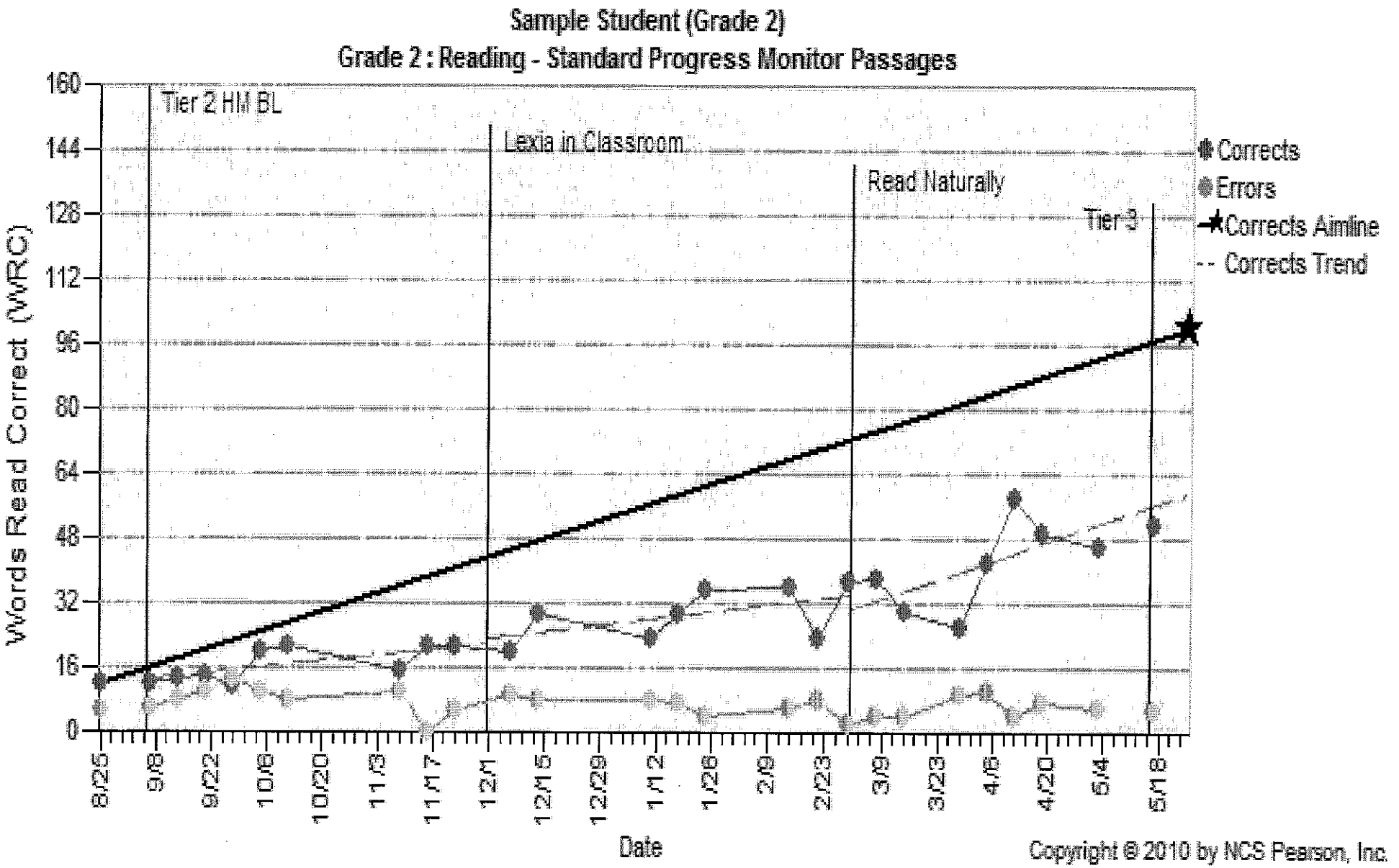
Q.) What is the I-Team?
A.) I-Team stands for Intervention Team. The I-Team is comprised of the school principal, school psychologist, interventionist, special education teacher, Title I teacher, and the child's classroom teacher. The I-Team exists to support classroom teachers in helping every child be successful. The I-Team is also the group that oversees referrals for special programs such as Title I, Special Education, QUEST, Central Peninsula Counseling Services, and others. Occasionally, other specialists or people knowledgeable about your child may also be invited to attend the meeting, so it can sometimes seem like there are a lot of people in the room; and that's because we care about your child and want to do all we can to help him or her be successful!

Q.) Why is the I-Team meeting about my child?
A.) Children are brought up to the I-Team because the classroom teacher, the parent, or other members of the I-Team, have concerns about a child's progress in school. Concerns are usually based on a child's academic progress, test scores or behavior.

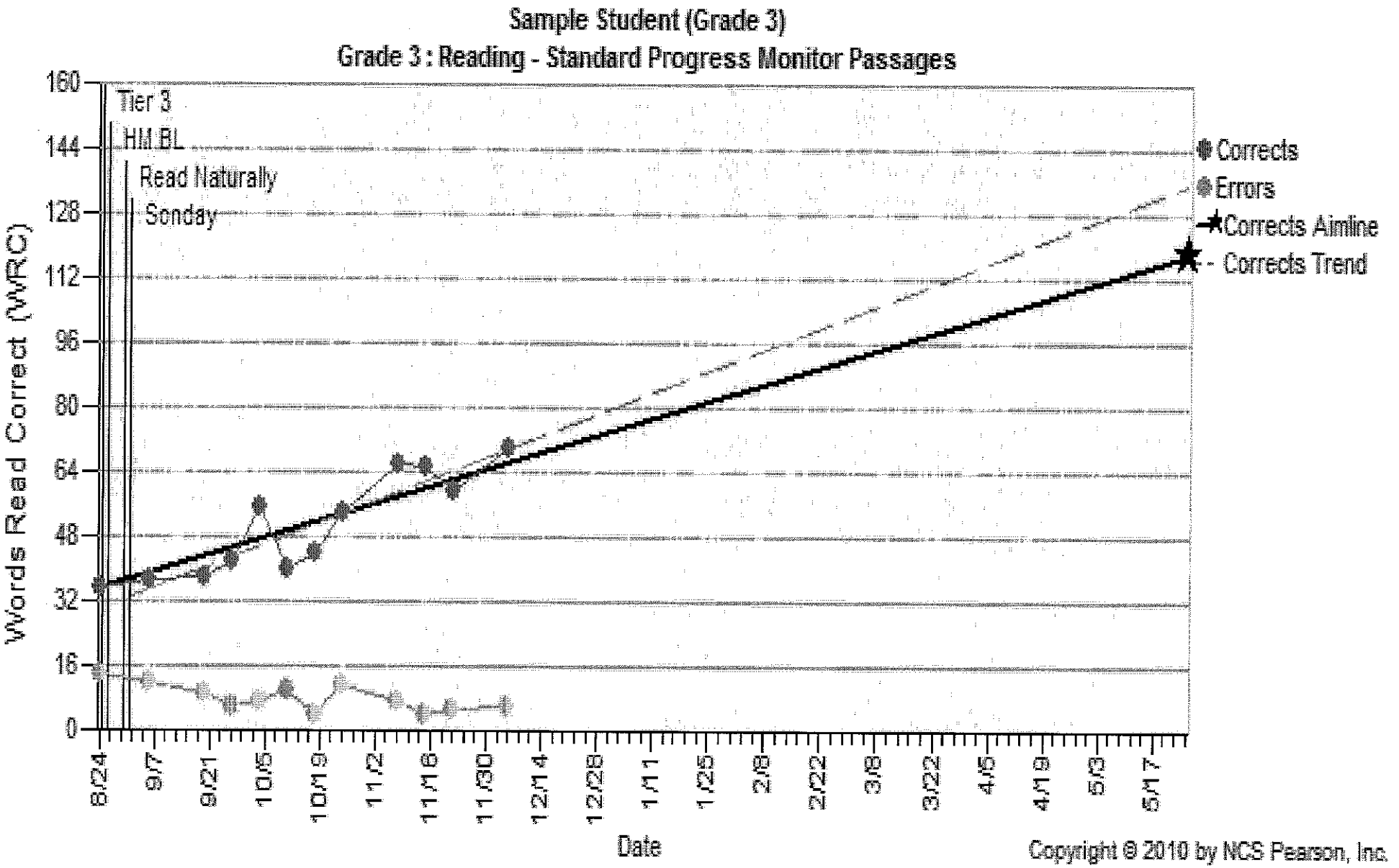
Q.) Does this mean the school thinks my child needs special education?
A.) No. Each child is unique, and some children need to be taught using different materials, in different ways, in different settings, or for longer periods of time. The information that is collected about a child could be used to determine his or her eligibility for special education if he or she fails to make adequate progress despite receiving additional help.

Q.) What will happen during the I-Team meeting?
A.) The people present at the meeting will present and discuss various pieces of information about the child such as classroom grades, assessment data, work samples, behavior data, anecdotal notes and observational data. After reviewing the information, the I-Team will develop a plan and set a date to review whether or not the new plan is helping the child be successful. If the child is successful, that's wonderful! If the child is not successful, then the I-Team will revise the plan and implement a new strategy, which will then be checked after a few weeks.

Progress Monitoring



Progress Monitoring



Long Term Commitment III

Focused Collaboration

- What is it we want our students to learn?
- How will we know if each student has learned it?
- How will we respond when some students do not learn it?
- How can we extend and enrich the learning for students who have demonstrated proficiency?

Raising the Aspirations of All

When people in schools have high aspirations, *they have the ability to dream about the future, while being inspired in the present to reach those dreams. Whether their goal is to be a better classroom teacher, become a department head or supervisor, or simply to do their job to the best of their ability, people working in schools want to be successful. Too often, however, school staff can't reach their goals and dreams because the conditions around them are not supportive. As a result, their aspirations flounder and effectiveness wanes, thus affecting the entire teaching and learning environment.*

Dr. Russell Quaglia,
Founder, Quaglia Institute for Student Aspirations

The 8 Conditions that Affect Aspirations

Belonging

Curiosity & Creativity

Heroes

Spirit of Adventure

Sense of Accomplishment

Leadership & Responsibility

Fun & Excitement

Confidence to Take Action

http://www.qisa.org

Sterling Elementary School
Kenai Peninsula Borough School District

https://www.edline.net/pages/Sterling_Elementary
cermold@kpbsd.k12.ak.us
lvroman@kpbsd.k12.ak.us
ddrury2@kpbsd.k12.ak.us