School Change Process

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ACTIVITY

Turn to your neighbor and identify the top two factors that impede change in your school. Write this down for later.

Topics to Cover

1. Starting Points
2. Identifying the need for change
3. Setting the bar.
4. Getting staff to buy in
5. Minimizing budget impact

Starting Points:

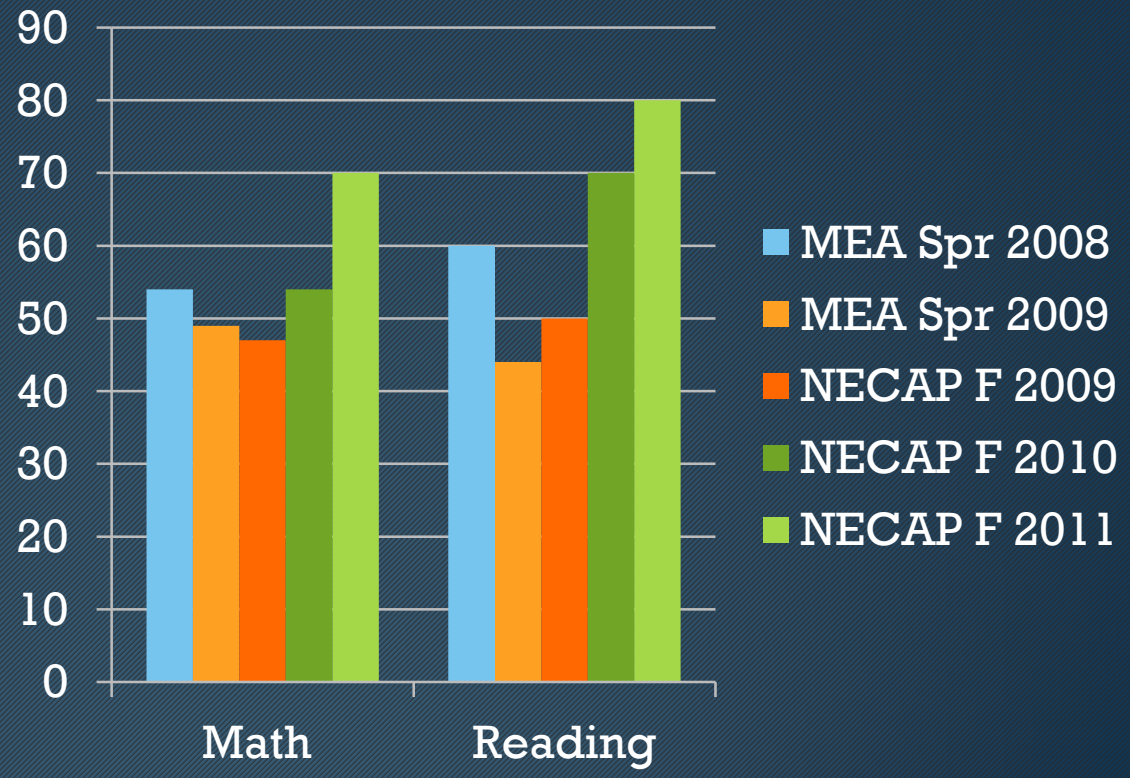
Tenets of R.T.I.

Level I: Curriculum that meets the needs of approximately 80% of your learners.

Level II: Interventions that in the regular environment or with regular support pull-out. (1 or 2 target skills)

Level III: Interventions that are programmatic in nature. (multiple target skills)

Starting Points: DATA: % of students meeting or exceeding Our State



Starting Points:

Our School DATA

School Data

- 100 students
- 13%-17% students receiving SpEd
- % students receiving Title I
- 11:1 Staff to student ratio
- 36%-50% F/R lunch

Identifying the Need for Change

What does your current data say?

- State (NECAP/MEA)
- Local (Grades/DRA/NWEA/STAR)
- Attendance
- Behavior

How does it compare to past data?

Does the data show patterns?

Identifying the Need for Change

Share patterns of data with staff

Ask staff for reflections of data

Ask staff " Is this acceptable to you?"

Identifying the Need for Change

Teachers identify what is taught in each classroom. (Share reading framework)

"Working hard" isn't necessarily "working together". (ie. Whose job is it to teach phonemic awareness?)

NO EXCUSES

SET THE BAR:

Who sets the bar?

- Common Core Standards (Rigor)
- Nationally normed tests
  - NWEA, STAR, NECAP
- Norm-reference tests
  - Aimsweb, DRA, Accelerated Reader, DIBELS, Key Math
- Align 2 -3 points of data
- Teacher judgment (Be careful)

SET THE BAR: ACTIVITY

Turn to your neighbor and ask share how your school sets the bar.

GETTING STAFF TO BUY IN

GETTING STAFF TO BUY IN:
Basic Tenets of Agreement

Special education students are regular education students first.

Title I is not another name for special education.

All problem behaviors do not go to the office.

Connections with kids count

Getting staff to buy in:

Levels of Buy In

Yahoo!!

Oh boy?!!

Oh crap!

Minimizing Budget Impact: Collecting Data

Minimizing Budget Impact: Collecting Data

Everyone is a data collector

Identify what data should be collected on a regular basis (Handout)

Eliminate irrelevant or unimportant data collection

- Is it reliable data?
- Does it affect academic or social outcomes?
- Can it be readily obtained and interpreted by its intended users?
- Is it repetitive or supportive?

Minimizing Budget Impact:
Student Assistance Team (SAT)

- Core Group & Student's Teacher
- Split the responsibilities
  - Not just the classroom teacher
- Scheduled follow-up

Minimizing Budget Impact: Student Assistance Team (SAT)

- Personal Learning Plans (Share)
  - Failing students
  - Borderline students
  - New students
  - Behavior students
- Design
  - Need specific strategies, specific goals, specifics timeline and frequency, person responsible

REVIEW

Difficulties with Change in your School

QUESTIONS

Thank you for your time.

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