

Instructional Effectiveness: Rigor, Relevance & Multi-tiered Structural Supports

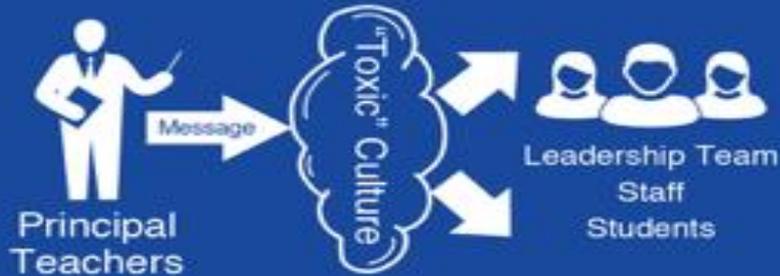
Day 2

June 24 – 27, 2019

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Associate Superintendent of Schools



Toxic Culture



A Noisy, Toxic Culture Attributes

- Mixed Messages
- Inconsistent Messages
- Bad Cultural Attributes
- Deficient in Character (Performance & Moral)

Resulting In

- Poor and Stagnant Achievement
- Bullying & Hazing
- Apathy
- Lack of Effort & Motivation

Healthy Culture



A Healthy Culture Attributes

- Common Language & Expectations
- Motivation & Celebration
- Character Development
- Student Empowering and Voice in Own Learning
- Healthy Relationships

Resulting In

- High Achievement
- Joy and Excitement
- Higher Test Scores
- Student Leaders
- Increased Graduation

"School culture is the observable behaviors and actions of people coupled with the visible aspect of things..." (Richard Jones, 2012).



A School Culture of Engagement

What are some observable actions of people and aspects of things you think of when you say positive school culture?



Team Building Activity

Two truths and a falsehood.

- Each person takes turns stating two truths about him or herself and one falsehood.
- The team writes down on a piece of paper the name of the person and the falsehood.
- The person who discerns the most correctly stated falsehoods wins.
- What is the purpose of this activity?



Aspects of An Inviting School Culture

- Respect for all in the building
- Building appearance
- Classroom appearance
- School equipment
- Administrative beliefs and actions
- Teacher beliefs and actions
- Cold vs. warm (i.e. threatening vs. safe)
- Faculty involved in recruitment
- Faculty enthusiasm (mission vs. job) – teaching is more than your job description
- School engages parents and community in supporting student mastery
- School engages the stakeholders to activate student learning and become involved in the community
- Diversity of culture, ethnicity and thought (within reason) is encouraged



Addressing Learner Needs in Adolescents

- Voice – the need to express personal perspective
- Belonging – the need to create a unique identity while feeling apart of the whole
- Choice – the need to examine options and select a personal path
- Freedom – the need to assume increasing levels of accountability for actions and the effects of the actions.
- Imagination – the need to create a projected view of self.
- Success – the need to demonstrate maters of adult skills and knowledge





Thought
Expression



Share concerns
and problems



Self-governance



Lack of dismissal



Display artifacts



Inclusion





Induction & Welcome Ceremonies



Uphold long standing traditions



Stakeholder Inclusion



Embrace Diversity



Brand with logos displays, banners, uniforms and school swag



COMMUNITY



Opportunity



Multiple Paths to achievement



Standards-based Instruction with high expectations



Tutoring Support and Additional programming



Communication



Extra-curricular Opportunities



Behavioral Choices



Responsibility

- How might teachers include students in formulating PBIS in the classroom?
- How might teachers or administrators include students in minor daily operations of the school?
- How might administrators and teachers provide opportunities for students to develop responsibility or attempt new initiatives?
- How might administration or teachers provide opportunities for students to become visible?



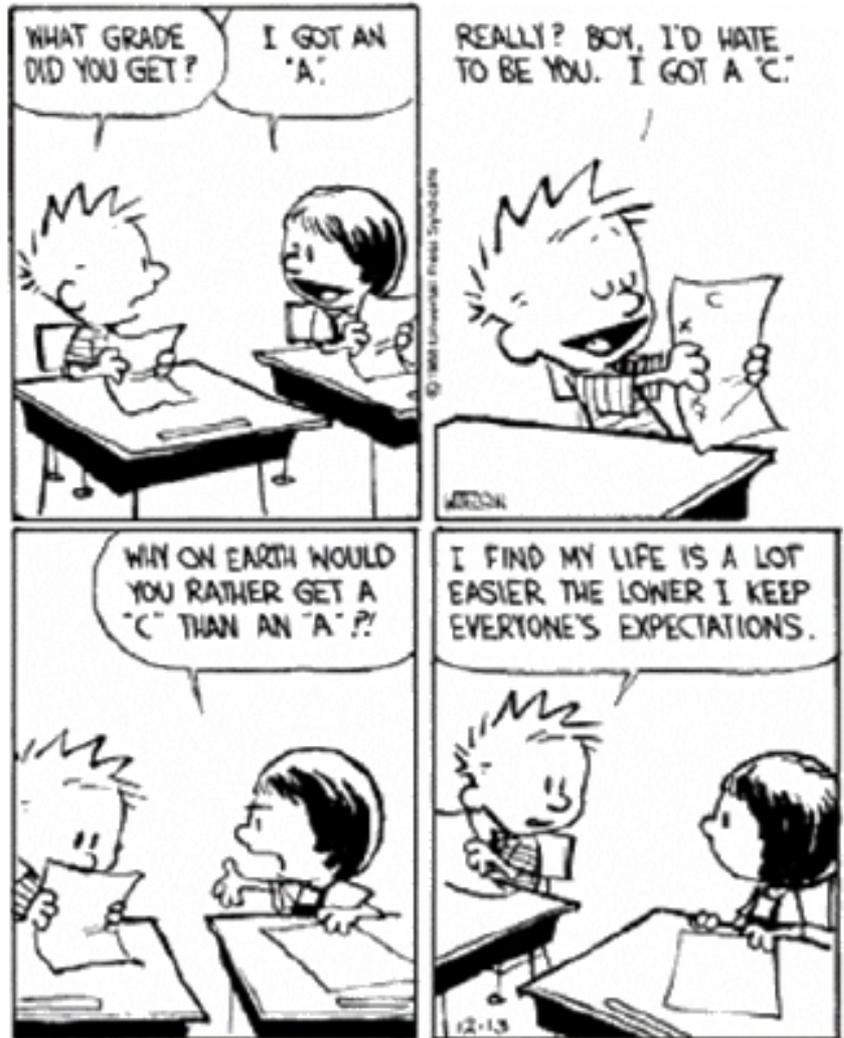
Challenge – Accountable Talk Activity

- How might administrators and teachers provide opportunities for students to participate in challenges?
- What positive outcomes will having an ambitious deadline produce?
- How does occasionally stating a challenge in the negative, such as, “I doubt most of you will get a good grade on this quiz,” have a positive result?
- What ways can administrators and teachers publically recognize their students who demonstrate exceptionalism in a variety of aspects of mental, physical, spiritual, and emotional development?



The Law of Expectation

Pages 77-108



Expectations – A Reality of Life

- Rewards and Consequences are a natural reality of life.
- Recognize many forms of achievement.
- Prepare students to induct new students.
- Plan intake activities for parents.
- Provide a written PBIS classroom plan to each student and parent.
- Provide a written contract of responsibilities to parents and students.
- Develop a parental welcoming committee who provide personal stories of success to incoming families.
- Make frequent, personal contact with students by calling on them in class using a random method, talk with them after school, and visit them at home.



Curriculum Compacting

These instructional strategies encourage educators to identify students who already have advanced knowledge of a subject, skill or concept so they can spend less time on these areas. Curriculum compacting frees students up to focus more on the areas where they need to develop a greater understanding, versus concepts with which they're already proficient. It's ideal when working with individual students or small groups.



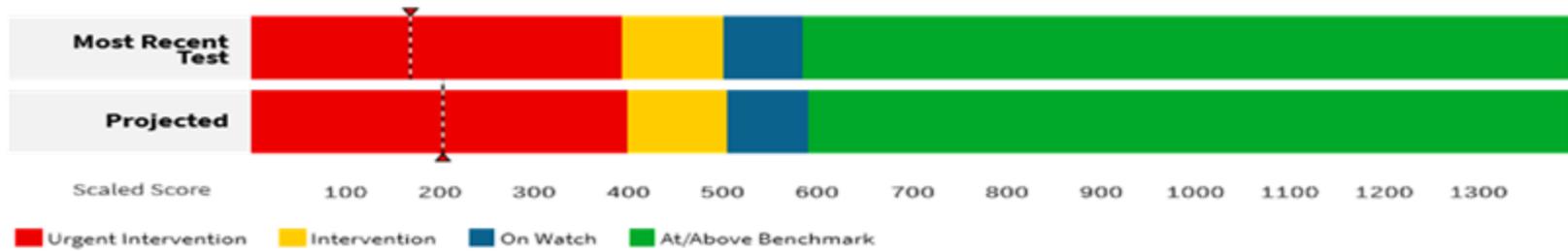
Instructional Planning – Student Report

Star Reading Enterprise Assessment (English)

School	Teacher	Class	Demographics All Demographics	Scale Star Enterprise Scale	Benchmark Type District
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B Student Test Date **May 8, 2019 11:13am** Grade **5th** Teacher Class/Group **Grade 5**

District Benchmark, Grade 5



Star Reading Enterprise Tests Results

<p>SS (Scaled Score)</p> <p>168</p> <p>■ Urgent Intervention Scaled Score is based on the Star Enterprise scale.</p>	<p>Projected SS (for 07/31/19)</p> <p>204</p> <p>■ Urgent Intervention Projected Scaled Score is based on the Star Enterprise scale.</p>	<p>Growth Score (Open Growth Score)</p> <p>824</p> <p>The Growth Score uses all psychometrically calibrated items across all assignments to estimate the students overall mastery of Reading.</p>
<p>PR (Percentile Rank)</p> <p>1</p> <p>scored higher than 1% of students nationally in the same grade.</p>	<p>IRL (Instructional Reading Level)</p> <p>1.0</p> <p>would be best served by instructional materials prepared at the first grade level.</p>	<p>ZPD (Zone of Proximal Development)</p> <p>1.9 - 2.9</p> <p>ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter Ashanti's ZPD in ARBookFinder.com (http://www.ARBookFinder.com) to find appropriate books.</p>



Curriculum Compacting – Gap Analysis

- Partner with a person you are not sitting next to.
- Review the ILP information for the following student.
- Make note of patterns, and while you do not have all information, what might the data be telling you?



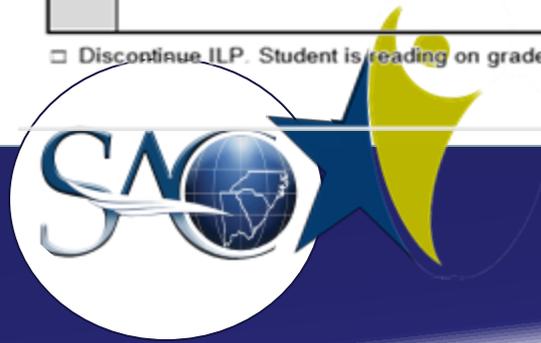
Student Information <input checked="" type="checkbox"/> ELL <input type="checkbox"/> Special Education/504 <input type="checkbox"/> Gifted and Talented	STUDENT (last, first, middle) <u>Doe, Jane E.</u> GRADE <u>5</u> SCHOOL <u>City Adventist Junior Academy</u>	STUDENT NAD NUMBER <u>00012345</u> TEACHER <u>Dr. Michael J. Cookenmaster</u>	DOB <u>03.14.2007</u> DATE <u>08.23.2019</u>
Area(s) of Focus [attach assessment summary for DRA2, DIBELS, DOLCH Word List, running records-Body of Evidence (BOE)] <input type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Phonemic Awareness <input type="checkbox"/> English Language Development <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Writing	SMART Goal Statement(s) for Intervention 1 <u>Jane Doe</u> will increase IRL reading level from <u>1.0</u> (circle: <u>Independent or Instructional</u>) to Level <u>1.2</u> (circle: <u>Independent or Instructional</u>) by <u>09.21.2019</u> (date).	SMART Goal Statement(s) for Intervention 2 (if revised) _____ will increase DRA2 reading level from Level _____ (circle: <u>Independent or Instructional</u>) to Level _____ (circle: <u>Independent or Instructional</u>) by _____ (date).	
Student will	Teachers will		Interventions (see page 2)
<input checked="" type="checkbox"/> Set reading goals with teacher <input checked="" type="checkbox"/> Practice teacher-demonstrated reading strategies <input type="checkbox"/> Develop and monitor own progress using rubrics <input type="checkbox"/> Contribute to class discussion and activities <input checked="" type="checkbox"/> Ask teacher for help and support <input checked="" type="checkbox"/> Read daily (<u>20</u> minutes/day) using strategies learned in class <input type="checkbox"/> Share school progress with parents <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	Resources <input checked="" type="checkbox"/> Provide reading materials that match student's independent and instructional levels <input checked="" type="checkbox"/> Offer significant time for student to read materials at independent level, including self-selected reading <input type="checkbox"/> Supplement textbooks and other grade-level resources with materials at a variety of reading levels <input checked="" type="checkbox"/> Provide technology support (research and publishing) Targeted Instruction: Through modeling and guided practice in whole group, small group, and one-to-one instruction, provide targeted instruction in: <input type="checkbox"/> Concepts of print <input checked="" type="checkbox"/> Phonemic awareness (rhyming, segmenting, blending) <input checked="" type="checkbox"/> Phonics, decoding, and word analysis <input checked="" type="checkbox"/> Oral language and vocabulary development <input type="checkbox"/> Oral reading fluency <input type="checkbox"/> Phrasing and expression <input type="checkbox"/> Monitoring and self-correcting <input type="checkbox"/> Problem solving unknown words; using sight words <input type="checkbox"/> Comprehension <input type="checkbox"/> Retelling: sequence of events <input type="checkbox"/> Retelling: story elements and main idea and supporting details <input type="checkbox"/> Retelling: using vocabulary from reading <input type="checkbox"/> Responding: factual literacy <input type="checkbox"/> Responding: inferential literacy <input type="checkbox"/> Responding: visual literacy <input type="checkbox"/> Responding: critical literacy <input type="checkbox"/> Responding: creative literacy <input checked="" type="checkbox"/> ELL support in L ₁ when appropriate and through sheltered instruction in L ₂		<input type="checkbox"/> Extra small group instruction targeting area of focus: <u>phonemic awareness and phonics</u> <input type="checkbox"/> Tutoring (peer and teacher): _____ <input type="checkbox"/> Mentoring: _____ <input type="checkbox"/> Recommended after-school literacy program: _____ <input type="checkbox"/> Intervention resources or programs: <u>Stadit & CLR</u> <input type="checkbox"/> Other: _____
Parents/Guardians will	Reading-Related Assessment Accommodations		
<input type="checkbox"/> Support student's schoolwork and homework <input type="checkbox"/> Discuss and ask questions <input type="checkbox"/> Set aside time and place for reading <input type="checkbox"/> Ensure student attends school daily and on time <input checked="" type="checkbox"/> Stay in contact with teachers (e.g., attend parent/teacher conferences, contact teachers when questions arise) <input type="checkbox"/> Listen to student read or retell stories <input checked="" type="checkbox"/> Monitor home reading regularly (<u>20</u> minutes/day) <input type="checkbox"/> Other: _____	<input type="checkbox"/> Extended time (___ R; ___ W; ___ M ___ S) <input type="checkbox"/> Teacher-read directions (___ R; ___ W; ___ M ___ S) <input type="checkbox"/> Oral presentation (___ W; ___ M ___ S) <input type="checkbox"/> Oral translation (___ W; ___ M ___ S)		
<u>Joshaa Doe</u> <u>08.26.19</u> Parent/Guardian Signature Date <u>Emma Doe</u> <u>08.26.19</u> Parent/Guardian Signature Date Revised June 25, 2019	Progress Monitoring and Ongoing Assessment <input checked="" type="checkbox"/> Use and analyze ongoing formal and informal assessments [e.g., DRA2, DIBELS, running records (BOE)] <input checked="" type="checkbox"/> Support student in setting goals <input type="checkbox"/> Collaborate with student to develop rubrics <input type="checkbox"/> Other: _____		<u>Michael Jon Cookenmaster</u> <u>08.26.19</u> Teacher Signature Date <u>Daisy Duck</u> <u>08.30.19</u> Administrator Signature Date  SOUTH ATLANTIC CONFERENCE of SEVENTH-DAY ADVENTISTS OFFICE of EDUCATION



BODY OF EVIDENCE: RESPONSE TO INTERVENTION

STUDENT <i>(legal name)</i> _____														
Identify Student's Strengths <ul style="list-style-type: none"> Positive Encourages others Spiritually connected Mathematics 	Identify Most Significant Concern <ul style="list-style-type: none"> Blend phonemes to produce 1-syllable words Segment 1-syllable words Identifying medial sounds Replace vowels to produce new words Identify rhyming words 	Identify Contributing Factors for this Area of Concern (e.g., attendance, health, language, mobility) <ul style="list-style-type: none"> Language Acquisition Level – Early Production based on SOLOM score 												
INTERVENTION 1	<p style="text-align: center;">Intervention 1: WHAT WILL WE TRY?</p> <p>Intervention Plan (include who, what, when, where, frequency, duration)</p> <ul style="list-style-type: none"> Teacher & Student will work in a double dosing using <u>StarLit</u> and CLR strategies in an extra individual reading block in the classroom for ten minutes Monday through Thursday for five weeks. <p>Progress-Monitoring Plan</p> <ul style="list-style-type: none"> Student will be progress-monitored using <u>StarLit</u> at the end of each week, and Stars360 Progress Monitoring Assessment at the end of the <u>five week</u> period. Student is expected to meet 80% mastery each week. <p> <input type="checkbox"/> Discontinue intervention—adequate progress <input type="checkbox"/> Continue intervention <input checked="" type="checkbox"/> Revise intervention </p>	<p style="text-align: center;">Intervention 1: WHAT DID WE FIND OUT?</p> <p>Progress-Monitoring Data [e.g., DRA2, DOLCH Word List, DIBELS, <u>AIMSweb</u>, running records (BOE)] (Attach documentation.)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Date/Data: <u>08.30.19</u></td> <td style="width: 33%; text-align: center;">45%</td> <td style="width: 33%;">Date/Data: <u>09.19.19</u></td> <td style="text-align: center;">40%</td> </tr> <tr> <td>Date/Data: <u>09.05.19</u></td> <td style="text-align: center;">50%</td> <td>Date/Data: <u>09.26.19</u></td> <td style="text-align: center;">55%</td> </tr> <tr> <td>Date/Data: <u>09.12.19</u></td> <td style="text-align: center;">50%</td> <td>Date/Data: <u>10.02.19</u></td> <td style="text-align: center;">65%</td> </tr> </table> <p>Additional Comments</p> <p>Jane comes to the double dosing group very positive. She continues to struggle with assimilating English sounds from her native Hindi. I believe additional practice is necessary for her to gain mastery.</p>	Date/Data: <u>08.30.19</u>	45%	Date/Data: <u>09.19.19</u>	40%	Date/Data: <u>09.05.19</u>	50%	Date/Data: <u>09.26.19</u>	55%	Date/Data: <u>09.12.19</u>	50%	Date/Data: <u>10.02.19</u>	65%
Date/Data: <u>08.30.19</u>	45%	Date/Data: <u>09.19.19</u>	40%											
Date/Data: <u>09.05.19</u>	50%	Date/Data: <u>09.26.19</u>	55%											
Date/Data: <u>09.12.19</u>	50%	Date/Data: <u>10.02.19</u>	65%											
INTERVENTION 2	<p style="text-align: center;">Intervention 2: WHAT WILL WE TRY?</p> <p>Intervention Plan (include who, what, when, where, frequency, duration)</p> <ul style="list-style-type: none"> Teacher & Student will work in a double dosing using <u>StarLit</u> and CLR strategies in an extra individual reading block in the classroom for ten minutes Monday through Thursday for five weeks. <p>Progress-Monitoring Plan</p> <p>Student will be progress-monitored using <u>StarLit</u> at the end of each week, and Stars360 Progress Monitoring Assessment at the end of the <u>five week</u> period. Student is expected to meet 80% mastery each week.</p> <p> <input type="checkbox"/> Discontinue intervention—adequate progress <input checked="" type="checkbox"/> Continue intervention <input checked="" type="checkbox"/> Revise intervention </p>	<p style="text-align: center;">Intervention 2: WHAT DID WE FIND OUT?</p> <p>Progress-Monitoring Data [e.g., DRA2, DIBELS, running records (BOE)] (Attach documentation.)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Date/Data: <u>10.09.19</u></td> <td style="width: 33%; text-align: center;">65%</td> <td style="width: 33%;">Date/Data: <u>11.05.19</u></td> <td style="text-align: center;">60%</td> </tr> <tr> <td>Date/Data: <u>09.16.19</u></td> <td style="text-align: center;">60%</td> <td>Date/Data: <u>11.12.19</u></td> <td style="text-align: center;">65%</td> </tr> <tr> <td>Date/Data: <u>09.22.19</u></td> <td style="text-align: center;">50%</td> <td>Date/Data: <u>11.19.19</u></td> <td style="text-align: center;">65%</td> </tr> </table> <p>Additional Comments</p> <p>Jane has appeared to stagnate in her progression. The Response to Instruction documentation has been completed and a notification for a Student Intervention Meeting (SIT) has been sent to the parent requesting a meeting with the SIT team.</p>	Date/Data: <u>10.09.19</u>	65%	Date/Data: <u>11.05.19</u>	60%	Date/Data: <u>09.16.19</u>	60%	Date/Data: <u>11.12.19</u>	65%	Date/Data: <u>09.22.19</u>	50%	Date/Data: <u>11.19.19</u>	65%
Date/Data: <u>10.09.19</u>	65%	Date/Data: <u>11.05.19</u>	60%											
Date/Data: <u>09.16.19</u>	60%	Date/Data: <u>11.12.19</u>	65%											
Date/Data: <u>09.22.19</u>	50%	Date/Data: <u>11.19.19</u>	65%											

Discontinue ILP. Student is reading on grade level (as evidenced by an Individual Reading Inventory and a body of evidence). Date _____



Timeline for Response to Intervention

Week 3

- Stars360 CBM – Entry Assessment
- Develop and ILP or IMP if needed based on data

Week 8

- Work ILP and IMP for five weeks consistently
- Use alternative assessments for phonemic awareness and phonics and Stars360 Progress Monitoring every week to measure skill level attainment.
- Determine if the student has made adequate progress, needs more time, or the goals need to be revised.

Week 13

- If adequate progress has been made celebrate and move onto new skills needed to close the achievement gap or discontinue the ILP or IMP
- If more time is needed, note this on the ILP and continue tracking data
- If the ILP needs revision, make the revision and call for an additional parent-teacher-student conference



Timeline for Response to Intervention

Week 18

- If adequate progress has been made celebrate and move onto new skills needed to close the achievement gap or discontinue the ILP or IMP
- If more time is needed complete the SCA RT/REACH forms, request a Student Intervention Team (SIT) with the principal, and send out a SIT Notification to Parents
- SIT Meets with the parent and teachers to develop an additional strategy and focus.

Week 25

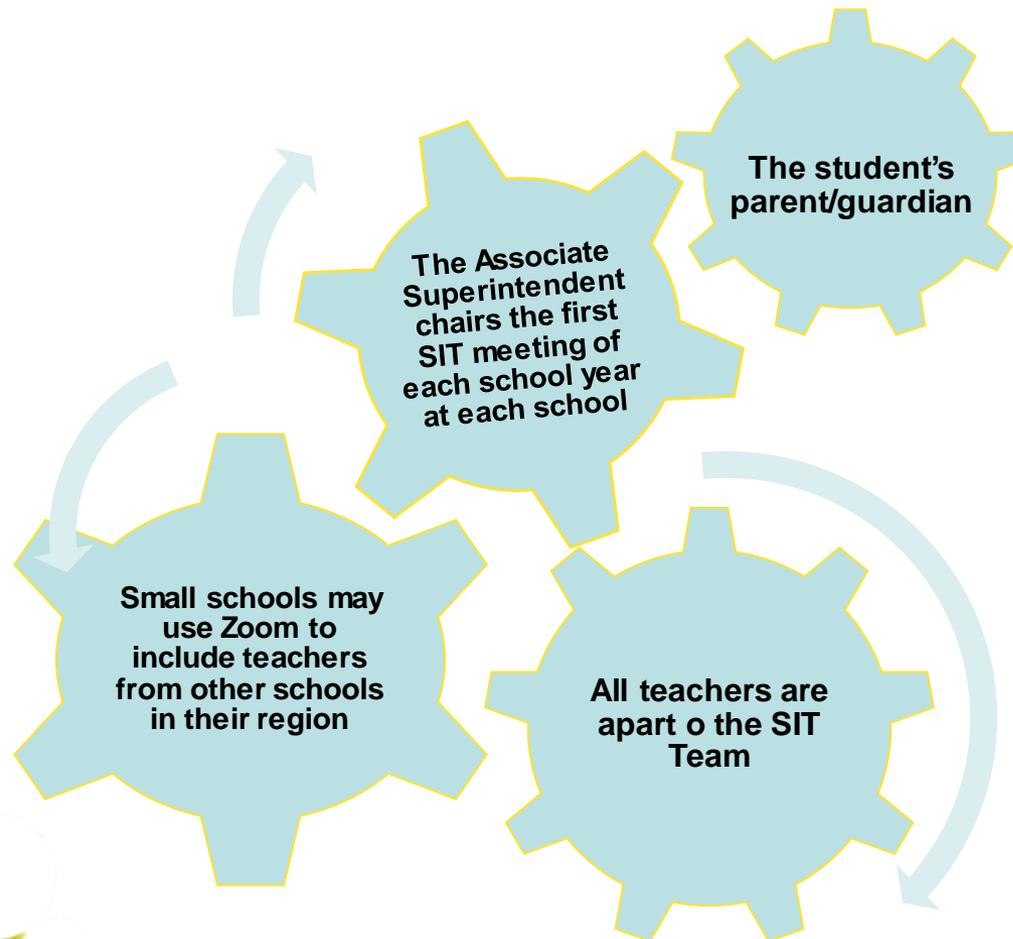
- SIT Team reconvenes with the parent to review new data. If adequate progress has been made celebrate and move onto new skills needed to close the achievement gap or discontinue the RT/REACH Form
- If more time is needed SIT may recommend the student for testing by the LEA.

Post Week 25

- Parents receive a copy of the completed RT/REACH form to take to the LEA.
- It is the parents' responsibility to work with the LEA.
- Once the LEA has agreed to testing they have 90 days to complete the testing.
- The Adventist teacher may be requested to attend an LEA SIT meeting with the parent to review school data and testing data.
- Based on assessment, the LEA may or may not complete a 504 Plan or IEP.



SIT Teams in Adventist Schools



Complete An RTI/REACH Form

- Get in partners of two with a person you have not worked with today.
- Based on the data provided in Jane Doe's ILP, complete a SIT form and the SIT Notice to Parents/Guardians.
- Each person will want to have a copy of your completed form for tomorrow's activity.



It's the end of

day 2

