



District School Board of Pasco County

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Heather Fiorentino, Superintendent

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Memo ASCIS-10/11-
AVL-002

ACTION REQUIRED

TO: Middle School Principals, High School Principals (make-up) and Instructional Directors

FROM: Amelia Van Name Larson, Supervisor - Curriculum & Instructional Services
Ruth B. Reilly, Assistant Superintendent for Curriculum & Instructional Services

RE: Problem Solving/Response to Instruction-Intervention (PS/Rtl) Professional Development Schedule

DATE: February 10, 2011

In an effort to continue supporting and expanding the implementation of PS/Rtl, a professional development plan has been scheduled to provide the necessary supports for School-Based Leadership Teams (SBLT) engaged in scaling-up implementation of the PS/Rtl framework in their buildings.

The attached 2010-2011 PS/Rtl Training Schedule for School Based Leadership Teams (SBLT) lists the school initials, training date, location for the training, trainer, and contact person. All participants will be expected to meet the Training Expectation Form (TER) requirements. Please have each member of your SBLT go onto AVATAR to register for the specific cadre and class code. These trainings are advertised on AVATAR. Sub coverage will be provided for up to four instructional personnel to attend the training as part of the SBLT. Please use the following code: 421.9227.3131.0751.5100.5660.

WHAT: Middle School PS/Rtl Training for School Based Leadership Teams
WHERE: PHCC (west campus), Conference Center – Building R, Room 151
WHEN: Tuesday, March 8, 2011, 8:30 AM – 3:30 PM
DIRECTION: After turning into the entrance to PHCC, turn left and follow around to Parking Lot 9. If it is full, use Parking Lot 7 or 8. Building R will be on the right.
NOTES: No refreshments are provided – please bring your own water, etc.

Recognizing schools will need additional coaching support regardless of the year of implementation, Rtl Coaches have been assigned to each Feeder Pattern. Although their time is limited, we encourage principals to work with the Rtl Coaches assigned to Feeder Patterns to coordinate consensus activities and technical support (e.g., presentations, discussions regarding how to proceed, research, or general information).

Attachments

xc: Tina Tiede, Assistant Superintendent for Middle Schools

District School Board of Pasco County
Fall 2010 - Overview for School-Based Leadership Teams
Problem Solving/Response to Instruction-Intervention:
Ensuring a Strong Start, Supporting a Bright Future

Scaling Up:

For the past four years, Pasco County has been implementing the Problem Solving/Response to Instruction-Intervention (PS/RtI) framework in a number of elementary and secondary schools. We have learned so much since the beginning of this journey and would like to acknowledge the School Based Leadership Teams (SBLT) with whom we have had the pleasure to work with and learn from, and who have made a real difference in continuing to build our capacity to prepare for district-wide implementation. The schools piloting this framework have reported that it has been instrumental in aligning efforts and improving systemic, educator, and student outcomes highlighted in our district's vision and strategic plan.

The implementation of PS/RtI requires a multi-year professional development commitment and coaching support. Therefore, the district's plan has taken into account the resources available to support School Based Leadership Teams (SBLT) as they develop the capacity for school-wide implementation. This year, all schools will continue to receive some level of professional development from the district; however, the number of days will continue to vary by implementation year.

In February of 2011, high schools will be invited to send members of the SBLT to a 1-day RtI professional development that will focus on using the Early Warning System to begin developing a Multi-Tier System of Supports. The February content of the training will also include practical tools for using the Problem Solving to make important educational decisions when using FAIR and CORE K-12 data.

During the month of June, 2011, high schools will be invited to send members of the SBLT to a 2-day RtI professional development. This training opportunity will set the stage for SBLTs to approach social-emotional/behavior issues from a broader context of quality behavior instruction, intervention, and assessment to address the behavioral needs of all students. Teams will learn how to develop a proactive and positive system for dealing with students, staff, and parents. The content of the RtI Behavior training will also include practical tools for using PS-RtI to make important educational decisions. More information will be available.

If you have additional questions or need additional assistance, please do not hesitate to contact:
 Amelia Van Name Larson at avanname@pasco.k12.fl.us or extension 4-2178.

RtI Coaches Assigned to Feeder Patterns

Amelia Van Name Larson: Anclote High School, Land O' Lakes High School, Ridgewood High School
Jeremy Blair: Hudson High School, River Ridge High School, Charter Schools
Tara Davis: Gulf High School, J.W. Mitchell High School
Larry Porter: Pasco High School, Zephyrhills High School
Cat Raulerson: Wesley Chapel High School, Wiregrass Ranch High School
Iravonia Rawls: Fivay High School, Sunlake High School

School-Based Leadership Teams
Problem Solving/Response to Instruction-Intervention
Ensuring a Strong Start, Supporting a Bright Future

Response to Instruction/Intervention:

1. The practice of (a) providing high-quality instruction/intervention matched to students' needs, (b) using data over time (c) to make important educational decisions
2. An integrated approach to service delivery that encompasses general, remedial and special education
3. A three-tier model of service delivery that provides more intensive levels of support based on the needs of students.
 - a. A collaborative problem solving framework to make, monitor and evaluate decisions
 - b. Evidence-based, scientifically validated instruction and interventions implemented with fidelity and monitored over time
 - c. Data driven decision making using an comprehensive assessment system
4. For more information about PS/Rtl in Florida, go to:
<http://www.florida-rti.org/index.htm>

Desired Outcomes:

1. Assist schools in developing effective Problem Solving Teams
2. Provide training & technical assistance
3. Provide guidance in creating tiered systems of support
4. Support data management and data based decision making
5. Align current systems in Pasco County (DA, SIP, PLCs, Weekly PD Mtgs, ESE, K-12- Reading Plan, LFS) to increase efficiency and effectiveness
6. Evaluate the impact of PS/Rtl Model
 - a. Improved outcomes:
 - i. Student Outcome Data
 - ii. Problem Solving
 - b. Improved capacity:
 - i. Beliefs and Practices
 - ii. Knowledge and Skills
 - iii. Systemic Response

Guidelines for Principals:

1. Put in place a School-Based Leadership Team that is representative of the school's grade level/department faculty and support staff (consisting of individuals with collective knowledge and experience in leadership, curriculum, instruction, assessment, and problem solving)
2. Attend and participate in the School Based Leadership Team trainings and team meetings
3. Provide for a regularly scheduled time and place for team meetings
4. Collect, display, and use student data for decision-making purposes
5. Use and submit required student performance and other data as required (e.g., surveys)
6. Develop an annual action plan for PS/Rtl activities based on analysis of collected data (e.g., BOQ)
7. Ensure general education, special education, and other support personnel work together to effectuate the successful implementation of PS/Rtl
8. Allocate required resources (e.g., designated time, funds, staff) to facilitate professional development of teachers and other professional personnel
9. Work with the PS/Rtl Coach and district staff in implementing PS/Rtl at the school site
10. Work collaboratively with parents to ensure their involvement in PS/Rtl activities

Role of PS/Rtl Coaches:

1. Coordinate and deliver professional learning activities
2. Establish a continuous feedback loop with school-based administrators, including principals
3. Communicate, plan and get feedback from principals
4. Mentor School-Based Leadership Teams
5. Facilitate problem solving across tiers
6. Provide technical assistance with PS/Rtl framework
7. Assist with data collection and management
8. Increase capacity for high quality problem solving
9. Disseminate student outcome data
10. Communicate with district liaison and district taskforce
11. Assist with establishing the link between school improvement efforts and student outcomes

School-Based Leadership Team

Attend professional development sessions and coordinate PS/Rtl implementation efforts. Suggested members:

- **PRINCIPAL**
- Behavior Specialist
- Assistant Principal or Instructional Assistant for Discipline
- General education representation (3)
- Special education representation (1)
- Student Achievement Coach for ESE
- Student Services Personnel (Guidance Counselor, School Psychologist, Nurse, Social Worker)
- Technology Specialist

Table 2

2010-2011 PS/Rtl Training for School Based Leadership Teams

**Infrastructure Cycle
1 Day**

**Cadre 21
BPMS, CENMS, CSRMS, CHMS,
JLMS, GMS, HMS, PMS, PVMS,
RBSMS, RRMS, SSMS, TEWMS
*FHS, *HHS, *JWMHS**

For more information about PS/Rtl in the State of Florida, visit:

<http://www.florida-rtl.org/index.htm>

PS/Rtl - Infrastructure Cycle for Middle Schools – Class Code: 121 . 3216

CADRE 21	SCHOOLS	DATES	LOCATION	TRAINERS
Day 1	BPMS, CENMS, CSRMS, CHMS, JLMS, GMS, HMS, PMS, PVMS, RBSMS, RRMS, SSMS, TEWMS	03/08	PHCC W Room R 151	A. Van Name, DSBPC R. Sarlo, FLDOE-USF
Make-up	*FHS, *HHS, *JWMHS	03/08		

**If you have any additional questions or need additional assistance, please e-mail
the contact person assigned to your specific cadre or Amelia Van Name Larson at**

avanname@pasco.k12.fl.us

JUNE 2011
Rtl: Behavior Tier I Professional Development
Two-Day Training for School Based Leadership Teams

Training Topics:

- Establishing a foundation for collaboration
- Building faculty commitment
- Basic principles of behavior
- Problem Solving/ Response to Intervention
- Early Warning System
- Developing a coherent office discipline referral process
- Developing a school-wide reward system
- Developing lesson plans to teach student expectations and rules
- Developing a system for delivering school-wide program to staff, students, and families
- Evaluating the progress of Rtl: Behavior Efforts

Items to Bring to the Training:

- Completed Readiness Packet
- Behavior Data:
 - Referrals by month for this year and last year
 - Referrals by location for this year and last year
 - Referrals by behavior
 - Referrals by grade
- Your schools' behavior School Improvement Plan goals
- Existing school rules, reinforcement systems, behavior incident recording forms, and/or other behavior procedures
- Computers
- Snacks

Rtl Behavior School Readiness Checklist

The purpose of the Rtl Behavior process is to build district capacity in addressing problem behaviors using positive behavior support within a Response to Intervention framework. To help assist the Florida PBS/Rtl Behavior project, each participating school is required to complete several items prior to training. Your school psychologist has been contacted to assist in this process. *Please work with your school psychologist to complete the following checklist and submit it to a trainer during the first day of your schools' training*

Leadership Team

- ☐ A Team is formed and has broad representation that consists of 8-10 members (For example, schools may include representation from multiple grade levels, School Improvement Team members, behavior specialist or team member with behavioral expertise, administrator(s), guidance counselor, and regular and special education teachers).
- ☐ Team commits to meet at least once a month to analyze and problem-solve school-wide data and continue to build faculty consensus through ongoing Rtl Behavior updates (via faculty meetings, etc.).
Describe when you meet or plan to meet (days and time) throughout the school year:
- ☐ Your entire Team participated in an awareness presentation on Rtl Behavior such as viewing the overview DVD. **The Rtl Behavior video will be sent to your School Psychologist. Indicate date of presentation:**

Visibility

- ☐ To help build consensus, your entire faculty will participate in an awareness presentation on Rtl: Behavior such as viewing the overview DVD. **Indicate date of presentation:**

Political Support

- ☐ Principal commits to Rtl Behavior and is aware that Rtl Behavior is a 3-5 year process that may require ongoing training and/or revisions of the school's behavior plan and/or School Improvement Plan.
Please provide Principal signature(s) here:

Training

- ☐ Following training, team members agree to engage in additional work as needed in order to fully prepare for implementation on campus.

Demonstrations

- ☐ The Rtl Behavior State Project may request permission to utilize product samples for future training, technical assistance activities, professional conference presentations, or submission to scholarly publications and may request occasional site visits.

Evaluation

- ☐ Team has completed the New School Profile. **The New School Profile sheet has been sent to your School Psychologist and needs to be submitted on Day 1 of the training.**
- ☐ Evaluation information on implementation and outcomes will be collected and submitted online by the Team Leader 3 times annually.