

## Wyoming System of Instructional Support (WySIS) Application for the 2010/2011 School Year

The Wyoming Department of Education (WDE) provides a training program to support schools and districts in the development of sustainable, school-wide systems of academic and behavioral supports. Response to Intervention (RTI) and Positive Behavioral Interventions and Support (PBIS) are school-wide, multi-tiered systems that address the academic and behavioral needs of all students. The Wyoming System of Instructional Support (WySIS) integrates the tiered logics of RTI and PBIS into one training model to create an efficient way for schools to implement a comprehensive system of prevention and intervention strategies.

The content of the WySIS training will address these critical features necessary for implementation of RTI and PBIS:

- A positive, inclusive school culture
- A school-wide approach to deliver multiple tiers of instructional and behavioral support
- A systematic screening process to identify students who are at-risk academically or behaviorally
- Progress monitoring to evaluate the effectiveness of interventions
- A comprehensive examination of the effectiveness of a school's core reading program
- A process for selecting research or evidence-based interventions
- Matching interventions to instructional needs
- Collaborative problem solving at the school, classroom and student levels
- Internal and external coaching to provide ongoing professional development
- Fidelity assessments
- Allocation of resources to implement systems change
- Family involvement

### **Desired Outcomes:**

Response to Intervention research shows great promise for an array of school improvement efforts. The WDE expects to see improved student achievement data over time as RTI and PBIS are implemented. Other expected outcomes of this project include:

- An integration of existing school improvement activities to establish a strong, cohesive, and seamless student support network.
- A school culture that is collaborative and implements problem-solving processes and practices.
- A well-defined model of instruction, interventions, assessments and decision-making that is continuously evaluated to determine fidelity of implementation.
- A systematic, proactive approach to instruction that provides targeted instruction and supports before an achievement gap becomes significant.
- The establishment of school-wide behavioral expectations with improved behavioral climate and decreased office disciplinary referrals and suspensions.
- A school-wide action plan to provide a blueprint for sustainable implementation of RTI and PBIS.
- Increased proficiency rates on state assessments.

**Application Submission Information:**

All WySIS applicants must complete the attached Participation Agreement in order to be considered. Please read the agreement carefully as it clearly outlines non-negotiable requirements for participation in this training initiative. Applications are open to the following school sites:

- Elementary schools of any configuration.
- Middle schools if the “feeder” elementary school in the district is also applying for participation.

## WySIS Training Schedule for 2010/2011

Trainings are likely to be held in Casper, WY

<b>Event:</b>	<b>Dates:</b>
WySIS Leadership Academy Presented by WDE  Who attends? <b>Building Implementation coach and principal</b>	September 28-29, 2010
PBIS – Tier 1 Presented by Dr. Jeff Sprague & WDE  Who attends? School team, coach and principal	November 8-9, 2010
WySIS Team Training Presented by Wayne Callender  Who attends? School team, coach and principal	January 20-21, 2011
WySIS Team Training Presented by Wayne Callender  Who attends? School team, coach and principal	February 17-18, 2011
WySIS Team Training/Final Day Presented by Wayne Callender  Who attends? School team, coach and principal	April 14, 2011
WySIS “ <i>What Work’s Shareout</i> ” and Team Planning Day Facilitated by WDE  Who attends? School team, coach and principal	April 15, 2011

## WySIS Application

- **An instructional Power Point regarding specific details for completing the application can be accessed at [www.k12.wy.us](http://www.k12.wy.us) The Power Point has narrated instructions, so please be sure use the sound/volume feature on your computer.**

<b>Core Principle</b>	<b>If present, provide evidence. If not present, describe current status and future plans.</b>
1. Consensus and Commitment <ul style="list-style-type: none"><li>• Provide evidence to demonstrate the willingness of your staff to implement a school-wide system of instructional support.</li><li>• What other collaborative initiatives is your school involved in? Please indicate number of years and status of implementation.</li><li>• In a brief narrative, describe your school's academic and behavioral successes and challenges. Describe your plan to respond to identified challenges.</li></ul>	

<p>2. Leadership</p> <ul style="list-style-type: none"><li>• What types of teams does your school currently have? Please provide evidence delineating the purpose of these teams, members role and purpose, areas of expertise, etc.</li><li>• Describe how teams communicate with staff and families.</li></ul> <p>If multiple teams exist, please describe any plans to form a unified team for leading efforts to integrate academic and behavioral supports.</p>	
<p>3. Problem Solving Teams</p> <ul style="list-style-type: none"><li>• Describe your current process for addressing the needs of students who are at risk (both academically and/or behaviorally).</li><li>• Discuss team membership, how often meetings occur, how data is utilized and how decisions are disseminated.</li></ul>	
<p>4. Assessment</p> <ul style="list-style-type: none"><li>• Which <b>universal screening</b> tools are you using? (DIBELS, AIMSweb, MAP, NWEA, other?)</li><li>• Describe any training your staff has had in administering these tools.</li><li>• Please describe the <b>progress monitoring</b> process for reading, including the tools used, who administers, the frequency and ways in which it informs decision-making.</li><li>• Describe how these tools are used to determine which students would</li></ul>	

<p>benefit from additional support in either reading or behavior.</p> <ul style="list-style-type: none"><li>• How do you document behavioral incidences, suspensions (in- and out-of school) and expulsions?</li></ul>	
<p>5. Instruction</p> <ul style="list-style-type: none"><li>• Please describe the reading curriculum used in your school, including time allotted to core. Attach a school schedule to this document.</li><li>• Describe the reading interventions you currently use, typical group size and instructional personnel.</li><li>• Describe your school-wide process for addressing behavior.</li></ul>	
<p>6. Resources, Professional Development and Coaching</p> <ul style="list-style-type: none"><li>• Describe the school plan for sharing new knowledge and skills from the WySIS trainings with the school staff.</li><li>• Please describe current coaches or instructional facilitator functions and skills in the building. If this position does not exist, please describe how you will determine who has the skills to serve as a building implementation coach.</li></ul>	
<p>7. What changes do you expect at your school as a result of your participation in WySIS trainings? What measurements will assist to gauge the impact of these changes?</p>	

<p>8. Which of the following most accurately reflects your school's overall knowledge of the principles of RtI (reading/literacy)? Provide a brief explanation of your rating.</p> <ol style="list-style-type: none"><li>1. Little knowledge</li><li>2. Overview knowledge of principles</li><li>3. Currently implementing at least one tier 2 literacy intervention</li><li>4. Currently implementing at least one tier 3 literacy intervention</li><li>5. Have a written model with decision rules and problem-solving process</li><li>6. Full implementation of 3 tiers for literacy and planning implementation in math/writing</li></ol>	
<p>9. Which of the following most accurately reflects your school's overall knowledge of the principles of PBIS? (Provide a brief explanation for your rating)</p> <ol style="list-style-type: none"><li>1. Little knowledge</li><li>2. Overview knowledge of principles</li><li>3. Currently implementing at least one tier 2 behavior intervention</li><li>4. Currently implementing at least one tier 3 behavior intervention</li><li>5. Have a written Office Discipline Referral (ODR) process and/or flowchart</li><li>6. Full implementation at all levels</li></ol>	

## WySIS Participation Agreement

### The WySIS participant school agrees to the following:

#### Team Constituency and Trainings:

- Identify a building leadership team that will participate in all training sessions. The team should meet the following criteria:
  - Consist of five to eight people
  - Building administrator is a required member
  - Other team members should include professionals with expertise in data analysis, literacy and behavior, e.g. teachers, school psychologists, counselors, instructional facilitators, etc.
  - Representation from general and special education staff
- Create and implement a professional development plan to ensure that the training information is disseminated to all staff.
- Building administrator and building implementation coach must agree to attend all scheduled trainings. All team members are expected to attend team level trainings.

#### Planning Process:

- Develop and refine a problem solving process.
- Develop a long-range plan supporting RtI for behavior and academics.
- Allocate additional time and financial resources as needed to support implementation of this model.

#### Data Provision:

- Set up accounts and use database systems for reading and behavior (i.e., DIBELS/ AIMSweb and SWIS).
- Share school data collected around implementation efforts with the WDE for the purpose of project evaluation.
- Submit accurate evaluation data on or before the deadline(s) set forth by the project staff.

#### Coaching/Mentoring:

- Identify a building implementation coach who will participate in the coaches' training provided, assume the responsibilities for submitting evaluation data, and be the point of contact for the building team. It is the preference of the WDE that this person is not the building principal. The building implementation coach will work closely with, and be supported by, an external coach provided by the WDE.
- Agree to schedule at least one site visit, with the agenda for the visit to be mutually determined by the building implementation coach and WDE.

#### **\*\*Completion of the self-assessment:**

All of the instructional staff in the school will log on to the RTI self-assessment prior to May 14, 2010. Please have each staff member go to: <http://ddesurvey.com/wysis/> and complete the survey.

Log in: Each person's unique district email address

Password: wyrti1

A comprehensive report of the survey results will accompany the notification letter of your acceptance status at the end of May.

Signed:

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Principal

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Phone/E mail

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Special Education Director

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Phone/E Mail

\_\_\_\_\_

District Superintendent

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Phone/E Mail