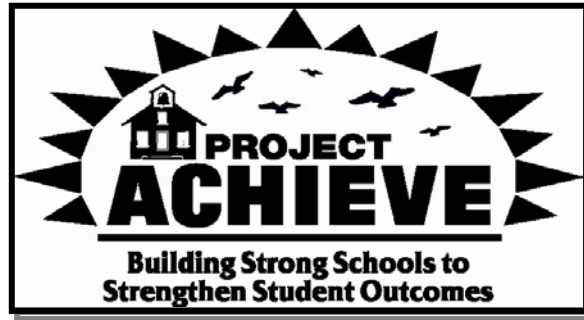

A Project ACHIEVE Blueprint toward an Effective and Integrated School-Level Committee Structure

**Process, Preparation, and
Implementation**

Howard M. Knoff, Ph.D.

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Designed by Howard M. Knoff, Ph.D.
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A Project ACHIEVE Blueprint toward an Effective and Integrated School-Level Committee Structure: Process, Preparation, and Implementation

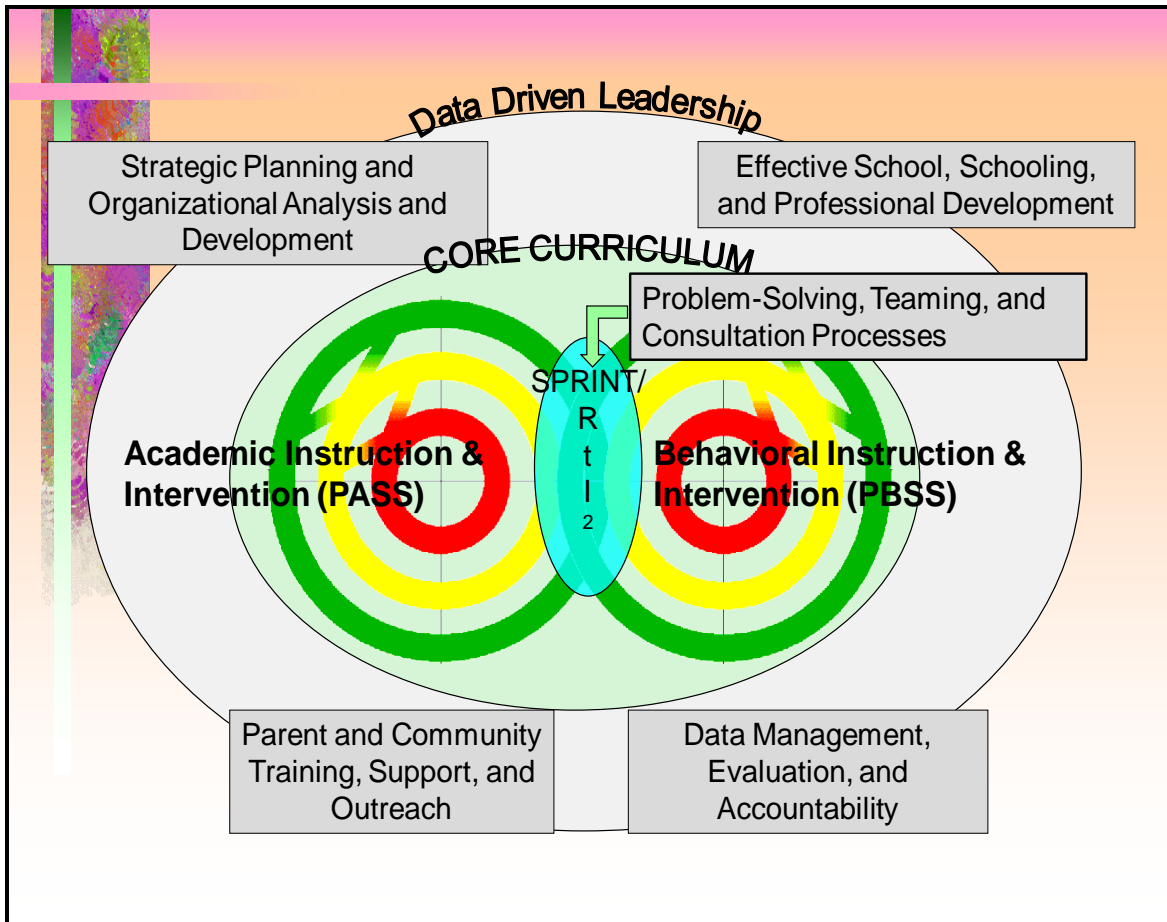
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Introduction and an Effective School and Schooling Model

In the context of continuous school improvement (or any other planned change process), it is important to note that organizational change and strategic planning should be natural, necessary, and ongoing components of any healthy, evolving school. Indeed, as schools focus on student outcomes, they must attend to these organizational change and strategic planning processes to build the “infrastructures”—at the staff, school, system, and community levels—that coordinate resources, build capacity, support school-wide programs, and maximize success. As with most systemic endeavors, a comprehensive problem-solving process is needed. But this process is facilitated by understanding (a) the components of an effective school; (b) how strategic planning fits into these components; and (c) how the school improvement process is organized through the committee structure of the school and the activities of school-level committees. Ultimately, a school or district’s School Improvement Plan (SIP) is the public “document of accountability,” and it synthesizes all of these planning and implementation processes. And yet, an essential question is, “Is the SIP a piece of paper written annually by one or two individuals to meet a state mandate, or is it a functional, comprehensive document that guides the monthly, weekly, and daily operation of the entire staff in the school?”

The Components of an Effective School. While their specific titles may vary slightly across different evidence-based school improvement models, a common core of effective school components has been consistently used to organize organizational development and strategic planning processes and procedures. Using Project ACHIEVE’s evidence-based model as a guide (e.g., Knoff, Finch, & Carlyon, 2004), seven interdependent components are described briefly—components that form the foundation of a school’s continuous improvement, committee-focused, professional development, and student-specific instructional activities. These components—(a) Strategic Planning and Organizational Analysis and Development; (b) Problem Solving, Teaming, and Consultation Processes; (c) Effective School, Schooling, and Professional Development; (d) Academic Instruction linked to Academic Assessment, Intervention, and Achievement; (e) Behavioral Instruction linked to Behavioral Assessment, Intervention, and Self-Management; (f) Parent and Community Training, Support, and Outreach; and (g) Data Management, Evaluation, and Accountability—are also depicted in the figure below.

Figure 1. Project ACHIEVE’s Seven Interdependent Components of an Effective School



1. The Strategic Planning and Organizational Development Component initially focuses on assessing the organizational climate, administrative style, staff decision-making, and other interactive and interpersonal processes in a school. Activities then move into identifying and reinforcing, or establishing and implementing the organizational policies, procedures, and cyclical approaches that support the academic and social-emotional/ behavioral success of all students. While this process is outlined in more detail below, the ultimate “product” of this component are three- and one-year School Improvement Plans that help schools build capacity and autonomy, identify and focus resources, facilitate stability and sustainability, and realize student, staff, and system success.

2. The Problem Solving, Teaming, and Consultation Processes Component focuses on consistent, school-wide data-based, functional assessment, problem-solving approaches that all staff learn and use when developing effective instructional processes and then addressing students who are not responding to this instruction and the next “level” of evidence- or research-based classroom instruction or interventions. This “Response-to-Intervention” component

emphasizes a “problem-solving/consultation/ intervention” mode of operation that directly contrasts with past “wait-to-fail” and “refer-test-place” approaches, and it is applied with

students experiencing academic and/or behavioral concerns. As such, this component provides a foundation to the primary (whole-school), secondary (strategic intervention), and tertiary (intensive need, crisis management, and/or wrap-around/systems of care) prevention continua reflected in the academic and behavioral components below. And, as noted earlier, it recognizes that problem solving and intervention processes involve teams that work collaboratively for the school’s “greater good,” and professionals who work, as colleagues and consultants, to share knowledge, skill, expertise, and experience for the benefit of all students.

3. The Effective School, Schooling, and Professional Development Component focuses on processes that ensure that effective and differentiated instruction and effective and positive behavior management exists in every classroom for every student, and that involve all teachers, administrators, related service professionals, and others. To support this, effective schools recognize that professional development occurs, formally and informally, every day for every staff person, and they systematically plan and implement ongoing professional development programs and processes resulting in increased knowledge, enhanced skills, and emerging confidence and autonomy. This occurs through in-service instruction and a clinical supervision approach that involves modeling, guided practice, informed feedback, planned applications, and the transfer of training. Ultimately, as with other components, the primary goal is to maximize students' attention to task, academic engaged time, positive practice repetitions, and academic and behavioral achievement.

4. The Academic Instruction linked to Academic Assessment, Intervention, and Achievement Component focuses on positively impacting the “Instructional Environment” in every classroom within a school. The Instructional Environment consists of the interdependent interactions, in a classroom, of the Teacher-Instructional process, the Student, and the Curriculum. Expanding briefly, the Instructional Environment involves (a) the different curricula being taught, as well as their respective standards, benchmarks, and scope and sequence objectives (i.e., “What needs to be learned?”); (b) the teachers who are teaching, and how they organize and execute their classroom instruction (i.e., “Are appropriate instructional and management strategies being used?”); and (c) the students who are engage in learning, and their capacity to master the instructional material, along with their response to effective instruction and sound curricula (i.e., “Is each student capable, prepared, and able to learn, and are they learning?”).

Critically, the data-based, functional assessment, problem-solving process and effective school and schooling practices, described in earlier components, are implicit in this component as the three facets of the Instructional Environment are analyzed continually to determine how students can be most academically and behaviorally successful, and what is happening when success is not occurring to the degree desired. When the latter occurs, a functional, curriculum-based assessment and intervention approach to student achievement that uses, as much as possible, direct instruction and a mastery-model perspective of academic outcomes is recommended (e.g., Shapiro, 2004). This involves teaching teachers how to identify and analyze curricular and instructional variables and their relationship to student achievement outcomes, how to assess curricular (i.e., scope and sequence) placement and performance expectations, and

how to complete curricular task analyses such that assessment is functionally linked to intervention in the classroom. Additionally, research results from learning theory and practice are integrated into the classroom to enhance the learning environment and process and to facilitate more positive outcomes (e.g., Stoner, Shinn, & Walker, 2002).

5. The Behavioral Instruction linked to Behavioral Assessment, Intervention, and Self-Management Component focuses on implementing comprehensive positive behavioral support systems across schools. Again using Project ACHIEVE and its evidence-based Positive Behavioral Self-Management System (PBSS), this whole school approach involves students, staff, administration, and parents building and reinforcing (a) students' interpersonal, problem-solving, and conflict resolution skills and interactions; (b) positive, safe, supportive, and consistent school climates and settings; and (c) school and district capacity such that the entire process becomes self-sustaining. Thus, "Self-Management" occurs at three levels: student, staff and school, and system and district. This is accomplished through six domains at the primary, secondary, and tertiary prevention levels. The first three domains include: (a) the direct instruction of social skills for all students in the classroom by general education teachers with the support of other mental health professionals for more challenging students (e.g., Knoff, 2001); (b) the development and use of school-wide accountability systems that specify expected student behavior, connected with positive responses, incentives, and rewards, and "intensity levels" of inappropriate behaviors, connected with evidence-based responses and interventions that help decrease or eliminate these behaviors while establishing and increasing appropriate behaviors; (c) staff, setting, situations, system, and strategic consistency relative to social skills instruction and student accountability. The latter three domains include: (d) analyses and interventions, as needed, for a school's "setting and student special situations", which involves the common areas of the school (i.e., setting) and incidents of teasing, taunting, bullying, harassment, and fighting (i.e., student); (e) crisis prevention, intervention, and response; and (f) community and parent outreach and involvement, which should occur within all five of the domains noted above.

When students do not respond, behaviorally, to the preventative strategies within the six domains above, functional assessment is conducted and linked to strategic behavioral interventions that are designed to resolve identified behavioral problems and/or to improve staff's related instructional and classroom management procedures (Kerr & Nelson, 2002; Stoner, Shinn, & Walker, 2002). These interventions focus, for example, on specific referred problems exhibited by students (e.g., not completing homework, noncompliance, swearing, threatening others) or specific behaviors that, inappropriately, are or are not exhibited by teachers as part of the instructional process (e.g., not providing advanced organizers or appropriate instructional feedback, reinforcing inappropriate behavior through attention or using discipline inconsistently). In this context, staff need to have skills in behavioral observation, data collection, consultation, intervention, and intervention evaluation strategies and techniques. Interventions here typically address the direct instruction of specific behavioral skills, stimulus control approaches, behavioral addition approaches, behavioral reduction approaches, behavioral maintenance approaches, and behavioral generalization approaches (Kerr & Nelson, 2002; Stoner, Shinn, & Walker, 2002).

6. The Parent and Community Training, Support, and Outreach Component focuses on increasing the involvement of all parents, but especially the involvement of the parents of at-risk, underachieving, and students with disabilities (Raffaele & Knoff, 1999). Parental involvement in the school and educational process often occurs less in the homes of these latter students, and it often discriminates achieving from underachieving students (Christensen, Rounds, & Franklin, 1992; Dunst, Trivette, & Johanson, 1994). Relative to community involvement, many schools do not use, much less know, the expertise and resources available to them that can help their mission and the progress of their students. For students with significant academic or behavioral challenges, the coordination and integration of community-based professionals and services often results in stronger and more pervasive progress and outcomes.

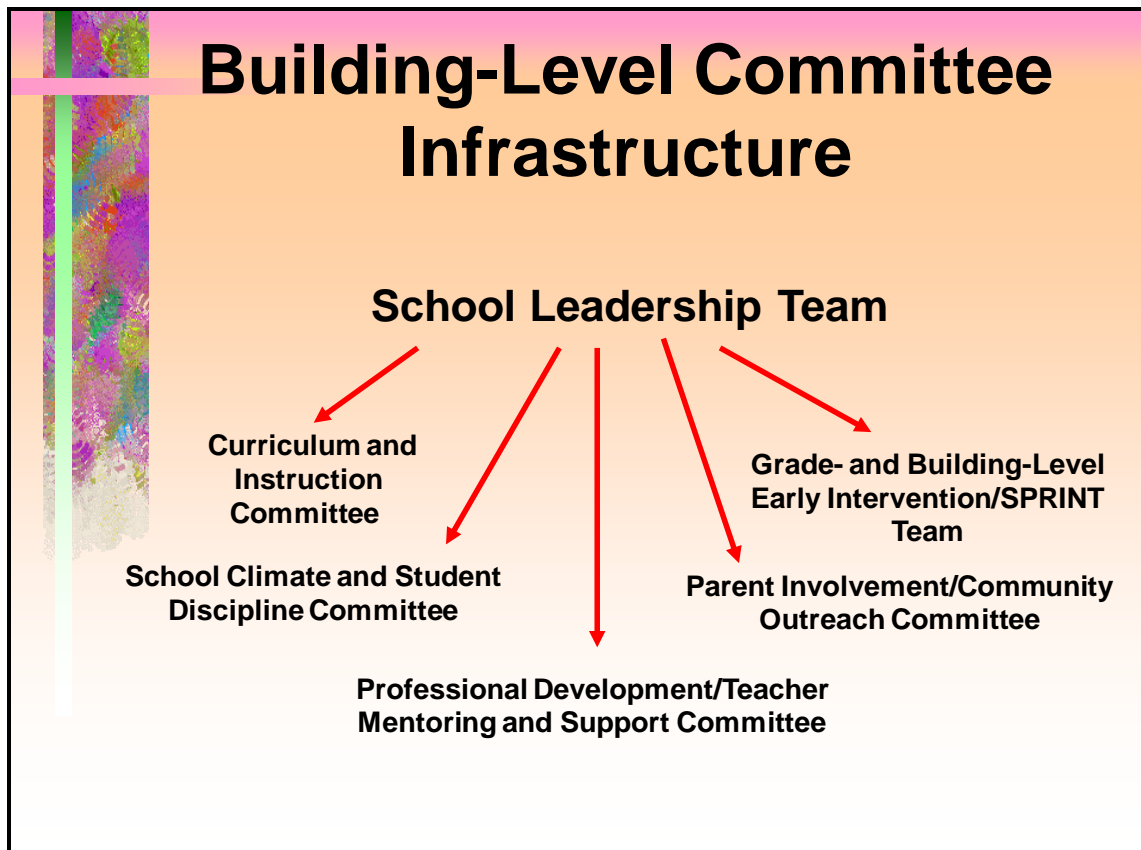
Among the activities that schools may consider here are: (a) conducting needs assessments to look at the current and desired state of parent involvement and home-school-community collaboration; (b) organizing building staff around collaboration and community outreach through the school improvement process and plan; (c) teaching parents about the school's academic program and how to support students at home relative to study skills, homework, and literacy; (d) directly training parents to transfer critical school academic and behavioral interventions into the home; (e) creating Parent Drop-In Centers to encourage parent participation in school activities and parent access to training and learning materials; (f) completing community audits and resource directories to identify important organization, agency, and professional programs, skills, and expertise in areas relevant to the school, staff, and students; and (g) reaching out to these community resources, formally and informally, to establish communication, collaboration, and coordination, especially relative to services for at-risk, underachieving, and challenging students.

7. The Data Management, Evaluation, and Accountability Component focuses on actively evaluating, formatively and summatively, the status and progress of students' academic and behavioral mastery of skills and concepts, as well as the processes and activities inherent in all of the other supportive components (see above) of an effective school. Part of this process involves collecting formative and summative data that validate the impact of a school's strategic planning and school improvement efforts; its professional development and capacity-building efforts relative to the staff; its selection, training and implementation of academic and behavioral curricula and, later, interventions; and its effectiveness relative to the functional assessment, strategic intervention, and response to intervention services for students not making appropriate academic and behavioral progress. Another part of this process involves evaluating the consultative success of related service and support personnel with classroom teachers, as well as the interpersonal interactions that address the other process-oriented parts of the Seven C's that influence system, staff, and student success. Critically, this latter evaluation should evaluate "staff to staff, staff to parent and community, staff to student, and student and student interactions. All of these interactions collectively determine the climate and functioning of a school.

A Blueprint for an Effective and Integrated School-Level Committee Structure that Parallels the Effective School and Schooling Model

Effective school and schooling practices, as reflected in a school’s School Improvement Plan (SIP), are best implemented through a school committee structure that parallels the effective school and schooling components discussed above. To this end, Figure 2 below presents a recommended “organizational map” for a school’s building-level committees. The suggested structure is a flexible blueprint that should be adapted to fit a school’s strategic needs, organizational realities (e.g., state statutes, school size, local politics), and desired outcomes. But, the premise behind this structure is that, just like a business, an effective school must have committees and people to take responsibility—in organized, planful, and coordinated ways—for the goals, activities, and outcomes of its SIP using shared leadership approaches.

Figure 2. A Blueprint for an Effective School-Level Committee Structure



Briefly, the committee structure recommended above has six primary committees. The committee that coordinates and guides all of the strategic plan and implementation processes in a school is the School Improvement Team. This committee is made up of the chairs of all of the other school-wide committees and a representational sample of teachers, related service staff, support staff, school administrators, parent and/or community leaders, and sometimes students. This committee is primarily responsible for overseeing the Strategic Planning and Organizational Analysis and Development component and activities of the SIP, for most site-based management and related fiscal decisions, and for evaluating all school-level and student-specific outcomes. It is significant to note that the School Improvement Team is the super-ordinate committee to which all other committees report.

The remaining five committees include:

The Curriculum, Instruction, and Assessment Committee looks at the most effective ways to teach and infuse the primary academic areas of literacy, mathematics, written/oral expression, and science to all students in the school throughout the instructional process and day. Meeting on at least a monthly basis with goals and outcomes connected to the School Improvement Plan, this committee also oversees the implementation of new and other existing district- and building-level curricula into the classroom such that they are most effectively taught to all students. The membership of this committee includes representatives from every grade or instructional/teaching team or level, including representatives from every intervention support or consultation group in the school and administrators. Many times, this Committee extends from the school-level up to the district level, and from the school-level down to the grade (or instructional team) level and individual teachers' classrooms. As such, this "Committee" often is as differentiated as the curricula being taught in the school and, in large schools, it may have curriculum-specific subcommittees or other organizational arrangements, as needed, to facilitate the instruction and achievement of all students.

The Behavior, Discipline, and School Climate Committee is the building-level committee that oversees the school's positive behavioral supports and interventions, school discipline, behavior management, and school safety processes and activities. Meeting on at least a monthly basis with goals and outcomes connected to the SIP, this committee looks at the most effective ways to facilitate positive interpersonal, social problem solving, and conflict resolution skills and interactions across students and staff such that students feel connected to the school, engaged in classroom activities, and safe across the school's common areas. This Committee also addresses large-scale issues of teasing, taunting, bullying, harassment, and physical aggression—working to prevent these situations across the student body, and responding to them with strategic or intensive interventions as needed. In addition, the Committee oversees crisis prevention for the school, and is prepared to intervene when crises occur. Finally, this Committee works to involve school support staff (e.g., custodians, cafeteria workers, secretaries, bus drivers) in its efforts, and it reaches out to parents and community agencies, and other community leaders in a collaborative effort to extend its activities to home and community.

The Professional Development/Effective Instruction/Teacher Mentoring Committee organizes and oversees the school’s professional development and peer-supervision activities to ensure that all teachers and staff are teaching and interacting with students at the highest levels of effectiveness and professionalism. This committee is largely responsible for the school and SIP’s Effective School, Schooling, and Professional Development component and activities.

The SPRINT (School Prevention, Review, and Intervention Team) Committee (Knoff, 2005) is responsible for developing and implementing—especially in general education classrooms with the teachers teaching there—the data-based problem-solving and intervention process that addresses the academic and/or behavioral needs of students who are not responding to effective instruction. The SPRINT team is composed of the strongest academic and behavioral intervention specialists in and available to the school, and it is also responsible for determining a student’s eligibility for more intensive special education services if strategic interventions, over time and consistent with IDEA, are not successful. Given this, this committee is largely responsible for the school and SIP’s Problem Solving, Teaming, and Consultation Processes component and activities, but this committee’s activities clearly overlap with other committees, especially those focused on the school’s academic and behavioral programming for all students.

Finally, the Parent Involvement/Community Outreach Committee is responsible for actively involving parents in school activities and in supporting the educational process for all students at home. It also helps to coordinate community resources such that needed and effective home-school-community partnerships are created to address the needs of all students, parents, and others. Thus, this committee is largely responsible for the school and SIP’s Parent and Community Training, Support, and Outreach component and activities.

Inherent in this school support team blueprint is the goal that every instructional and support staff member in a school is on at least one school-level committee. In addition, the membership of each committee should include at least one staff member from every grade-level (for most elementary schools) or each department or instructional team (for most secondary schools). The only exceptions to this representation approach are (a) the School Leadership Team—which should have, as noted above, the chairs of the different school-level committees as its core membership, and (b) the Building-level SPRINT team—which should involve the best academic and behavioral intervention specialists in or available to the school. Finally, to the greatest degree possible, other than the School Leadership and SPRINT teams, it is hoped that every other committee has at least one co-chair who is a classroom teacher.

Once again, for smaller or larger schools, the committee blueprint above will need to be adapted such that a smaller school might have fewer committees (with the entire staff functioning at times as a “committee of the whole”), while larger schools might have a more differentiated committee structure (where some of the committee functions above are subdivided into their own committees).

Committee Size and Member “Terms of Office”

Relative to the specific committees in a school, most committees work most effectively with approximately 8 to 12 members. While this may vary depending on the goals, objectives, and tasks to be accomplished by the committee and the number of staff available to serve on the committee, there are potential limitations in too small or too large a committee.

Moreover, it is recommended that the members of committees that will be maintained from year to year serve staggered three-year terms before rotating off the committee if appropriate. That is, if a committee had nine members, three of the members at any time would be serving the first, three the second, and three the third year of their three-year “term.” In this way, the committee only “loses” three experienced members per year, or conversely, the committee only has to orient three new members per year. This maintains the history, continuity, integrity, and momentum of the committee, and ensures that the committee can work both effectively and efficiently. Given this, if a new committee were being formed at a specific point in time, the easiest way to set up this staggered rotation would be to randomly select one third of the committee’s new members to a one-year term, one third to a two-year term, and one third to a three-year term (see Figure 3 below).

Figure 3. A Recommended Staffing Pattern for School-Level Committees

<u>To Start</u>		<u>Next Term of Office</u>
<u>Grade</u>	<u>2010- ???</u>	
K/3/Parapro:	2 years	3 years: 2012-2015
1/4/Specials:	3 years	3 years: 2013-2016
2/5/SpeEd:	4 years	3 years: 2014-2017
<u>Permanent Members:</u> Administrator, Counselor, School Resource Officer		

Naturally, the recommendation above would not be applied to committees whose members are either mandated (by district, state, or federal regulations) or committees where individuals with certain skills, certifications or qualifications, or positions in the school require their membership. For example, the Student Services Committee would not stagger its membership as some individuals are legally required to serve. The Curriculum, School Safety/Student Discipline, Professional Development/Effective Instruction, or Parent Involvement/ Community Outreach committees, however, could have staggered memberships.

Overview of the Appendices

Three appendices have been provided to help schools analyze their existing school-level committee structure and move, if necessary, toward one that reflects the effective school and schooling model discussed in this document.

Appendix I provides forms whereby schools can directly compare their existing school-level committee structure with the blueprint described in this document. The remaining forms help schools to diagram the school-level committee structure that they have decided to adopt (or maintain), and to determine who will be on the different committees such that a representational distribution of committee members results.

Appendix II provides sample Fact Sheets—that provide descriptions of the mission, goals, objectives, month-to-month activities, and meeting agendas—for a School Discipline Committee and a School Prevention, Review, and Intervention Team (SPRINT). Blank forms are included so that schools can develop and write their own Committee Fact Sheets for these and other school-level committees.

Appendix III provides a series of prototypical Project ACHIEVE Pre-Year 1 school and committee preparation Action Plans for each of the recommended school-level committees. These Plans are typically implemented during an “Organizational Readiness and Preparation Year” that occurs prior to the first “official” year of school improvement implementation. While schools and their committees could simply adopt the goals, benchmarks, and activities from the prototypes in this appendix, they are nonetheless encouraged to individualize or match their school’s current organizational and instructional status and desired accomplishments with the most relevant goals, benchmarks, and activities.

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Appendices

**Appendix I: School Committee Structure Analysis
and Development Form**

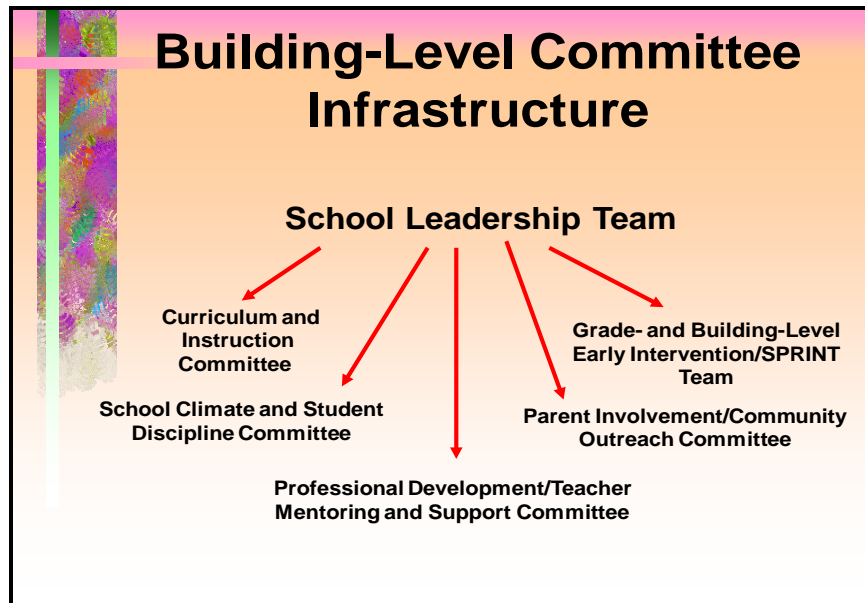
**Appendix II: Sample Fact Sheets Describing the
Mission, Goals, and Procedures of
Selected Committees**

**Appendix III: Project ACHIEVE Pre-Implementation
Committee Preparation and Sample
Strategic Action Plans**

Appendix I

School Committee Structure Analysis and Development Form

Suggested School Committee Blueprint:



Current School Committee Structure:

Project ACHIEVE Building-Level Committees

School Year: 201_ to 201_

Name of School:

Date:

Address:

Phone:

FAX:

Grade Levels:

Principal:

School District:

School Improvement/Leadership Committee Members:

Chair:

Recorder:

Administrator(s):

Curriculum & Instruction Committee Chair:

Discipline Committee Chair:

SPRINT Chair:

Family/Community Outreach Chair:

Professional Development/Teacher Support Chair:

Others:

Name

Position

Project ACHIEVE Committees
Page 3

School Discipline/School
Climate Committee

Community/Family
Outreach Committee

:Pre-kindergarten:

:Kindergarten:

:Grade 1:

:Grade 2:

:Grade 3:

:Grade 4:

:Grade 5:

:Grade 6:

:Grade 7:

:Grade 8:

Name Position

:Others:

Name Position

**Committee Structure of the Building for Next Year
(Please diagram below or provide attachment).**

**(Please be sure to consult and cross-reference this with your last and next year's
School Improvement or Action Plan)**

Appendix II

**The School Discipline/School Climate
Committee Fact Sheet**

Project ACHIEVE Sample

Name of School: Sample

Date:

Name of Committee: School Climate/School Discipline
Committee

Chair of Committee:

Committee Recorder:

Other Committee Members (with Terms of Office):

Monthly Meeting Day/Time:

Recommended: End of Week 1 or Beginning of Week 4 of
Every Month

Charge/Mission of the Committee:

The School Discipline Committee is the building-level committee that oversees the implementation of the social skills, accountability system, special situation analyses, crisis prevention and management, and parent and community outreach programs in the area of discipline, behavior management, and student self-management.

Primary Committee Goals, Objectives, and Outcomes:

1. Facilitates and tracks the implementation of the grade- and teacher-level Stop & Think Social Skills calendar and instruction—at the teach, apply, and infuse level. Looks at the implementation of the Social Skills language and process across the school—including with all instructional, administrative, and support staff—and including the appropriate and effective use by students.
2. Facilitates the development and tracks the implementation of the Behavioral Matrix and its ability to motivate and hold students accountable for appropriate and inappropriate behavior. This includes ensuring that sound behavioral response decisions are made to Intensity 1, 2, 3, and 4 offenses; that students are appropriately referred to the SPRINT team when responses are not working as interventions, that the Matrix is publicly available and used (e.g., through posters, in the Parent Handbook, through classroom management systems), that the Time-Out process is effectively integrated into Matrix activities and responses, and that positive responses, incentives, and rewards are used appropriately leading to positive classroom and school settings and environments.
3. Identifies the need for and conducts (often through a Task Force or subcommittee) Special Situation analyses to address behavioral problems in common areas of the school or as related to teasing, taunting, bullying, harassment, and fighting.
4. Ensures that support staff (e.g., secretaries, custodians, bus drivers, cafeteria workers, paraprofessionals, cafeteria and playground supervisors) receive the training in the Stop & Think Social Skills language and implementation, in the Behavioral Matrix, and in other setting- or situation-specific strategies and approaches to help them to facilitate and reinforce appropriate student behavior.
5. Monitors the data management system (i.e., the ADDRESS) used to track the outcomes and success of the program at student, teacher, grade, and building levels, and analyze and report (e.g., to the staff and administration) the ADDRESS and other relevant data on at least a monthly basis.
6. Involves students, parents, community agencies and programs, and other community leaders in a collaborative effort that supports all of the goals above and that extends the Committee's goals, objectives, strategies, and processes to home and community.
7. Develops and helps to implement building-level Prevention, Intervention, and Crisis Response plans and processes.
8. Writes the first draft of each year's Discipline Committee entry into the School Improvement Plan, identifying needed resources—including professional development, training, and practice—in the Plan.

Year-at-a-Glance Agenda:

APRIL: Choose New Committee Members, New Committee Chair/Recorder.

APRIL-JUNE: Hold at least three meetings with the Out-going and In-coming Committee membership to plan New School Year Transition; One focused on Summative Evaluation of Goals and Outcomes

AUGUST PRE-PLANNING: First Committee Meeting of New Year

SEPTEMBER-OCTOBER: Monthly meetings

NOVEMBER: Goal-focused Formative Evaluation and Planning Meeting for next four months activities

DECEMBER-JANUARY: Monthly meetings

FEBRUARY: Committee drafts School Improvement Plan (SIP) Committee Goals, Objectives, Needed Resources, and Need Funding for NEXT YEAR's SIP for Submission to School Improvement Team

MARCH: Goal-focused Formative Evaluation and Planning Meeting for next three months

Monthly Agenda:

This Team meets monthly and does the following:

- a. Collects the lists of social skills that are being taught at each grade level each month, putting them together on a Monthly Master Calendar that is sent to all of the special teachers (and relevant others) across the school for their information and use.
- b. Discusses how the social skills are working at the grade levels and across the building.
- c. Discusses ways to continue using the Stop & Think social skills language continuously across the building by all staff and with all students.
- d. Identifies the existence of any building-level "special situations" (e.g., in the cafeteria, the hallways, at recess, on the playground, or on the bus) and completes any needed "special situations analyses" and subsequent interventions.

In addition, and over time, the Committee also:

- a. Helps to develop, implement, and periodically review the classroom-, grade-level, and building-wide accountability system that identifies expected student behavior (with corresponding incentives) and different levels of inappropriate student behavior (with corresponding consequences).
- b. Helps to create a climate that helps staff to feel comfortable and competent with the social skills and (later) the time-out process and that encourages and reinforces the consistent use of the social skills and accountability systems developed.
- c. Monitors the data management system that is tracking the outcomes and success of the program at student, teacher, grade, and building levels. Included here can be building-wide celebrations for staff and students who have made continuous "Good Choices."

- d. Determines the need for additional social skills, time out, or behavioral intervention training for the school staff.
- e. Tracks the use of the Stop & Think process by secretaries, aides, cafeteria workers, custodians, etc.; the need for “booster training” with these groups; and the ways to continue encouraging their appropriate use of the Stop & Think language and process.
- f. Begins to develop building-level Prevention, Intervention, and Crisis Response plans and processes.
- g. Involves students, parents, community agencies and programs, and other community leaders in a collaborative effort that supports all of the goals above and that extends the Project’s training and implementation to home and community.

Data Sources to Evaluate Committee Outcomes:

The ADDRESS

APSCN

Referrals to the SPRINT team

Special Education Referrals/Placements for students with behavioral issues

Formative Evaluations of the Stop & Think Implementation

Tracking of progress on the Stop & Think Social Skills Calendar

Periodic assessments with the School Discipline and Safety Questionnaire

Periodic walk-throughs and observations of classrooms and common areas of the school

The School Discipline/School Climate Committee Fact Sheet

Name of School:

Date:

Name of Committee:

Chair of Committee:

Committee Recorder:

Other Committee Members (with Terms of Office):

Monthly Meeting Day/Time:

Charge/Mission of the Committee:

Primary Committee Goals, Objectives, and Outcomes:

Year-at-a-Glance Agenda:

Monthly Agenda:

Data Sources to Evaluate Committee Outcomes:

Student Services/SPRINT Team
Fact Sheet

Project ACHIEVE Sample

Name of School: Sample

Date:

Name of Committee: SST/SPRINT Team—Grade and Building

Chair of Committee:

Committee Recorder:

Other Committee Members (with Terms of Office):

Monthly Meeting Day/Time:

Grade: At least Second Week of Every Month

Building: Every Wednesday-- 10:00 AM to 12:30 PM

Charge/Mission of the Committee:

When students demonstrate ongoing and/or persistent academic and/or behavioral difficulties that are not responding successfully to classroom-based problem solving, functional assessment, and interventions, the SPRINT process is used to address these circumstances through more intensive, multidisciplinary action. The Building-Level SPRINT team's primary responsibility is to supervise this more intensive problem-solving, consultation, and intervention process—whether at a grade-level or at the building-level, such that all students in need receive early intervention services, as much as possible, in the general education classroom through working with the regular classroom teacher(s). The Building-level SPRINT team also evaluates referrals for problem-solving over time to identify referral trends, preventative strategies, and professional development needs so that teachers are prepared to provide strategic or to support intensive intervention services to students in need. Finally, the Building-level SPRINT team is responsible for tracking the number and type of students receiving 504 accommodations and special education/IEP services, for coordinating manifestation and other discipline-related assessments for individual students, and for evaluating the school's success relative to the state-monitored "special education triggers" (e.g., LRE, disproportionality, AYP, graduation and drop-out rates).

Primary Committee Goals, Objectives, and Outcomes:

1. To provide timely problem-solving/functional assessment, consultation, and early intervention services, at the grade-level and building-level, for students whose teachers are concerned with their academic and/or behavioral responses to teacher-generated and delivered classroom interventions.
2. To track the progress of existing student interventions, both individually and collectively, to identify trends and professional development opportunities such that the individual students make successful progress in their targeted areas, and the school's staff are able to prevent or respond earlier and more independently to similar problems for other students.
3. To facilitate the communication and consistency, across staff, in the implementation and use of strategic interventions for students receiving them, and to ensure that interventions and "lessons learned" about students, systematically and in a timely way, are transferred across relevant staff members from one school year to the next.
4. To collect and report individual and group student data such that the SPRINT process is formatively and summatively evaluated, such that it maximizes all students' academic and behavioral progress and skill mastery, such that the school meets and/or adheres to all NCLB and IDEA requirements and mandates, and such that the strengths of the process are maintained and the weaknesses of the process are addressed.

Year-at-a-Glance Agenda:

APRIL: Choose New Committee Members, New Committee Chair/Recorder.

APRIL-JUNE: Hold at least three meetings with the Out-going and In-coming Committee membership to plan New School Year Transition; One focused on Summative Evaluation of Goals and Outcomes

Year-at-a-Glance Agenda (continued):

Complete and Analyze the Consultation Referral Audit
Facilitate the “Get-Go” Review Process of the Year’s Early Intervention Referral, IEP, 504, and other Students
Participate in the Academic Achievement Audit
Facilitate the writing of the Student Briefing Reports

AUGUST PRE-PLANNING: First Committee Meeting of New Year

SEPTEMBER-OCTOBER: Monthly meetings

NOVEMBER: Goal-focused Formative Evaluation and Planning Meeting for next four months activities

DECEMBER-JANUARY: Monthly meetings

FEBRUARY: Committee drafts School Improvement Plan (SIP) Committee Goals, Objectives, Needed Resources, and Need Funding for NEXT YEAR’s SIP for Submission to School Improvement Team

MARCH: Goal-focused Formative Evaluation and Planning Meeting for next three months

Meeting Agenda:

- ◆ **The SPRINT Team meets once per week for 2 hours/meeting.**
- ◆ **The first 90 minutes involves three 30 minute Initial Case Reviews.**

General Initial Case Review Process:

1. Classroom Teacher presents the Case using the Records Review Form (10 minutes).
 - * A SPRINT Team member also completes the Records Review Form to ensure no loss of critical information.
2. Round Robin: Anyone on the SPRINT Team with direct contact or additional information shares that information (5 minutes).

3. Initial Summary: Chair or the SPRINT member on the Classroom Teachers Grade-level SPRINT Team summarizes the major concerns (2 minutes).
4. Q & A: Additional clarifying questions, identification of “Relevant Unknown” information, or hypotheses to explain the concerns from the SPRINT Team (10 minutes).
- 5a. TOO MANY Relevant Unknowns: Assign individuals to collect the information and determine when to reconvene at a future SPRINT meeting (3 minutes).
- 5b. ENOUGH information to proceed: Assignment of a “Master Consultant” to work with the teacher in the classroom on functional assessment to interventions. Determination of when 1st Consultation Case Review will come before the SPRINT Team (3 minutes).

◆ **The last 30 minutes involves Consultation Case Reviews of previously-considered Cases to update their progress**

Data Sources to Evaluate Committee Outcomes:

The ADDRESS
 APSCN
 Referrals to the SPRINT team for early intervention services
 Number of referrals successfully addressed/resolved by the Grade-Level SPRINT team
 Special Education Referrals/Placements for students
 Number of students moving to a less restrictive setting/program or who no longer need services through an IEP
 The Consultation Referral Audit
 The Get-Go Process and its outcomes
 The Academic Achievement Audit

Student Services/SPRINT Team **Fact Sheet**

Name of School:

Date:

Name of Committee:

Chair of Committee:

Committee Recorder:

Other Committee Members (with Terms of Office):

Monthly Meeting Day/Time:

Charge/Mission of the Committee:

Primary Committee Goals, Objectives, and Outcomes:

Year-at-a-Glance Agenda:

Monthly Agenda:

Data Sources to Evaluate Committee Outcomes:

Appendix III

Project ACHIEVE Pre-Year 1 School and Committee Preparation Action Plans

Below are a series of prototypical Project ACHIEVE Pre-Year 1 school and committee preparation Action Plans for each of the committees recommended in the Project ACHIEVE blueprint. These Plans are typically implemented during an “Organizational Readiness and Preparation Year” that occurs prior to the first “official” year of Project ACHIEVE implementation. While schools and their committees could simply adopt the goals, benchmarks, and activities from the prototypes below, they are nonetheless encouraged to individualize or match their school’s current organizational and instructional status and desired accomplishments with the most relevant goals, benchmarks, and activities. These prototypical Action Plans are organized as “Building the Infrastructure” and “Taking Stock” plans as they are part of the initial assessment process whereby the school determines its current status, needs, and goals both as a school and as a Project ACHIEVE school.

Project ACHIEVE Preparation and Strategic Action Plans

1/10

Pre-Implementation Year 1: Organizational Readiness and Strategic Planning-- At the District, School, and Leadership Levels

<u>Actions</u>	<u>People or Committee Responsible</u>	<u>Timelines</u> (Start/Ending Dates)	<u>Resources Needed:</u> Permissions: Materials: Space/Place: Technology: Funds/Budget: Source of Funds:	<u>Status:</u> C- Completed IP- In Progress ABP- Actively Being Planned NPS- No Planning Started
1. School/District Awareness School and/or District hears about Project ACHIEVE and inquires about it relative to information, implementation, and impact.	School or District Leadership or Personnel			
2. School/District Self-Exploration Leaders or representatives of the School or District get information from the Project ACHIEVE website (www.projectachieve.info) or Director, from other Project ACHIEVE schools, or by contacting or making visitations to Project ACHIEVE “Best Practice” Schools.	School or District Leadership or Personnel			

<p>3. School/District Application</p> <p>School(s) individually or through the District Superintendent and Administration, apply to become a Project ACHIEVE school. The application process helps determine the Organizational Readiness and the Motivational Readiness of the school/district.</p> <p>Characteristics of Organizational Readiness include:</p> <ol style="list-style-type: none"> 1. Active support of the Superintendent. 2. Active support and ongoing participation of the School Principal. 3. Active support and ongoing participation of the School Improvement/Leadership Team. 4. Completion of the Project ACHIEVE <u>School Profile Form</u> 5. Completed Statement of Administrative, Staffing and Staff Development, Financial and Technological, Parent/Community, and Team and Collaborative supports. <p>Characteristics of Motivational Readiness include:</p> <ol style="list-style-type: none"> 1. Full participation of the school administration and selected Team Leaders in all Project ACHIEVE Orientation and Plan for Planning meetings and activities, and the Leadership Retreat. 2. Vote of the school staff (80% minimum required) to engage in the on-site PBSS process. 	<p>Superintendent and district-level administration</p> <p>School Principal School Improvement/ Leadership Team</p>	<p>Ideally by the end of September of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
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<p>4. Orientation Meetings—School Leadership and School Staff</p> <p>Meetings are held with the Leadership in the prospective Project ACHIEVE school to discuss the goals, objectives, outcomes, and implementation process for the 3-5 year Project ACHIEVE process, as well as to discuss the organizational and motivational readiness of the school to move ahead.</p> <p>A meeting(s) is held with the entire faculty of the school to discuss the same content as above and to field/answer questions or concerns. The meeting may result in the first vote of the faculty relative to motivational support (see #4 above), or it may result in a reinforcement of the original positive vote.</p>	<p>School Administration</p> <p>School Improvement Team</p> <p>Existing School Committee Chairs</p> <p>School Staff</p>	<p>Ideally by the end of October of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>5. Plan for Planning Meeting(s)</p> <p>This meeting(s) should involve the “new” or “renewed” School Improvement/Leadership Team which is comprised of the following school leaders:</p> <p>Building Principal/Administrator Chairs of the following Committees:</p> <ul style="list-style-type: none"> a. School Improvement Committee b. Curriculum and Instruction Committee(s) c. School Discipline/School Climate Committee d. Professional Development and Effective Instruction/Teacher Mentoring Committee e. Parent and Community Outreach Committee f. Other Committees as needed <p>School Counselor and/or School Psychologist Others as determined</p>	<p>School Administration</p> <p>School Improvement Team Chair</p> <p>New School Committee Chairs</p>	<p>Ideally by the end of November of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>*** The Plan for Planning meetings will focus on the description, discussion, and preparation to complete the Preparation/Implementation Checklists for the different school-level committees provided separately (see below)</p>				
<p>6. Leadership Retreat</p> <p>This Leadership Retreat will involve all of the School Leadership Team (SLT) members. The meeting will look at the progress of the school and its Committees relative to the Plan for Planning activities, and move to the next level to prepare the SLT and the building toward Project ACHIEVE implementation activities.</p>	<p>School Administration</p> <p>School Improvement Team Chair</p> <p>New School Committee Chairs</p>	<p>Ideally by the end of December of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>*** All of the meetings above should involve District Administrators or potential Project ACHIEVE Facilitators to begin their training and orientation as consultants to the Project ACHIEVE on-site schools involved.</p>				

Project ACHIEVE Preparation and Strategic Action Plans

1/10

Pre-Implementation Year 1:

The School Improvement/Leadership Team

<u>Actions</u>	<u>People or Committee Responsible</u>	<u>Timelines</u> (Start/Ending Dates)	<u>Resources Needed:</u> Permissions: Materials: Space/Place: Technology: Funds/Budget: Source of Funds:	<u>Status:</u> C- Completed IP- In Progress ABP- Actively Being Planned NPS- No Planning Started
1. Completion of an analysis of the School Mission Statement (using the “Mission Statement Analysis Form”), relative to the characteristics of an effective Mission Statement, and completion of any necessary revisions or rewrites.	School Improvement Team	Ideally by the end of March of the year prior to full Project ACHIEVE implementation. Projected Start: Projected End:		
2. Completion of a School Organizational Mini-Analysis investigating the Organizational Assessment of School Climate and School Staff Interactions through staff completion of the “Organizational Profile of the School” and <u>Scale of Staff Interactions and School Cohesion</u> (SSISC).	School Improvement Team	Ideally by the end of January of the year prior to full Project ACHIEVE implementation. Projected Start: Projected End:		

<p>3. Completion of SWOT analysis (School Strengths, Weaknesses, Opportunities, Threats) and School Resource Analysis through completion of the <u>SWOT Analysis</u> and <u>Resource Analysis</u> forms.</p>	<p>School Improvement Team</p>	<p>Ideally by the end of January of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>4. Review of school’s Committee Structure. Revision and/or realignment of the Committee Structure (as needed) such that the following Committees/Teams are established (as required by the school) with a representative membership that have staggered 3-year terms:</p> <ul style="list-style-type: none"> a. School Improvement Committee b. Curriculum and Instruction Committee(s) c. School Discipline/School Climate Committee d. Professional Development and Effective Instruction/Teacher Mentoring Committee e. Parent and Community Outreach Committee f. Other Committees as needed <p>Establishment of the School Prevention, Review, and Intervention Team (SPRINT) with at least consideration of the following permanent members:</p> <ul style="list-style-type: none"> a. Building Principal/Administrator b. School Counselor c. School Psychologist d. Instructional Specialist/Academic Interventionist e. Selected Special Education Teachers for academic and behavioral interventions f. School Nurse g. Other school intervention specialists h. Other related services professionals as needed 	<p>School Improvement Team</p> <p>Administration</p>	<p>Ideally by the end of January of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>5. Meeting of each new/existing Committee, beginning on a regular basis, with a focus on completing the following tasks:</p> <p>a. Choosing the Committee Chair and Secretary for the next year. Ensuring that Committee Members have “terms of office” such that only one-third of the Committee transitions off the Committee each year.</p> <p>b. Deciding when the Committee will meet each month (ideally on the same day and week of each month), ensuring that the meeting time does not conflict with other building- and grade-level meetings in the Master Calendar, and locking the meeting time into the Master Calendar.</p> <p>c. Deciding on a Committee Mission or Purpose Statement that is consistent with the school Mission Statement, determining the primary goals and objectives for the committee for the next year, and writing a Job Description for the Committee (relative to the school) and for Committee Members (relative to the Committee).</p> <p>d. Determining the “Standard Agenda” for Committee Meetings, and where Meeting Minutes will be posted for the rest of the school’s staff.</p>	<p>School Improvement Team</p> <p>Individual Committees</p> <p>Administration</p>	<p>Ideally by the end of March of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
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<p>6. The School Improvement Team and all building-level Committees need to review all available and relevant data from across the school to include (if possible, from the current and previous three school years) their school improvement plans, school reports cards and ESEA/accountability data, school discipline data, SPRINT Team early intervention referrals and interventions, special education referrals and placements, other special education evaluation triggers (LRE, disproportionality, etc.), other critical parent and community information.</p>	<p>School Improvement Team All Building-level Committees</p> <p>Administrative Team/Special Education and other Specialized Staff</p>	<p>Ideally by the end of April of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>7. Each Committee should complete a draft of its section of the School Improvement Plan for submission, discussion, integration, and finalization in the faculty-approved School Improvement Plan. Specific sections are recommended in the following areas:</p> <ul style="list-style-type: none"> a. Curriculum, Instruction, and Academic Outcomes b. School Discipline/School Climate c. Professional Development, Teacher Mentoring and Support d. Parent and Community Outreach e. Academic and Behavioral Intervention for At-Risk, Underachieving, and Non-responding Students f. Other Effective School sections as needed <p>NOTE: The evidence-base for all activities and/or interventions should be documented in each section, as should needed technology and formative and summative outcome evaluations.</p>	<p>All Building-level Committees</p> <p>School Improvement Team</p> <p>Administration</p>	<p>May—to be completed by the end of the school year.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>Each entry to the <u>School Improvement Plan</u> should have the following sections:</p> <ul style="list-style-type: none"> a. Goals and Objectives b. Specific activities connected with Timelines, Individuals Responsible, and Resources Needed c. How goals/activities are Evaluated d. Short-term and Long-term Outcomes desired 				
<p>8. Completion of <u>School Resource Survey</u> and <u>School Resource Directory</u>. The <u>Survey</u> is a simple two-page survey that should be completed by all of the staff in the school (ideally, on-line and/or electronically). The Survey asks staff for their educational backgrounds, formal certifications, competencies learned through professional in-services, their academic and behavioral skills and talents that they have honed experientially, and their hobbies and extracurricular talents.</p> <p>The <u>Directory</u> is the compilation of every staff person’s completed <u>Survey</u> into a resource that arranges the surveys alphabetically by name or blocked by grade level in one half, and that provides lists of specific skills or expertise with the names of those staff who are “expert” in those respective skills in the other half.</p>	<p>School Improvement Team</p>	<p>By the end of the School Year with an updating during the first two weeks of the new school year to add new staff.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>9. ADDRESS (Automated Discipline Data Review and Evaluation Software System) Training and Implementation</p> <p>The School Improvement Team needs to look at how Office Discipline Referrals (ODRs) are tracked in the principal’s office, and determine the need for using the ADDRESS so that ODRs can be inputted and analyzed on this software data-base.</p>	<p>School Administrator and/or School Technology Director</p> <p>Chair of the School Discipline/School Climate Committee</p>	<p>By the end of March of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>At least three individuals from each school need to participate in the ADDRESS Training along with the District Technology Director or Chair.</p> <p>Recommended School Trainees:</p> <ol style="list-style-type: none"> 1. School Administrator and/or School Technology Director 2. Chair of the School Discipline/School Climate Committee 3. Data Entry Specialist <p>This training will result in the full readiness of these professionals relative to downloading, preparing the fields, and inputting pre-existing discipline data into the ADDRESS. If possible, the two to three years of prior discipline data from the school should be loaded onto the ADDRESS. This will ensure that the system is fully functional for the beginning of the new school year, that prior year data is available to compare and contrast with new discipline incidents that occur during the coming year, and that the ADDRESS Trainees have successfully transferred the training to actual practice.</p>	<p>Data Entry Specialist</p> <p>District Technology Director or Chair</p>			
<p>10. In addition to the ADDRESS, all school, committee, and grade level data management and evaluation systems—especially those requiring computer or other technology—need to be set up, along with the scheduling of when data will be collected, loaded, analyzed, and distributed determined and entered into the Master Calendar.</p>	<p>All Building-level Committees</p> <p>School Improvement Team</p> <p>Administration</p> <p>Technology Specialists</p>	<p>By the end of the School Year with an updating during the first two weeks of the new school year to add new data management or evaluation requirements.</p> <p>Projected Start: Projected End:</p>		

<p>11. Completion and public posting (e.g., on the Shared Drive of the school's computer network) of the Master Calendar with all District, Community, School, Committee, Grade-level, and other permanent and routine/set meetings and events.</p>	<p>School Improvement Team Administration Secretarial Staff</p>	<p>By the end of the School Year with an updating during the first two weeks of the new school year and the last week of every month to add new meetings.</p> <p>Projected Start:</p> <p>Projected End:</p>		
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Pre-Implementation Year 1: The Curriculum and Instruction Committee

<u>Actions</u>	<u>People or Committee Responsible</u>	<u>Timelines</u> (Start/Ending Dates)	<u>Resources Needed:</u> Permissions: Materials: Space/Place: Technology: Funds/Budget: Source of Funds:	<u>Status:</u> C- Completed IP- In Progress ABP- Actively Being Planned NPS- No Planning Started
<p>NOTE WELL: A number of tasks for this Committee were recommended in the School Improvement Team’s “Building the Infrastructure” Plan for Planning document. The Actions recommended here add to those and are particularly important to prepare this Committee for its first year of full Project ACHIEVE implementation.</p>				
<p>1. This Committee should begin to meet on a regular basis. The first meetings should focus on completing the following tasks:</p> <p>a. Choosing the Committee Chair and Secretary for the next year. Ensuring that Committee Members have “terms of office” such that only one-third of the Committee transitions off the Committee each year.</p> <p>b. Deciding when the Committee will meet each month (ideally on the same day and week of each month), ensuring that the meeting time does not conflict with other building- and grade-level meetings in the Master Calendar, and locking the meeting time into the Master Calendar.</p>	All Committee Members/Team	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>c. Deciding on a Committee Mission or Purpose Statement that is consistent with the school Mission Statement, determining the primary goals and objectives for the committee for the next year, and writing a Job Description for the Committee (relative to the school) and for Committee Members (relative to the Committee).</p> <p>d. Determining the “Standard Agenda” for Committee Meetings, and where Meeting Minutes will be posted for the rest of the school’s staff.</p>				
<p>2. Completion and/or validation of an aligned, integrated, and functional Scope and Sequence Composite or “Curriculum Map,” for all academic areas, that integrates the scope and sequence goals and outcomes of the published curriculum being used (if relevant) with the District’s benchmarks or outcomes with the State’s benchmarks or curricular standards.</p> <p>Once the Curricular Map(s) have been completed, this Scope and Sequence Composite(s) should be organized into a series of Tracking Documents that can be used by teachers, using classroom-based curriculum and/or authentic assessments or measures to determine students’ mastery, emerging skill, or non-mastery of the outlined goals and outcomes. If possible, these Tracking Documents should be computerized and formatted for laptop, Palm Pilot, or white board use.</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>3. The Committee needs to review all available and relevant data from across the school that relates to its goals, activities, outcomes, and processes. Sources of data might include previous School Improvement Plans, “Reports Cards” of the school’s functioning and ESEA/accountability data, school discipline data, SPRINT early intervention referrals and</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p>		

<p>interventions, special education referrals and placements, other special education evaluation triggers (LRE, disproportionality, etc.), other critical parent and community information.</p> <p>If possible, the past three years of relevant data should be collected, analyzed, and reviewed so that “statistical” trends can be identified (if present).</p>		<p>Projected Start:</p> <p>Projected End:</p>		
<p>4. As part of the data analysis above, the Committee should complete an <u>Academic Achievement Audit (AAA; The Triple A)</u> of all Grade Levels to identify, in all primary academic areas, students working above, at, below, and significantly below grade level.</p> <p>This Audit should consider, within the evaluation process, students’ demonstrated academic performance and mastery in the classroom, their performance on unit and other tests/assessments conducted by classroom teachers, and their performance on school-, district-, and state-level proficiency assessments or standards tests.</p> <p>In essence, the outcome of the Audit is to determine, in each critical curricular area, what skills the student has mastered along the Kindergarten through High School (as relevant) continuum of standards, benchmarks, and scope and sequence objectives; where s/he is relative to the “instructional level”</p> <p>For students working below and significantly below grade level, a Remediation and Intervention Audit should be conducted to determine what strategies were systematically used by general education teachers to address these students’ academic needs.</p>	<p>All Committee Members/Team</p> <p>Instructional Intervention Specialists and/or Consultants</p> <p>Individual Classroom Teachers</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>This second Audit should be cross-referenced with the SPRINT Team’s Consultation Referral Audit to make sure that no student is underachieving and not receiving remediation or intervention attention.</p>				
<p>5. Based on the <u>Academic Achievement Audit (AAA; The Triple A)</u>, the Committee—in collaboration with the Grade-level Teaching Teams—should complete a Student Academic Skill Group Analysis considering every student at the grade level where they will be placed for the next year.</p> <p>Organized by the curricular areas of most importance, this Analysis will result in a continuum of students, at every grade level, who are clustered into functional skill groups that are reflective of their curricular mastery, in preparation for the coming year.</p> <p>The optimal way to complete this task is to have teacher(s) from the students’ current grade-level teachers meet with teacher(s) who will be teaching the same students the next year in a joint meeting facilitated by a member of the Curriculum and Instruction Committee. After finishing the Student Academic Skill Group Analysis, the teachers can begin to project which different skill groups of students should be clustered together for the next school year strategically with which teacher(s).</p> <p>An inherent goal here is to try to arrange each class with no more than 3 or 4 functionally different skill groups in the curricular areas determined of most importance (relative to organizing next year’s classrooms) by the school.</p>	<p>All Committee Members/Team</p> <p>Grade-level Teaching Teams</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>6. The Committee should do a <u>Professional Development and Instruction Needs Assessment</u> to determine the professional development and clinical supervision needs of the staff (or specific grade levels) relative to effective instruction in all of the curricular areas of the school. This Assessment should involve at least two considerations across the identified curricular areas: a “length of use” consideration, and a “differentiated instruction” consideration.</p> <p>The “length of use” consideration looks at how long specific (published) curricula have been used in a school or district relative to the texts, materials, and instruction. Most districts and schools change their textbooks and/or published curricula materials every 6 to 7 years.</p> <p>The Curriculum and Instruction Committee needs to evaluate the professional development needs of the staff relative to (a) new curricula that are about to be introduced to the school and classrooms, versus (b) curricula after one year’s use, versus (c) curricula that have been used from 2 to 4 years, versus (d) curricula that have been used 4 years or more.</p> <p>Factored into this Needs Assessment should be the number of new instructional staff in the building over time, and their professional development and experiential needs.</p>	<p>All Committee Members/Team</p> <p>Grade-level Teaching Teams</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
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<p>The “differentiated instruction” consideration looks at the staff’s professional development needs relative to their ability to adapt curriculum and instruction to address the needs of different learners who may need:</p> <ul style="list-style-type: none"> * Curricular or other Modifications * Remediation * Curricular or Instructional Accommodations * Strategic Interventions * Assistive Supports * Compensatory Supports <p>in order to mastery the skills and outcomes in the primary curricular areas taught within the school.</p> <p>The completion of the <u>Professional Development and Instruction Needs Assessment</u>, its analysis and outcomes, and the activities resulting from its outcomes should be shared and coordinated at least with the Professional Development and Teacher Mentoring Committee.</p>				
<p>7. The Committee should do a <u>Curricular Materials and Support Needs Assessment</u> to determine the status of the texts, workbooks, computer software, and other curricular support materials in the school and across the different curricular areas taught within the school. Once completed, the Committee should prioritize the needs and recommend the materials that need to be purchased prior to the next school year.</p> <p>The Committee should consider the needs of new or expanded staff, relative to the next school year, in this process. All curricular materials identified as a priority should be ordered so that they are received and available to staff for the first day of school.</p>	<p>All Committee Members/Team</p> <p>Grade-level Teaching Teams</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>8. The Committee should complete a draft of its section of the School Improvement Plan for submission, discussion, integration, and finalization in the faculty-approved School Improvement Plan.</p> <p>NOTE: The evidence-base for all activities and/or interventions should be documented in each section, as should needed technology and formative and summative outcome evaluations.</p> <p>Each entry to the School Improvement Plan should have the following sections:</p> <ul style="list-style-type: none"> a. Goals and Objectives b. Specific activities connected with Timelines, Individuals Responsible, and Resources Needed c. How goals/activities are Evaluated d. Short-term and Long-term Outcomes desired 	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>9. Based on its drafted section of the School Improvement Plan, the Committee should prepare for implementing its evaluation system and schedule so that it can identify its formative and summative outcomes during the next school year. Computer-based or other technological resources/equipment/programs required by the evaluation system should be identified and secured. The schedule of when data will be collected, loaded, analyzed, and distributed should be determined and entered into the Master Calendar.</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>10. The Committee should complete and publicly post-- (e.g., on the Shared Drive of the school's computer network) on the School's Master Calendar—all scheduled meetings, activities, events, data collection target days, and all other relevant information for the year.</p>	<p>Committee Chair</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p>		

Pre-Implementation Year 1: The School Discipline/School Climate Committee

<u>Actions</u>	<u>People or Committee Responsible</u>	<u>Timelines</u> (Start/Ending Dates)	<u>Resources Needed:</u> Permissions: Materials: Space/Place: Technology: Funds/Budget: Source of Funds:	<u>Status:</u> C- Completed IP- In Progress ABP- Actively Being Planned NPS- No Planning Started
<p>NOTE WELL: A number of tasks for this Committee were recommended in the School Improvement Team’s “Building the Infrastructure” Plan for Planning document. The Actions recommended here add to those and are particularly important to prepare this Committee for its first year of full Project ACHIEVE implementation.</p>				
<p>1. This Committee should begin to meet on a regular basis. The first meetings should focus on completing the following tasks:</p> <p>a. Choosing the Committee Chair and Secretary for the next year. Ensuring that Committee Members have “terms of office” such that only one-third of the Committee transitions off the Committee each year.</p> <p>b. Deciding when the Committee will meet each month (ideally on the same day and week of each month), ensuring that the meeting time does not conflict with other building- and grade-level meetings in the Master Calendar, and locking the meeting time into the Master Calendar.</p>	All Committee Members/Team	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>c. Deciding on a Committee Mission or Purpose Statement that is consistent with the school Mission Statement, determining the primary goals and objectives for the committee for the next year, and writing a Job Description for the Committee (relative to the school) and for Committee Members (relative to the Committee).</p> <p>d. Determining the “Standard Agenda” for Committee Meetings, and where Meeting Minutes will be posted for the rest of the school’s staff.</p>				
<p>2. The Committee needs to review all available and relevant data from across the school that relates to its goals, activities, outcomes, and processes. Sources of data might include previous School Improvement Plans, “Reports Cards” of the school’s functioning and ESEA/accountability data, school discipline data, SPRINT early intervention referrals and interventions, special education referrals and placements, other special education evaluation triggers (LRE, disproportionality, etc.), other critical parent and community information.</p> <p>If possible, the past three years of relevant data should be collected, analyzed, and reviewed so that “statistical” trends can be identified (if present).</p>	All Committee Members/Team	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>3. As part of the data analysis in #2 above, the Committee needs to be trained in how to arrange, download, and analyze the data from the ADDRESS (Automated Discipline Data Review and Evaluation Software System)</p>	All Committee Members/Team	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>4. As part of the data analysis in #2 above, the Committee needs to analyze the results of the staff’s completion (see School Improvement Team Plan for Planning Form) of the “Organizational Profile of the School” and <u>Scale of Staff Interactions and School Cohesion</u>.</p> <p>The Committee also needs to determine whether the staff from the school will complete the <u>Scale of Effective School Discipline and Safety (SESDS)</u>.</p> <p>All actions and/or interventions to address the results of these questionnaires or scales should be written into the Committee’s section of the School Improvement Plan.</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>5. Preparation for and completion of the <u>Behavioral Matrix</u> by the School under the leadership of the School Discipline/Climate Committee. This will result in a coherent set of behavioral expectations, standards, and responses to appropriate and inappropriate student behavior.</p> <p>Once completed, the Matrix needs to be described and formatted in the school’s Student/Parent Handbook prior to its printing for the new school year. Posters, charts, binder inserts, and other physical reminders/ (self)-evaluation tools for students need to be printed and ready for use. Finally, the Matrix orientation and “roll-out” for the first day (week) of the new school year needs to be planned and prepared.</p>	<p>School Discipline/ Climate Committee</p> <p>Administrative Team</p> <p>Grade-level Teams</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>If implementation of the <u>Stop & Think Social Skills Program</u> will occur at the beginning of the new school year, the School Discipline/School Climate Committee should draft, for the specific grade levels, a <u>Stop & Think Social Skills Calendar</u> for at least the first semester of the year (i.e., August through December). This <u>Calendar</u> should be typed up and stored safely for the summer—to be available for review by the respective grade-level teams immediately after the <u>Social Skills training</u> occurs during the pre-planning week.</p>				
<p>8. Regardless of the final decision in Activity #7 above, but having completed Activities #5 and #6 above, the Committee should draft a <u>Classroom and School Routines Calendar</u> that identifies the behavioral routines that students, at different grade levels, should be taught and should behaviorally practice during the first three weeks of school.</p> <p>This Calendar should directly reflect the behavioral expectations in the Behavioral Matrix relative to both Common Areas of the school and appropriate Peer Interactions (Activity #5 above), and any strategic needs resulting from the Special Situation Analyses (Activity #6 above).</p> <p>This Calendar actually is an extension of the <u>Stop & Think Social Skills Calendar</u> referenced in Activity #7 above (if it is developed), and the two component calendar parts should be integrated into a single “Skills and Routines” Calendar.</p>	<p>School Discipline/ Climate Committee</p> <p>Administrative Team</p> <p>Grade-level Teams</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>The goals and outcomes in this area should especially reflect the prior ADDRESS data (discipline referrals to the Principal’s Office, student suspensions and expulsions, and requests for pre-referral interventions and special education referrals to address behavioral concerns), along with the behavioral expectations (or concerns) identified through the development of the Behavioral Matrix (and the completion of the Special Situation Analyses).</p>				
<p>10. Based on its drafted section of the School Improvement Plan, the Committee should prepare for implementation its evaluation system and schedule so that it can identify its formative and summative outcomes during the next school year. Computer-based or other technological resources/equipment/programs required by the evaluation system should be identified and secured. The schedule of when data will be collected, loaded, analyzed, and distributed should be determined and entered into the Master Calendar.</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>11. The Committee should complete and publicly post-- (e.g., on the Shared Drive of the school’s computer network) on the School’s Master Calendar—all scheduled meetings, activities, events, data collection target days, and all other relevant information for the year.</p>	<p>Committee Chair</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

Pre-Implementation Year 1:

The Professional Development, Teacher Mentoring and Support Committee

<u>Actions</u>	<u>People or Committee Responsible</u>	<u>Timelines</u> (Start/Ending Dates)	<u>Resources Needed:</u> Permissions: Materials: Space/Place: Technology: Funds/Budget: Source of Funds:	<u>Status:</u> C- Completed IP- In Progress ABP- Actively Being Planned NPS- No Planning Started
<p>NOTE WELL: A number of tasks for this Committee were recommended in the School Improvement Team’s “Building the Infrastructure” Plan for Planning document. The Actions recommended here add to those and are particularly important to prepare this Committee for its first year of full Project ACHIEVE implementation.</p>				
<p>1. This Committee should begin to meet on a regular basis. The first meetings should focus on completing the following tasks:</p> <p>a. Choosing the Committee Chair and Secretary for the next year. Ensuring that Committee Members have “terms of office” such that only one-third of the Committee transitions off the Committee each year.</p> <p>b. Deciding when the Committee will meet each month (ideally on the same day and week of each month), ensuring that the meeting time does not conflict with other building- and grade-level</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>meetings in the Master Calendar, and locking the meeting time into the Master Calendar.</p> <p>c. Deciding on a Committee Mission or Purpose Statement that is consistent with the school Mission Statement, determining the primary goals and objectives for the committee for the next year, and writing a Job Description for the Committee (relative to the school) and for Committee Members (relative to the Committee).</p> <p>d. Determining the “Standard Agenda” for Committee Meetings, and where Meeting Minutes will be posted for the rest of the school’s staff.</p>				
<p>2. The Committee needs to review all available and relevant data from across the school that relates to its goals, activities, outcomes, and processes. Sources of data might include previous School Improvement Plans, “Reports Cards” of the school’s functioning and ESEA/accountability data, school discipline data, SPRINT early intervention referrals and interventions, special education referrals and placements, other special education evaluation triggers (LRE, disproportionality, etc.), other critical parent and community information.</p> <p>If possible, the past three years of relevant data should be collected, analyzed, and reviewed so that “statistical” trends can be identified (if present).</p>	All Committee Members/Team	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>3. The Committee needs to complete a <u>Professional Development Needs Assessment</u> that identifies and prioritizes the knowledge and skill areas of greatest need for staff relative to the academic and social-emotional/behavioral progress of all students in the school. This needs assessment could involve faculty surveys, staff focus groups, open meeting discussions, etc. The</p>	All Committee Members/Team	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p>		

<p>assessment must consider federal, state, and district mandates; needs determined by the school's Administrative staff; needs identified by other school committees (especially the School Improvement Team, Curriculum and Instruction, School Discipline/School Climate, and SPRINT Committees; and other professional development needs determined through the data analyses in Activity #2 above.</p>		<p>Projected End:</p>		
<p>4. The Committee carefully review the <u>Professional Development and Instruction Needs Assessment</u> completed by the Curriculum and Instruction Committee (see C & I Committee Activity #6) to jointly determine the professional development and clinical supervision needs of the staff (or specific grade levels) relative to effective instruction in all of the curricular areas of the school.</p>	<p>All Committee Members/Team</p> <p>Curriculum and Instruction Committee</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>5. The Committee, with the school's Administrative Staff, should identify and plan for the professional development needs of the following groups of staff:</p> <p>(a) New teachers with no or minimal levels of experience who need supervision and mentoring relative to state-required "beginning teacher programs," attainment of "Highly Qualified Teacher" (NCLB) status, or attainment of tenure in the district;</p> <p>(b) Alternative Certification teachers with no or minimal levels of classroom experience who need supervision and mentoring relative to state-required permanent certification/licensure; attainment of "Highly Qualified Teacher" (NCLB) status, or attainment of tenure in the district;</p>	<p>All Committee Members/Team</p> <p>School Administration</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>(c) Experienced teachers who have recently or are moving to teach in a different grade level or in a different curricular area; and</p> <p>(d) Tenured, but still developing, teachers who have need for additional clinical supervision and mentoring in order to continue strengthening their instructional skills.</p> <p>“Planning” for these staff may include collegially-assigned supervisors or mentors, scheduled observation or visitation experiences, participation in professional or content-focused learning communities or discussion groups, in-service or on-line workshops, etc.</p>				
<p>6. In schools or districts that require all staff to write annual <u>Professional Development Plans</u>, the Committee, with the school’s Administrative Staff, should identify (based on Activities #3 and #4 above) the “Required Professional Development Goals And Activities,” the “Recommended Professional Development Goals And Activities,” and the “Optional Professional Development Goals And Activities” in preparation for the next school year. A written template of the <u>Professional Development Planning Form</u> should be developed and kept in a safe place for the summer.</p> <p>As a rule of thumb, staff at different levels of experience and/or with different numbers of years of experience could have the selection of goals in their <u>Professional Development Plans</u> organized in the following way:</p>		<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p><u>Beginning Professional with No Tenure:</u></p> <ul style="list-style-type: none"> * All Required Professional Development Goals and Activities at the State and District levels as relevant for “Highly Qualified Teacher” and Tenure status (50% of the Plan) * All Recommended Professional Development Goals and Activities as per the School Administration and other Clinical Supervisors (40% of the Plan) * Optional Professional Development Goals and Activities chosen by the staff member (10% of the Plan) <p><u>Highly Qualified Professional with Tenure:</u></p> <ul style="list-style-type: none"> * All Required Professional Development Goals and Activities at the State and District levels as relevant for “Highly Qualified Teacher” and Tenure status (50% of the Plan) * All Recommended Professional Development Goals and Activities as per the School Administration and other Clinical Supervisors (25% of the Plan) * Optional Professional Development Goals and Activities chosen by the staff member (25% of the Plan) 				
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<p><u>Master- or Supervisory-Level Professional with Tenure:</u></p> <ul style="list-style-type: none"> * All Required Professional Development Goals and Activities at the State and District levels as relevant for “Highly Qualified Teacher” and Tenure status (50% of the Plan) * All Recommended Professional Development Goals and Activities as per the School Administration and other Clinical Supervisors (10% of the Plan) * Optional Professional Development Goals and Activities chosen by the staff member (40% of the Plan) 				
<p>7. The Committee should complete a draft of its section of the School Improvement Plan for submission, discussion, integration, and finalization in the faculty-approved School Improvement Plan.</p> <p>NOTE: The evidence-base for all activities and/or interventions should be documented in each section, as should needed technology and formative and summative outcome evaluations.</p> <p>Each entry to the School Improvement Plan should have the following sections:</p> <ul style="list-style-type: none"> a. Goals and Objectives b. Specific activities connected with Timelines, Individuals Responsible, and Resources Needed c. How goals/activities are Evaluated d. Short-term and Long-term Outcomes desired 	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>8. Based on its drafted section of the School Improvement Plan, the Committee should prepare for implementation its evaluation system and schedule so that it can identify its formative and summative outcomes during the next school year. Computer-based or other technological resources/equipment/programs required by the evaluation system should be identified and secured. The schedule of when data will be collected, loaded, analyzed, and distributed should be determined and entered into the Master Calendar.</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>9. The Committee should complete and publicly post-- (e.g., on the Shared Drive of the school's computer network) on the School's Master Calendar—all scheduled meetings, activities, events, data collection target days, and all other relevant information for the year.</p>	<p>Committee Chair</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>c. Deciding on a Committee Mission or Purpose Statement that is consistent with the school Mission Statement, determining the primary goals and objectives for the committee for the next year, and writing a Job Description for the Committee (relative to the school) and for Committee Members (relative to the Committee).</p> <p>d. Determining the “Standard Agenda” for Committee Meetings, and where Meeting Minutes will be posted for the rest of the school’s staff.</p>				
<p>2. The Committee needs to review all available and relevant data from across the Community as it relates to the school and its goals, activities, outcomes, and processes. Included in this review should be analyses of the: (a) demographic status, changes, and trends in the community; (b) economic, social, governmental, employment, and political trends and circumstances; (c) social service, medical, mental health, judicial, religious, recreational, non-profit/volunteer-related, and law enforcement resources, trends, and circumstances; (d) and (d) other resources and trends as relevant.</p> <p>While the internet provides easy access to much of this information, other important sources include annual reports from the community’s: local governmental body, Board of Realtors, United Way, Chamber of Commerce, and public library.</p> <p>The community-related information above should be meshed with the data collected by the School Improvement Team as previously noted: previous School Improvement Plans, “Reports Cards” of the school’s functioning and ESEA/accountability data, school discipline data, SPRINT early intervention referrals and</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>interventions, special education referrals and placements, other special education evaluation triggers (LRE, disproportionality, etc.), other critical parent and community information.</p> <p>If possible, the past three years of all relevant data should be collected, analyzed, and reviewed so that “statistical” trends can be identified (if present).</p>				
<p>3. Concurrent with the data collection process in Activity #2 above, the Committee should complete a community-oriented SWOT analysis (Community and Family Strengths, Weaknesses, Opportunities, Threats) and Community Resource Analysis through completion of the <u>SWOT Analysis</u> and <u>Resource Analysis</u> forms.</p> <p><u>NOTE WELL:</u> These analyses often are routinely completed by the entities noted in #2 above, and do not need to be replicated.</p>	All Committee Members/Team	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>4. The Committee needs to complete a <u>Parent Needs Assessment</u> whereby a representative sample of parents are surveyed to determine their needs, goals, and objectives--relative to home-school collaboration and the academic and behavioral needs of their children—and how they want to become involved in the school, schooling, and educational process of their children.</p> <p>This Needs Assessment should include questions where parents can communicate their comfort level(s) in interacting with the school and its various personnel; identify the activities and approaches the school is taking that help or do not help parents to feel wanted, reinforced, and engaged; and express their opinions on areas that the school is not addressing effectively or is addressing in ineffective ways.</p>	All Committee Members/Team	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>The Needs Assessment should use a multi-faceted approach toward data collection (e.g., mail, e-mail, telephone, focus group), and it should ensure that parents from diverse backgrounds and conditions are effectively represented and surveyed.</p>				
<p>5. The Committee needs to identify, expand on, or strengthen existing <u>Business Partnerships</u> such that the school has an active, collaborative, and mutually beneficial relationship with all of its partners. Business Partners bring resources, perspective, and energy to their schools, while reinforcing the importance of volunteerism and a dedication to future generations of adults. Business Partners, in turn, receive recognition formally, through Committee and School acknowledgement, and informally, through the positive responses and thanks from the students with whom they engage.</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>6. The Committee needs to consider the initiation or renewal of Community Resource “Round Tables.” These Round Tables should be scheduled three to four times per year and involve important community resources whose professional work affects or could benefit the academic and/or behavioral progress or status of students in the school.</p> <p>For example, one Round Table could involve medical doctors who treat a large majority of students in the schools. These could be General Practitioners, Pediatric Neurologists, Specialists in Asthma and Allergy or Attention Deficit Disorders, Psychiatrists and Psychologists in Private Practice, etc.</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>Another Round Table could involve Social Service Agencies; another Community Leaders involved in Drug and/or Violence Prevention.</p> <p>The goal here is to initiate a dialog between the school and community partners on personal and professional ways to integrate their efforts.</p>				
<p>7. The Committee should complete a draft of its section of the School Improvement Plan for submission, discussion, integration, and finalization in the faculty-approved School Improvement Plan.</p> <p>NOTE: The evidence-base for all activities and/or interventions should be documented in each section, as should needed technology and formative and summative outcome evaluations.</p> <p>Each entry to the School Improvement Plan should have the following sections:</p> <ul style="list-style-type: none"> a. Goals and Objectives b. Specific activities connected with Timelines, Individuals Responsible, and Resources Needed c. How goals/activities are Evaluated d. Short-term and Long-term Outcomes desired 	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>8. Based on its drafted section of the School Improvement Plan, the Committee should prepare for implementation its evaluation system and schedule so that it can identify its formative and summative outcomes during the next school year. Computer-based or other technological resources/equipment/programs required by the evaluation system should be identified and secured. The schedule of when data will be collected, loaded, analyzed, and distributed should be determined and entered into the Master Calendar.</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>9. The Committee should complete and publicly post-- (e.g., on the Shared Drive of the school's computer network) on the School's Master Calendar—all scheduled meetings, activities, events, data collection target days, and all other relevant information for the year.</p>	<p>Committee Chair</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
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Pre-Implementation Year 1: The School Prevention, Review, and Intervention Team

<u>Actions</u>	<u>People or Committee Responsible</u>	<u>Timelines</u> (Start/Ending Dates)	<u>Resources Needed:</u> Permissions: Materials: Space/Place: Technology: Funds/Budget: Source of Funds:	<u>Status:</u> C- Completed IP- In Progress ABP- Actively Being Planned NPS- No Planning Started
<p>NOTE WELL: A number of tasks for this Committee were recommended in the School Improvement Team’s “Building the Infrastructure” Plan for Planning document. The Actions recommended here add to those and are particularly important to prepare this Committee for its first year of full Project ACHIEVE implementation.</p>				
<p>1. The Building-level SPRINT team should begin to meet on a regular basis. The first meetings should focus on completing the following tasks:</p> <p>a. Choosing the Committee Chair and Secretary for the next year. Ensuring that Committee Members have “terms of office” such that only one-third of the Committee transitions off the Committee each year.</p> <p>b. Deciding when the Committee will meet each month (ideally on the same day and week of each month), ensuring that the meeting time does not conflict with other building- and grade-level meetings in the Master Calendar, and locking the meeting time into the Master Calendar.</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>c. Deciding on a Committee Mission or Purpose Statement that is consistent with the school Mission Statement, determining the primary goals and objectives for the committee for the next year, and writing a Job Description for the Committee (relative to the school) and for Committee Members (relative to the Committee).</p> <p>d. Determining the “Standard Agenda” for Committee Meetings, and where Meeting Minutes will be posted for the rest of the school’s staff.</p>				
<p>2. The Building-level SPRINT team should complete a self- and needs-assessment based on its previous performance and outcomes. One way to begin this process is to have current and past SPRINT committee members (as well as selected staff members, if desired) complete the <u>SPRINT Team Process and Outcome Survey</u> which helps to evaluate prior (and/or current) interactions and processes of the Team relative to student, staff, and team outcomes.</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>3. The Building-level SPRINT team needs to review all available and relevant data from across the school that relates to its goals, activities, outcomes, and processes. Sources of data might include previous School Improvement Plans, “Reports Cards” of the school’s functioning and ESEA/accountability data, and school discipline data.</p> <p>The Team should especially look at Grade-level and Building-level SPRINT requests for consultation and early intervention, along with student referrals and qualifications for special education services. It should also look at the school’s data relative to other special education</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>evaluation triggers (LRE, AYP, disproportionality, etc.), as well as student and parent satisfaction with early intervention and special education services.</p> <p>Some of these data can be collected through an annual <u>SPRINT Consultation Referral Audit</u>. This Audit, typically conducted toward the end of each school year, categorizes SPRINT referrals by gender, grade level, time of the year, specific type of academic and/or behavioral concern, and severity of the problem. Its data and analyses are used to identify referral trends such that (a) “early warning” diagnostic indicators can be established to identify certain student problems earlier; (b) strategic interventions can be implemented in earlier grades to prevent certain referrals in the future; and (c) (general education) staff can be trained in needed interventions to facilitate more effective and efficient service delivery (with less need for lengthy functional assessments and additional consultation) even when the referral problems continue to occur.</p> <p>If possible, the Team should track the data in the <u>Referral Audit</u> above, on an ongoing basis and as functional assessment and consultation requests are being made, on an Excel (or the equivalent) program.</p> <p>Finally, the past three years of relevant data should be collected, analyzed, and reviewed so that “statistical” trends can be identified (if present).</p>				
<p>4. The Building-level SPRINT team needs to review federal and state law, the research and practice, and district policy and procedure and begin to (re-)develop (or reconfirm) the school’s early intervention/ Response-to-Intervention/</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p>		

<p>SPRINT process so that students who are not responding, academically or behaviorally, to effective classroom instruction or management receive the strategic or intensive supports, services, strategies, interventions, and/or programs that they need to be successful.</p> <p>Eventually, the Team should finalize the process (with District support)—including a (re)development or reconfirmation of any forms or data-bases that are needed for this process—and consider the need to develop and implement a Training Module (or process) for the school’s staff, and an Operations Handbook that contains descriptions of the process and the forms needed for its success.</p>		<p>Projected Start:</p> <p>Projected End:</p>		
<p>5. The Building-level SPRINT team should review the <u>School Resource Surveys</u> completed by the school’s staff, and the <u>School Resource Directory</u> completed by the School Improvement Team (see their Activity #8) to identify potential consultants who can work with different student concerns referred through the SPRINT process for functional assessment and strategic intervention.</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>6. Members of the SPRINT team should review and analyze the academic and behavioral intervention expertise on or available to the team and building, the strategic and intensive interventions needs of students in the school, and identify any professional development/expertise gaps that exist and how to address them.</p> <p>The <u>Behavioral Intervention Survey</u> is one tool that SPRINT members could complete and discuss to facilitate part of this task.</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>7. The Building-level SPRINT team should complete the end-of-the-year <u>Student Articulation</u> (or <u>Get-Go</u>) <u>Process</u> on at least those students who were seen either by the Grade-Level or the Building-Level SPRINT team for functional assessment and early intervention. Through this process, students who need immediate interventions at the beginning of the school year are identified (“Get-Go” students), as are students whose teachers need to be briefed on their individual and intervention needs prior to the start of the new school year (“At-Risk” students), and students who need a “Check-In” approximately 4 to 6 weeks after the new school year begins.</p> <p>While this process can be done entirely within the Building-level SPRINT Team, it could also be integrated into the <u>Academic Achievement Audit (AAA)</u> completed by the Curriculum and Instruction Committee with the Grade-level Teaching Teams (see Curriculum and Instruction Committee, Activity #5).</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>8. Prompted by the SPRINT Chair and through the school’s Administration, a <u>Briefing Report</u> should be written by each classroom teacher or teaching team on each Get-Go and At-Risk student. These one to two page briefings should be organized as follows:</p> <p>a. Academic and Behavioral Background of the Student—including Critical Factors (physical, medical, social, supportive) that Impact or Contribute to this Background</p> <p>b. Academic/Behavioral Strengths and Progress during the Past School Year</p>	<p>SPRINT Chair</p> <p>Administration Team</p> <p>Grade-Level Teachers and other Support Staff</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>c. Academic/Behavioral Weaknesses and Functional Reasons Why they Exist</p> <p>d. Description of Successful Strategies or Interventions to Address the Student’s Needs and How they were Implemented</p> <p>e. Description of Less or Unsuccessful Strategies/Interventions with/for the Student</p> <p>f. Keys to Helping this Student be Successful</p> <p>g. Other Information of Note</p> <p>These Briefing Reports should be completed before teachers leave for the end of the school year, and the Administration should decide where they should be filed in preparation for the new school year.</p>				
<p>9. The Building-level SPRINT team should complete a draft of its section of the School Improvement Plan for submission, discussion, integration, and finalization in the faculty-approved School Improvement Plan.</p> <p>NOTE: The evidence-base for all activities and/or interventions should be documented in each section, as should needed technology and formative and summative outcome evaluations.</p> <p>Each entry to the School Improvement Plan should have the following sections:</p> <ul style="list-style-type: none"> a. Goals and Objectives b. Specific activities connected with Timelines, Individuals Responsible, and Resources Needed c. How goals/activities are Evaluated d. Short-term and Long-term Outcomes desired 	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		

<p>10. Based on its drafted section of the School Improvement Plan, The Building-level SPRINT team should prepare for implementation its evaluation system and schedule so that it can identify its formative and summative outcomes during the next school year. Computer-based or other technological resources/equipment/programs required by the evaluation system should be identified and secured. The schedule of when data will be collected, loaded, analyzed, and distributed should be determined and entered into the Master Calendar.</p>	<p>All Committee Members/Team</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		
<p>11. The Building-level SPRINT team should complete and publicly post-- (e.g., on the Shared Drive of the school's computer network) on the School's Master Calendar—all scheduled meetings, activities, events, data collection target days, and all other relevant information for the year.</p>	<p>Committee Chair</p>	<p>Ideally by the end of April/early May of the year prior to full Project ACHIEVE implementation.</p> <p>Projected Start:</p> <p>Projected End:</p>		