

Professional Learning Evidence Based Logic Model

LEA Name: Lamar County Schools 2018-2019

Lamar County School District endeavors to support professional learning by:

1. Building capacity in the areas of professional knowledge, instructional planning, instructional strategies, differentiated instructional practices, assessment strategies and uses to further solidify instructional practice and overall student success in all content areas.
2. Enhance the climate and culture of the district, schools, and individual classrooms by creating a collaborative environment amongst all employees that will promote a positive and academically challenging academic environment for all students.
3. Creating/supporting a culture of professionalism that will generate professional growth, provide opportunities for to support student growth and achievement, and foster a collaborative learning environment for all stakeholders.
4. Continually striving to instill communication that is proactive and will support, inform, and build a collaborative network for all stakeholders that will enhance student growth and academic progress.

The following Professional Learning Logic Model will support the four overarching goals aligned with Georgia Department of Education’s TKES/LKES process and ESSA evidence based best practices. The plan will allow professional learning to evolve in several delivery methods which include (but are not limited to): traditional Professional Learning Communities (face to face), personalized Professional Learning Communities (online meetings, classes, webinars, or workshops), Professional Conferences, Endorsement classes, and College level studies. Persons involved in any format have a responsibility to share their knowledge and build the capacity of others.

Goal	Name of Intended (Strategy/Practice)	Current Research Available that demonstrates a rationale that it might work	Plan of Action	How will success be measured? <i>What is the LEA’s theory of change for this intervention?</i>	What are the outcomes or milestones that will evaluate success?	
					Mid-Year	End-of-Year
By May 2020, all teachers in the Lamar County School district will participate in a professional Learning Community to increase teacher effectiveness and increase results for all students.	School based PLC’s, System/District PLC’s, Conferences, workshops, endorsements to support and sustain Systems of change: Short term: utilize professional learning to change knowledge, attitudes and beliefs Medium term: change practices and policies by measuring implementations, improving	Professional development processes that support leader, teacher, and student learning include • Needs assessments, teacher surveys, student-learning data analysis, walk-throughs and teacher observation data to determine teacher needs. Examples of Needs Assessment Sources are CLIP, CNA, DIP, SWP, CCRPI Data • Student performance results disaggregated by subpopulations, • Longitudinal student data,	Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. Leadership:	The district theory of change is that a greater percentage of students will be able to master skills at/above grade level expectation due to the closing of foundational skills gaps. This will be demonstrated by (1) an increase in content capacity that will enhance/support instructional strategies that educators will employ. (2)Increases in student growth percentile data will be the ultimate goal. (3) Improved graduation rate. (4) Improved behavior across all grade levels-specifically reduction in office referrals, in-school and out of school suspensions, and /or	Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess,	Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess,

	<p>implementation over time. Long term: Changes to overall system by sustaining implementation and measuring student outcome data</p>	<ul style="list-style-type: none"> • Attendance rates, • Graduation rate cohort data, • Dropout rate cohort data, • Behavioral data, and • Quarterly reports. • Job-embedded professional development with follow-up provided <p>Methods of assessing effectiveness of professional development and its impact upon student achievement</p> <ul style="list-style-type: none"> • Teachers’ written evaluations of professional development opportunities and recommendations for future workshops • Follow-up discussions during team meetings and faculty meetings on classroom implementation of specific, required instructional techniques • Analysis of student work • Observations, coaching, modeling and feedback • Walkthroughs, evaluations, Innovations Configuration Maps and other tools are used to measure implementation • Ongoing program evaluation <p>Tucker, K. (2013). Insights for Learning.</p> <p>Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to student achievement. New York: Routledge.</p> <p>Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: ASCD.</p>	<p>Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p> <p>Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p> <p>Learning Design: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p> <p>Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<p>expulsions. (5) Improve student attendance.</p>	<p>and evaluate professional learning.</p>	<p>and evaluate professional learning.</p>
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<p>By May 2020, all teachers in the Lamar County School District will receive evidence-based professional development on evidence based practices to support ELA/Reading-writing strategies that will impact student achievement.</p>	<p>Professional Learning: School based PLC's, System/District PLC's, Conferences, workshops, endorsements to support and sustain Systems of change:</p> <p>Short term: utilize professional learning to change knowledge, attitudes and beliefs Medium term: change practices and policies by measuring implementations, improving implementation over time. Long term: Changes to overall system by sustaining implementation and measuring student outcome data</p>	<p>Marzano, R. (2009). Leading edge anthology: On excellence in teaching. Bloomington, IN: Solution Tree.</p> <ul style="list-style-type: none"> Nunn, G., Jantz, P., & Butikofer, C. (2009). Concurrent validity between teacher efficacy and perceptions of response to intervention outcomes. Journal of Instructional Psychology, 36(3), 215-218. Supovitz, J., Mayer, D., & Kahle, J. (2000). Promoting inquiry based instructional practice: The longitudinal impact of professional development in the context of systemic reform. Educational Policy, 14(3), 331-356 <p>Select Relevant, Evidence-Based Interventions: Best Evidence Encyclopedia: http://www.bestevidence.org/ Christensen Institute:</p>	<p>Strategy 1 to Support Objective 1: Provide daily instruction opportunities for children to make meaning of their reading and use of strategies.</p> <p>Strategy 2 to Support Objective 1: Create time for teacher collaboration to analyze student work to develop instruction for all students and plan intervention for students falling below benchmarks.</p> <p>Strategy 3 to Support Objective 1: Provide professional development on instructional strategies that will increase student achievement on reading level assessments.</p> <p>A true coaching cycle will be implemented to support PLC's at</p>	<p>The district theory of change is that a greater percentage of students will be able to master skills at/above grade level expectation due to the closing of foundational skills gaps. This will be demonstrated by (1) an increase in content capacity that will enhance/support instructional strategies that educators will employ. (2) Increases in student growth percentile data will be the ultimate goal. (3) Improved graduation rate. (4) Improved behavior across all grade levels-specifically reduction in office referrals, in-school and out of school suspensions, and /or expulsions. (5) Improve student attendance.</p>	<p>HMH Reading Inventory data (grades 3-12), DIBELS data (grades K-3) PPVT and PALS data (PK) IDI data (Grades 2-5) STAR Reading/STAR Early Literacy (Grades K-12)</p> <p>Observational Data from TKES, ELEOT, In-house observational tools</p>	<p>HMH Reading Inventory data (grades 3-12), DIBELS data (grades K-3) PPVT and PALS data (PK) IDI data (Grades 2-5) STAR Reading/STAR Early Literacy (Grades K-12)</p> <p>Georgia Milestone Data (grades 3-8), EOC data (grades 9, 10, 11)</p> <p>Observational Data from TKES, ELEOT, In-house observational tools</p>

		<p>http://www.christenseninstitute.org/ Felton, R. (2003). Guidance for Selecting an Effective Program. Raleigh, NC: The North Carolina State Improvement Project (NC SIP): Improving Instruction for Students with Disabilities: http://ncsip.org/reading/documents/GuidelinesforSelectingaReadingProgram.pdf Florida Center for Reading Research: http://www.fcrr.org/ Iredell-Statesville Schools. (2010). Investing in Innovation (i3) Application: COMPASS: Collaborative Organizational Model to Promote Aligned Support Structures. http://www2.ed.gov/programs/innovation/2010/narratives/u396c100105.pdf Opportunity Culture: http://opportunityculture.org/ What Works Clearinghouse: http://ies.ed.gov/ncee/wwc/ District Reform Support Network. (2016). Transforming the Culture of Teaching and Learning: Four Race to the Top-District Grantees' Implementation of Personalized Learning. Washington, DC: District Reform Support Network. https://rttd.grads360.org/#communities/pdc/documents/12121 IMPACT. (2015). Classroom Walkthrough Rubric. • Examine and Reflect: Baldrige National Quality Program: http://www.iss.k12.nc.us/Pag</p>	<p>school and district levels. Strategies will be taught in PLC's, teachers will implement practice in classrooms with full observation cycle, feedback, and re-teaching as needed.</p> <p>Teachers may redeliver informational strategies from conferences, workshops or endorsement classes in a content PLC meeting, as an online redelivery, or as an action research project with result to be share with faculty and staff during school-based PL days or faculty PLC's.</p>			
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<p>By May 2020, all teachers in the Lamar County School District will receive evidence-based professional development on evidence based practices to support grade-specific Mathematics concepts/ strategies that will impact student achievement.</p>	<p>Professional Learning: School based PLC's, System/District PLC's, Conferences, workshops, endorsements to support and sustain Systems of change:</p> <p>Short term: utilize professional learning to change knowledge, attitudes and beliefs Medium term: change practices and policies by measuring implementations, improving implementation over time. Long term: Changes to overall system by sustaining implementation and</p>	<p>Marzano, R. (2009). Leading edge anthology: On excellence in teaching. Bloomington, IN: Solution Tree. • Nunn, G., Jantz, P., & Butikofer, C. (2009). Concurrent validity between teacher efficacy and perceptions of response to intervention outcomes. Journal of Instructional Psychology, 36(3), 215-218. • Supovitz, J., Mayer, D., & Kahle, J. (2000). Promoting inquiry based instructional practice: The longitudinal impact of professional</p>	<p>The goal of mathematics professional development is to improve instruction in order to improve student learning. The research on professional development suggests that mathematics professional development is effective when it promotes mathematics teachers' growth in four major areas.</p> <p>Builds teachers' mathematical knowledge and their capacity to use it in practice</p>	<p>The district theory of change is that a greater percentage of students will be able to master skills at/above grade level expectation due to the closing of foundational skills gaps. This will be demonstrated by (1) an increase in content capacity that will enhance/support instructional strategies that educators will employ. (2)Increases in student growth percentile data will be the ultimate goal.</p>	<p>Observational Data from TKES, ELEOT, In-house observational tools</p> <p>STAR Math/Early Literacy Math In-house summative assessment data</p>	<p>Observational Data from TKES, ELEOT, In-house observational tools</p> <p>STAR Math/Early Literacy Math In-house summative assessment data</p> <p>Georgia Milestone Data EOG (3-8) EOC (9-11)</p>

	<p>measuring student outcome data</p>	<p>development in the context of systemic reform. Educational Policy, 14(3), 331-356 Select Relevant, Evidence-Based Interventions: Best Evidence Encyclopedia: http://www.bestevidence.org/ Christensen Institute: http://www.christenseninstitute.org/ Felton, R. (2003). Guidance for Selecting an Effective Program. Raleigh, NC: The North Carolina State Improvement Project (NC SIP): Improving Instruction for Students with Disabilities: http://ncsip.org/reading/documents/GuidelinesforSelectingaReadingProgram.pdf Florida Center for Reading Research: http://www.fcrr.org/Iredell-StatesvilleSchools. (2010). Investing in Innovation (i3) Application: COMPASS: Collaborative Organizational Model to Promote Aligned Support Structures. http://www2.ed.gov/programs/innovation/2010/narratives/u396c100105.pdf Opportunity Culture: http://opportunityculture.org/ What Works Clearinghouse: http://ies.ed.gov/ncee/wwc/DistrictReformSupportNetwork. (2016). Transforming the Culture of Teaching and Learning: Four Race to the Top-District Grantees' Implementation of Personalized Learning. Washington, DC: District Reform Support</p>	<p>Builds teachers' capacity to notice, analyze, and respond to students' thinking Builds teachers' productive habits of mind, and Builds collegial relationships and structures that support continued learning. In addition, research suggests that three broad features of professional development support these goals.</p> <p>Substantial time investment Systemic support, and Opportunities for active learning.</p> <p>A true coaching cycle will be implemented to support PLC's at school and district levels. Strategies will be taught in PLC's, teachers will implement practice in classrooms with full observation cycle, feedback, and re-teaching as needed.</p> <p>Teachers may redeliver informational strategies from conferences, workshops or endorsement classes in a content PLC meeting, as an online redelivery, or as an action research project with result to be share with faculty and staff during school-based PL days or</p>			
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<p>By May 2020, all teachers in the Lamar County School District will receive evidence-based professional development on evidence based practices to support grade-specific Social Studies concepts/ strategies that will impact student</p>	<p>Professional Learning: School based PLC's, System/District PLC's, Conferences, workshops, endorsements to support and sustain Systems of change: Short term: utilize professional learning to change knowledge, attitudes and beliefs Medium term: change</p>	<p>Marzano, R. (2009). Leading edge anthology: On excellence in teaching. Bloomington, IN: Solution Tree. • Nunn, G., Jantz, P., & Butikofer, C. (2009). Concurrent validity between teacher efficacy and perceptions of response to intervention outcomes.</p>	<p>A true coaching cycle will be implemented to support PLC's at school and district levels. Strategies will</p>	<p>The district theory of change is that a greater percentage of students will be able to master skills at/above grade level expectation due to the closing of foundational skills gaps. This will be demonstrated by (1) an increase in content capacity that will enhance/support instructional strategies that educators will employ. (2)Increases in student growth percentile data will be the ultimate goal.</p>	<p>Observational Data from TKES, ELEOT, In-house observational tools In-house summative assessment data</p>	<p>Observational Data from TKES, ELEOT, In-house observational tools In-house summative assessment data Georgia Milestone Data</p>

<p>achievement.</p>	<p>practices and policies by measuring implementations, improving implementation over time. Long term: Changes to overall system by sustaining implementation and measuring student outcome data</p>	<p>Journal of Instructional Psychology, 36(3), 215-218. • Supovitz, J., Mayer, D., & Kahle, J. (2000). Promoting inquiry based instructional practice: The longitudinal impact of professional development in the context of systemic reform. Educational Policy, 14(3), 331-356 Select Relevant, Evidence-Based Interventions: Best Evidence Encyclopedia: http://www.bestevidence.org/ Christensen Institute: http://www.christenseninstitute.org/ Felton, R. (2003). Guidance for Selecting an Effective Program. Raleigh, NC: The North Carolina State Improvement Project (NC SIP): Improving Instruction for Students with Disabilities: http://ncsip.org/reading/documents/GuidelinesforSelectingaReadingProgram.pdf Florida Center for Reading Research: http://www.fcrr.org/ Iredell-Statesville Schools. (2010). Investing in Innovation (i3) Application: COMPASS: Collaborative Organizational Model to Promote Aligned Support Structures. http://www2.ed.gov/programs/innovation/2010/narratives/u396c100105.pdf Opportunity Culture: http://opportunityculture.org/ What Works Clearinghouse:</p>	<p>be taught in PLC's, teachers will implement practice in classrooms with full observation cycle, feedback, and re-teaching as needed. Teachers may redeliver informational strategies from conferences, workshops or endorsement classes in a content PLC meeting, as an online redelivery, or as an action research project with result to be share with faculty and staff during school-based PL days or faculty PLC's.</p>			<p>EOG (5th, 8th) EOC (9-11)</p>
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<p>By May 2020, all teachers in the Lamar County School District will receive evidence-based professional development on evidence based practices to support grade-specific Science concepts/strategies that will impact student achievement.</p>	<p>Professional Learning: School based PLC's, System/District PLC's, Conferences, workshops, endorsements to support and sustain Systems of change:</p> <p>Short term: utilize professional learning to change knowledge, attitudes and beliefs Medium term: change practices and policies by measuring implementations, improving implementation over time. Long term: Changes to overall system by sustaining implementation and measuring student outcome data</p>	<p>Marzano, R. (2009). Leading edge anthology: On excellence in teaching. Bloomington, IN: Solution Tree.</p> <ul style="list-style-type: none"> • Nunn, G., Jantz, P., & Butikofer, C. (2009). Concurrent validity between teacher efficacy and perceptions of response to intervention outcomes. Journal of Instructional Psychology, 36(3), 215-218. • Supovitz, J., Mayer, D., & Kahle, J. (2000). Promoting inquiry based instructional practice: The longitudinal impact of professional development in the context of systemic reform. Educational Policy, 14(3), 331-356 <p>Select Relevant, Evidence-Based Interventions: Best Evidence Encyclopedia: http://www.bestevidence.org/ Christensen Institute: http://www.christenseninstitute.org/ Felton, R. (2003). Guidance for Selecting an Effective Program. Raleigh, NC: The North Carolina State Improvement Project (NC SIP): Improving Instruction for Students with Disabilities: http://ncsip.org/reading/documents/GuidelinesforSelectingaReadingProgram.pdf Florida Center for Reading Research:</p>	<p>A true coaching cycle will be implemented to support PLC's at school and district levels. Strategies will be taught in PLC's, teachers will implement practice in classrooms with full observation cycle, feedback, and re-teaching as needed.</p> <p>Teachers may redeliver informational strategies from conferences, workshops or endorsement classes in a content PLC meeting, as an online redelivery, or as an action research project with result to be share with faculty and staff during school-based PL days or faculty PLC's.</p>	<p>The district theory of change is that a greater percentage of students will be able to master skills at/above grade level expectation due to the closing of foundational skills gaps. This will be demonstrated by (1) an increase in content capacity that will enhance/support instructional strategies that educators will employ. (2)Increases in student growth percentile data will be the ultimate goal.</p>	<p>Observational Data from TKES, ELEOT, In-house observational tools In-house summative assessment data</p>	<p>Observational Data from TKES, ELEOT, In-house observational tools In-house summative assessment data Georgia Milestone Data EOG (5th, 8th) EOC (9-11)</p>
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<p>By May 2020, all teachers in the Lamar County School District will receive evidence-based professional development on how to implement differentiated instructional strategies/practices with fidelity.</p>	<p>Professional Learning: School based PLC's, System/District PLC's, Conferences, workshops, endorsements to support and sustain Systems of change:</p> <p>Short term: utilize professional learning to change knowledge, attitudes and beliefs Medium term: change practices and policies by measuring implementations, improving implementation over time. Long term: Changes to overall system by sustaining implementation and measuring student outcome data</p>	<p>Marzano, R. (2009). Leading edge anthology: On excellence in teaching. Bloomington, IN: Solution Tree. • Nunn, G., Jantz, P., & Butikofer, C. (2009). Concurrent validity between teacher efficacy and perceptions of response to intervention outcomes. Journal of Instructional Psychology, 36(3), 215-218. • Supovitz, J., Mayer, D., & Kahle, J. (2000). Promoting inquiry based instructional practice: The longitudinal impact of professional development in the context of systemic reform. Educational Policy, 14(3), 331-356 Select Relevant, Evidence-Based Interventions: Best Evidence Encyclopedia: http://www.bestevidence.org/ Christensen Institute: http://www.christenseninstitute.org/ Felton, R. (2003). Guidance for Selecting an Effective Program. Raleigh, NC: The</p>	<p>A true coaching cycle will be implemented to support PLC's at school and district levels. Strategies will be taught in PLC's, teachers will implement practice in classrooms with full observation cycle, feedback, and re-teaching as needed.</p> <p>Teachers may redeliver informational strategies from conferences, workshops or endorsement classes in a content PLC meeting, as an online redelivery, or as an action research project with result to be share with faculty and staff during school-based PL days or faculty PLC's.</p>	<p>The district theory of change is that a greater percentage of students will be able to master skills at/above grade level expectation due to the closing of foundational skills gaps. This will be demonstrated by (1) an increase in content capacity that will enhance/support instructional strategies that educators will employ. (2)Increases in student growth percentile data will be the ultimate goal.</p>		

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		<p>Evaluation Group: http://www.iss.k12.nc.us/Page/50061 Holliday, L. (2016). IMPACT Fidelity Index: 2015-2016 Results. Columbia, SC: The Evaluation Group: http://www.iss.k12.nc.us/Page/50061 IMPACT Data Dashboard: http://www.iss.k12.nc.us/Page/50061 The Evaluation Group. (2015). Impact Evaluation Plan FAQ. Columbia, SC: The Evaluation Group</p>				
<p>By May 2020, all teachers in the Lamar County School District will receive evidence-based professional development on how to help struggling students through evidence based MTSS/RTI practices relative to specific grade bands.</p>	<p>Professional Learning: District and School level teams will be trained through the Ga DOE approved implementation plan through Griffin/RESA and the Ga DOE. Professional Learning: School based PLC's, System/District PLC's, Conferences, workshops, endorsements to support and sustain Systems of change: Short term: utilize professional learning to change knowledge, attitudes and beliefs Medium term: change practices and policies by measuring implementations, improving implementation over time. Long term: Changes to</p>	<p>Abbott, M., Wills, H., Kamps, D., Greenwood, C. R., Dawson-Bannister, H., Kaufman, J., ... Fillingin, D. (2008). The Kansas Reading and Behavior Center's K-3 prevention model. In C. Greenwood, T. Kratochwill, & M. Clements (Eds.), Schoolwide prevention models: Lessons learned in elementary schools (pp. 215-265). New York, NY: Guilford. Algozzine, B., Cooke, N., White, R., Helf, S., Algozzine, K., & McClanahan, T. (2008). The North Carolina Reading and Behavior Center's K-3 prevention model: Eastside elementary school case study. In C. R. Greenwood, T. R. Kratochwill, & M. Clements (Eds.), Schoolwide prevention models: Lessons learned in elementary schools (pp. 173-214). New York,</p>	<p>Building the capacity to implement MTSS is crucial to being able to sustain the use of collaborative inquiry/data-based decision making. Key factors in capacity-building include involving key people and leaders; building the school culture to support the practice; working to infuse collaborative inquiry into ongoing structures such as faculty meetings, curriculum committees, and PLCs; and making use of student data to inform actions an expectation for all staff. The MTSS/RTI district team facilitates professional development (PD) and</p>	<p>The district theory of change is that a greater percentage of students will be able to master skills at/above grade level expectation due to the closing of foundational skills gaps. This will be demonstrated by (1) an increase in content capacity that will enhance/support instructional strategies that educators will employ. (2)Increases in student growth percentile data will be the ultimate goal. (3) Improved graduation rate. (4) Improved behavior across all grade levels-specifically reduction in office referrals, in-school and out of school suspensions, and /or expulsions. (5) Improve student attendance.</p>	<p>MTSS/RTI file check Forensic audit of files</p>	<p>.MTSS/RTI file check Forensic audit of files</p>

	<p>overall system by sustaining implementation and measuring student outcome data</p>	<p>NY: Guilford.</p> <p>Baker, S. K., Fien, H., & Baker, D. L. (2010). Robust reading instruction in the early grades: Conceptual and practical issues in the integration and evaluation of Tier 1 and Tier 2 instructional supports. Focus on Exceptional Children, 42(9), 1–20.</p> <p>Bollman, K. A., Silbergitt, B., & Gibbons, K. A. (2007). The St. Croix River Education District model: Incorporating systems-level organization and multi-tiered problem-solving process for intervention delivery. In S. Jimerson, M. Burns, & A. VanDerHeyden (Eds.), Response to intervention: The science and practice of assessment and intervention (pp. 319–330). New York, NY: Guilford.</p> <p>Brown-Chidsey, R., & Steege, M. W. (2010). Response to intervention: Principles and strategies for effective practice. New York, NY: Guilford.</p> <p>Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009). RTI in the classroom: Guidelines and recipes for success. New York, NY: Guilford.</p> <p>Burns, M. K. (2008). Response to instruction at the secondary level. Principal Leadership, 8(7), 12–15.</p> <p>Callender, W. A. (2007). The</p>	<p>coaching for all staff members (relative to their job roles and responsibilities) on:</p> <ol style="list-style-type: none"> 1. assessments and data sources used to inform decisions 2. data literacy and data-based problem-solving 3. multi-tiered instruction and intervention <p>Coaching must be used to support MTSS implementation. The school-based MTSS coach should be expected to:</p> <ul style="list-style-type: none"> -facilitate or model the components of MTSS -provide opportunities to practice problem-solving skills -provide collaborative and performance feedback to all staff -develop coaching activities based on PD feedback, implementation fidelity, and student outcomes. <p>Model and support data literacy to:</p> <ul style="list-style-type: none"> •gain basic knowledge of school data and assessments •interpret and guide analysis of multiple data sources effectively to improve teaching 			
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		<p>Idaho results-based model: Implementing response to intervention statewide. In S. Jimerson, M. Burns, & A. VanDerHeyden (Eds.), <i>Response to intervention: The science and practice of assessment and intervention</i> (pp. 331–342). New York, NY: Guilford.</p> <p>Chard, D., Harn, B. (2008). Project CIRCUITS: Center for Improving Reading Competence Using Intensive Treatments Schoolwide. In C. Greenwood, T. Kratochwill, & M. Clements (Eds.), <i>Schoolwide prevention models: Lessons learned in elementary schools</i> (pp. 70–83). New York, NY: Guilford.</p> <p>Christ, T. J. (2008). Best practices in problem analysis. In A. Thomas & J. P. Grimes (Eds.), <i>Best practices in school psychology V</i> (pp. 159–176). Bethesda, MD: National Association of School Psychologists.</p> <p>Christ, T. J., Zopluoglu, C., Long, J. D., & Monaghan, B. D. (2012). Curriculum-based measurement of oral reading: Quality of progress monitoring outcomes. <i>Exceptional Children</i>, 78, 356–373.</p> <p>Denton, C. A., Fletcher, J. M., Simos, P. C., Papanicolaou, A. C., & Anthony, J. L. (2007). An implementation of a tiered intervention model: Reading outcomes and neural</p>	<p>and learning</p> <ul style="list-style-type: none"> •encourage all other school staff to achieve data literacy <p>Facilitate collaborative problem solving processes:</p> <ul style="list-style-type: none"> •convene leadership/data teams •plan team meetings •facilitate the process of data-driven dialogue •guide the problem solving team through collaborative inquiry •promote equity and effective Learning for all students •create an environment where each team member safely and fully participates <p>Provide leadership for sustainability of systems:</p> <ul style="list-style-type: none"> •institutionalize collaborative inquiry: •build a foundation on shared values, standards, vision • identify student learning problems • verify causes (root cause-and-effect analysis and validation) • generate solutions, • implement, monitor, and achieve results <p>Demonstrate leadership in instructional improvement</p> <ul style="list-style-type: none"> •ensure intervention for closing achievement gaps •build consensus for multi-tiered systems of support and collaborative problem solving 			
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		<p>correlates. In D. Haager, J., Klingner, & S. Vaughn (Eds.), Evidence-based reading practices for response to intervention (pp. 107–137). Baltimore, MD: Brookes.</p> <p>Dulaney, S. K. (2012). A middle school's response-to-intervention journey: Building systematic processes of facilitation, collaboration, and implementation. <i>NASSP Bulletin</i>, 97 (1), 53–77. doi: 10.1177/0192636512469289</p> <p>Fletcher, J. M., & Lyon, G. R. (1998). Reading: A research-based approach. In W. M. Evers (Ed.), <i>What's gone wrong in America's classrooms</i> (pp. 49–90). Stanford, CA: Hoover Institution Press.</p> <p>Gessler Werts, M., Lambert, M., & Carpenter, E. (2009). What special education directors say about RTI. <i>Learning Disability Quarterly</i>, 32(4), 245–254.</p> <p>Good, R. G., Simmons, D. C., & Smith, S. (1998). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. <i>Scientific Studies of Reading</i>, 5 (3), 257–288.</p> <p>Greenfield, R., Rinaldi, C., Proctor, C. P., & Cardarelli, A. (2010). Teachers' perceptions of a response to intervention (RTI) reform effort in an urban elementary</p>	<ul style="list-style-type: none"> •influence school culture by building a vision •celebrate successes •support and contribute to the development of comprehensive data systems that provide timely and accurate information. •Commit to ensuring equity and learning for all students. <p>Provide assistance and professional growth opportunities to teachers:</p> <ul style="list-style-type: none"> •train and mentor in the use of materials, assessment strategies, best practices •monitor and provide high-quality feedback on the fidelity of interventions •provided to improve student achievement <p>Teachers may redeliver informational strategies from conferences, workshops or endorsement classes in a content PLC meeting, as an online redelivery, or as an action research project with result to be share with faculty and staff during school-based PL days or faculty PLC's.</p>			
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		<p>school: A consensual qualitative analysis. <i>Journal of Disability Policy Studies</i>, 21(1), 47–63. doi: 10.1177/1044207310365499</p> <p>Griffin, J., & Hattendorf, R. (2010). Successful RTI implementation in middle schools. <i>Perspective on Language and Literacy</i>, 36(2), 30–34.</p> <p>Grimaldi, S., & Robertson, D. A. (2011). One district's RTI model and IRA's guiding principles: The roads converge. <i>New England Reading Association Journal</i>, 47 (1), 18–26.</p> <p>Haager, D., Klinger, J., & Vaughn, S. (2007). Evidence-based reading practices for response to intervention. Baltimore, MD: Brookes.</p> <p>Harlacher, J. E., Nelson Walker, N. J., & Sanford, A. K. (2010). The "I" in RTI: Research-based factors for intensifying instruction. <i>Teaching Exceptional Children</i>, 42(6), 30–38.</p> <p>Harn, B. A., Kame'enui, E. J., & Simmons, D. C. (2007). Essential features of interventions for kindergarten students most in need of accelerated learning: The nature and role of the third tier in a prevention model for kindergarten students. In D. Haager, J. Klinger, & S. Vaughn (Eds.), <i>Evidence-based reading practices for response to intervention</i> (pp. 161–184). Baltimore, MD:</p>				
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		<p>Brookes.</p> <p>Hosp, J. L. (2008). Best practices in aligning academic assessment with instruction. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp. 363–376). Bethesda, MD: National Association of School Psychologists.</p> <p>Howell, K. W., & Nolet, V. (2000). Curriculum-based evaluation: Teaching and decision making. Florence, KY: Wadsworth.</p> <p>Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (2007). Handbook of response to intervention: The science of assessment and intervention. New York, NY: Springer.</p> <p>Johnson, E., Mellard, D. F., Fuchs, D., & McKnight, M. A. (2006). Responsiveness to intervention (RTI): How to do it. Lawrence, KS: National Research Center on Learning Disabilities.</p> <p>Kaminski, R., Cummings, K., Powell-Smith, K., & Good, R. H. (2008). Best practices in using Dynamic Indicators of Basic Early Literacy Skills for formative assessment and evaluation. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp. 1181–1203). Bethesda, MD: National Association of School Psychologists.</p>				
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		<p>(2012). Redmediating reading difficulties in a response to intervention model with secondary students. <i>Psychology in the Schools</i>, 49, 273–284. doi: 10.1002/pits.21593</p> <p>Sanford, A., Brown, J. E., & Turner, M. (2012). Enhancing instruction for English learners in RTI systems: The PLUSS model. <i>Multiple Voices for Ethnically Diverse Exceptional Learners</i>, 13 (1), 56–70.</p> <p>Swanson, E., Solis, M., Ciullo, S., & McKenna, J. W. (2012). Special education teachers' perceptions and instructional practices in response to intervention implementation. <i>Learning Disability Quarterly</i>, 35 (2), 115–126. doi: 10.1177/0731948711432510</p> <p>Tilly III, W. D. (2008). The evolution of school psychology to science-based practice: Problem-solving and the three-tiered model. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology V</i> (pp. 17–35). Bethesda, MD: National Association of School Psychologists.</p> <p>Vaughn, S., Cirino, P. T., Wanzek, J., Wexler, J., Fletcher, J. M., Denton, C. D., ... Francis, D. J. (2010). Response to intervention for middle school students with reading difficulties: Effects of a primary and secondary</p>				
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		<p>intervention. <i>School Psychology Review</i>, 39 (1), 2–21.</p> <p>Vaughn, S., Linan-Thompson, S., & Hickman, P. (2003). Response to instruction as a means of identifying students with reading/learning disabilities. <i>Exceptional Children</i>, 69, 391–409.</p> <p>Vaughn, S., Wanzek, J. S., & Murray, G. (2012). <i>Intensive interventions for students struggling in reading and mathematics: A practice guide</i>. Portsmouth, NH: RMC Research Corporation, Center on Instruction.</p> <p>Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In D. Haager, J. Klinger, & S. Vaughn (Eds.), <i>Evidence-based reading practices for response to intervention</i> (pp. 11–27). Baltimore, MD: Brookes.</p> <p>White, R. B., Polly, D., & Audette, R. H. (2012). A case analysis of an elementary school's implementation of response to intervention. <i>Journal of Research in Childhood Education</i>, 26, 73–90. doi:10.1080/02568543.2011.632067</p>				
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<p>By May 2020, all teachers in the Lamar County School District will receive evidence-based professional development on how to managing student behavior by implementing Positive Behavioral Interventions and Supports (PBIS) with fidelity.</p>	<p>Professional Learning: School based PLC's, System/District PLC's, Conferences, workshops, endorsements to support and sustain Systems of change:</p> <p>Short term: utilize professional learning to change knowledge, attitudes and beliefs</p> <p>Medium term: change practices and policies by measuring implementations, improving implementation over time.</p> <p>Long term: Changes to overall system by sustaining implementation and measuring student outcome data</p>	<ul style="list-style-type: none"> • Bradshaw, C., Koth, C., Thornton, L., & Leaf, P. (2009). Altering school climate through School-wide Positive Behavioral Interventions and Supports: Findings from a Group-Randomized Effectiveness Trial. <i>Prevention Science</i>, 10, 100-115. • Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J. (2009). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. <i>Journal of Positive Behavior Interventions</i>, 11(3), 113-144 • Support from the U.S. Department of Education (Department) Office of Special Education Programs (OSEP) Technical Assistance (TA) Center on PBIS; • Results being achieved using PBIS by other States (e.g., Illinois, Florida, and Maryland); • Evidence shared by external PBIS experts (e.g., Lucille Eber and Susan Barrett); • A review of the literature on implementation and outcomes of PBIS (see text box), and; • Use of research on culturally responsive practices to inform the development of WI DPI's PBIS approach (e.g., Great Lakes Equity Center, Arizona State University). 	<p>Lamar County Schools- District level, High School and Middle School created an internal cross-division work group that includes building and district administration, classroom teachers (across all content), special education teachers, para-professionals, registrars, attendance clerks, system social worker.</p> <p>Established a leadership team. Identified resources to support a PBIS network:</p> <ul style="list-style-type: none"> -support from Georgia on statewide implementation with guiding document and checklist, job descriptions -Support from PIS expert-Dr. Susan Barrow -Consult with the Ga DOE and Griffin RESA to support obligations, staffing, statewide models, a roll-out plan, risks <p>An overview training session designed for all interested schools to attend;</p> <ul style="list-style-type: none"> • An agreement by leaders to commit to the success of PBIS including up-front commitments about staff, time, data systems, 	<p>The district theory of change is that a greater percentage of students will be able to master skills at/above grade level expectation due to the closing of foundational skills gaps. This will be demonstrated by (1) an increase in content capacity that will enhance/support instructional strategies that educators will employ. (2)Increases in student growth percentile data will be the ultimate goal. (3) Improved graduation rate. (4) Improved behavior across all grade levels-specifically reduction in office referrals, in-school and out of school suspensions, and /or expulsions. (5) Improve student attendance.</p> <p>PBIS Goals:</p> <ul style="list-style-type: none"> • Increased graduation rates • Decreased disproportionality in student achievement (no gaps) • Increased number of students college and career ready • Increased opportunities for lifelong learning 	<p>Benchmarks of Quality (BoQ) self - assessment tools</p> <p>Tracking implementation of schoolwide and districtwide PBIS over time based on Benchmarks of Quality (BoQ) data.</p> <ul style="list-style-type: none"> • Documenting changes in adult behaviors through the collection of training session evaluation data and followup survey data that include self-reporting of how they are applying what they learned in their schools. • Monitoring fidelity of implementation assessments, documenting progress toward WI RtI Center's goals. • Documenting progress toward WI RtI Center's goals through the collection of results data, including expulsion, suspension, 	<p>Benchmarks of Quality (BoQ) self - assessment tools</p> <p>Tracking implementation of schoolwide and districtwide PBIS over time based on Benchmarks of Quality (BoQ) data.</p> <ul style="list-style-type: none"> • Documenting changes in adult behaviors through the collection of training session evaluation data and followup survey data that include self-reporting of how they are applying what they learned in their schools. • Monitoring fidelity of implementation assessments, documenting progress toward GA RtI Center's
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		<p>Research: http://www.fcrr.org/ Iredell-Statesville Schools. (2010). Investing in Innovation (i3) Application: COMPASS: Collaborative Organizational Model to Promote Aligned Support Structures. http://www2.ed.gov/programs/innovation/2010/narratives/u396c100105.pdf Opportunity Culture: http://opportunityculture.org/ What Works Clearinghouse: http://ies.ed.gov/ncee/wwc/ District Reform Support Network. (2016). Transforming the Culture of Teaching and Learning: Four Race to the Top-District Grantees' Implementation of Personalized Learning. Washington, DC: District Reform Support Network. https://rttd.grads360.org/#communities/pdc/documents/12121 IMPACT. (2015). Classroom Walkthrough Rubric. • Examine and Reflect: Baldrige National Quality Program: http://www.iss.k12.nc.us/Page/38119 Holliday, L. (2016). IMPACT Evaluation Findings: 2014-2015. Columbia, SC: The Evaluation Group: http://www.iss.k12.nc.us/Page/50061 Holliday, L. (2016). IMPACT Fidelity Index: 2015-2016 Results. Columbia, SC: The Evaluation</p>	<p>and followup survey data that include self-reporting of how they are applying what they learned in their schools.</p> <ul style="list-style-type: none"> • Monitoring fidelity of implementation assessments, documenting progress toward WI Rtl Center's goals. • Documenting progress toward WI Rtl Center's goals through the collection of results data, including expulsion, suspension, office discipline referral (ODR), and student outcomes. <p>A true coaching cycle will be implemented to support PLC's at school and district levels. Strategies will be taught in PLC's, teachers will implement practice in classrooms with full observation cycle, feedback, and re-teaching as needed.</p> <p>Teachers may redeliver informational strategies from conferences, workshops or endorsement classes in a content PLC meeting, as an online redelivery, or as an action research project with result to be share with faculty and staff during school-</p>			
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		<p>Group: http://www.iss.k12.nc.us/Page/50061 IMPACT Data Dashboard: http://www.iss.k12.nc.us/Page/50061 The Evaluation Group. (2015). Impact Evaluation Plan FAQ. Columbia, SC: The Evaluation Group Lamar County Schools- District level, High School and Middle School created an internal cross-division work group that includes building and district administration, classroom teachers (across all content), special education teachers, para-professionals, registrars, attendance clerks, system social worker.</p> <p>Established a leadership team. Identified resources to support a PBIS network: -support from Georgia on statewide implementation with guiding document and checklist, job descriptions -Support from PIS expert-Dr. Susan Barrow -Consult with the Ga DOE and Griffin RESA to support obligations, staffing, statewide models, a roll-out plan, risks</p> <p>An overview training session designed for all interested schools to attend; • An agreement by leaders to commit to the success of PBIS including up-front commitments about staff, time, data systems,</p>	<p>based PL days or faculty PLC's</p>			
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		<p>and collective staff commitment;</p> <ul style="list-style-type: none"> • Benchmarks of Quality (BoQ), a self-assessment tool, used by school teams (see box to the right); • Statewide trainer-of-trainers model that requires at least two years of training and certification (WI PBIS Network staff who have been trained now provide the training to participating schools and districts); • Integration of implementation science* to drive processes, training, tools, and resources, and; • Systematic collection, analysis, and use of training evaluation data (e.g., to measure training objectives, assess implementation, and monitor progress towards goals). <p>Tracking implementation of schoolwide and districtwide PBIS over time based on Benchmarks of Quality (BoQ) data.</p> <ul style="list-style-type: none"> • Documenting changes in adult behaviors through the collection of training session evaluation data and followup survey data that include self-reporting of how they are applying what they learned in their schools. • Monitoring fidelity of implementation assessments, documenting progress toward WI RtI Center's goals. 				
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		<ul style="list-style-type: none"> • Documenting progress toward WI RtI Center's goals through the collection of results data, including expulsion, suspension, office discipline referral (ODR), and student outcomes. <p>A true coaching cycle will be implemented to support PLC's at school and district levels. Strategies will be taught in PLC's, teachers will implement practice in classrooms with full observation cycle, feedback, and re-teaching as needed.</p> <p>Teachers may redeliver informational strategies from conferences, workshops or endorsement classes in a content PLC meeting, as an online redelivery, or as an action research project with result to be share with faculty and staff during school-based PL days or faculty PLC's.</p> <p>The district theory of change is that a greater percentage of students will be able to master skills at/above grade level expectation due to the closing of foundational skills gaps. This will be demonstrated by (1) an increase in content capacity that will enhance/support instructional strategies that educators will employ. (2)Increases in student growth percentile data will be the ultimate goal. (3) Improved graduation rate. (4) Improved behavior across all grade levels-specifically</p>				
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		<p>reduction in office referrals, in-school and out of school suspensions, and /or expulsions. (5) Improve student attendance.</p> <p>PBIS Goals:</p> <ul style="list-style-type: none"> • Increased graduation rates • Decreased disproportionality in student achievement (no gaps) • Increased number of students college and career ready • Increased opportunities for lifelong learning <p>Benchmarks of Quality (BoQ) self -assessment tools</p> <p>Tracking implementation of schoolwide and districtwide PBIS over time based on Benchmarks of Quality (BoQ) data.</p> <ul style="list-style-type: none"> • Documenting changes in adult behaviors through the collection of training session evaluation data and followup survey data that include self-reporting of how they are applying what they learned in their schools. • Monitoring fidelity of implementation assessments, documenting progress toward WI RtI Center’s goals. • Documenting progress toward WI RtI Center’s goals through the collection of results data, including expulsion, suspension, office discipline referral (ODR), and student outcomes. <p>Benchmarks of Quality (BoQ) self -</p>				
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		<p>assessment tools</p> <p>Tracking implementation of schoolwide and districtwide PBIS over time based on Benchmarks of Quality (BoQ) data.</p> <ul style="list-style-type: none"> • Documenting changes in adult behaviors through the collection of training session evaluation data and followup survey data that include self-reporting of how they are applying what they learned in their schools. • Monitoring fidelity of implementation assessments, documenting progress toward WI RtI Center's goals. • Documenting progress toward WI RtI Center's goals through the collection of results data, including expulsion, suspension, office discipline referral (ODR), and student outcomes. 				
<p>By May 2020, all teachers in the Lamar County School District will receive evidence-based professional development on evidence based practices to support teachers new to the profession and new to the Lamar County School district (within their first three years of employment) to build capacity, climate and culture to increase retention.</p>	<p>Professional Learning: School based PLC's, System/District PLC's, Conferences, workshops, endorsements to support and sustain Systems of change:</p> <p>Short term: utilize professional learning to change knowledge, attitudes and beliefs Medium term: change practices and policies by measuring implementations, improving implementation over time. Long term: Changes to</p>	<p>Marzano, R. (2009). Leading edge anthology: On excellence in teaching. Bloomington, IN: Solution Tree.</p> <ul style="list-style-type: none"> • Nunn, G., Jantz, P., & Butikofer, C. (2009). Concurrent validity between teacher efficacy and perceptions of response to intervention outcomes. Journal of Instructional Psychology, 36(3), 215-218. • Supovitz, J., Mayer, D., & Kahle, J. (2000). Promoting inquiry based 	<p>A true coaching cycle will be implemented to support PLC's at school and district levels. Strategies will be taught in PLC's, teachers will implement practice in classrooms with full observation cycle, feedback, and re-teaching as needed.</p> <p>Teachers may redeliver informational strategies from conferences, workshops or endorsement classes in</p>	<p>The district theory of change is that a greater percentage of new teachers will be retained in their content specific positions to positively impact the district culture and climate. (2) To increase student achievement rates.</p>	<p>-Observational data and feedback -Attendance at PLC meetings -completed assignments</p>	<p>Observational data and feedback -Attendance at PLC meetings -completed assignments</p>

	<p>overall system by sustaining implementation and measuring student outcome data</p>	<p>instructional practice: The longitudinal impact of professional development in the context of systemic reform. Educational Policy, 14(3), 331-356 Select Relevant, Evidence-Based Interventions: Best Evidence Encyclopedia: http://www.bestevidence.org/ Christensen Institute: http://www.christenseninstitute.org/ Felton, R. (2003). Guidance for Selecting an Effective Program. Raleigh, NC: The North Carolina State Improvement Project (NC SIP): Improving Instruction for Students with Disabilities: http://ncsip.org/reading/documents/GuidelinesforSelectingaReadingProgram.pdf Florida Center for Reading Research: http://www.fcrr.org/ Iredell-Statesville Schools. (2010). Investing in Innovation (i3) Application: COMPASS: Collaborative Organizational Model to Promote Aligned Support Structures. http://www2.ed.gov/programs/innovation/2010/narratives/u396c100105.pdf Opportunity Culture: http://opportunityculture.org/ What Works Clearinghouse: http://ies.ed.gov/ncee/wwc/ District Reform Support Network. (2016). Transforming the Culture of Teaching and Learning: Four Race to the Top-District Grantees' Implementation of</p>	<p>a content PLC meeting, as an online redelivery, or as an action research project with result to be share with faculty and staff during school-based PL days or faculty PLC's.</p>			
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		<p>Personalized Learning. Washington, DC: District Reform Support Network. https://rttd.grads360.org/#communities/pdc/documents/12121 IMPACT. (2015). Classroom Walkthrough Rubric. • Examine and Reflect: Baldrige National Quality Program: http://www.iss.k12.nc.us/Page/38119 Holliday, L. (2016). IMPACT Evaluation Findings: 2014-2015. Columbia, SC: The Evaluation Group: http://www.iss.k12.nc.us/Page/50061 Holliday, L. (2016). IMPACT Fidelity Index: 2015-2016 Results. Columbia, SC: The Evaluation Group: http://www.iss.k12.nc.us/Page/50061 IMPACT Data Dashboard: http://www.iss.k12.nc.us/Page/50061 The Evaluation Group. (2015). Impact Evaluation Plan FAQ. Columbia, SC: The Evaluation Group</p>				
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