

**“Winding Down and Moving Up”  
Sustaining VTSS Implementation**

**Session 6**

**July 16-17, 2013  
Hotel Roanoke and Conference Center  
Roanoke, Virginia  
Sponsored by the  
Virginia Department of Education  
Office of Student Services**

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

6\_Session\_2\_2013\_07\_17.mp3

“Winding Down and Moving Up” Workshop

8:15 am – Noon

Dr. Richard Bowmaster, VTSS Coach/Consultant

Steve Hale, VTSS Coach/Consultant

Sandy Hart, VTSS Coach/Consultant

Regina Pierce, VTSS Coach/Consultant

00:00:00

Dr. Cave: Give that to Susan Trulove before you leave today and you're gonna have 15 minutes to go through the blueprint and the leadership section. There is a key few points and begin. [Tape cuts] --okay so here was, let me, let me scaffold. So go through the blueprint first, go through the blue thing. See where it is, rate yourself see where you have some missing items. Once you've done that go over to your pink sheet, say these are the items we're going to address, this is how we're gonna plan our PD for it, and when we're going to do it is at the bottom of the sheet, all right we good? And we'll be circulating. [Tape cuts]

Ms. Hart: --next about organizational structure and culture.

00:01:01

Ms. Hart: Just some big ideas here, and the biggest for me is that these, these are two separate and important components of this benchmark. Organizational structure is that infrastructure that you've built. You have decided on what your tiers are gonna look like. You have a continuum of services. You've identified some priorities. You've written your leadership mission statement, vision statement, and hopefully you have committed those to paper and you have them in that guidance document that you always hear us talking about. That guidance document that can be reviewed yearly or even more often, but it's written down. Structure is also about your scheduling.

00:02:00

Ms. Hart: You've scheduled your building so that you have time for interventions and enrichment. You have time for collaboration and data meetings. Structure, the other big piece though is culture, and I just think of culture as attitude. Have we gotten past that idea that they are your kids and my kids? Do we see them as our kids, all that intangible part about creating the culture for VTSS. And you heard from Dickenson and you're going to hear next from Fluvanna a lot of wonderful things. But one is that they used surveys so that they could identify the climate issues in their buildings.

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

00:03:00

Ms. Hart: And so I call your attention to that part of the blueprint. We have Sue Davies with us. She’s a principal at Fluvanna County, in Fluvanna County and they’ve made some changes in school name so I dare not say what the name of it is. I’m gonna tell a story about Sue, so about a year ago there was a big staff change in Fluvanna county, and after her work in building culture up in her building she had a 50 percent changeover in staff and I’ll bet principals in the building can relate to that. And so she had to do a lot of the hard work of creating the culture in her building and setting those expectations again. And she does a lot of this through PLCs, professional learning communities, and I know a lot of you work through that structure and are working to combine it with your VTSS framework.

00:04:02

Ms. Hart: So I think that’s a big reason to that it’s, it’s so important to hear what Sue has to say. So after this happened last fall in the winter Sue and I were doing some walkthroughs in her building, we went into every classroom. We saw instructional strategies, we saw teacher attitudes in every classroom and when we were finished I said to her, you know, Sue I can’t tell who is new to your building and who has been here for several years. I think that’s a tribute to leadership, and I think using your PLCs to develop that culture through leadership is just a, a really commendable and challenging act. So Sue is gonna help us learn a little bit about how she’s doing it thanks for being with us.

Ms. Davies: Thank you very much. For the last six years I have been principal of two elementary schools.

00:05:00

Ms. Davies: One is Cunningham and one was Columbia, and they actually got closed this spring. So being a principal of two elementary schools culture is very important. We had to pay attention to the culture and how to move forward with two different buildings. And we do that through the PLC, at Cunningham there is about 200 and, there was about 250 children. And at Columbia there was 150 children, so very different, one medium sized school, the pre-K through two and then the other one was a very small school. And how do you develop a culture of professional learning in those two different environments? The belief in data and how to look at data had to be part of our professional learning communities, and of course the staff commitment to children.

00:06:00

Ms. Davies: And how do you do that with just two people on a team and that was Columbia’s dilemma, how do we move forward with that? And over at Cunningham there is four people on a team and that’s classroom teachers. So thinking about the different dynamics and how to bring that together, and that’s the work that I have really

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

relied on over the past few years has been the work of Becky and Richard Dufour. And so I really admire that work, and spend a lot of time talking about that. The other piece that I really pay attention to is the leadership within my professional learning communities. Who is standing out as the facilitator not the person that has the most to say, but the person who is really the leader within. And some of the things that we see in our professional learning communities is the basic assumptions and challenging those.

00:07:01

Ms. Davies: When you attend your professional learning communities and there is a collaborative conversation you can listen to what teachers say, and as Sandy mentioned having new staff this year in my building I got to hear what some of those basic assumptions might be. And they may be a little toxic to what you're wanting to have in your building. So some of those assumptions such as this child should be Rtl-ed, let's have the special education teacher fix them. Are we talking about teaching or are we talk, talking about learning? I taught it they just didn't learn it. Well that could be the point that we're trying to make. And it's interesting when teachers are talking amongst themselves how those basic assumptions can be challenged when the right conversation is facilitated.

00:08:01

Ms. Davies: But it doesn't happen haphazardly you have to have a system in place. You have to have a systematic process. You have to have those meetings set up. You have to have the time for those important conversations, and really you have to have the teacher bringing the data, talking about the children and sharing ideas. It has to be collaborative. So my challenge to you right now is understanding the difference between a group from a team and ask yourselves what kind of collaborative structure do we have in place? So what I want you to do now is turn to the person on your right and talk about what the difference between a team and a group is, a collaborative team, and then in just a second you're gonna turn to the person on your left and say what kind of collaborative structures do we have in place?

00:09:06

Ms. Davies: I've got a 30 second timer for this so it's gonna be a very fast conversation. Go ahead. It might be loud, yeah it's gonna start, okay yeah. [Music starts] [Tape cuts] If you press, oops yeah that you should be good go on, oh it's coming okay. It'll, it'll, it should go. [Music starts] All right you ready? [Music starts] You want to press pause, press pause.

00:10:03

Ms. Davies: And go to there, go back to where I was after the timer, next one okay. So I'm gonna go, okay one of the things you need to think about Dufour's define a team as a

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

group of people working interdependently to achieve a common goal, for which members are held mutually accountable. It's the mutual, mutual accountability that is key to a collaborative environment. And one of the things that we did yesterday in actual fact is we had a PLC retreat. As I said my two schools this last year have closed, and I am now gonna be principal of Central Elementary for next year.

00:11:04

Ms. Davies: And that is going to be a new school. It is going to be a school of first and second graders, and approximately 600 first and second graders so that'll be all the first and second graders in Fluvanna will be coming to me. Which is different, and so we're going to bring all three schools together into one. So it was really important for us to revisit that professional learning community and talk to our leaders for next year as we're opening this new school, and thinking about that mutual accountability. We talked about culture, we talked about what we wanted to have, we talked about our vision for our new school, and we talked about the cultural shift, the paradigm mind shift, how teaching used to be.

00:12:00

Ms. Davies: And how teaching and learning, learning being the priority for our new school, we want our central stars to be reading and succeeding. Central stars, the stars is the motto for the new school. So we talked about how important it is to shape those conversations. We spent a long time talking about the norms and the collective commitments that we had to come together and address. The link over here we don't need to go to it right now, but it's a document from a site called all things PLC. And it'll be in the presentation when you get it from Susan Trulove. But in that document it does talk about the cultural shift, what PLC does not look like and what it does.

00:13:00

Ms. Davies: So we talked a lot about PLC at our retreat yesterday about this, the interdependent component of professional practice. In order to achieve better results for their students their team and their school, it's not about my children or your children it's about that collective component of it, and it has to be a systematic process. Here is another component that you have to think about when you're talking about an effective PLC. I said the collective commitments, when you're bringing people forward into a new environment it is that collective commitment. People are like oh the norms, don't worry about that we know how to do business. Well do you really know how to do business? Do you really know how that person sitting next to you wants to do business?

00:14:05

Ms. Davies: Can you appreciate the things that they don't like if you don't have that collaborative conversation? And then the other piece that is always the elephant in the room when you have a collaborative conversation is the fear that comes when you're

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

looking at data. Teachers deep down have a fear that they're not doing the right thing. So we have to get past that with a collective commitment, an open mind it's okay to say I don't know. It's okay to say I need to learn about, and it's okay for the team to say we'll support you I know how to do that. That's what a real professional learning community is, it's a group that's learning together, and they have to get over the fear of exposing themselves to their colleagues and the, and the principals, of being ineffective.

00:15:10

Ms. Davies: But who does the work there? It is the PLC leader of that group, that's why it can't be necessarily the person that's the most outspoken. But it's the person that's gonna step back and listen to their colleagues, and support within because you know that meeting is going to continue outside of the door. It's gonna continue in the parking lot, you know that. So you have to be very aware of what that culture is, and how do you address that? And that's why those collective commitments or those norms are so important. Going forward and opening a new school it's really important for us to say what do you believe in?

00:16:03

Ms. Davies: What do you want when you do business, and what do you not like? Do you not like it when somebody comes in halfway through the meeting, when their fiddling with their papers, what are those things that really irk you about a meeting? You've got to address it, and when people are open and honest about that that's when you're gonna move forward. So thinking about our new school, Central Elementary, we've already discussed how we're gonna do business. We've discussed that we're going to have weekly PLC meetings where our collaborative conversations are gonna take place. We're gonna talk about student concerns because it's wonderful that we are talking about the data, but the conversation starts at your PLC meetings.

00:17:03

Ms. Davies: And at Central next year we're gonna have weekly meetings for PLC, we're going to bring our universal screening data to the table. Then we're also gonna have our bi-weekly Rtl meetings. So one week and this is how we did business at Cunningham and Columbia last year, one week we're gonna talk about our first graders. The next week we're gonna talk about our second graders, and then the next week we're gonna have our first graders again. Remember I'm only using two grades at this point, so with that being said with a system in place people know that that's the grade that's gonna be discussed. So they can come to the table with the right data. They know, they can plan ahead and say I've got to be there at that meeting. That's really really important. We've talked about PLC in our vertical school leader meetings.

00:18:04

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

Ms. Davies: Our school improvement or our CAT, we have a central academic, academic team meetings, and also the whole school, the faculty meeting. Do you talk about the collective commitments at your faculty meetings? Do you have those people that have those laptops out during your faculty meetings and they're doing the, their own thing? Or they're cutting something underneath the table? Reading a different book? Those are things that are just impolite and really don't show a commitment. So I think if you have those conversations ahead of time. One of the things we did yesterday is we played getting to know you from the King and I, and so that the teachers got to know the things that, the way I like to do business, the things that I appreciate and the things I don't appreciate.

00:19:09

Ms. Davies: So big ideas that drive PLC, looking at everything, examining all practices in light of their impact on student learning. Developing a collaborative culture through high performing teams, high expectations for those teams. And we talked yesterday at our PLC retreat all about continuous improvement. My continuous improvement, their continuous improvement, continuous improvement for our students. Last year we took a look as I said I had 50 percent of new staff in both buildings, that's interesting when you have six teachers in a building and then you have 50 percent new staff.

00:20:00

Ms. Davies: We had to take a good look at perceptions. What were those perceptions? And we used Jim Wright's survey to look at that in, can you click on that link Regina? Also you'll see on that slide there that it has the school improvement indicators, TAO1, TAO2, TAO3 for those that have had experience with [Indistar ?] you'll know what I'm talking about. And we used this to examine TAO3, and look at the progress monitoring, and where were we as a school? And I have to give credit to [Maria Gallardo ?], she is my wonderful guidance counselor, and I'm fortunate enough she's coming to Central this year. She worked very close, closely with our Rtl team and this is the data that we analyzed once we completed the survey.

00:21:03

Ms. Davies: And it's a readiness survey, but what it really did for us is give us an insight into the perceptions of where we were with Rtl. That's not really what the survey is for, but the way we were able to use it, it showed us very clearly that our support staff didn't really understand. Does your PE teacher understand Rtl in the Virginia Tiered Systems of Support? Does the art teacher? Are they helping with interventions? This tool gave us the insight into what we needed to do to gather some support staff to do some more interventions, and to, to provide the right PD for those folks. So they could be an integral part of our process.

00:22:01

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

Ms. Davies: ...So as I said before the conversations we had with our PLC leaders yesterday was this, we talked to them about how important those collective commitments, those PLCs were all day every day. It's not just that one meeting, but that collaborative conversation happens every time we sit down and we talk. And so it's important to address peoples' feelings and where they are with their culture. And that they understand the organization of the communications.

00:23:00

Ms. Davies: So again core instruction is our essential learning, and that guarantees every student will receive the time and support needed to learn. Differentiation, common assessments and focus on student learning and tiered interventions for those students that are not where we need them to be. And also not to forget when you're looking at the data you've got to look at those students that are needing enrichment. So thinking about VTSS and a school without PLC it's like a rocket without fire. One of the things we're getting ready to do is to talk to all our staff, and I wanted to share this little chant with you. It's from all things PLC, not yet. So I thought you might enjoy saying this with me. So say this with me, right after me.

00:24:02

Ms. Davies: My school or district is a PLC, and because of this we guarantee, that every educator works on a team, with a yearning and a burning to improve student learning. So there you go, we're going to be sharing that with our new staff this next year, and it really kind of summarizes where we're going. And as, as I said we're going to be Central stars, so all of this work I shared with the staff yesterday does feel like we're getting ready to launch. We are launching a new school, but it really feels like we're getting ready to launch a rocket, have you ever watched a launching of a rocket?

00:25:01

Ms. Davies: I thought I'd share this with you, and I shared this with my team yesterday.

[Video - See Ms. Davies' PowerPoint presentation]

Ms. Davies: Just skip that. Got to love YouTube.

[Video - See Ms. Davies' PowerPoint presentation]

00:26:00

Ms. Davies: ...You can stop. So there you go, have you ever watched a rocket launch? That's exactly how it feels sometimes going back to school and that, that's exactly how it feels when you're opening a new school and pulling all of those pieces together. So thinking about that I wanted to share with you all of the resources that I've used in the

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

past few years. This is certain books that are really important for my professional learning.

00:27:08

Ms. Davies: Several of the cultural shifts and another great document called professional learning communities continuum comes from a book called Learning by Doing. And these are all four books, another great book on common ground is, has great research in it telling you all about how PLC impacts student progress in many different areas. If you've ever read the book Whatever it Takes, how a professional learning community responds when kids don't learn. That's a great one, and one of the ones that I shared with many staff has been the Pyramid Response to Intervention. This book talks about how Rtl and professional learning, learning communities come together.

00:28:00

Ms. Davies: And it's one of the really most important books that I carry around because it's just really good thinking about those two integral systems that have to come together. So thank you for your time today, and enjoy the rest of your day, and good luck going back to school.

Ms. Hart: Sue thank you so much. I think Sue really pointed out our need to be explicit in teaching that collaboration that we're, we're so dependent on. So thank you. We are gonna now take 15 minutes to work on organizational structure and culture. Your plan for right now, next year, next year, who is gonna be responsible and while it's in your mind that exit ticket.

00:29:00

Ms. Hart: Okay 15 minutes. [Tape cuts]

Ms. Pierce: Okay since we're at the Hotel Roanoke it's our next, our very favorite thing, which is break and snack. So we're gonna come right back at 10:10. [Tape cuts] Did she get everybody back in? Yeah, our former principal did not do a good job of the tardy sweep.... They'd probably rather stay out there unfortunately. Exactly, exactly. All right, so here we go we've got another exciting presentation from Shenandoah County.

00:30:02

Ms. Pierce: So I'm only gonna talk, you're getting the routine now. We have a few key principles, then we have a presentation, then you work and we move on to the next. So I'm only gonna talk for about five minutes because Shenandoah has got something really good for us. Here is the key points about monitoring student progress. So monitoring student progress doesn't mean in a sense just that individual student. Mark Shinn talked a lot yesterday about monitoring student progress. We went back to the

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

same graph, CBMs, things like that. But we talked a lot about progress monitoring and monitoring student progress. When you're monitoring student progress just the idea is that that's gotta happen at the division level down to the school down to the classroom to the grade level and then down to a student. So what I'm gonna do very quickly is give you an example of what, something that we did in Gloucester County at the division level.

00:31:00

Ms. Pierce: And then I'm gonna give you a quick example of a school level, and then I'm gonna let Shenandoah take over. So in Gloucester they were just having a really great discussion about the fact that we really need a good way to look at the, the data division wide. How are we really monitoring our students' progress? And it's all part of evaluation as well, so they started with a data dashboard. They got everybody together on one day, all the principals, all the leadership teams, and there was one day to go through and see what it would look like. So again they started with a dashboard and just had a few key pieces of data at the division level. And then they went down and had all of that data filled in for the school level. Now sort of a funny aside was that when the person who was in charge of accountability sent this out and said we need all this data so I can prepare this sheet she got a lot of pushback. So I got a copy on the second email that said, Regina said that we needed to have that data.

00:32:02

Ms. Pierce: Okay, so I took the burden. All right so the agenda for the day was very simple, they did reading, math and behavior. And they started at 8:30 and they said at the division wide is it working? How do you know it's working? For whom is it working? Your hypothesis for why some things were not working, and what you were going to do. So they did that reading, math, behavior, and they made some decisions like you know, our core really was working but our tier two and tier three weren't moving much so things like that. Then in the afternoon they worked in school teams, and that's where they took that data and broke it down even more. And then by the end of the day they had every kid who was gonna get a tier two or tier three intervention and what they were going to get. And they used their cut scores, their criteria from their guidance document that said, what's gonna get you a tier two or a tier three intervention? Then they took those outcomes and they made heir plan.

00:33:02

Ms. Pierce: So their plan was based on that, here is just a snippet. These were the division goals that came out of the day, this was the action plan and so they did it for every grade level in every single area reading, math behavior. Here is just a snippet form kindergarten, what they realized from looking through the data was that the kids were passing PALs but CAL was weak. So they said we're gonna go back and the principal is gonna go back and make sure that all of the teachers were doing the CAL

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

activities off the website. And they were gonna do some more PD on the 23<sup>rd</sup> on how to give PALs, so you're getting the big idea. For behavior what they said was that we haven't done a very good job of teaching our universal expectations, and we're gonna work with Butler and we're gonna say we need a definite plan to address absenteeism. Because at all of our problem solving meetings absenteeism was an issue. So that's their plan, okay. Now at the, at the grade level, and this fits in a lot with what Sue Davies was saying, and this I a sheet that you saw before from Clint Mitchell.

00:34:05

Ms. Pierce: This is monitoring student progress at the grade level. So the grade level PLCs were saying we taught it did they get it? So it's not individual student it's, you know, this was the standard, this was our goal for the standard. Who got it, and what are we gonna do for those who didn't get it. So those are just some concrete examples of how you monitor student progress at the division, the school and the grade level. All righty, so now we're gonna have Shenandoah give some more specific examples about what it looks like. No, no, no sorry, sorry that's the next one. That's our mistake. So we have Steve Povlish who is principal of Ashby Lee Elementary School, and Melissa Foltz who is principal of W. W. Robinson Elementary School in Shenandoah county.

00:34:07

Mr. Povlish: Thanks for having us this morning as their getting the slide presentation ready our goal is to just give you a brief snapshot of what we do in Shenandoah county for progress monitoring. Now to give you a little background I represent the smallest school in the division, although I have almost 700 students. And Melissa has the largest with a little over 1,200 students, so to kind of give you the parameters. And what you will see is at the bottom of the slides there is a little footnote. And that footnotes just corresponds with the VTSS/Rtl blueprint. Just to kind of show you where we're going so you can follow along. But I'm gonna let Melissa start us of, and.

Ms. Foltz: I give Steve credit for all the interactive transitions in this slideshow. So obviously it's very important as, as a division that we have an, an assessment map or an assessment grid of what, what we are requiring as far as screeners or assessments to, to look at each of our students.

00:36:09

Ms. Foltz: We are sharing the elementary assessment grids with you just a snapshot, in language arts what we're doing the first six weeks of each grade level or the beginning of the school year what are we, what are we gonna be doing in the winter at January time as, as our screeners? And what we're gonna be doing at the end of the year to actually look at how we're doing as a division elementary wide, how we we're doing a school, how we're doing as grade level al the way down to how each student is doing. So these are the required assessments utilizing our Aimesweb screener, a universal screener obviously we're utilizing PALs. We're also utilizing spelling inventories at our

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

third, fourth and fifth grade, and we’re utilizing interactive achievement, the simulation tests that mirror the SOL tests to help us look at how our students are learning.

00:37:02

Ms. Foltz: And if they’re learning what we’re teaching and intending for them to learn, and it’s kind of the, the jumpstart for us what are we gonna do you know. Who are our tier one students? Who are our tier two students? Who are our tier three students? This isn’t obviously the end all be all, because teachers, this, this is the math grid, obviously teachers are collecting more data. You know, we, we want to look at multiple measures because sometimes we have students who may look like according to Aimes that they’re, they’re a tier three student. I mean they’re coming out at the red, they’re at the bottom quartile of what we’re looking at. But when you look at all the other data they’re performing very very well. So we want to make sure that we are taking into account multiple measures for each student, and, and helping our teachers understand that too. Helping our teachers understand this isn’t all we want you to do, as a teacher you need to be using formative assessments as you go.

00:38:04

Ms. Foltz: You need to be using summative assessments, you need to have a picture in your mind of what each student can and cannot do, so when we come to data meetings, you’re the one, you’re the expert. We have other experts there who work, we can make a clear plan for that student. So obviously this is what we’re doing. We’re gathering data, we’re making sure our teachers are getting a, getting the data into a share drive, so everybody who works with that student whether it be a reading specialist, whether it be an ELL teacher, a special Ed. teacher, an administrator, a director of elementary education, everybody can go into this shared drive and look at the data across the board. So everybody knows what each student at each grade level is doing. Basically when we meet and talk about students, and we’re gathering, we’re progress monitoring our students, which our tier two students our general rule is you progress monitoring, and we use Aimesweb for that in most cases.

00:39:09

Ms. Foltz: Not all cases but in most cases, if you’re tier two we progress monitor every other week and we have asked our teachers you set a specific day and you progress monitor on that day each week. Tier three students we progress monitor weekly. We need to know how our students are doing, and how they are responding to our interventions, and what we’re doing for them. Because if they’re not responding we need to change what we’re doing. And then we have very defined rules that we use to make decisions about our kids. So when we’re meeting and looking at progress monitoring we’re looking, we’re using Aimesweb and I’ll show you a graph here in a second just to give you a snapshot of what we look at. But, but teachers come like with the scenario up here they come with the data, they don’t come with I think or the

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

excuses of what’s happening at home, or what’s happening because we can’t change that.

00:40:03

Ms. Foltz: But we had the data where we can make sound instructional decisions, so we’re looking at their data, and we’re, if, if a student has six or more data points that are above the target line we may keep with that current intervention but we might increase their rate of improvement, what we want for them. Because it’s all about closing that gap, you know, it’s all about students are a year or two below their, their average peers. You want to close the gap so we might increase the rigor. Obviously if the data points are showing that they’re below the target line that intervention is probably not working. So what are we gonna do differently? We have this goal, we’re trying to help this student be successful, we’re trying to help this student learn. We want this student to perform where the average student in his grade level or her grade level is performing. That intervention isn’t working, what else, what are we gonna do now?

00:41:01

Ms. Foltz: And then you have that splattering that we often see, some data points are above the line, some are below the line. It’s probably a pretty good intervention actually, so let’s keep going, let’s keep the goal the same. The intervention the same, continue that progress monitoring. Come back to the next meeting and see where we are at that point. And then if we have six to eight to ten data points that are above that target line possibly if it’s a tier two students we need to start fading the intervention. And notice I didn’t say we stop it. We start fading out a little bit, you know, we were doing five days a week we might go to three days a week. Just to make sure that student is actually owning that learning that occurred in that intervention. After that if we come back for that same student and we, we have faded, and we have points that continue to be above the line then we are going to fade out.

00:42:10

Ms. Foltz: And exit that student from progress monitoring, but that doesn’t mean that we stop monitoring that student. We’re still looking at all the data that the teachers are gathering because possibly something else creeps in and then we have to take that student back into a tiered intervention process. And this was the kind of data point that, that we look at for each student. This is what a teacher brings to each meeting, and these are the data points that, that we were reflecting through Aimesweb. And I’ll turn this over to Steve, absolutely you want this here, and that.

Mr. Povlish: This form basically serves as our I guess you could say cover sheet, our initial data collection form that every student has. That way if we need to we don’t, if for some reason power may go out or whatever maybe we have the hard information here.

00:43:04

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

Mr. Povlish: And I can tell you that yes this does work because one time this past year the power did go out, so we were still able to proceed with our data meeting. And we had this go to form, which worked out real well. It's an overview, and again it serves as basically a beginning template for us. This really is the nuts and bolts of the data tracking. This serves as our decision making form, and as you can see at the top number of data points and of course above, near below the target line, and then of course there is the rules at Melissa had explained. And this is a form that again we use for every student who we progress monitoring. Of course once the meeting is over this goes into their particular folder that is housed in that particular grade level rep's classroom. But the nice thing with Aimesweb really all of this is there as well. So let's talk about the grade level data meetings. Who is there? Well at least one administrator, for instance I do 3-5, our assistant principal does K-2, but if possible we're both there.

00:44:05

Mr. Povlish: But at least we know there is gonna be one administrator. Our instructional coach, grade level team, for instance third grade, at least one to two special Ed. reps, our resource and our title one, sometimes guidance and a psychologist as needed but not at every meeting. And I'll get to that in a little bit, when do we have these? We have these once a month during their planning. It's a set schedule they know that that time is going to be help specifically for the grade level data meeting. What? Well we start with students who are below the target line, and as Melissa said the expectation is the teachers come to the data meetings, they know their students. So you know, for instance if they have 25 students they know they only need to talk about six or seven whoever it maybe for that particular day. We start with those, and as time progresses we can go with the other students. Speaking of expectations and procedures the team meetings, well we have the data meetings once a month, but we also expect and know that our teachers are gonna meet at each grade level once a week during their planning to discuss data, struggling students, interventions and specific lesson plan design.

00:45:09

Mr. Povlish: As Melissa said, just because they may not be progress monitored all the time we still collect the data on them. And this is the time that way, if they, if they hammer out the fine details at this meeting when they come to the actual data meeting once a month again it allows the meetings to go more smoothly. Then we have the problem solving team meetings. These meet once a month as needed to further discuss struggling students identified during data meetings. In other words you know, if there was a student who we know that we're gonna have to do some total revamping of the intervention well then we have another meeting, which is normally the week after. And that's when we bring in our other specialist as well. And as Melissa said it, it's an ongoing process. And just because a student is, is discussed one month in the problem solving team meeting doesn't mean they're gonna be there next month. Cause obviously the hope is they are not there the following month.

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

00:46:00

Mr. Povlish: Then we have the school leadership team meetings, I think Regina's flowchart really showed it very nicely. It starts from the division down, and we are very fortunate that you know, we meet once a month as a division, or actually well once every other month as a division. But then the school leadership team once, once a month we meet to discuss the different scenarios, the different aspects of this. We have a, a special Ed. Rep, a resource title one, parents as needed, and to be quite honest with you we tend to have the parents involved indirectly. In other words these come up during conferences just, you know, whatever may be with maybe myself or the assistant principal. I mean the students are aware that their students are in the RtI/VTSS process, and in terms of inviting them in that's on an as needed basis. But they are very aware that there is a process where we are doing everything we can to assist their students to get them on grade level. And these really are the go to people, again we have a representative from everybody throughout the school.

00:47:01

Mr. Povlish: All hands on deck, and again that way everybody is on the same page, and yes our PE team, whether it's our art teacher, our music teacher, they are expected to be there. How do we continue to do this, well it's an ongoing process cause just when you think you have it figured out something else comes up we know that. The core instruction we are very fortunate in our division team elementary Melissa, myself and another principal we wrote a grant for this upcoming school year and Dr. Anita Archer is actually coming to assist us we're doing a book study right now on her explicit instruction. She's gonna come I believe next Spring, she was rather booked, for but good reasons. But we're, the division wide is doing this book study, that includes resource teachers, PE, art, instructional assistants. Our instruction assistants were elated that we wanted to include them on this, and why not? They deal with our students each and every day, they're in the trenches with the teachers as well. So we are doing a division wide book study at the elementary school level.

00:48:01

Mr. Povlish: And then of course we're going to do different things for professional development at each of our schools. And then we have a goal setting, talk about the smart goals with teacher evaluations. This goes hand in hand, we talk about the rate of improvement. When the teachers meet with us throughout the year to talk about the success and closing those gaps as Melissa said of their students they bring their Aimesweb data, they bring their benchmark data, so we are constantly talking about the goal setting. Again it all ties together. Tier two and tier three intervention programs, for instance we had interactive achieving, and something like that we're looking right now at my school to possibly do another, another program with another company so depending how that goes that will be something I will share with Melissa and the other principal to say hey we might want to try this as well. But again we constantly collaborate and talk

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

about how we can bring our different resources together to better meet the needs of the students. Then of course Dr. Ray Jones specific lesson plan design, again our division years ago started with him and then when RtI came about, which has been a while now he, he constantly comes back. He works with individual schools.

00:49:07

Mr. Povlish: He meets with a division so we're very fortunate to have his support as well. And then just overall revisiting the guidance document and RtI framework. Again we have the guidance document framework from the division level, but we constantly have to revisit it. We constantly have to sharpen that saw, we constantly have to say what's working, what is not working. And so we do that, and it filters down because the division level, then the leadership teams at the school at then, and so forth. So again it's an ongoing process but it falls very nicely together. Moving forward intervention enrichment time, this is just something, part of our master schedule every day as Melissa said when specific IE plans are carried out with each students. And it includes time to progress monitor as needed, although most of our teachers tend to build that in during core instruction.

00:50:00

Mr. Povlish: Again they found that it works before them because really this IE time is so sacred, it's so special because that is the time of the day when that student is gonna get that specific intervention. Then of course as Melissa said, if it's tier two they're progress monitored twice a month at least, in tier three every week. And again that can change that's what's nice it is a fluid, a fluid goal, a fluid expectation. And then this past year we collaborated with the middle schools sporadically, at the beginning of the year and towards the end the middle school principal as well as I think the assistant principal came over, instructional coach, and reading specialist they came over to watch one of our fifth grade data meetings. And it was very beneficial because in the beginning of the year again it kind of set that one, and then at the end of the year it was fantastic because we were really, we had enough time at the end, we had about ten-fifteen minutes where we were able to really fine tune some of those students. And say look next year you're gonna want to start with student right away. And this is why, and we had all the data we could just give to the,.

00:51:01

Mr. Povlish: Which made it real nice, and the goal is, and Shelby is back there now our goal is we're gonna try to meet even more consistently this year. So again it's about teamwork, it's about not only from the top down but middle school/elementary, middle school/high school and that's something we're working on within our division. Behavior is something that we are piloting I guess you could say as needed. I guess we're fortunate where I don't want to say we don't have any behavior issues, I mean you know that's a lie. But at the same time it's something that you know, we're trying different

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

things. So again what works at my school with our teachers may or may not work with Melissa and vice versa. But we share those ideas, and the goal is as a division we're gonna come up with team elementary we're gonna have some set specific criteria as we do already with reading and language arts, or math rather. So it's something we're working on, it's a goal for us. That was a quick snapshot, so any questions you might have?

00:52:01

Mr. Povlish: Any, anything at all? Okay. Well thank you, yep.

Respondent: In your progress monitoring did you guys even try and do it electronically?

Mr. Povlish: No, well I mean everything is through Aimesweb that's our universal screener, I mean they're, I'm not sure if you're familiar with Aimes but there are so many different reports on there I mean it has a plethora, you just set the, the parameters and the criteria. We just like to have a paper as a backup. I would say at least at my school we're probably, we're probably 90 percent paper free. I mean it's 90 percent of it is just cause when we have those data meetings, like if you're, if you're a fifth grade teacher and you're the rep on the leadership team we meet in your room for that data meeting. And the moment we walk in as a team you have everything up on, on the SMARTboard. You have everything up on Aimesweb and you know your students as Melissa said, so you can go right to Johnny to, to him and go from there. So really we're about 90 percent paperless.

00:53:00

Mr. Povlish: Yeah, yeah. It's probably my fault that we have some paper because I have to admit part of me says that I mean just in case we have those moments I like to have a little bit of paper. But really you can go paperless if you want.

00:54:00

Mr. Povlish: Yeah.

Ms. Foltz: I guess, I guess I have a different perspective. [Inaudible, 00:54:11], W. W. Robinson did not have an action plan. But the school leadership team that Steve referenced we brought them in and we actually hired Dr. Mike Rettig, and so he came in. So he has that [Inaudible, 00:54:29 - 54:59] the average kids do.

00:55:00

Ms. Foltz: [Inaudible, 00:55:00 - 00:55:09] But Mike Rettig is the one.

Mr. Povlish: And, and you have to, and I can just say it's a work in progress. I mean this is, this will be my third year at Ashby Lee and the first year was kind of we're just, we're

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

gonna do something. Last year we had more of a set schedule and was very successful, but this year we made some tweaks to it and I'm very excited for the upcoming school year because as you said there is more freedom where everybody will go to the key points and the key places as needed. And, and we think it's perfect but it won't be perfect. So we'll probably have to revamp next year, but yeah you have to start somewhere and Dr. Rettig is fantastic. Good question. Anything else?

00:56:00

Mr. Povlish: Yeah we piloted Track Book next year and they're fine-tuning, I guess so that'll be another system that we can use to have everything. Yeah really I guess kind of in our eyes when you take Track Book you take Aimesweb, you combine them, that's, it doesn't get any better than that at this point. So yeah we're, we're hoping to have that full fledged this year. Anybody else? Great questions. Track, Track Book is, it's a data, yeah data collection system, it's through Interactive Achievement. You might want to check them out if you get a chance. There is others out there, I mean I'm not, I just know that they work well for us. Yeah. Yeah.

00:57:00

Mr. Povlish: Good questions anything else? Okay we hope you have a rejuvenating summer. Oh question, somebody is pointing. Yes. Trial and error, just you know, and I'll be quite honest with you and I apologize I, this references my last presentation. You know, we hear so many fantastic speakers but last year the gentleman from Florida, his whole battle cry was ready, fire, aim and we live by that. You just have to start somewhere, quite honestly and that's what we did, and we just came together through those team and we decided well this is how we're gonna do it. And yeah. Anything else?

Ms. Foltz: And obviously to kind of piggy back on that like I said in most cases, but when you're talking Aimesweb MCAP, which is more of application in math we don't do that every other week.

00:58:06

Ms. Foltz: Because it just doesn't make sense, we go more monthly with that because that's, that's really based on what the student is learning and what, and what's being taught. So you know, every two weeks is a, is a little aggressive I guess because you're not seeing the results every, we go, we go monthly on that. But that's our general rule, tier two, two times, tier three one time every, every week.

Mr. Povlish: And again that's something that we discuss as administrators when we meet, and then we filter down into our leadership teams, and again as you can see again I love that flow chart that Regina had. Cause it really is from the top down. You all as division folks know and you know, it just filters down. It's what's best for the student. Anybody else? Okay truly hope you have a rejuvenating summer and best wishes in the fall thank you for having us.

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

Ms. Pierce: Thank you.

00:59:00

Ms. Pierce: One of the things Shenandoah always has done, and again I don't know if you notice again you can see their whole team from the assistant superintendent, all their central office people are always showing up. So just a little key there, so you've got 15 minutes again to meet and work on your monitoring student progress part of your blueprint. And then on to your sheet and what color is monitoring student progress? Marigold, I don't know.... [Tape cuts]

Dr. Bowmaster: So if you'll pull back together up here, at this point we're going to move into what we call the fruit basket shuffle.

01:00:02

Dr. Bowmaster: And we're going to have you think back to yesterday with Mark Shinn, and we have set up around the room some different tables. So table one starts here, where is table two? If you're sitting near table two raise your hand. Okay, table two is over in the corner. Table three, where is table three? Okay, table three is over there, table four might be let's see, table four is there. Table five is here, nobody is sitting there. Table six, where is table six? Somebody is bound to have table six, okay again nobody is sitting there. Seven is, where is table seven? Somewhere is table seven, let's see. Back in the corner, okay table eight, back there.

01:01:00

Dr. Bowmaster: Table nine, right here. Table ten over here, eleven over there and table twelve is right here. Up here you can see we have four questions, what you're going to do is decide to go to one of these tables. The first question will be for tables one, two and three. So if you want to talk about question one then you'll go to tables one, two or three. You don't have to be one large group together, each table will discuss this independently we were just trying to divide up. So that question is what types of schedules and suggestions for schedules are need to ensure what Mark Shinn said yesterday, no wimpy interventions? And so that really probably is more for middle and high school. So if you're middle and high school we really would like for you to, to try to hit tables one, two or three. Also the next two questions are, are geared for middle and high school.

01:02:03

Dr. Bowmaster: Second one, what evidence based practices do you have or can suggest from yesterday for that eleventh grade student who was reading the paragraph and she read it on a seventh grade level? You know, we know that those high school children are out there. And you know, you get them and what do you do with them? Then the third question, so that's second question is tables, four, five, six, seven. Third

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

question, what challenges do you need to overcome in order to have a high quality tier one core instruction in middle and high school? And you know, we had earlier this year we had Anita Archer come in, talk about instructional strategies and she made it a very good point to always say this is for elementary schools or this is for middle and high schools. So think about where you are with really building up that tier one core instruction. And then for the elementary folks we have what are the key points you would need to put in a PowerPoint to prepare your middle and high school teams for implementing VTSS?

01:03:10

Dr. Bowmaster: And so those will be at tables 11 and 12, is all of this clear as mud? So each table, even though you may be working at tables one, two and three you're working independently. So you know, we just didn't want all the tables grouped together because we know it's kind of difficult to get groups, large groups around tables.

Ms. Pierce: The other thing is if you are a middle or high school right now doing something like Augusta County you know, in the middle school when they're talking about schedule say what it is we actually are doing. So we have just some, we're gonna compile these so we have these are some practices that seem to be working. Or, put down some things that you learned yesterday from Mark Shinn so we have just a little bit of, a smorgasbord of things to address each item.

Dr. Bowmaster: All right. Yep, so just kind of stand up and shift to the table you want to go to.

01:04:04

Ms. Pierce: But we can't have everybody at 11 and 12.

Dr. Bowmaster: No the elementary will go to 11 and 12 or you don't, if you're elementary you don't have to. But we know that the issues are different from elementary to middle to high school. So get up, find your table, and we'll be doing this probably for the, about the next 35 minutes or so. [Tape cuts]

Ms. Pierce: Fill out your sheet, first of all put which question you're addressing, hopefully it'll be obvious. But just in case and then the second thing can I just have your attention for a second. We're gonna go ahead if you're finished and put it along the wall, but before you do that appoint a spokesperson for each table. We're just gonna process, process out a few of them. So appoint a spokesperson, write your question on the sheet, your question number and put it on the wall.

01:05:00

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

Ms. Pierce: I have tripped over every single person’s bag, but there is no reason why you shouldn’t have it there. It’s just cause we’re walking around so much and everybody--

01:06:00

Ms. Pierce: ...Okay go ahead and post your chart and get back to your tables, post and return. Oh well I was just--

01:07:00

Ms. Pierce: ...All right be thinking if you want to volunteer or if you want to be volun-told. Okay, there we go.

Dr. Bowmaster: Okay we’re going to start with, actually this was a table one group with what types of schedules and suggestions for schedules are needed to avoid no wimpy interventions.

Respondent: I have just been moved from an elementary school, which was pre-K through eight I don’t know if you want to call that, call that a co-minded school I guess to a middle school. So this is something that I’ve had to consider and I’m still considering is how to build in intervention into a exploratory enrichment time frame.

01:08:09

Respondent: So what we talked about is 150-minute block of time with five 30-minute blocks. Three of those would be intervention blocks that would be delivered by the classroom teachers rather than aids or whoever that would happen to be. And then they would still have the opportunity to do exploratory or encore classes within that block of time, so and teachers would still get their planning. Kids would still get their intervention, and it could be 30 minutes of reading, 30 minutes of math, or, and the third block of time could be whatever the, was needed for more math or more reading either way. So there is that potential for classroom teachers to deliver the intervention within that block of time. And just some of the things we talked about it was, it was designed to be valuable for all the students, everybody gets encore or enrichment.

01:09:02

Respondent: So they’re not gonna be pulled out of enrichment to do intervention, which you know, Dr. Shinn talked about yesterday that wasn’t something that they were going to be too happy about, especially middle school. This can change based on needs, our initial thoughts were doing this on a six week basis, because we’re gonna monitor on a six week basis using Scholastic Reading and math inventories. And students would be involved in setting their own goals, and moving them out of this intervention if they’ve met their goals or met benchmark at the end of that time. So that’s giving them some choice but still allowing them to do the encore enrichment. And again it’s responsive to

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

their needs. This would be a time every day that they would know so teachers could plan for that and students would know that they we're gonna be there. And again allowing them to set their goals and allowing them to monitor their progress, self-monitor their progress to know what they were doing.

01:10:04

Ms. Pierce: Great thank you and we have table eight chomping at the bit.

Ms. Simpson: All right hey everybody my name is Jody Simpson and I'm from Gloucester. I'm a middle school assistant principal, do we have anyone, anybody else middle school here that you love twelve year olds, thirteen year olds? They're the most fascinating human beings to work with because they don't know who they are yet, and half the time we don't know who we are. So it's really great at middle school it's never the same day twice, and even for high school do we have high school people? Can we see high school people? Okay, you guys have figured out a little more your student population. I think Rtl looks completely different for the middle school and the high school level because these teachers are content based. They know their content. One of the participants at our table said boy our teachers know the content, they know it really well, and then they go well those other kids.

01:11:04

Ms. Simpson: So one of the, we really talked about two different things because our challenge was looking at quality tier one instruction. And when you look at the gamut of you know, your eleven English class there are some really advanced students and then there are some students that really struggle, like the student that we saw yesterday. So one of the things that we had kind of considered, we were talking about professional development for teachers, and if you're only doing it maybe with just a few of your teachers maybe everyone in your building needs to have that training, so that everyone can say wow these kids belong to everybody. But we, you know, some of the challenge is of course time. I don't know if at your high school or at your school when the bell rings you know, some people are packed up before the buses leave, does that ever happen anywhere? Okay maybe not in your school division, in those other places in other states, but sometimes it's a challenge for time.

01:12:04

Ms. Simpson: Because people don't want to stay, but if we can really get teaches to be vested that it's really good for kids to do some of these intervention and to do really good instruction. Also resources, I know that money is always an issue, and I'm sure with the different groups that are here that can help us out throughout the state that could really be something that would benefit us for quality tier one instruction. And the other thing that we mentioned a lot at our table as we were chatting, what does the planning look like? I know for elementary teachers they have a very thick lesson plan book, and it is detailed, and they have pictures, and they have all of these things. And

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

then at the middle school and the secondary level a lot of times what happens is they say well I’ve done this for 15 years. I’ve got it down. So what does planning look like at your school?

01:13:02

Ms. Simpson: How do teachers plan together? At my middle school we have, at Peasley Middle School we have collaborative planning time. So all the content teachers have time where we meet every week as a team and we talk about students, I don’t know what your collaboration between your special Ed. department and your general Ed. looks like but one of the challenges we talked about in planning is one obviously collaboration. But also what does team teaching look like in your school? Does the special Ed. teacher sit at the back of the room and take notes? Or is she walking around helping students so when you walk into that classroom if you didn’t know which teacher was which you know, is there a, you know, is there a beautiful marriage between those two people. You know, and maybe as administrators you know, you may need to shift somebody where they have better working relationship between those teachers. Because we’re really looking at what’s good for kids.

01:14:02

Ms. Simpson: And also a lot of times in middle school and high school if you have a framework, sometimes it might not be looked at and I know with you know, the SOL testing some people may not pull that book out and look at all the essential knowledge. Essential vocabulary, and that was something else that we talked about is vocabulary, how we’re developing that with our students. So that’s kind of middle school and high school and if you have anything else to add I’d just love to hear about it. Thank you.

Dr. Bowmaster: Okay we’re going to hear from table two over here, which I think they focused on middle and high school as well.

Respondent 2: Well we had a lot of input from middle school people, I am at the high school level and we’re just trying to get the, this process put in place at the high school. But one gentleman from Augusta County made it very clear, and I agree, that you know, you can’t take what’s happening at the elementary school and plug it in at the middle school.

01:15:09

Respondent 2: You can’t take a schedule that’s working at the middle school and just plug it in at the high school, because they’re just too different. And the thing that he shared, and that we all agreed with at the table that it’s, it’s not easy. One, a couple of things we mentioned though that critical, it was critical to have common planning time for the leadership teams, or the teams, or teachers who are gonna be working with this process. And there needed to be a set time in the daily schedule or the weekly schedule for consistent intervention and you had to pay close attention to the quality of the

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

intervention. I think it was shared that you know, making up tests or finishing a class assignment is not really a, an intervention.

01:16:01

Respondent 2: There is a difference, and there needed to be time to analyze and go over, you know, within the schedule what, what's being worked on in these, in these intervention times. So I think the concern is when are we gonna do it? And we don't have a real good answer yet I don't think at the secondary level as to how it's going to work into the schedule when you are working with students who maybe leave early in the afternoon, are involved with sports in the afternoon, and teachers willing to give up time out of their content to have interventions put in, taking place. And maybe students who don't want to give up an exploratory time. So I think we're just kind of all chewing on the same cud right now as to you know, how are we gonna put this in place at the secondary level, pretty much?

01:17:01

Dr. Bowmaster: Did you have someone.

Ms. Pierce: Yeah thank you very much, and so now we have table eight, six.

Ms. Parsons: Hi I'm Bridgette Parsons from Pulaski County and ours was the number, question number two about evidence based practices for eleventh grader reading on a seventh grade level. We talked about the various programs that we've used at each of the schools. And I took notes on, on several of them that I found interesting. I, I have a elementary background, but I've had some exposure to high school. But at the elementary level we often use [Aerobics ?], but there is a middle school or higher version called [Aerobics Reach ?]. But the elementary version has mostly phonics based, this has other components of reading and they, and they found that very helpful. Other, also Read 180 was used, there were three components to that.

01:18:01

Ms. Parsons: There was a, my notes are very vague here, computer based, excuse comprehension piece, there was a direct instruction piece, and also an individual reading piece. And we liked that, and it was also, that was lab based. One that was similar to that was achieve 3000, which was very similar to Read 180 except that it also focused on content at a lower, a lower reading level so you could sort of kill two birds with one stone there. But that sounded really good and they had a lot of success with that one. Another one was Fast Forward, which I have never been able to purchase but I understand it sort of reprograms the mind is that right? And kind of makes it more receptive to understanding reading. Another one that they had great success with was the Six Minute Solution, and that helped also you can actually start that at the first grade level.

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

01:19:02

Ms. Parsons: It was based, it's a fluency-based program and students learn to do running records, and help each other. It's a peer, peer-based program, that one sounded very interesting. Another one they said was really good, success maker. It included a data system, and it helps spiral so that the students are learning skills and re-, re-coming back to those skills throughout the program. And let's see, oh we talked about SIMs, and one thing that I, we used or I've heard of and haven't used in a while was What Works, What Works Clearinghouse and several of these had a really high reading on that, one of those especially [Aerobics Reach ?] had a high rating there.

01:20:00

Ms. Parsons: And I think that's about it, did I get it all?

Ms. Pierce: We always have those questions.

Mr. Stribling: Good morning, my name is Don Stribling and I'm with Fluvanna County public schools and I know everyone has enough time to get everything they need done, correct? Well I was once told that time as an educator time is not our friend, so in order to we have to be able to manipulate time. We have to be able, we have to be creative with time, and one way to do that, and this is coming from the elementary perspective is with intervention blocks. Intervention blocks can be specific set amounts of time within a certain schedule, or it can be involved in the actual core instructional time. You just extend it out. It allows the teacher to have time, or extra time with assistance from IAs, encore, specials whatever you call them to come in and to assist.

01:21:06

Mr. Stribling: It also allows you to do what we like to call flexible grouping, or very creative ideas so that you can do those interventions during those times. And that it is specified for those interventions. So we talked about intervention blocks, specific block time, extension and core classes, the next thing would be after you create that time making sure that there is follow through. So if you have a good schedule and you're creative making sure that staff, that you're involved, that that engagement, engagement is there, that the meaningful instruction if you're on a tier one level that should be happening. But what's the specific instruction during that time that's going on? Scheduling, common planning, something that we worked on and we've heard a little bit about it is the ability for not only your SPED team or your SPED individual to work with your Reg. Ed., your person, your IA, your partners or specialists to come in and have a common planning time.

01:22:10

Mr. Stribling: So that's something that is very important as well. What we've done is during the scheduling our literacy block at the elementary level, and this is different for

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

middle and high, but our literacy block is an hour and twenty minutes. So that allows us time to do what we call our literacy framework and what we are providing our students and our instruction that we’re doing in there. So again I know that’s not when you talk middle and high you’re looking at different types of block scheduling but it is possible to do. And then again just making sure that the next steps if you have all these things in place and you’re creating time going back to the PLCs and the interventions and the Rtl, making sure that they’re followed up. Making sure that if it’s working continuing it, if it’s not working that’s okay but you can start with scheduling, create time, manipulate time but without follow through you’re not gonna get any product.

01:23:09

Mr. Stribling: So thank you.

Ms. Pierce: Thank you, anybody else?

Dr. Bowmaster: Over here.

Respondent 3: There was one thing I forgot to mention, where are you from? Powhatan they have a agreement with Longwood University where their teachers become reading specialists and they actually get that for free. All of their ninth grade teachers are reading specialists, English teachers are reading specialists I thought that was pretty cool.

Ms. Pierce: Thanks for pointing that out. All right we have ten minutes left, and so we’re on what we call the perky pace. So in the next ten minutes what you’re going to do is work on your problem solving sheet.

01:24:00

Ms. Pierce: We had done so much of that, so just kind of spend the next ten minutes right before lunch working on problem solving or wrapping up anything else and making sure that your exit ticket is caught up to the points where we’ve, to the points that we’ve covered....

01:25:00

Dr. Cave: [Tape cuts] ...Just a few things to say before we go to lunch. First of all I think that this day has been so incredibly informative.

01:26:06

Dr. Cave: And I am very appreciative to the school divisions that prepared presentations to share with us. When I think about the beginning six or seven years ago when we first began with our very first schools to try to define what it meant to be response to intervention, and what we didn’t know and what we had to learn we never could have

## “Winding Down and Moving Up”: Sustaining VTSS Implementation

done it without the level of commitment and passion and investment that we have had from school divisions that have stuck with this process. And stuck with the uncertainty of how to go forward and, and been able to define and deal with the unknown as we move forward. And I'm just amazed, and I'm just kind of, I can almost get overwhelmed with emotion thinking about it, knowing what a journey it has been for all of us.

01:27:03

Dr. Cave: I'm so excited to see that through the work of the divisions in these cohorts, and working as pilots we have arrived where we are. And we haven't arrived for good, of course, we're still improving now we're, we're, we are at the next level of knowing enough to know that we need to align our various initiatives, PBIS, SIMS strategies, behavior, academics and we have to continue to build as a system. But I am, I think that you all have represented such a level of work, and I say commitment, passion and investment. So having said that I want you to know that there is a cake for lunch, and the cake is a celebratory cake.

01:28:00

Dr. Cave: And it's to say thank you for all this hard work that you have been involved with, and in being our partners we appreciate you so much and appreciate the opportunity to work with you. And just wanted you to have some symbol of how we feel about you. So with that let's go to lunch and you have to eat your lunch before you can have cake, but you know.