



JACK JACKTER INTERMEDIATE SCHOOL



Connecticut State Personnel Development Grant (CT SPDG)

COHORT 1
2012-2014

INTRODUCTION...

When describing the impact of SPDG at Jack Jackter, Principal Deborah Sandberg cites three areas:

- School climate. The welcoming walkthrough led to low-cost and no-cost ways to promote a more welcoming environment, such as signage.
- Higher-order thinking skills. Jack Jackter participates in the Higher-Order Thinking (HOT) Schools Program, which incorporates a rigorous arts curriculum, the integration of art into other disciplines, and promoting democratic processes through shared leadership. As SPDG has helped support effective classroom practice, Deborah has seen former struggling students shining through artistic expression.
- An engaged staff who feel committed to the school and invested in the students' success.

HIGHLIGHTS...

SERC Consultant Anthony Brisson facilitated a review of the levels of intervention. The special education team reviewed the data over time, and too many students had been identified as requiring Tier III interventions, resulting in a kind of "hourglass" of Tiers I and III. General education teachers now have more tools at their disposal to support interventions early and reduce the numbers of students who would have been expected to receive Tier III interventions.

"He listens to what we're doing, [and then] he asks questions to make us think." Principal

"Being a part of the grant has enabled the staff and school leadership to envision new approaches they had not thought of before."

HIGHLIGHTS...

Under SPDG, the school has established clear, targeted SMART goals, determined how to measure progress toward those goals, and learned to revise the process as needed. The result has been more focus on Tier I and fewer kids struggling at reading. Through strategies such as co-teaching, staff has been better able to work with students as individuals.

NEXT STEPS...

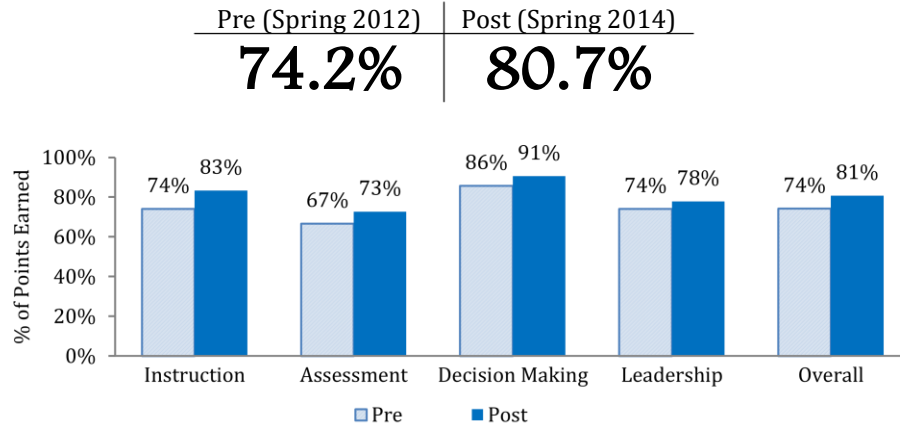
- **Teachers will incorporate interventions and student data into grade level SLOs.**
- **Math and Reading Lab Specialists will work with general education teacher when students are released from reading and math labs.**
- **Identify a continuum of supports for enrichment.**
- **PD on Tier 2 Interventions: What are they and how to implement them in the classroom?**

Establishing a Multi-Tiered System of Support at JACK JACKTER INTERMEDIATE SCHOOL

Pre-Post Implementation of the CT SPDG

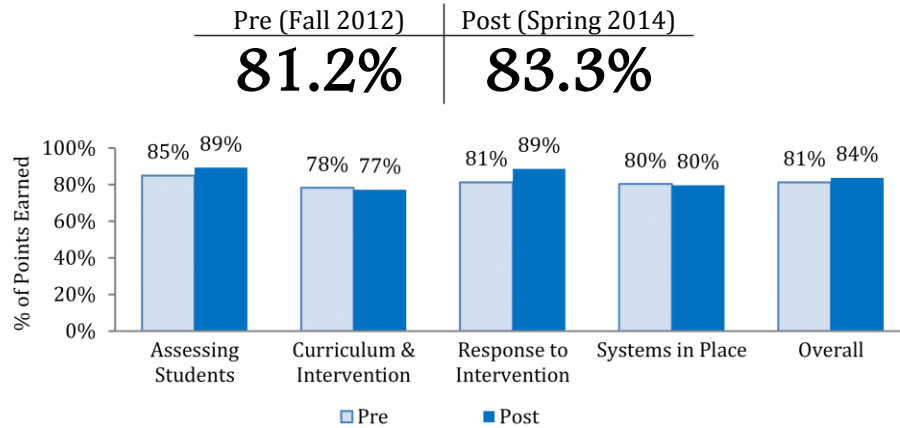
SRBI

The **Scientific Research-Based Interventions (SRBI) Self-Assessment** is used by the CT SPDG to measure the implementation of SRBI at each participating school. The 45-item assessment is completed by the school's leadership team, in collaboration with the school's assigned TA providers. Each item is given a score between 0 (no implementation) and 3 (full implementation). An overall score of 80% is considered the CT SPDG benchmark for full implementation of SRBI.



Literacy

The **Literacy Evaluation Tool (LET)** is used by the CT SPDG to measure the implementation of best practices in literacy at each participating school. The 30-item tool is completed by all educators responsible for teaching reading and the administrators who work with these educators. Each item is given a score between 0 (no implementation) and 2 (full implementation). An overall score of 80% is considered the CT SPDG benchmark for full implementation of best practices in literacy.



PBIS

The **School-wide Evaluation Tool (SET)** is used by the CT SPDG to measure the implementation of the critical features of school-wide effective behavior support at each participating school. The half-day SET observations are conducted by trained outside evaluators. The criterion for implementation fidelity is an overall score of 80% plus a score of 80% on the expectations taught section of the tool. This 80%/80% criterion is also used as the CT SPDG benchmark for full implementation of school-wide effective behavior support.

