Welcome Back

Review and Update
SSIP Progress
ISDE Staff:
- Special Education Dir.
- Assessment Coord.
- SPDG State Lead.
- ELA/Literacy Coord.

Idaho SESTA Staff:
- Asst. Director
- RDA Coordinator
- Instructional Coordinators

Collaborative Partners:
- Univ of Idaho,
- Idaho Training Clearinghouse
- Univ of Idaho,
- Assistive Tech Project
- Metis Coaches

Stakeholders:
- Directors Adv. Council
- Special Ed Adv. Panel
- District Special Ed Directors
- Teachers Adv. Panel
- Idaho Parents Unlimited

Funding:
- Part B
- SPDG

Increase the percent of students with disabilities in Cohort districts that demonstrate growth in literacy from 3rd to 4th grade on the state summative assessment, currently ISAT by Smarter Balanced
Cross-District Collaboration
Reading Workshop

JANUARY 2016
Reading Workshop Part 1

MARCH 2016
Reading Workshop Part 2
Increase the percent of students with disabilities in Cohort districts that demonstrate growth in literacy from 3rd to 4th grade on the state summative assessment, currently ISAT by Smarter Balanced.
Students with disabilities in Idaho are performing significantly below their non-disabled peers in reading and literacy, and it will take a commitment from each of us to understand and improve the conditions that contribute to this significant achievement gap. This professional development event is offered to begin the conversation, build the collaboration, and increase our understanding of both the systemic and personal changes that are needed to improve results for students.

The Be a Reading Hero conferences offer professional development in three of the four improvement strands that were identified in the State Systemic Improvement Plan. Based on data and research, we theorize that if we each build our professional skills in these four strands, we will see improved literacy outcomes for students:

1. Literacy practices
2. Inclusive practices
3. Use of a Continuous Improvement Cycle

The conference itself exemplifies the fourth strand, Family and Community Engagement.
Be A Reading Hero Conference

KEYNOTE SPEAKER

- Manuel J. Justiz endowed Chair
- Executive Director of The Meadows Center for Preventing Educational Risk
- Research awards, books, articles

Dr. Sharon Vaughn
Be A Reading Hero Conference

- 278 teachers/staff
- 69 districts
- 159 schools

SATISFACTION

- a. The conference content was relevant to my current work: 96%
- c. I learned things that will inform my practice: 86%
- g. Overall, I am satisfied with the conference: 92%
TAP INTO THE SUPER POWER OF LIBRARIES

Stephanie Bailey-White, Idaho Commission for Libraries * Breakout Room: D

The libraries in your school and city can help you meet your community and parent engagement goals. Learn how to unlock these vocabulary vaults to improve outcomes for all students. Leave with:

- Examples from evidence-based practices that are working in Idaho schools,
- Free resources for you and the students you work with, and
- Practical ideas you can begin implementing immediately.
Be A Reading Hero Conference

Average Satisfaction (1-4)

Library Session  All other Sessions

Highest rated Session of all breakout sessions!
BARH Conference Satisfaction

Participant Breakout Session Survey - Averages (1-4 Scale)

Quality of the workshop: 3.67
Content of workshop: 3.67
Gained new information on topic: 3.78
Presenter prepared me to implement new ideas or strategies: 3.78
I will share this information with other professionals: 3.67
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Work Session Attendance

Cohort Work Session Attendees

- Couer d'Alene, 8, 17%
- Kuna, 9, 19%
- Minidoka, 7, 15%
- Vallivue, 7, 14%
- Bonneville, 11, 23%
- Sugar Salem, 2, 4%
- Lewiston, 4, 8%
BARH SSIP Cohort Workgroup – Role-A-Likes

- Principles of UDL
- Writing fluency as important as reading fluency
- Align goals, interventions, and progress monitoring
- Culture shift, not “your kids” but “our kids”
- Matching interventions to skills deficits
- Increase PD for all levels related to literacy
Planning:
Upcoming Events
Alignment with SPDG

**SPDG:**
- PD on RTI
  - All students

**SSIP:**
- Literacy
- SWD
Fall Institute

**SEPTEMBER 27-28**

- Location: BSU
- Times:
  - Day 1: 9 am – 5 pm
  - Day 2: 7:30 am – 3:30 pm
- Who:
  - 6-person District RDI team
- Travel arrangements contacts:
  - Hotel: Holiday Inn
  - Flights: reimbursed
  - Car Rental: reimbursed

**TA – FALL 2016**

- Location:
  - Moscow, Twin, IF
- Date:
  - Nov 16, 17, 18
- Time:
  - 10:00 am – 2:00 pm
- Who:
  - 6-person D-RDI Team
Fall Institute Agenda – Key items

- Leading with Influence
- Comprehensive Literacy Plan
- Using Data
- Family Engagement
- Action Planning
Increasing Communication
RDA-SSIP Webpage
RDA-SSIP

Webpage

http://idahotc.com/Topics/N-Z/Results-Driven-Accountability

In Development:
Online community for SSIP cohort.
RDA-SSIP Webpage

- Be A Reading Hero materials

What's New?

Watch Dr Sharon Vaughn's Keynote presentation video from "Be a Reading Hero". All the training resources can be found here

http://idahotc.com/Topics/A-M/IdahoSESTA-Resources?folderId=5171
Increase the percent of students with disabilities in Cohort districts that demonstrate growth in literacy from 3rd to 4th grade on the state summative assessment, currently ISAT by Smarter Balanced.
Inclusive education happens when children with and without disabilities participate and learn together in the same classes. Research shows that when a child with disabilities attends classes alongside peers who do not have disabilities, good things happen.

The principles that guide quality inclusive education:

1. All children belong
2. All children learn in different ways
3. It is every child’s right to be included
SEAP Workgroup Activity: Going Undercover.....

Secret Shopper

- Listen and Look for the IDEAL customer service practices:
  - Did they welcome me when I first walked in?
  - Did they point me where to go, or walk me there?
  - Did they check in on my while in the fitting room?
  - Did they tell me about the promotions?
  - Did they offer gift wrapping?

- Store’s goal is 100% on the shop, Company’s goal is to model all stores to match them.
SEAP Workgroup Activity: Going Undercover…..

Contracted to visit Elementary School, *posing* as a parent of potential new student.

Listen and Look for the IDEAL inclusive practices:

- You can talk to anyone (principal, supt., lunch room monitor, teacher)
- You can walk anywhere (classrooms, office, gym)
- What would staff SAY and DO in a perfect school?
Increase the percent of students with disabilities in Cohort districts that demonstrate growth in literacy from 3rd to 4th grade on the state summative assessment, currently ISAT by Smarter Balanced.
<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>0 No Implementation</th>
<th>1 Partial Implementation</th>
<th>2 Full Implementation</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Foundational Skills of Reading</td>
<td>All staff directly responsible for teaching reading have a basic understanding of how to provide instruction in the five foundational skills of reading.</td>
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<tr>
<td>Understanding of Evidence-Based Practices</td>
<td>All staff responsible for teaching reading know how to identify curriculum materials that are evidence based.</td>
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<tr>
<td>Use of Evidence-Based Practices</td>
<td>All staff responsible for teaching reading use evidence based curriculum materials when providing instruction.</td>
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<tr>
<td>Matching Evidence-Based Practices with Assessment</td>
<td>All staff responsible for teaching reading use assessment results to identify the appropriate evidence-based practices to improve outcomes.</td>
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<tr>
<td>Use of 10-step Implementation Process</td>
<td>All staff responsible for teaching reading use the 10-Step Implementation Process to match interventions to students needs.</td>
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<tr>
<td>Small Group Instruction</td>
<td>Students are participating in intensive interventions in small groups of 1-5 students.</td>
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<tr>
<td>Peer tutoring</td>
<td>Students are paired with a more proficient reader for paired reading activities</td>
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<td>Core Instruction</td>
<td>Students are receiving core grade-level instruction in the general education classroom with their same-grade peers.</td>
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</table>
Survey

Wanted!!

Your feedback to guide SSIP action items.

SEAP Sept 2016 Survey

SURVEY INTRO

SEAP is a valuable group to gather feedback and direction from due to the various perspectives and backgrounds of the members. We greatly appreciate you providing feedback on the questions below. This survey will take 5 minutes or less. Thank You!!

Next
SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC INSTRUCTION

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