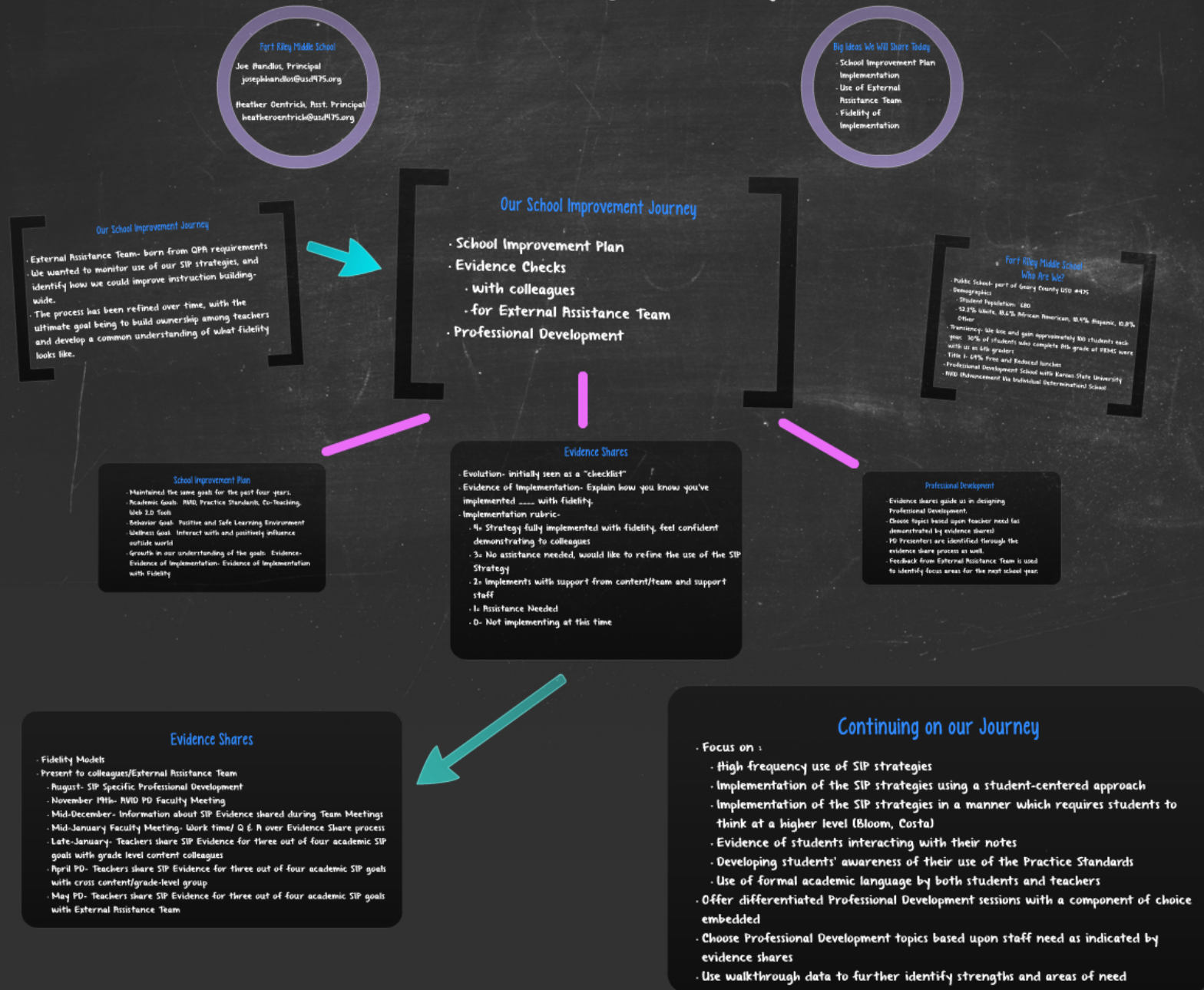
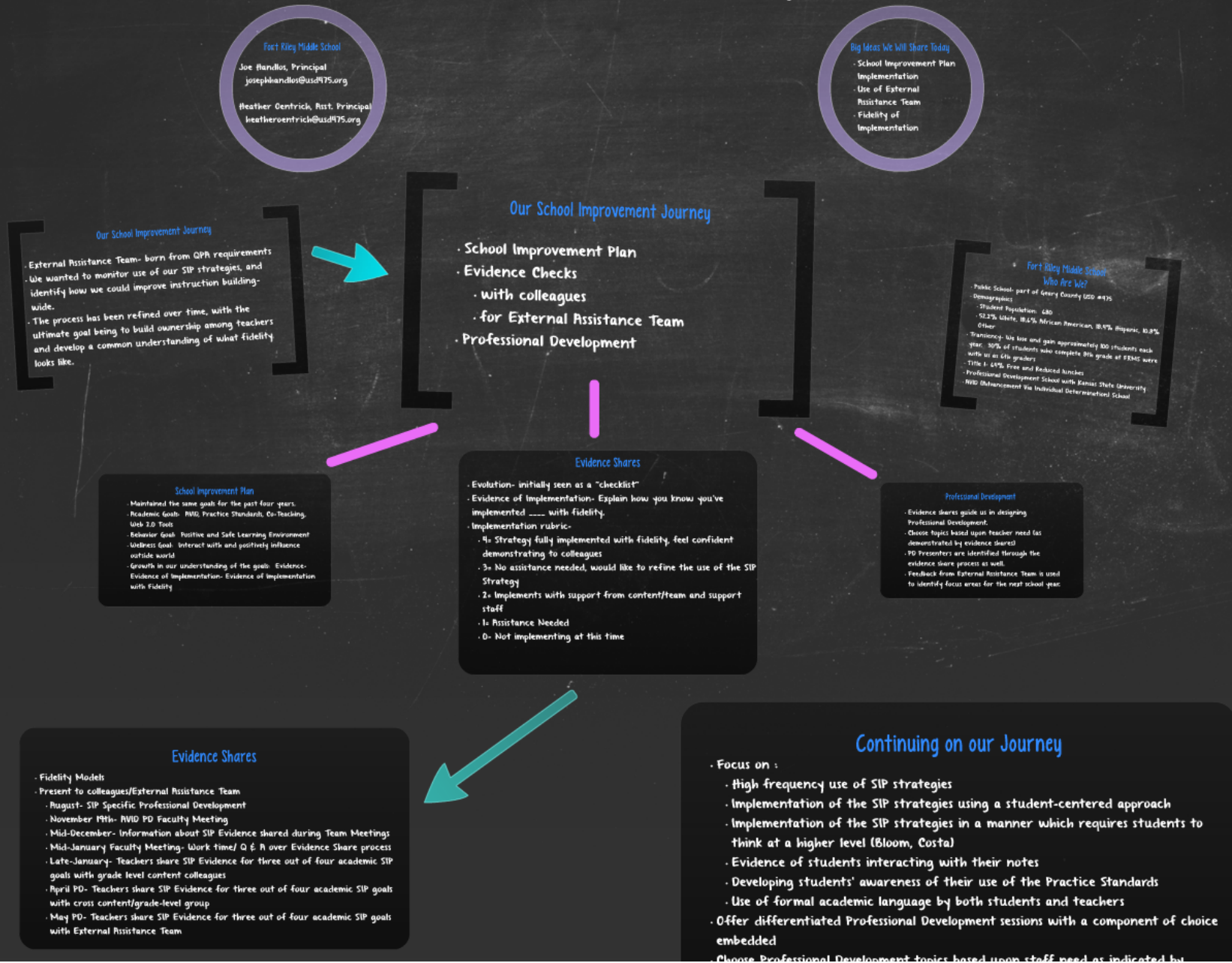


Assessing the Fidelity of Implementation



Assessing the Fidelity of Implementation



Fort Riley Middle School

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Big Ideas We Will Share Today

- School Improvement Plan Implementation
- Use of External Assistance Team
- Fidelity of Implementation

Fort Riley Middle School

Who Are We?

- Public School- part of Geary County USD #475
- Demographics
 - Student Population: 680
 - 52.2% White, 18.6% African American, 18.4% Hispanic, 10.8% Other
- Transiency- We lose and gain approximately 100 students each year. 30% of students who complete 8th grade at FRMS were with us as 6th graders
- Title I- 64% Free and Reduced lunches
- Professional Development School with Kansas State University
- AVID (Advancement Via Individual Determination) School

Our School Improvement Journey

- External Assistance Team- born from QPA requirements
- We wanted to monitor use of our SIP strategies, and identify how we could improve instruction building-wide.
- The process has been refined over time, with the ultimate goal being to build ownership among teachers and develop a common understanding of what fidelity looks like.

Our School Improvement Journey

- School Improvement Plan
- Evidence Checks
 - with colleagues
 - for External Assistance Team
- Professional Development

School Improvement Plan

- Maintained the same goals for the past four years.
- Academic Goals: AVID, Practice Standards, Co-Teaching, Web 2.0 Tools
- Behavior Goal: Positive and Safe Learning Environment
- Wellness Goal: Interact with and positively influence outside world
- Growth in our understanding of the goals: Evidence-
Evidence of Implementation- Evidence of Implementation
with Fidelity

Evidence Shares

- Evolution- initially seen as a "checklist"
- Evidence of Implementation- Explain how you know you've implemented ---- with fidelity.
- Implementation rubric-
 - 4= Strategy fully implemented with fidelity, feel confident demonstrating to colleagues
 - 3= No assistance needed, would like to refine the use of the SIP Strategy
 - 2= Implements with support from content/team and support staff
 - 1= Assistance Needed
 - 0- Not implementing at this time

Evidence Shares

- Fidelity Models
- Present to colleagues/External Assistance Team
 - August- SIP Specific Professional Development
 - November 19th- AVID PD Faculty Meeting
 - Mid-December- Information about SIP Evidence shared during Team Meetings
 - Mid-January Faculty Meeting- Work time/ Q & A over Evidence Share process
 - Late-January- Teachers share SIP Evidence for three out of four academic SIP goals with grade level content colleagues
 - April PD- Teachers share SIP Evidence for three out of four academic SIP goals with cross content/grade-level group
 - May PD- Teachers share SIP Evidence for three out of four academic SIP goals with External Assistance Team

Professional Development

- Evidence shares guide us in designing Professional Development.
- Choose topics based upon teacher need (as demonstrated by evidence shares)
- PD Presenters are identified through the evidence share process as well.
- Feedback from External Assistance Team is used to identify focus areas for the next school year.

Continuing on our Journey

- Focus on :
 - High frequency use of SIP strategies
 - Implementation of the SIP strategies using a student-centered approach
 - Implementation of the SIP strategies in a manner which requires students to think at a higher level (Bloom, Costa)
 - Evidence of students interacting with their notes
 - Developing students' awareness of their use of the Practice Standards
 - Use of formal academic language by both students and teachers
- Offer differentiated Professional Development sessions with a component of choice embedded
- Choose Professional Development topics based upon staff need as indicated by evidence shares
- Use walkthrough data to further identify strengths and areas of need

Assessing the Fidelity of Implementation

