Assessing the Fidelity of Implementation

Fort Rileu Middle Sch

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Our School Improvement Journe

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.

School Improvement Pi

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Evidence Shares

- Fidelity Models
- Present to colleagues/External Assistance Team
- August- SIP Specific Professional Development
- November 19th- RVID PD Faculty Meeting
- Mid-December- Information about SIP Evidence shared during Team Meetings
- Mid-January Faculty Meeting- Work time/ Q & R over Evidence Share process
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- 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

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- School Improvement Pi Implementation - Use of External Passitance Team - Fidelity of Implementation

Our School Improvement Journe

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

Evidence Share

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
- · 3= No assistance needed, would like to refine the use of the SIP Strateau
- 2: implements with support from content/team and support staff
- · I= Assistance Needed
- · 0- Not implementing at this time

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Continuing on our Journey

- · Focus on :
- · tigh 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

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Maintained the same goals for the past four years

Wellness Goal: Interact with and positively influence

Growth in our understanding of the goals. Evidence-

School Improvement Plan Use of External Assistance Team Fidelity of

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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 1- 64% Free and Reduced lunches
- · Professional Development School with Kansas State University
- · AVID (Advancement Via Individual Determination) School

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- · Evidence Checks
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- · 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

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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.

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