

CESA 7 Provides Certified Training in Professional Learning Communities

Rtl Center Endorsed. Register at www.cesa7.org.

Schedule	<p>Check in 8:00 am, Workshop 8:30 am - 3:30 pm for ALL sessions: Location for all sessions: CESA 7, 595 Baeten St. Green Bay, WI</p> <table border="0"> <tr> <td>1. September 15, 2011</td> <td>4. February 16, 2012</td> </tr> <tr> <td>2. November 4, 2011</td> <td>5. April 12, 2012</td> </tr> <tr> <td>3. January 19, 2012</td> <td>6. May 3, 2012</td> </tr> </table> <p>These are a sequence of trainings---participants agree to attend ALL sessions.</p>	1. September 15, 2011	4. February 16, 2012	2. November 4, 2011	5. April 12, 2012	3. January 19, 2012	6. May 3, 2012
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Audience	School or District Leadership Teams consisting of 5 - 8 members , one of whom must be an administrator.						
Presenters	Christine Kleiman is a certified trainer for the PLC Series that is part of the Wisconsin RTI Center approved practices materials.						
Description	<p>This series of workshops incorporates the Wisconsin RTI Center vision for implementing Collaborative Practice, which is one of the three essential elements of an RTI system. The PLC school-improvement model focuses on increasing student achievement by building the capacity of school personnel to create and sustain the conditions that promote high levels of student and adult learning. Commitment to and participation in trainings by school leaders is a vital component of becoming an effective professional learning community.</p> <p>In this series of workshops, collaborative teams will:</p> <ol style="list-style-type: none"> 1. Define & or refine school/district common purpose, shared vision & collective commitments. 2. Build a collaborative culture that has high expectations regarding student achievement and a commitment that all staff accepts responsibility for student learning. 3. Establish procedures to monitor each student on a timely basis that is aligned with identified student outcomes. 4. Examine current practices and/or begin to develop options that provide additional time and supports for students who do not initially achieve intended student outcomes. 5. Collectively identify and implement best practices for improved student achievement. 6. Learn and apply processes that foster continuous improvement in all indicators of student achievement. 7. Use local data to promote action-orientation, which is a critical element of a Professional Learning Community. 8. Implement practices, such as shared leadership, that help sustain a culture of continuous improvement. 						

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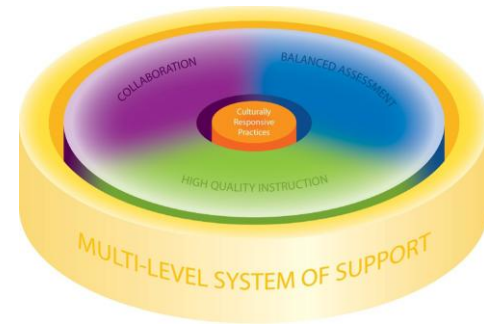
CESA 7 Announces ...

Rtl Services aligned with the Wisconsin Rtl Center.

Developing the whole child through responsive systems.



CESA 7 Implements RtI Center Services



In Wisconsin's vision for RtI, the three essential elements of high quality instruction, balanced assessment, and collaboration systematically interact within a **multi-level system of support** to provide the structures to increase success for *all* students. **Culturally responsive practices** are central to an effective RtI system and are evi-dent within each of the three essential elements. In a multi-level system of support, schools employ the three essential elements of RtI at varying levels of intensity based upon student responsiveness to instruction and intervention. These elements do not work in isolation. Rather, all components of the visual model inform and are impacted by the others; this relationship forms Wisconsin's vision for RtI

Response to Intervention (RtI)

Implementing a quality RtI system is a process that can take several years. But, it can be achieved! If you are an educational leader who wants to both bring RtI to your school and ensure that your efforts are sustainable, this schedule will best suit your needs:

- Begin with Purpose-Building Trainings and support. These trainings and activities will provide a crucial overview of the RtI process. Schools typically spend a year in the Purpose Building phase.
- During year two or three, buildings can move on to Infrastructure/Implementation Trainings and support, which will help schools layer on supports as they implement RtI. The Infrastructure and Implementation process takes several years and requires adjustment before a building reaches high quality implementation throughout the entire system.
- Finally, Sustainability trainings and support are useful for schools as they continue to practice RtI with fidelity and monitor students' progress.

CESA 7 Events

Workshop/Event	Date	Location
RtI Foundational Overview	November 18 th , 2011	TBD
RtI Foundational Overview	February 1 st , 2012	CESA 7
RtI Framework Mapping	December 5 th , 2011	CESA 7
RtI Framework Mapping	March 16 th , 2012	CESA 7

Register at www.cesa7.org

CESA 7 School Improvement Services

CESA Implements PBIS Through the Wisconsin RtI Center



Workshop/Event Register at www.cesa7.org	Date	Location
PBIS Administrative Overview	September 15, 2011	CESA 7
PBIS Administrative Overview	October 21, 2011	CESA 7
PBIS Administrative Overview	November 16, 2011	CESA 7
PBIS Administrative Overview	April 12, 2012	CESA 7
SWIS Training "Becoming Swift at SWIS"	October 5, 2011 (a.m.)	CESA 7
Check-In Check-Out "Becoming Swift at SWIS CICO"	October 5, 2011 (p.m.)	CESA 7
Tier I PBIS Coaches Training	November 30, 2011	CESA 7
Tier I PBIS Training	Dec. 2, 2011 & Jan. 23, 2012	CESA 7
Administrative Overview Tier II	December 14, 2011	CESA 7
Coaches Network Meetings	Nov. 16, 2011 Jan. 20, March 2, and May 1, 2012	CESA 7

What is PBIS?

Positive Behavioral Intervention and Supports (PBIS) is a systemic approach to proactive, school-wide behavior based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complementing and organizing current programming and strategies. The PBIS model has been successfully implemented in thousands of schools in over 40 states, resulting in dramatic reductions in disciplinary interventions and increases in academic achievement. Data-based decision making is a hallmark of PBIS, allowing successes to be easily shared with all relevant stakeholders.

Four Elements of PBIS

PBIS applies a team-based, problem-solving process that considers systems, data, practices, and outcomes:

Systems include the policies, procedures, and decision-making processes that consider school-wide, classroom, and individual student systems. Systems support accurate and durable implementation of practices and use data-based decision-making.

Data are used to guide decision-making processes and measure outcomes. Data support the selection and evaluation of practices and systems.