

# **MiBLSi 2008 State Conference**

## **Breakout Sessions**

**Please note that you will be asked to sign up for a first and second choice for each breakout time. We will make every effort to get each participant into their first choice session. For sessions that run across two time slots, participants are required to attend both halves.**

### **Tuesday, April 22**

<b>Breakout Session A</b>	<b>10:45-12:00</b>	<b>Page</b>	<b>2</b>
<b>Breakout Session B</b>	<b>1:00-2:15</b>	<b>Page</b>	<b>4</b>
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### **Wednesday, April 23**

<b>Breakout Session D</b>	<b>10:45-12:00</b>	<b>Page</b>	<b>9</b>
<b>Breakout Session E</b>	<b>1:00-2:15</b>	<b>Page</b>	<b>11</b>
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# Tuesday, April 22, 2008

## Breakout Session A 10:45-12:00

### Breakout 1 - Special Guest Speaker: Keith Lenz, University of Kansas

#### High Quality Literacy Instruction for All Students in the Content Area: Move Over Lincoln, Pythagoras, Shakespeare, and Newton!

How can content teachers be effective partners in promoting literacy? The Content Literacy Continuum is a framework used by University of Kansas researchers to guide changes in the infrastructure, systems, and classrooms of secondary schools required for effective literacy instruction. Examples of literacy strategies, teaching routines, and support systems that help content teachers be effective literacy partners will be provided.

### Breakout 2 - Special Guest Speaker: Carol Sadler

#### EBIS/rtI

This presentation focuses on a district-wide model that combines Positive Behavior Support, research-based academic support (with an emphasis on reading) and special education evaluation using Response to Intervention (RTI). The model, called *Effective Behavior & Instructional Support (EBIS)*, was partially supported by a grant in 2000 received in Tigard-Tualatin School District in Oregon from the U.S. Department of Education, Office of Special Education Programs, developed and directed by the presenter, Dr. Carol Sadler. Over the past ten years, implementation of the model in the school district has deepened at the elementary school level and scaled upward to all grade levels, inspiring screening and progress monitoring, improved instruction, and literacy support in the district's middle and high schools. The presentation will describe the district's implementation of EBIS highlighting outcomes as well as specific procedures and implementation challenges. Time for questions and discussion are incorporated into the presentation.

This is a two-part session, if you select this breakout you must also choose the continuation in Breakout Session B.

### Breakout 3 – Implementing PBS in an Alternative High School

This presentation will focus on the benefits and challenges of implementing Positive Behavior Supports in a high school for at-risk students. Topics covered will include gaining staff buy-in, working with the time-line, teaching and reinforcing expectations to at-risk adolescents, and developing effective school-wide, secondary, and tertiary interventions. Additionally, we will discuss our experience in using data to make more effective student behavior-management decisions.

Presented by: Craig Ross and Clint Wagner

## **Breakout 4 – Bringing PBS Home for Parents**

As part of our Positive Behavior Supports school-wide efforts in Muskegon County, we are supporting several elementary schools and all of the County Head Start programs with PBS initiatives. In several of these settings, the need has arisen to provide a parent/family component which facilitates support, understanding, and carryover of PBS practices into home settings. We have developed a parent training booklet and a training package that we have presented to over 500 parents in the last two years. The training provides parents with an explanation of what PBS entails at their child's school, and how they can implement the expectations in the home setting. In addition, this session will also focus on some evidenced based strategies for difficult or resistant families. As part of our presentation we will present the training package (PowerPoint CD) and provide a Positive Parenting Tips booklet, as well as discuss different strategies for obtaining parent involvement.

Presented by: Sue Mack and Steve Vitto

## **Breakout 5 – Advanced Functional Behavior Assessment**

Conducting Systematic Direct Observations

Presented by: Amy Campbell

## **Breakout 6 – Grade Level Meetings**

Participants will receive an overview of the process of conducting grade level meetings. Agendas, data analysis, team members, and guiding questions will be discussed in detail. Each participant will receive the newly revised "Conducting Successful Grade Level Meetings" book that addresses the literacy and behavioral pieces of grade level meetings.

Presented by: Kim St. Martin

## **Breakout 7 – Beginning and Advanced Decoding Surveys**

Are your students struggling with comprehension due to poor word attack or phonics skills? Participants in this session will learn to administer and interpret the Beginning and Advanced Decoding Surveys given to students who struggle with phonics. When used with DIBELS or AIMSweb ORF, the Decoding Surveys help teachers group students for supplemental instruction. Participants will receive complimentary copies of both surveys and will have some opportunity to practice scoring sample responses during the session.

Presented by: Gloria Johnson

## **Breakout 8 – MiBLSi in Rural Schools – MOVED TO SESSION 36**

## **Breakout Session B 1:00-2:15**

### **Breakout 9 - Special Guest Speaker: Keith Lenz, University of Kansas**

#### **The Content Literacy Continuum: Developing Systems Leading to Aligned Literacy Instruction in Secondary Schools**

This session will focus on practical findings that have emerged from research and development work on school-wide literacy initiatives conducted by the University of Kansas Center for Research on Learning (KUCRL) in secondary schools throughout the United States. The Content Literacy Continuum is the framework used by researchers to guide changes in the infrastructure, systems, and classrooms of secondary schools that are required for literacy instruction to be effective for all students. The focus of this session will provide an overview of the CLC approach and the phases of adoption.

### **Breakout 10 - Special Guest Speaker: Carol Sadler**

#### **EBIS/rti**

This presentation focuses on a district-wide model that combines Positive Behavior Support, research-based academic support (with an emphasis on reading) and special education evaluation using Response to Intervention (RTI). The model, called *Effective Behavior & Instructional Support (EBIS)*, was partially supported by a grant in 2000 received in Tigard-Tualatin School District in Oregon from the U.S. Department of Education, Office of Special Education Programs, developed and directed by the presenter, Dr. Carol Sadler. Over the past ten years, implementation of the model in the school district has deepened at the elementary school level and scaled upward to all grade levels, inspiring screening and progress monitoring, improved instruction, and literacy support in the district's middle and high schools. The presentation will describe the district's implementation of EBIS highlighting outcomes as well as specific procedures and implementation challenges. Time for questions and discussion are incorporated into the presentation.

**This is a two-part session, if you select this breakout you must also choose the first half in Breakout Session A.**

### **Breakout 11 - CHAMPS**

CHAMPS assists classroom teachers to design (or fine tune) a proactive and positive classroom management plan that will overtly teach students how to behave responsibly. Easy implementation of the strategies in CHAMPS will:

- \* Reduce classroom disruptions and office referrals
- \* Improve classroom climate
- \* Increase student on-task behavior
- \* Establish respectful and civil interactions

Key Benefits of CHAMPS:

- \* Teachers establish clear expectations with logical and fair responses to misbehavior.
- \* Teachers spend less time disciplining and more time teaching.
- \* Teachers learn tools to motivate students to do their best.
- \* Students are taught how to behave responsibly.

**This is a two-part session, if you select this breakout you must also choose the continuation in Breakout Session C.**

Presented by: Soraya Coccimiglio, Janice DiGiovanni, Katy Holverstott

### **Breakout 12 – Universal Supports for Students with ASD...and other Students with More Intensive Needs**

This session will cover the types of supports considered critical for the majority of students with Autism Spectrum Disorder (ASD) who demonstrate intensive behavioral, social, communication, or academic needs. Tools and strategies useful for assessing needs and implementing broad-based supports at both a building and student level will be addressed. Some of these broad-based "universal" supports include positive behavioral support strategies, peer to peer supports, functional communication systems, accommodations and modifications, and effective teaming and problem solving. Many of the supports described in this presentation are beneficial to a variety of students with behavioral, social, and communication challenges. **This is a two-part session, if you select this breakout you must also choose the continuation in Breakout Session C.**

Presented by: Amy Matthews and Kelly Dunlap

### **Breakout 13 - Making Instructional Adaptations for Struggling Readers – Part I**

Learn about the critical features of effective reading instruction as you adapt lessons in the 5 Essential Components of Reading for grades K-5. Use the adaptation framework developed by the Special Education Reading Project (SERP) to create lessons from your core reading program for those students who struggle with learning. Part I will focus on using this framework with phonics instruction. Part II will focus on comprehension strategies that deepen the level of thinking about text. Interventions from the Florida Center for Reading Research (FCRR) will be used as a resource.

Come to one or both sessions.

Presented by: Betty Arnold

### **Breakout 14 - Creating an ISD and District-Level Infrastructure to Promote Sustainability**

This session will assist district level and ISD level coaches in creating an infrastructure to support capacity building and district-wide sustainability to improving data, systems, practices and student outcomes. Participants will receive evaluation tools, and contents to begin developing a district-level organization tool.

Presented by: Kim St. Martin & Mary Bechtel

### **Breakout 15 – Second Step**

The award-winning SECOND STEP violence prevention program integrates academics with social and emotional learning. Kids from preschool through Grade 8 learn and practice vital social skills, such as empathy, emotion management, problem solving, and cooperation. These essential life skills help students in the classroom, on the playground, and at home.

Presented by: Kathy Schallmo

### **Breakout 16 - Computer Based Graphs in Special Education.**

All Huron county elementary special education teachers use DIBELS to report present level, set measurable goals, and monitor the progress of their students. This session will demonstrate the procedures needed for using automated computer-based graphing of plaafps, goal pages, and progress reports that clearly communicate status and growth. Participants will have hands-on practice using the templates (which they will keep) on their own computers. **Each participant should bring a laptop computer with Microsoft Word and Excel installed and either a CD-rom drive or a USB Port.**

**This is a two-part session, if you select this breakout you must also choose the continuation in Breakout Session C.**

Presented by: Gloria Johnson & Jim Weaver

### **Breakout Session C 2:15-3:30**

### **Breakout 17 - Special Guest Speaker: Keith Lenz, University of Kansas The Content Literacy Continuum: Stories, Data, Resources, & Getting Started**

This session will describe the journeys of several schools that have implemented the Content Literacy Continuum. Student performance outcomes will be described. The adoption investment and process will be described.

### **Breakout 18 - CHAMPS**

CHAMPs assists classroom teachers to design (or fine tune) a proactive and positive classroom management plan that will overtly teach students how to behave responsibly. Easy implementation of the strategies in CHAMPs will:

- \* Reduce classroom disruptions and office referrals
- \* Improve classroom climate
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Key Benefits of CHAMPs:

- \* Teachers establish clear expectations with logical and fair responses to misbehavior.
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Presented by: Soraya Coccimiglio, Janice DiGiovanni, Katy Holverstott

### **Breakout 19 - Universal Supports for Students with ASD...and other Students with More Intensive Needs**

This session will cover the types of supports considered critical for the majority of students with Autism Spectrum Disorder (ASD) who demonstrate intensive behavioral, social, communication, or academic needs. Tools and strategies useful for assessing needs and implementing broad-based supports at both a building and student level will be addressed. Some of these broad-based "universal" supports include positive behavioral support strategies, peer to peer supports, functional communication systems, accommodations and modifications, and effective teaming and problem solving. Many of the supports described in this presentation are beneficial to a variety of students with behavioral, social, and communication challenges. **This is a two-part session, if you select this breakout you must also choose the first half in Breakout Session B.**

Presented by: Amy Matthews and Kelly Dunlap

### **Breakout 20 - Making Instructional Adaptations for Struggling Readers – Part II**

Learn about the critical features of effective reading instruction as you adapt lessons in the 5 Essential Components of Reading for grades K-5. Use the adaptation framework developed by the Special Education Reading Project (SERP) to create lessons from your core reading program for those students who struggle with learning. Part I will focus on using this framework with phonics instruction. Part II will focus on comprehension strategies that deepen the level of thinking about text. Interventions from the Florida Center for Reading Research (FCRR) will be used as a resource.

Come to one or both sessions.

Presented by: Pam Jones

### **Breakout 21 - Computer Based Graphs in Special Education.**

All Huron county elementary special education teachers use DIBELS to report present level, set measurable goals, and monitor the progress of their students. This session will demonstrate the procedures needed for using automated computer-based graphing of plaafps, goal pages, and progress reports that clearly communicate status and growth. Participants will have hands-on practice using the templates (which they will keep) on their own computers. **Each participant should bring a laptop computer with Microsoft Word and Excel installed and either a CD-rom drive or a USB Port.**

**This is a two-part session, if you select this breakout you must also choose the first half in Breakout Session B.**

## **Breakout 22 – Wraparound for All Three Tiers**

The session will include an overview of PBS and the Wraparound model being implemented in participating schools in Kalamazoo County, Michigan. Presenters will share how school staff are working to integrate PBS systems, data and practices with Wraparound principles and practices within a community-wide System of Care. School-based wraparound practitioners, ISD behavioral support staff, family members and others will share case examples. County-wide implementation and outcome data will also be shared. Presenters will provide detailed descriptions of the various systems, processes, data tools, process tools and practices that are being put into place to ensure that evidence-based intervention practices are being implemented with integrity.

Presented by: Mary Bechtel

## **Breakout 23 - REWARDS**

Reading Excellence: Word Attack and Rate Development Strategies

REWARDS is recommended for struggling students in grades 6-12 who read at or above a 2.5 grade level and have difficulty reading multisyllabic words. It is an intense, short-duration intervention program that uses teacher-directed instruction, requires minimal teacher training, and aligns with components of scientifically based reading research. It explicitly teaches decoding and fluency with an integrated approach.

Presented by: Edwina Borovich

## **Breakout 24 - Changing Problem Behavior With Goal-Setting and Feedback**

Learn how one school has designed and implemented a successful check-in/check-out system to create positive results for “yellow and red” students. Session focuses include: the development and implementation of positive behavior support systems and individualized behavior education plans; check-in/check-out systems to support “yellow and red” students; aligning student goals with data-based needs; incorporating student assistance team meetings with the data review process; and conducting meaningful data review to promote relevant changes in behavior.

Presented by: Parchment Northwood

# Wednesday, April 23, 2008

## **Breakout Session D 10:45-12:00**

### **Breakout 25 - Special Guest Speaker: Brandi Simonsen, Univ. of Conn. Evidence Based Practices in Classroom Management**

To adequately close the achievement gap, teachers must employ both effective teaching and effective behavior management strategies. In this presentation, we will present five critical features of evidence based classroom management.

### **Breakout 26 – Panther Power Hour: Building the System for Intervention Supports**

This presentation will provide an overview of Panther Power Hour, a 45-60 minute block of literacy intervention time available for students at Parkwood-Upjohn Elementary. The audience will learn how Power Hour was developed, how students are matched to interventions, and how interventions were delivered. We will also provide preliminary outcome data from the first semester of implementation as well as lessons learned for future implementation.

Presented by: Melissa Nantais & Carol Steiner

### **Breakout 27 – Progress Monitoring with AIMSWeb**

- Do you need to progress monitor your tier II and tier III students with AIMSWeb but don't know how to start?
- Do you understand progress monitoring but want to know how to efficiently use the AIMSWeb database system?
- Do you want to know how others have started this process in their schools?
- Have you wondered about using the PalmLink software with AIMSWeb?
- If you answered yes to any of these questions, then this presentation is for you.

**\*\*\*Please bring a wireless laptop and AIMSWeb log in information to this session\*\*\***

Presented by: Berrien Springs Middle School

### **Breakout 28 – SWIS: Did you know....**

You have SWIS. Did you know that there are ongoing maintenance procedures that protect confidentiality and support the accuracy of your reports? Did you know that your SWIS reports can be used to support staff and grade level teams to address specific needs? Come review what SWIS has to offer.

Presented by: Kate Shane

### **Breakout 29 – Social Workers Teaching Respect Through Literature**

This workshop will actively engage school social workers in learning proven techniques that intentionally and explicitly teach students respectful behavior while, simultaneously, helping children improve their reading skills. Participants will enjoy children's books that educate students about respect and learn techniques that support active student participation. When students are actively engaged in a reading activity their fluency, comprehension and vocabulary improves. We will work together to follow-up on the ideas and strategies shared.

Presented by: Susan Bogart & Jen Orton

### **Breakout 30 – Meeting Mechanics: An Efficient, effective process of addressing the behavioral needs of intensive students**

Meeting mechanics is both a process and a tool that can be efficiently used in child study team meetings. It addresses the behavioral needs of intensive students within a 45 minute period. The process will be explained and practiced. The form and CD will be provided.

Presented by: Sue Mack & Cherisse Benwell

### **Breakout 31 – Administrator Panel**

A panel discussion with several principals who will share their experience implementing MiBLSi

Coordinated by: Jerry Zielinski

### **Breakout 32 - Maximizing Meeting Time for Meaningful Results**

Learn how one school implements grade-level data review sessions to provide focused and intentional instruction and interventions for all students. Session focuses include: the development and implementation of positive behavior support systems and individualized behavior education plans; check-in/check-out systems to support "yellow and red" students; aligning professional development with data-based needs; collaboration among grade-levels; incorporating student assistance team meetings into the data review process; and conducting meaningful data review to promote relevant changes in instruction.

Presented by: Sarah Johnson

### **Breakout 33 – Rtl Working: One Step at a Time**

Organizing the system to overcome the distractors is imperative to successfully building a three-tier model. Attendees will see a working model that coordinates Special Education, Title I, and the classroom teachers so that they can efficiently implement Tier 1, Tier 2, and Tier 3 instruction within their literacy block. This session will be equally valuable to lower elementary and upper elementary interests because it is a systems approach to making it work. The presentation will focus on the application of the model.

Presented by: Jerry McDowell & Terri Metcalf

### **Breakout Session E 1:00-2:15**

#### **Breakout 34 - Special Guest Speaker: Brandi Simonsen, Univ. of Conn. Evidence Based Practices in Classroom Management**

To adequately close the achievement gap, teachers must employ both effective teaching and effective behavior management strategies. In this presentation, we will present five critical features of evidence based classroom management.

#### **Breakout 35 – Advanced BEP Implementation: Fading and Adapting**

Presented by: Amy Campbell

#### **Breakout 36 – CHANGED to “MiBLSi in Rural Schools”**

This session will look at the importance of general and special education collaboration and provide a brief overview of our Student Achievement Model, a continuous improvement model that takes the three-tier model to K-12 buildings in the areas of behavior, reading, math, and writing.

Presented by: Janet Richards & Peggy Randall

#### **Breakout 37 – 6 Weeks of the Fab Five**

“Six Weeks of the Fab Five” was a workshop created for local school districts in Van Buren County as a means of providing elementary and secondary teachers time and resources to assemble over seventy reading interventions. All interventions, materials, and information were taken from The Florida Center for Reading Research website. Over the course of six weeks teachers learned how to use reading activity centers as a tool for differentiating instruction. Teachers were also able to network with reading instructors from across the county and created plans for sharing the intervention materials with other educators in their buildings. This presentation will provide participants with all the information necessary to create a similar workshop experience in their own districts. The PowerPoint presentation, copies of handouts, logistics, and trouble shooting ideas will be shared. Participants will make two sample interventions from the Florida Center for Reading Research website. This presentation will be limited to 20 people.

**This is a two-part session, if you select this breakout you must also choose the continuation in Breakout Session F.**

Presented by: Van Buren ISD

#### **Breakout 38 – Differentiated Reading Block**

Addressing the needs of diverse learners during the core instructional block

This is a two-part session, if you select this breakout you must also choose the continuation in Breakout Session F.

Presented by: Margie McGlinchey

### **Breakout 39 - The Magic School Bus Driver; SWPBS behind the Wheel**

Attendees will learn strategies to successfully include bus drivers and transportation supervisory staff in their School-Wide Positive Behavior Support initiatives. A training module will be presented that outlines the steps to train, monitor and integrate drivers into the school based teams.

Presented by: Ethan Morgenstein & G. Dorr Catherman

### **Breakout 40 – Berrien Springs Middle School**

Berrien Springs Middle School, a Cohort 4 middle school, will discuss their successes and struggles in the MiBLSi process. Highlights will cover: staff buy-in and involvement in the school wide programs, how they are working to implement interventions, both behavior and reading, and how the MiBLSi project has impacted the overall climate of the school and special education referrals.

Presented by: Berrien Springs Middle School

### **Breakout 41 – Get It, Got It, Go**

Get It, Got It, Go is an assessment tool for measuring individual growth and development in vocabulary and phonemic awareness of preschool aged children. Get It, Got It, Go is often thought of as the preschool version of DIBELS. It is a quick, efficient, and repeatable measure of preschool children's growth over time toward the important developmental outcome of learning to read. This session will provide an overview of the assessment, video tape of the administration, and opportunity for limited practice administering the measures.

This is a two-part session, if you select this breakout you must also choose the continuation in Breakout Session F.

Presented by: Gloria Johnson

### **Breakout 42 - Fidelity**

Strengthening fidelity of research based interventions through observation and collaboration.

Presented by: John Vail

## **Breakout Session F 2:30-3:45**

### **Breakout 43 - Managing Change and Transition**

Team-based implementation, evidence-based practices, data-based decision making, collaboration, working smarter...changes bring out different reactions and responses from people. Even the most logical and proven solutions can provoke significant resistance. How leadership teams and administration handle the transitions of change can have long term implications on the success and viability of their efforts. This session will discuss the transitions some people must go through and how leaders in the initiative can help the process.

Presented by: John Vail

### **Breakout 44 - Teaching Every Adolescent Every Day - Deshler, Schumaker, Harris and Graham**

MiBLSi Co-Director Kathryn Schallmo will lead a book discussion group on this work. The purpose of this book study is to present some of the instructional methods that have been found to be effective in impacting the performance of adolescents. This volume is fifth in the series in Teaching and Learning. Participants will cover each chapter of this book which provides concrete, practical suggestions for operationalizing the instructional support needed in secondary classes serving diverse groups of students. Each participant will receive a copy of this book.

### **Breakout 45 - 6 Weeks of the Fab Five**

“Six Weeks of the Fab Five” was a workshop created for local school districts in Van Buren County as a means of providing elementary and secondary teachers time and resources to assemble over seventy reading interventions. All interventions, materials, and information were taken from The Florida Center for Reading Research website. Over the course of six weeks teachers learned how to use reading activity centers as a tool for differentiating instruction. Teachers were also able to network with reading instructors from across the county and created plans for sharing the intervention materials with other educators in their buildings. This presentation will provide participants with all the information necessary to create a similar workshop experience in their own districts. The PowerPoint presentation, copies of handouts, logistics, and trouble shooting ideas will be shared. Participants will make two sample interventions from the Florida Center for Reading Research website. This presentation will be limited to 20 people.

**This is a two-part session, if you select this breakout you must also choose the first half in Breakout Session E.**

Presented by: Van Buren ISD

## **Breakout 46 – Increasing Fidelity of Implementation**

Presented by Amy Matthews

## **Breakout 47 - Differentiated Reading Block**

Addressing the needs of diverse learners during the core instructional block

**This is a two-part session, if you select this breakout you must also choose the first half in Breakout Session E.**

Presented by: Margie McGlinchey

## **Breakout 48 - Respect Through Literature**

This workshop will actively engage classroom teachers as they learn specific proven techniques that intentionally and explicitly teach students respectful behavior while, simultaneously, helping children improve their reading skills. Participants will enjoy books, strategies, curriculum and lesson plan ideas to promote academic achievement and educate students about respect for themselves, others and property. This is an interactive workshop as we work together to follow-up on the ideas and strategies shared by the presenters.

Presented by: Susan Bogart & Jen Orton

## **Breakout 49 – Breaking Down the Walls: Evidence Based Approaches for Defiant and Socially Maladjusted Students**

This presentation will focus on research based strategies for assessing and treating intensive students with oppositional defiance disorder and conduct disorder. Participants will receive a resource guide that will provide specific strategies for successfully interacting with these students.

Presented by: Steve Vitto

## **Breakout 50 – Get It, Got It, Go**

Get It, Got It, Go is an assessment tool for measuring individual growth and development in vocabulary and phonemic awareness of preschool aged children. Get It, Got It, Go is often thought of as the preschool version of DIBELS. It is a quick, efficient, and repeatable measure of preschool children’s growth over time toward the important developmental outcome of learning to read. This session will provide an overview of the assessment, video tape of the administration, and opportunity for limited practice administering the measures.

**This is a two-part session, if you select this breakout you must also choose the first half in Breakout Session E.**

Presented by: Gloria Johnson

## **Breakout 51 – Comstock East Elementary**

Session will focus on how one intermediate elementary school has developed, taught, acknowledged and maintained their school-wide expectations as part of their overall school culture. Staff will share examples of various elements of their schoolwide program including teaching schedules, their incentive program, how they incorporate Check & Connect as a strategic intervention, and how they use data to make decisions. Assorted tools used by the school will be shared and available for review.