

District: _____

School: _____

School Contact Name: _____

Email: _____ Phone: _____

Application for Participating in



2016- 2017

Cohort 3

We have read the [CI3T Training Goals, Process, and Commitment](#) document and understand the level of participation. Please check the box and sign.

Overview of Application for Participation-

SSD Planning and Development Department is partnering with school systems in St. Louis County to develop local capacity to implement an integrated academic, social, and behavioral multi-tier system of supports.

The purpose of this application process is to select schools that, through their commitment, (see page 3) will:

Path A) participate in the **CI3T 2016-2017 Training Cohort 3** in which school-site teams will receive technical assistance and professional development toward implementing a personalized and sustainable CI3T framework.

or

Path B) be invited to the **CI3T 2016-2017 Exploration Cohort**. This will be done with the intention of improving current practices within the district and establishing a priority placement in subsequent CI3T cohorts.

For additional information, please view [CI3T Overview](#) and *Why my school and district need an integrated approach to meet students' academic, behavioral, and social needs*.

Application Timeline

Applications are due August 30, 2016 and should be submitted via email. Please send the outlined documents below to: stlci3t@gmail.com

For questions or assistance with the application, please feel free to contact any of the application committee members listed below:

Lisa Powers lpowers@ssdmo.org

Tina Maksche tmaksche@ssdmo.org

Taryn Gaskill tcgaskill@ssdmo.org

Ryan Guffey rrguffey@ssdmo.org

Tamara Timko tctimko@ssdmo.org

Placement Process

Consideration of Path A or Path B will reflect levels of commitment through application process in the following areas:

- a. Full three-year commitment (Structuring, Implementing, Refining and Sustaining) from your building and district.

- b. Commit to attend 3 full days and 3 2-hour professional learning sessions (total of 25.5 hours) to build CI3T systems.
- c. Commit to meeting with the assigned coach for CI3T following each professional learning session.
- d. Commit to sharing and seeking input and support
 - i. with your staff on regular feedback cycles three times a year
 - ii. with district leadership by meeting three to four times throughout the year to build capacity and to determine action-planning steps and progress towards district-set goals during the 2016-2017 school year.
- e. Intentional actions that support collaboration/partnership of general education and special education leadership for all student success
- f. A collaborative team (which include a family member, student, and staff) that can have the time out of their building and to do the work
- g. Scheduled dates for monthly team meetings and staff meetings to share and seek input

In order for the SSD CI3T project to meet its own organization goals, we are resolved to partner with any district committed to a continuous improvement model in which problem solving and data-based decision making occurs in an ongoing way and across multiple levels of the educational system. Schools that complete this application are demonstrating their commitment to such a model, and support the following:

Year 1	Building Leadership Teams will collaborate to structure their multi-tier system of supports in their respective participating schools.	This is a planning year and will be used to determine procedures for instruction, curriculum, monitoring, and assessments. Staff will provide input along the way.
Year 2	Implementation of the CI3T Plan.	Teams will continue to gather staff voice and fidelity data. Adjustments to the plan will be made at the end of this year.
Year 3	Refine and Sustain the CI3T Plan.	Leadership will continue to make this plan a priority. Teams will continue to monitor and adjust in order to see lasting effects.

CI3T Questions and Agreements – 3 Step Process

Step 1: Complete CI3T = MTSS/PBIS/RTI Questions

Questions below align to the commitments on page 2. Please keep in mind the information in the CI3T Training Goals, Process, and Commitment document.

A. What educational issues do you hope to address/improve by participating in the CI3T for the next three years? What data will be impacted after implementing this framework?

B. In reflecting on your school's improvement plan for 2016-17 would any of the initiatives/objectives/goals compete with your efforts in CI3T? (time, beliefs, resources...)

C. What support systems and staff does your school currently have that can be utilized to help accomplish your school's goals with CI3T?

D. What excites you about planning for coaching support around the CI3T training? What concerns you?

E. As general education and special education leaders, how will your district support you in this three year CI3T journey?

F. In addition to IEP and Student Eligibility meetings, in what ways do your general education and special education staff work collaboratively for all students?

G. How do you envision allocating time for the CI3T team to attend the sessions throughout the year and the planning work back in the building?

H. How do you currently involve students/family/staff (general education/special education)/community stakeholders in seeking input and to support school goals? What is the value of utilizing a reciprocal feedback system?

Step 2: Read and Sign Commitment - Working Agreements

Please identify staff members to serve on the CI3T Implementation Team. Select six to twelve staff members from across the school contexts (i.e. teaching staff, teaching assistants, support staff, administration, and parents/family members). Teacher selections may be made by grade level (e.g. primary, intermediate, general and special educators), subject area (e.g. English, math) or building locations (e.g. north, south east and west wings).

The building administrator, special education administrator, district leaders, and team agrees to the following:

- Guiding CI3T systems is one of our school’s top improvement goals for the next 3 – 5 years and will therefore receive major attention and focus.
- Provide specific funding commitments within the annual school budget to support professional learning for implementation of CI3T. (examples include substitutes for teachers to access training, social skills curriculum, and student reinforcers.)
- Establish a school CI3T leadership team. Team members will need to be communicated and complete by August 30, 2016.
- At least one staff member from the school leadership team is identified as a coach CI3T leader to support their team.
- Use data to guide plan development, decision-making and problem solving.
 - Commit a school team to attend professional learning series and work with assigned coach for CI3T.

Day 1 November 15 4:30 – 6:30

Day 2 December 5 8:30 – 3:30

Day 3 January 24 4:30 – 6:30

Day 4 February 28 8:30 – 3:30

Day 5 April 6 4:30 – 6:30

Day 6 May 4 8:30 – 3:30

SSD Learning Center: 11969 Westline Industrial Dr. St. Louis, MO 63146

- Leaders are essential to the success of CI3T. Your signature affirms your commitment and leadership to the work.

Team Identification:

Role in Building	Team Member Name	Email
Building Administrator		
CI3T Internal Team Leader		

SSD Area Coordinator		
Support Staff (1-2)		
Special Educator		
General Educators (1-2) (Identify grade level and subject)		
Parent		
Student of Parents Selected (attend 2 of the 2 hour sessions only)		

Next steps from Participants:

1. Have a discussion with school and district leadership to secure commitment from all.
2. Communicate the intent with stakeholders (teachers, family, community) on the purpose of participating in the CI3T Training Cohort.
3. Submit this Application of Participating document AND a copy of the 2016-2017 school improvement plan by August 30, 2016 to stlci3t@gmail.com
4. Upon placement by the SSD CI3T Planning Team in September of 2016, create a plan to continue communication with stakeholders.

Next steps from SSD CI3T Planning Team:

1. Read and review all submitted Applications and Agreements by September 8, 2016 to determine participant’s placement.
 2. Communicate to applicants the final decision regarding the CI3T learning opportunities for the 2016-2017 school year.
 3. Coordinate a meeting in September to review and outline next steps for training and coaching.
-

Print Name

Signature

Date

Superintendent and or Assistant - Superintendent

Building Principal

SSD Director

Application Submission Process

Please submit a signed and completed copy of this CI3T Application of Participation AND the 2016-2017 School Improvement Plan by August 30, 2016 to stlci3t@gmail.com

Step 3: Information Survey (Purpose is to learn more about your school. Please mark current implementation and priority level for each question)

Reflect on these topics across the school/district	Current implementation			School Priority Level			Optional Comments
	<i>In place</i>	<i>Partial</i>	<i>Not in Place</i>	<i>High</i>	<i>Medium</i>	<i>Low</i>	
Does your school leadership team (BLT) consist of leaders from across your school: gen ed, special ed, and family/community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does your school use school-wide Positive Behavioral Interventions and Supports (PBIS)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you have standardized instructional practices and curricula within the district? (ELA, math, ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you have administrator who is to serve as a leader within the school for CI3T?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do the goals of CI3T align with the current mission, goals, and objectives of your district?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are your school's beliefs and practices currently aligned across all departments and levels within the school district?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do your school based teams use effective processes/strategies (norms, agendas, roles, data processes...) to problem solve on a regular basis?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Use of curriculum-based measures (CBMs) in math that at minimum include: (1) computation for grades 1 and above, (2) concepts and application for grades 2 and up, (3) tests of early numeracy for pre-k through grade 1?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you have a database for storing Office Discipline Referral (ODR) data that at minimum include: (1) student name, (2) time of day, (3) inappropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

behavior, (4) location, (5) motivation, (6) others involved, and (7) administrative decisions?							
Use of CBMs in reading that at minimum include: (1) phonemic awareness, (2) phonics, (3) alphabetic principles, (4) vocabulary, (5) comprehension, and (6) fluency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Collect CBM screening data (for reading, math, and behavior) on five levels: (1) student level, (2) classroom level, (3) grade level, (4) building level, and (5) district level?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you currently have a data-driven, multi-tier intervention approach in reading and math based on universal screening data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you currently have a data-driven, multi-tier intervention approach with behavior based on universal screening data?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does your building have a master schedule that maximizes instructional and intervention time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you have a district-wide file sharing format (Google, dropbox...)? If yes, what is this system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Generally, will district staff and the community be receptive to the concepts of CI3T?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you currently have a social skills curriculum in place for students, pre-K-12? If yes, what is the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	