

SCHOOL READINESS ASSESSMENT:

MCGARY MIDDLE SCHOOL

Site Visit Dates:	September 20, 2012 – September 21, 2012
Report Submission Date:	October 5, 2012
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Part 1: School Readiness Assessment Overview

The purpose of administering the School Readiness Assessment (SRA) is to diagnose the strengths of, and challenges facing, a school. Based on this information, the SRA team makes recommendations of priorities for school turnaround.

This report includes 1) a brief explanation of the SRA process; 2) a detailed description of findings from documents collected and focus groups/interviews; and 3) suggestions of key focus areas for McGary Middle School and Evansville Vanderburgh School Corporation to begin implementing changes. The findings assess the presence of each of the nine elements of the High-Poverty, High-Performing (HPPH)¹ school readiness model, which are described below. The subsequent recommendations are also aligned to the HPPH readiness framework.

Process

The SRA is a two-step process that involves a document review and a site visit. First, the SRA team asks district and school staff to submit materials containing information on current programs, processes and plans at McGary Middle School. The SRA team uses this information to prepare for the site visit, including drafting a schedule and generating questions for follow-up. The site visit occurs over a period of two days. During the site visit, the SRA team facilitates focus groups and holds additional one-on-one interviews with select staff members and other stakeholders. The focus groups and interviews consisted of the following participants:

- Teachers of mixed grade-levels and content areas
- 6th, 7th and 8th grade students
- In-school suspension/clerical personnel
- Family & community outreach coordinator
- 21st century site coordinator
- Master teachers
- Professional Development Coordinator
- Mentor teachers
- Secretary
- Social worker
- Rtl Interventionist
- Behavior Interventionist
- Principal
- Assistant Principal

¹ See Caulkins, Guenther, Belfiore, Lash, *The Turnaround Challenge*, Mass Insight Education (2007).

Part 2: McGary Middle School Background Information

McGary Middle School is a part of the Evansville Vanderburgh School Corporation (EVSC), located in Evansville, Indiana. The school services students in grades six through eight. McGary Middle School is one of EVSC's EQUITY schools. The school has received numerous grants, such as ECA, Title I, and, most recently, a School Improvement Grant (SIG). School leaders have adopted the inclusion model for students who receive special education services in reading, language arts, and social studies. McGary Middle School students have the opportunity to participate in the Project Lead the Way Gateway to Technology program. The program uses a project-based curriculum and advanced modeling software to have students study mechanical and computer control systems, robotics and animation. After school, students can opt to participate in a variety of academic programs, sports teams, and clubs, including a math program that offers small-group homework assistance by a teacher. A late bus is available to take students home who stay after school hours.

Student Demographics

During the 2011-2012 school year, 253 students were enrolled at McGary Middle School. 84.12% of students were eligible to receive free or reduced price lunches. The ethnic breakdown of the school was as follows: American Indian (0.39%), Asian (0.39%), Native Hawaiian/Pacific Islander (0%), Black (28.06%), Hispanic (4.74%), Multiracial (17.39%), and White (49.0%). 25.69% of students were enrolled in special education, 2.37% of students were identified as English language learners, and 6.54% of students were identified as High Ability. Although statistics were not available, from information ascertained from focus groups and interviews, many of the students arrive with multiple poverty-related needs and complex issues, including high rates of mobility, incarceration of a relative, and community violence.

School and Safety Discipline

During the 2011-2012 school year, a total of 102 students received out-of-school suspensions. Of these students, 29.41% of students were Black, 29.41% were multiracial, 3.92% were Hispanic, and 36.27% were White. In addition, 32.35% were female and 67.65% were male. One student received an out-of-school suspension for a matter that was weapon-related.

Student Performance

Based on 2011-2012 ISTEP+ data, McGary students are performing well below state and district averages. The percentages of students who are meeting state standards for proficiency are listed below.

English/Language Arts

Grade level	Percentage of students at McGary who received passing scores	Percentage of students district-wide who received passing scores	Percentage of students state-wide who received passing scores
Grade 6	43%	69.1%	78%
Grade 7	46%	61.3%	75%
Grade 8	49%	59.3%	73%

Mathematics

Grade level	Percentage of students at McGary who received passing scores	Percentage of students district-wide who received passing scores	Percentage of students state-wide who received passing scores
Grade 6	47%	70.5%	78%
Grade 7	46%	64%	75%
Grade 8	51%	62.9%	73%

In ELA, the percentage of students who experienced low growth rose 17% in grade 7. The percentage of students who experienced low growth dropped by 21% in grade 8, and the percentage of students who experienced high growth rose by 21% in grade 8.²

In mathematics, the percentage of students who experienced high growth dropped 18% in grade 6, and the percentage of students who experienced low growth rose 20% in that grade. Similarly, the percentage of students who experienced high growth dropped 18%, and the percentage of students who experienced low growth rose 20% in grade 7.³

During the 2011-2012 school year, 63% of students who took the End-of-Course Assessment (ECA) in Algebra 1 test-takers received a score of Did Not Pass, 32% of test-takers received a score of Pass, and 5% of test-takers received a score of Pass+.³

Other Background Information

During the 2011-2012 school year, McGary Middle School students had a 96% attendance rate. 3.85% of students had more than 10 days of unexcused absences. The average class size was 14.89.

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² From SY 2009-2010 to SY 2010-2011

³ From SY 2009-2010 to SY 2010-2011

Part 3: Summary of Main Findings

To provide detailed school level information, the SRA team has set urgent, high, lesser and low priorities McGary Middle School according to the nine elements of the HPHP school readiness model. The rating system is explained below.

Urgent Priority – 1	Highest priority for school success and should be primary focus of school goals, programs, and resource allocation.
High Priority – 2	Strong priority for school success; should be addressed throughout strategies that support urgent priority areas.
Lesser Priority – 3	Lesser priority, school provides some existing evidence of addressing domain and should evaluate effectiveness of current programs for signs of improvement.
Low Priority – 4	Low priority, school exhibits some evidence of meeting the domain criteria and should not focus preliminary time or resources on this area.

Each element is assigned a priority rating. Furthermore, urgent and high priorities are specifically outlined that directly align to the each HPHP element. Finally, a complete summary of evidence collected during the SRA process is defined to specifically understand what observations, actions, and behaviors led to our priorities.

Part 3: Summary of Findings (Readiness to Learn)

Readiness to Learn	Urgent	High	Lesser	Low
Safety, Discipline & Engagement	xx			
Action against Adversity				
Close Student-Adult Relationships				

Urgent Priorities:

- The enforcement of consistent, defined school rules
- Family and community participation in school activities that are aligned to school performance goals
- Effective communication with parents/guardians about instructional programs, opportunities to support student learning within the home, and students' progress

High Priorities:

- Limiting incidences of bullying
- Celebrating increased student achievement and positive student behavior
- Effectively measuring for promoting good attendance and eliminating truancy and tardiness
- Systematically addressing the personal needs of families so that they can better support student learning

Summary of Readiness to Learn Findings:

McGary Middle School has adopted some components of PBIS to encourage positive behavior. There are school-wide rules for behavior; students are expected to be "responsible, respectful, peaceful and proud." Although students articulated school-wide rules for walking in the hallways and going to lockers, many students stated that their peers do not follow them. The school uniform policy is consistently enforced and students who do not abide by the policy receive detentions. Students interviewed felt that rules are more strictly enforced for students who generally make poor behavioral decisions than for students who rarely make such decisions.

Students reported several instances of bullying, but stated that they felt generally safe at school overall. McGary Middle School has reported fewer serious behavior infractions this year than in previous years. The assistant principal, in conjunction with the PBIS committee, monitors behavioral data. According to teacher approximations, approximately 25% of instructional time is lost because they are handling student misbehavior.

Students are invested in the school's "House" system, whereby teams of students in a House earn points for good behavior. A House winner is selected every Friday afternoon. After reciting their House cheers, students explained that the system helps to develop community. School dances also serve as rewards for students' good behavior. In addition, several teachers have incentive systems in their classrooms. The primary academic reward at McGary Middle School is admission to the National Honor Junior Society, and attaining this achievement is motivational for many top students. However, student achievement is not celebrated in any other manner.

Most students interviewed described the curricular areas in which they believed they were strong and the areas in which they believed they were weak. Students could not state their strengths and weaknesses as a learner, nor their preferred working styles. Several students reported setting academic goals with teachers during individual conferences. However, none of the students interviewed could articulate specific learning goals that they are working to achieve. A handful of students gave examples about how school staff members have helped them address their academic needs.

Staff members do not feel that family engagement is successfully cultivated throughout the school. Some individuals believe that family engagement efforts are futile. At the beginning of the school year, McGary Middle

School personnel called incoming 6th grade students' families to warmly welcome them to the school community. Some staff members reported feeling as though parents do not trust school personnel and do not feel comfortable coming to the school. Many staff members explained that phone calls were their primary mode of communication with parents. Students echoed this fact, and stated that the majority of phone calls that their parents received from teachers were related to attendance and behavior. A handful of students said that teachers called the students' homes to discuss their academic progress with their parents. Parents are invited to log on regularly to the web-based RDS system to view students' academic progress. A few teachers said that they update the system regularly- one teacher said that she did so every class period. In addition, staff members reported that they contact parents to invite them to attend lectures given by guest speakers, bullying discussions, visits from local sports team members, gym nights, science activity nights, and math game nights. Lastly, the assistant principal offered to conduct home visits with any teachers who asked him to do so.

School personnel informally learn about, and address, the personal needs of students through word-of-mouth communication. Specific staff members, namely the parent coordinator, counselor and assistant principal, are targeted to assist families with addressing such needs. The school does not have a systematic way of assessing students' poverty-related challenges. The personnel listed above address individual students' needs by pooling relevant resources and addressing them as they are brought to their attention.

Although some teachers have informal mentoring relationships with some students, there are not any school-wide initiatives for establishing and developing meaningful connections between staff and students. Staff turnover has been a barrier to the development of adult-student relationships. Students reported having strong relationships with mentors from community organizations such as Big Brothers Big Sisters. Staff reported that many outside organizations such as Big Brothers, Big Sisters has been made available to students to build those student adult relationships in the school building.

Part 3: Summary of Findings (Readiness to Teach)

Readiness to Teach	Urgent	High	Lesser	Low
Shared Responsibility for Achievement				
Personalization of Instruction				
Professional Teaching Culture				

Urgent Priorities:

- Shared commitment to the vision of the school
- Systems to monitor the implementation of initiatives across the building, and the ability to adjust accordingly
- Curriculum that is challenging for all students, articulates essential content and skills for all students to learn at each grade level, and is mapped across the school year with adequate instructional time allocated to teach it

High Priorities:

- Clarified roles and responsibilities of all individuals at the school
- Intense commitment to high levels of student achievement by all school staff
- Consistent assessment implementation to identify student needs

Summary of Readiness to Teach Findings:

School leaders have conveyed clear, measurable, ambitious and attainable goals around ISTEP+ achievement. The principal asked teacher teams to generate ideas for school-wide goals, and she drew on these ideas when she established such goals. Instructional staff members articulated that the school-level academic goal was to increase ISTEP+ scores by 10%. These staff members did not articulate a school-level behavioral goal. Non-instructional staff members reported that they were not familiar with school goals. However, there were not any classroom goals linked to the school-wide goal. Moreover, there was a general agreement among instructional staff members that while the school-wide academic goal was achievable, they were not currently positioned to achieve it.

The principal has used these school-wide priorities to strategically target resources. Since one priority she established is opportunities for tiered intervention, the principal hired a Rtl intervention specialist. Other school priorities include controlling behavior and incorporating technology and arts into instruction, which is why she created a position for and hired a behavior intervention specialist, an e-learning coach, and a STE(A)M coach.

When asked whether there was a sense of urgency around these school priorities, staff members explained that there was a sense of urgency around "not being taken over." There is not a link between this immediacy and improving instruction. Several teachers voiced their views that while they felt a strong sense of accountability for student achievement, students did not have similar sentiments. A few teachers expressed resentment when this topic surfaced, commenting that they struggled to get students to be invested in their academic success and positive behavior and expressed frustration over their belief that students lacked motivation and a sense of responsibility for their learning and behavior. Teachers stated that they were held accountable for student achievement through evaluations, which included test scores. Some teachers felt that they should not be held accountable for student achievement. Non-instructional staff reported that they were not held accountable for student achievement.

Acuity exams are administered every nine weeks to students in grades 3 through 8. The exams are intended to predict ISTEP+ proficiency. Teachers give additional interim assessments throughout the year as part of the Data Wise process. According to instructional staff members, these assessments are meant to help identify student needs and to develop plans to accelerate student progress. While there is an expectation that teachers will give formative assessments to students, there are no school-wide expectations on the use of formative or other assessment data. Teachers throughout all of the grade-levels stated that they gave students unit pre- and post-tests to inform their instruction and to assess whether their students had mastered course material. These common unit assessments are created by teacher teams during PLC. Many teams described having an "assessment bank" that teachers have developed over the years. The assessment bank serves as a resource for the creation of the common unit assessments. For some teams, this assessment bank is accessible online. A few teachers expressed concerns about students feeling over-assessed and believed that the students stopped caring about assessments. In a number of classes, students have data binders that they use to track their performance on exams and other work. However, as previously discussed, students did not articulate clear, content-specific goals.

The TAP program rubric sets clear expectations around the planning and delivery of instruction. Teachers reported that the school's curriculum maps were backwards-mapped to state and Common Core standards, but that the school's curriculum is not well-defined. In addition, they reported using the EVSC GVC curriculum. Instructional staff stated that it does not seem possible to cover all of the GVC. Many teachers explained that they were learning to better differentiate their instruction through their work with their Master and Mentor teachers. They described that the kinds of activities they planned, as well as student groupings, are based on students' needs. Teachers described developing "I can" statements each week to drive instruction. Moreover, teachers reported spending more instructional time on standards that are foundational, and less time on standards that students had already mastered.

A variety of non-instructional personnel are present in the school building. Although most staff members could generally identify the roles and responsibilities of their colleagues, many staff members were not clear on the specific roles of each of these personnel. Personnel respect school leaders' expertise.

Teachers participate in content-based, Professional Learning Communities ("Clusters") for approximately 80 minutes per week. Topics for Clusters vary daily and are driven by the TAP rubric. Through the TAP program, teachers are assigned a Master teacher and a Mentor teacher, who provide support through specific feedback and resources. Master teachers use student data to select instructional strategies based on TAP indicators, which they then "field test" with a group of students of varying abilities. If they determine such strategies to be effective, they discuss and model them for teachers during Cluster meetings. As one teacher articulated, "As a low-performing school, (when looking at student data) everything looks like a need, so instructional strategies discussed are applicable across the board." Teachers are asked to demonstrate their learned competencies from Cluster meetings throughout the week following the session. Master and Mentor teachers observe every teacher weekly to give specific feedback around the particular strategy. Master and Mentor teachers use the TAP rubric to guide their observations. After they conduct a classroom observation, Master and Mentor teachers provide feedback, either in person or via email. When giving feedback, they take an approach of asking clarifying questions and encouraging reflection rather than giving direct advice. Thus, the professional development is job-embedded. Furthermore, teachers regularly attend professional development opportunities outside of the building. However, teacher participation in these activities impacts the school. Non-instructional staff reported that teachers were out of the building too much participating in professional development. Furthermore, they shared that this kind of teacher absence caused much unrest throughout the building on those days.

Teachers are also observed regularly by the RtI Interventionist and by school administrators. The RtI Interventionist uses a legal pad to record notes during observations, and is primarily concerned with student

engagement. After every observation, she creates a pie chart for teachers with the percentage of students who are on and off-task. School administrators have developed a walkthrough form that focuses particular attention to students' problem-solving and thinking. Administrators use this form to provide teachers with meaningful, clear and timely feedback. Teachers who were surveyed agreed that the form is a significant improvement from the form used in prior years. The principal occasionally uses her iPad to deliver real-time feedback. Some teachers reported feeling stressed about being evaluated during classroom observations, stating that the "TAP rubric is overwhelming," while others did not report feeling stressed. According to one teacher, "observations are a natural part of our school day." The teachers interviewed said that they felt that the feedback they received was constructive. They also stated that they appreciate the positive feedback that is often provided by observers who do not use the TAP rubric to guide their observations.

Staff members said that they trusted school leaders and that they felt comfortable going to them for assistance without fear of judgment. School administrators attend all Cluster meetings. Administrators also attend school committee meetings other than social committee meetings.

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Part 3: Summary of Findings (Readiness to Act)

Readiness to Act	Urgent	High	Lesser	Low
Resource Authority				
Resource Ingenuity				
Agility in the Face of Turbulence				

Urgent Priorities:

- Robust evaluation of all staff members that includes student performance data
- Additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including – but not limited to – students with disabilities and English language learners
- Specific, targeted academic and behavioral supports or interventions for identified at-risk students
- Systems to monitor students’ progress toward academic and/or behavioral goals and to revisit interventions, if necessary

High Priorities:

- Staff collaboration to identify students in need of targeted academic and/or behavioral supports, plan interventions, and monitor progress
- Classroom activities that address a range of learning needs for students and that are aligned to performance data

Summary of Readiness to Act Findings:

School leaders demonstrate some resource authority as well as resource ingenuity. Although such leaders have control over hiring decisions and seek to hire teachers who are certified to teach in the assigned subject area, there is a limited applicant pool for certain positions. As previously mentioned, the principal hired a RtI intervention specialist through staffing autonomy created by her SIG budget. She has also created, and hired individuals for, various other positions, including a behavior intervention specialist, an e-learning coach, and a STE(A)M coach. In contrast to this degree of resource authority, the media specialist did not have the authority or training to log new books into the district-wide information system, there were hundreds of unused books that had been stored in a closet for more than two years. Furthermore, some decisions are made at the district-level that impact staffing at the school-level, with district individuals who make such decisions having little understanding of how this transition will impact the school environment. For example, a long-term substitute was assigned to the school but was pulled when a full-time position became available with no transition plan identified for the school several times last year. They anticipate this happening again this year with the long-term science substitute. This uncertainty creates hesitancy on the support staff’s part to provide necessary professional development.

Also related to the principal’s resource authority is the fact that her control over the school budget is limited to ECA funding, the Title I budget, and the SIG budget. The principal has little control over general funds and other grant dollars. Furthermore, the impact of budgetary decisions is not monitored.

Underperforming teachers are flagged and the appropriate documentation is subsequently collected to follow the required steps of the removal process, as required by EVSC. Exceptional teachers are identified through classroom observations based on the TAP system. The school does not have systems to recruit and retain effective teachers.

All teachers interviewed indicated that they did not feel limited by space, equipment, or materials. Each teacher has a Promethean Board and a desktop. In addition, teachers have access to classroom sets of iPads and calculators. The district provides teachers with opportunities to participate in optional after-school or summer training sessions

to learn how to fully employ the technology that is available to them. The school's e-learning coach leads professional development sessions for teachers where he instructs them on how to incorporate technology into their instruction. Although teachers reported that technology is available to them, a few students reported that their teachers did not use technology regularly. Some students reported that Netbooks were frequently used during lessons. EVSC has a textbook selection committee, but there were not any teachers from McGary Middle School on the committee this past year.

As part of the adoption of the RtI framework, school staff members are beginning to use performance data to establish activities that address a range of learning needs as well as to plan targeted academic and behavioral interventions for identified at-risk students. However, staff members in key support positions do not share common expectations for the RtI framework and implementation.

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Part 4: Recommendations

Based upon a thorough review of documents, survey results, observations, and focus groups/interviews, SRA team members have developed a set of recommendations and respective next steps for implementation to assist McGary Middle School and Evansville Vanderburgh School Corporation with planning for school transformation. There are actionable steps listed after each recommendation, along with a suggested timeline.

Readiness to Learn

Safety, Discipline & Engagement; Action against Adversity; Close Student-Adult Relationships

	Oct.	Nov.	Dec.	Jan.	Feb.
School leaders should develop PBIS as a more robust approach to managing student behavior.					
Identify a specific and measurable goal related to school-wide behavior (such as a certain percent decrease in the number of office referrals or X% of students will participate in specific school-wide rewards).	XX	XX			
Revisit key implementation elements of the PBIS system with school staff members (particularly how PBIS can be effectively used in the classroom to minimize interruptions to instruction)	XX	XX			
Memorialize key aspects of the PBIS system with staff (school-wide expectations, classroom expectations, consequences, rewards)		XX	XX		
Bolster monitoring strategy for PBIS implementation at both school-wide and classroom levels.		XX	XX		

	Oct.	Nov.	Dec.	Jan.	Feb.
School leaders should strengthen the capacity of the behavioral interventionist to implement effective interventions and support teachers in doing so.					
Create an observation schedule to frequently observe the implementation of interventions.	XX				
Determine which interventions are successful and which interventions are not successful.	XX				
Have the behavioral interventionist design an intervention matrix to which teachers can refer while planning and executing instruction that are aligned to the PBIS model.		XX			
Request that the behavioral interventionist lead professional development sessions for staff members about implementing effective classroom interventions.		XX			

	Oct.	Nov.	Dec.	Jan.	Feb.
All staff members should be expected to monitor the hallways during transition times, and should understand the importance of doing so.					
Model how teachers should monitor the hallways and explicitly state the kinds of behaviors that warrant adult interaction.	XX				
Align PBIS expectations to transition expectations to design specific rewards and incentives for teachers and students during these transitions.	XX	XX			
Require that all teaching staff have an opening activity (“do now”) as part of their instructional plan to ensure immediate student engagement and to keep teachers in the hallways to monitor during transition times.		XX			

Develop an informal leadership observation plan to monitor hallways during key transition times and in targeted locations (such as the school cafeteria after each lunch block).		XX			
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	Oct.	Nov.	Dec.	Jan.	Feb.
School leaders should establish a team of personnel who support family engagement/needs in order to coordinate work efforts among these individuals.					
Inquire about staff members' activities to engage families.		XX			
Identify a specific and measurable goal related to school-wide family engagement (and aligned to school-wide goals).		XX			
Set expectations about the roles and responsibilities of staff members around engaging families. These expectations should relate to academic and behavioral school-wide goals. In addition, the family and community outreach coordinator should provide tools and resources to teachers and other support staff members.		XX			
Communicate expectations about family engagement to all staff members.		XX			
Develop a system to monitor family engagement initiatives.			XX		

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Readiness to Teach

Shared Responsibility for Achievement; Personalization of Instruction; Professional Teaching Culture

	Oct.	Nov.	Dec.	Jan.	Feb.
School leaders should revisit school goals to create sub-goals that are both ambitious and attainable.					
Based on ISTEP+ data from SY 2011-2012, set grade-level growth goals.	XX				
Using these grade-level growth goals, determine whether school-wide goals are respectable.	XX				
Communicate newly established goals with staff and other major stakeholders to obtain complete buy-in (ensure questions are addressed to maximize buy-in)	XX				
After considering grade-level growth goals, ask teachers to craft corresponding classroom goals and individual student goals.		XX			
Establish a performance monitoring system for each goal level.		XX			

	Oct.	Nov.	Dec.	Jan.	Feb.
The curriculum should articulate essential content and skills for all students to learn at each grade level. The content/skills should be challenging for all students, and mapped across the school year at a reasonable pace of instruction.					
Select a point person to lead the curriculum mapping process by each content area or grade level.	XX	XX			
Assign the point person the responsibility of developing a plan to differentiate support for various teacher teams to support the curriculum mapping process.	XX	XX			
Set a deadline for the creation of curricular items.	XX				

Readiness to Act

Resource Authority; Resource Ingenuity; Agility in the Face of Turbulence

	Oct.	Nov.	Dec.	Jan.	Feb.
School leaders should ensure fidelity to all aspect of the TAP program.					
Inquire about the roles and responsibilities of Master and Mentor teachers.		XX			
Reset expectations about the roles and responsibilities of Master and Mentor teachers.		XX			
Communicate the expectations about the roles and responsibilities of Master and Mentor teachers to all staff members.			XX		

	Oct.	Nov.	Dec.	Jan.	Feb.
School leaders should design an intervention system to remediate skills for underperforming students.					
Revisit master schedule and consider implementing an intervention block.		XX			
Set expectations about the roles and responsibilities of the RtI Interventionist.		XX			
Communicate the expectations about the roles and responsibilities of the RtI Interventionist to all staff members.			XX		

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