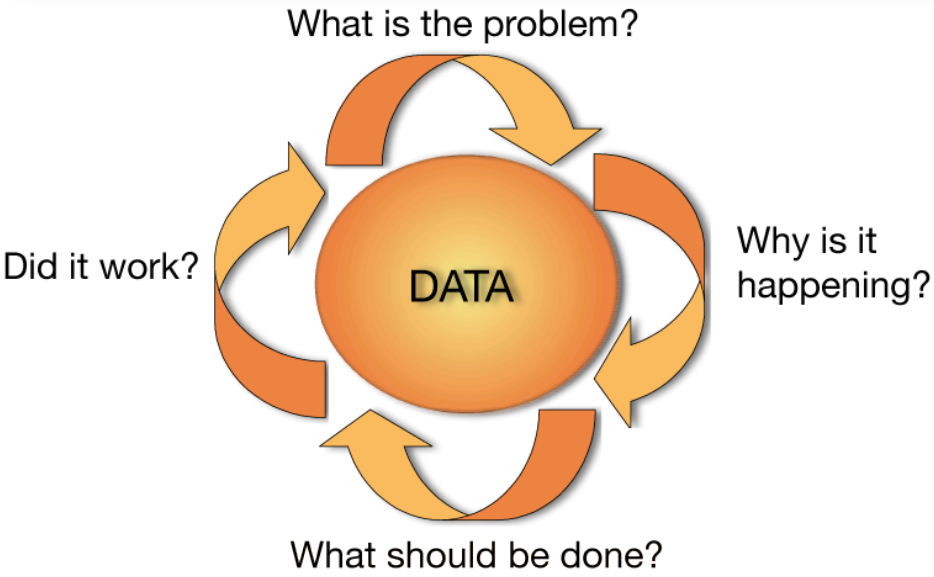
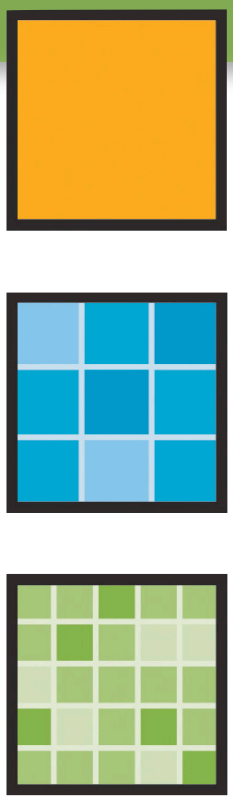
ABC-UBI Site Participation Application





2011-2012

Matching Instruction to Need for Improved Student Outcomes

What is ABC-UBI?

ABC-UBI is a statewide training initiative to support the implementation of response to intervention (RtI) for academic and social behavior. RtI requires implementing evidence-based instruction and interventions in a tiered model, proactive screening and progress monitoring assessments, and problem-solving to support the academic and behavioral needs of ALL students.

Procedures For Making Application to Participate with ABC-UBI

Application Content:

1. ABC-UBI Readiness Questions
2. Demographic Worksheet
3. ABC-UBI District Agreement

UTAH STATE OFFICE OF EDUCATION

ABC-UBI is sponsored by the Utah State Office of Education, the Utah Personnel Development Center and the Utah State Personnel Development Improvement Grant.
Check out ABC-UBI in cyberspace, www.updc.org/abc

updc Utah Personnel Development Center

Readiness Questions for ABC-UBI Application

Answer the following questions for your building and/or district. This readiness section should be a maximum of three pages.

1. Why do you think your site needs to become an ABC-UBI school?

2. Describe other initiatives that you are currently implementing in the areas of social behavior and academics. How long have these initiatives been underway? How do these initiatives compliment or compete with ABC-UBI? How do you plan to address the coordination of these initiatives?

3. What current resources do you have to provide supplemental and intensive instruction? (Who is available to help, current in-house monies being used to support literacy intervention, time allotted for teaming/planning, etc.)

4. Identify all other contributing factors in your setting that will facilitate the success of ABC-UBI?

Demographic Worksheet

Please fill out this worksheet based on 2009-2010 information

Student Demographics	
Student Enrollment	
Grades	
% of students receiving free and reduced lunch	
% of students receiving special education services	
% of students identified as English language learners	
Is your school currently receiving Title I funds?	

School Personnel		
Number of Teachers:	General Ed:	Special Ed:
Related Service Providers:	Instructional Assistants:	

School Data	
Attendance Rates	Absences: Tardy: Truancy:
Suspensions and Expulsion	
Safe School Violations	
Office Disciplinary Referral #'s (if available)	
Did your school make AYP?	Yes No If no, list the area(s) where AYP was not achieved:
% of students proficient on state CRTs	
% of students at benchmark on DIBELS	

Worksheet Continued

Curriculum and Assessment	
Schoolwide Screening: Reading	How often? Which measures? If not schoolwide, which students are screened?
Schoolwide Screening: Math	How often? Which measures? If not schoolwide, which students are screened?
Progress Monitoring: Reading	Which students? How often? Which measures?
Progress Monitoring: Math	Which students? How often? Which measures?
Language Arts Core Materials	K:
	1:
	2:
	3:
	4:
	5:
	6:
Math Core Materials	K:
	1:
	2:
	3:
	4:
	5:
	6:

School Agreement

School Name_____

District Name _____

Address _____

Phone _____

Based on the ABC-UBI Blueprint we consider our school to be:

(See last page for description)

Academics: ☐ Beginning ☐ Intermediate ☐ Advanced

Behavior: ☐ Beginning ☐ Intermediate ☐ Advanced

We agree to the following:

- Create a Systems Level Team which will include the following: Building Administrator, Reading Specialist/Coach, Special Educator, General Educator (from each grade level), Related Service Provider (i.e. Counselor, Psychologist, Social Worker), Support Personnel/Para-Professional (i.e. Behavioral Health Assistant, Playground Supervisor), Community Council Representative, Student Representative, and New Teacher (strongly encouraged). In addition to receiving specialized training, this team will meet twice a month.
- Establish and/or refine grade level teams that focus on problem solving at the grade, class, and individual student levels. Determination of how often this team meets will depend on schoolwide needs assessment.
- Establish and /or refine Student Intervention Assistance Team that focus on problem solving for students with the most intensive needs (team of experts). How often this team meets will be determined by the Systems Level Team.
- Identify a school-based ABC-UBI Coordinator from team participants. This individual cannot have an evaluative role at the school (i.e. building coordinator cannot be an administrator)
- Participate in all ABC-UBI training activities related to implementation
    - Provide substitutes for Systems Team to attend training activities
    - Attend systematic training activities, including state and district (up to 5 days)
- Use of one the following instructionally relevant assessments: AIMSWeb or DIBELS for decisions relating to screening and progress monitoring.
- Use evidence based tiered instruction and interventions.
- Use a data collection system for behavior such as Educator Handbook or a district system that provides school teams with the following information:

- ODR by population (e.g., disability status, ethnicity), gender, location, time, referring teacher, # of referrals per student, infraction, disciplinary action, per day, per month.
- See attached sample on last page as an example.

- Allow other ABC-UBI schools to come to our school and observe model interventions
- Coordinate ABC Blue Print with school improvement plan.
- Participate in systematic evaluation including the submission of data/information relative to the project on a monthly basis for behavior and three times a year for academics.
- Communicate consistently and participate in on-site visits with district coach.

We understand that we have additional benefits available as follows:

- Team can apply for reimbursement for allowable expenses after approval by district coach and ABC-UBI State Team.
- On site consultation from ABC-UBI District Coach and ABC-UBI State Support Team.
- Additional training on school site available by arrangement, through ABC-UBI.

Systems Level Team Membership

Role	Name(s)	Email(s)
Administrator		
Reading Specialist/ Coach		
Special Educator		
General Educator (One from each grade or department)		

Related Service Providers		
Support Personnel/ Para Educator		
Community Council Representative		

_____

Signature of School Administrator Date

_____

Signature of District Curriculum Director Date

_____

Signature of District Special Education Director Date

_____

Signature Superintendent/Area Superintendent Date

_____

Signature Building Based Coordinator Date

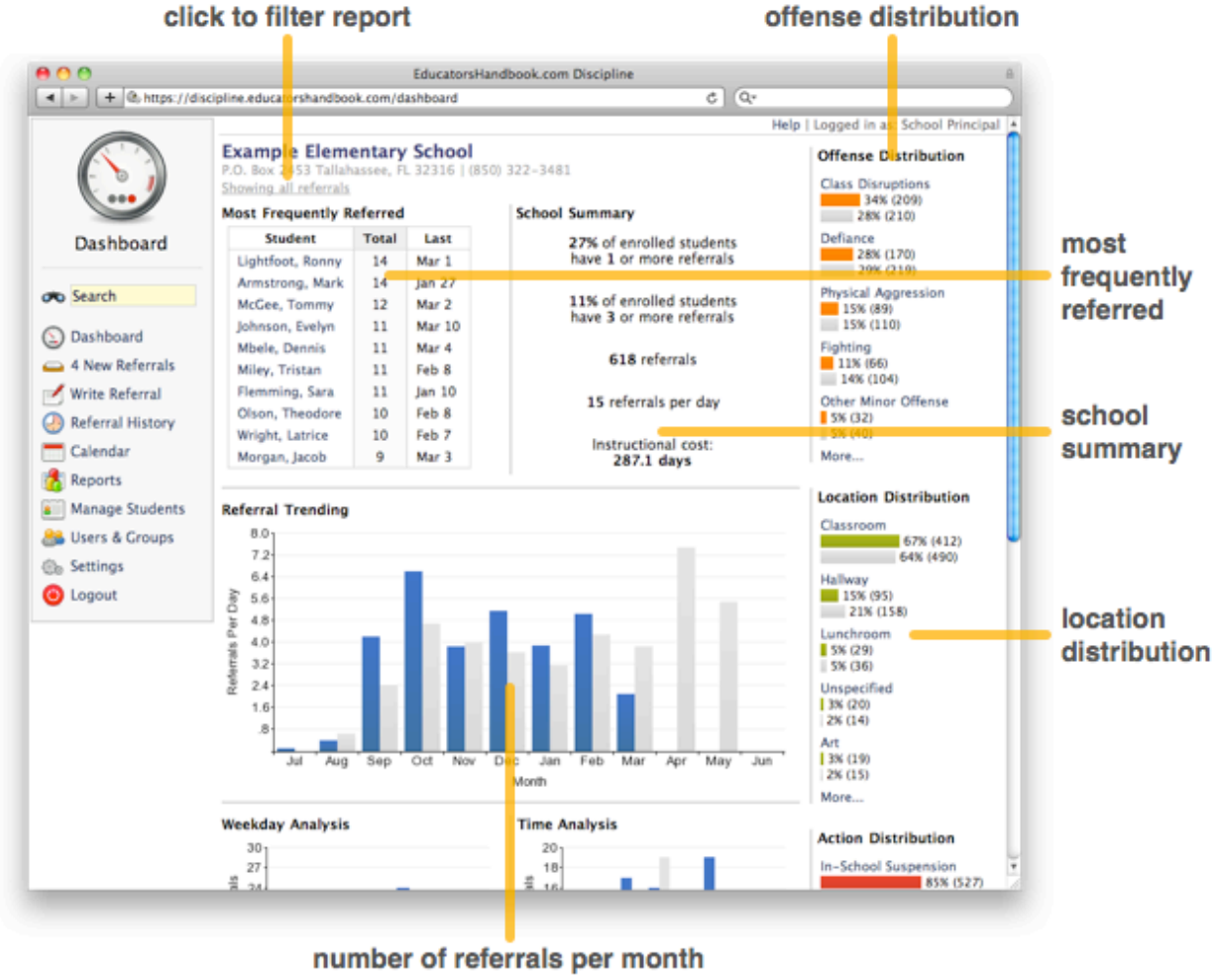
_____

Signature District Coach(es) Date

ABC-UBI Blue Print Phases

Beginning Phase: The purpose of the Beginning phase is to establish consensus and infrastructure to begin to implement strong core academic and behavioral practices for the entire school population, which provides an environment for successful outcomes for the majority of students in a school. Additionally, it lays the necessary groundwork for implementing effective supplemental and intensive supports to some students who need the additional support to be successful. The main activities of the Beginning phase include team development, establishing a system for data collection and use, collecting academic benchmarks, and implementing the basic universal principles of Positive Behavioral Interventions and Supports (PBIS).

Intermediate Phase: The purpose of the Intermediate phase is to maintain the implementation of core/ universal supports and apply those principles into the classroom setting and to identify students needing supplemental strategies and providing them with appropriate interventions. Additionally, it lays the necessary groundwork for implementing effective intensive supports to a few students who need the additional support to be successful. The main activities of the Intermediate phase include maintaining the team problem-solving process, and using individual student data to match instruction/interventions to student need.

Advanced Phase: The purpose of the Advanced phase is to maintain the implementation of core/ universal and supplemental supports and apply those principles to identify students needing intensive strategies and providing them with appropriate interventions.
The main activities of the Advanced phase include maintaining the team problem-solving process, and using individual student data to match instruction/interventions to student need, and planning for continuous improvement and sustainability.

Data Collection Sample: