3 selections, 1 response per team
PollEv.com/susanlaney524
Or text susanlaney524 to 22333 and then text answer choices

A) A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them

B) A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

C) A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

D) A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

E) A4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.

F) B1.03: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly to review implementation of effective practices.

G) B2.03: The school has established a team structure among teachers with specific duties and time for instructional planning.

H) B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

I) C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

J) E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

The intersection between MTSS and School Improvement

Part One

MTSS and School Improvement

1) Define
Write a definition/ description of school improvement (1 minute to think, 2 to write)
Write a definition/ description of MTSS (1 minute to think, 2 to write)

2) Compare
Underline common words and themes

3) Share
Share your common words/themes at your table
Share out common words and themes with the large group

Today's Goals

- Examine the similarities between school improvement and MTSS
- View illustrations of how NCStar can be used as a tool for MTSS implementation planning
- Work in school teams to determine areas of MTSS to address in the school improvement plan

Definitions: MTSS

What is it not?

- A process
- A team name
- A pathway to EC referral
- A revamped student support model

Definitions: MTSS

NC MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

➔ MTSS: What is it? What is it not?
➔ Do you need to revise your definition?

Definitions: School Improvement

What is it not?

- A notebook
- Created and filed away until spring
- Completed by one person

Definitions: School Improvement

School Improvement Planning provides a mechanism for identifying needs and establishing a common approach to meeting those needs at the school level. Effective school improvement planning contributes to overall school performance by:
- Establishing an understanding of the "big picture" of a school's current state, including student achievement, school environment, teacher community, parent community, and administrative issues;
- Reaching consensus across the school community on which needs represent the highest priorities for action based upon the potential to improve overall student and school performance; and
- Identifying for implementation objectives and tasks, including specific targets, effective practices and milestones to address the school priorities.

*From North Carolina School Improvement Planning Implementation Guide (July 2016)

➔ School improvement: What is it? What is it not?
➔ Do you need to revise your definition? Jot your definition on your two-column notes

Definitions: NCStar

Web-based tool that guides district or school leadership teams in charting improvement and managing continuous improvement process.

➔   NCStar: What is it? What is it not?

The intersection:

Using our understanding of three concepts (MTSS, school improvement, NCStar) describe or illustrate how these concepts work together on your two-column notes

Key Indicators in NC Star and MTSS

Part Two

A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them (NEW)

Assess Indicator: Do we have core behavior practices that clearly identify school-wide expectations, social-emotional skills instruction, classroom management practices, and school-wide behavior data and social-emotional data? (SAM item 29)

The strategies incorporate:
1. Clearly defined school-wide expectations
2. Classroom management practices
3. Link to core academic content/instruction
4. School-wide behavior and social-emotional data sources

A1.07: ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them (NEW)

Assign a team member: opportunity to use a member of PBiS team or MTSS team

Describe how it will look when fully met: Each teacher and staff will use resources provided by the SIT to teach and reinforce school-wide expectations. Teachers and staff will post classroom expectations and teach or review expectations before lessons and activities. PLCs and SIT will review data quarterly including ODRs, classroom walk throughs, expectations teaching schedule and completion

Create a series of tasks:
- Team creates school-wide expectations
- Team determines common classroom expectations
- Team supports PLCs in development of additional classroom expectations
- Team determines positive reinforcement systems for school-wide and classroom expectations
- Team reviews implementation data quarterly

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

Assess Indicator: Do we have core academic practices exist that clearly identify learning standards, school-wide expectations for instruction that engages students, and school-wide assessments?
These strategies include:
1) clearly defined learning standards,
2) school-wide expectations for instruction and engagement,
3) link to behavior and social-emotional content/instruction,
4) assessments/ data sources
(SAM item 28)

Assign a team member: opportunity to use a member of MTSS team with curriculum expertise

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

Describe how it will look when fully met: Each teacher and staff will use resources provided by [district curriculum OR school developed] to teach, remediate, and reinforce the learning standards. Teachers and staff will incorporate strategies for student engagement, scaffolding of instruction, and providing explicit instruction. Teachers will post/upload progress through standards and document any deviations. PLCs and SIT will review data quarterly including classroom pacing, classroom walkthrough data, peer observation, and progress on classroom and school assessments.

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

Create a series of tasks:
- Team creates (or adopts) standards aligned units of instruction for each subject and grade level.
- Team determines common implementation expectations (including pacing, predetermined differentiation/support)
- Team supports PLCs in development of additional classroom expectations
- Team reviews implementation data quarterly
- Team reviews assessment data quarterly, analyzes against goals, sets new goals each quarter.

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Assess Indicator: Do we have core practices that clearly identify learning standards, school-wide expectations for instruction and behavior?
Do we have supplemental academic and behavior practices that address common student needs and areas of concern? Do we include support and staff for teachers to implement these strategies?
Do we have intensive academic and behavior practices that are developed based on student need and are aligned to core and supplemental goals and strategies?
(SAM items 28, 29, 30, 31, 32, 33)

Assign a team member: opportunity to use multiple team members who have expertise in Tiers 1, 2, and 3 as well as academics and behavior.

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Describe how it will look when fully met: This item is the opportunity to create a proactive, response, cohesive, integrated system of support for all students. This indicator is an extension of indicator A1.07 (core behavior practices) and indicator A2.04 (core academic practices).

School staff will coordinate with district staff to select and implement core instructional and behavior practices (see indicators A1.07. A2.04). School staff will coordinate with district staff to develop and implement a matrix of interventions that address common student needs at each subject and grade level. Students are selected to intervention using a universal screening system, not a teacher-nominated model (e.g., teacher assistance team, student support team). School staff identify resources and staff to implement intervention programming. School staff (e.g. SIT) evaluate the effectiveness of interventions at regular intervals.

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

Create a series of tasks:
- Develop (or adopt) and implement core behavior strategies.
- Develop (or adopt) and implement core academic strategies.
- Develop (or adopt) a matrix of interventions (including plans for intensification when needed) for all subject areas and grade levels.
- Team reviews assessment data (universal screening information) 3x a year or quarterly, analyzes against goals, sets new goals at each analysis.

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

Assess Indicator: Do we have core behavior practices that clearly identify social-emotional skills instruction and social-emotional data?
Do we have supplemental and intensive practices that include strategies addressing student need, linked to core (and supplemental), and monitored using assessment/data tied to the social-emotional skills taught?
(SAM items 29, 31, 33)

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

Describe how it will look when fully met: SIT will support a team to explore and adopt a social-emotional curriculum that includes core and supplemental practices as well as an assessment system. Staff will identify ways to incorporate social-emotional instruction into core academic and behavior instruction. Staff will identify local resources and agencies that can be included in social-emotional supplemental and intensive strategies.

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions.

Create a series of tasks:
- Staff will explore available social-emotional curricula that include core and supplemental practices
- Staff will adopt a social-emotional curricula by January
- Staff will document methods to include/align social-emotional instruction into academic and behavior instruction
- Staff will review social-emotional data as a part of the universal screening system

A4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level. (NEW)

Assess Indicator: Do our schedules provide adequate time for staff to engage in collaborative, data-based problem-solving and decision making? Are resources available to support implementation [of a data-based schedule] identified and allocated? Do we have policies and procedures for decision-making around the use of data?
(SAM items 12, 14, 16)

Assign a team member: who knows our data sources? What are the right data sources?

A4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level. (NEW)

Describe how it will look when fully met: The school leadership team will use the results of the universal screening system 3 times a year to plan schedules and allocate resources. At the spring analysis, the team will identify rising grade levels and areas that may need additional support, or a strong introduction. Additionally, this review will identify groups of students who will immediately begin in standardized intervention programs

A4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level. (NEW)

Create a series of tasks:
- Team adopts problem solving protocols for universal literacy (DIBELS) and math (NCENSI) data
- Team uses protocol to identify areas to strengthen in core instruction after each assessment window
- Team uses data decision rules to identify student who will enter standardized intervention after each screening, including the beginning of the following year.
- Team reviews, validates results and makes adjustments with grade levels

B1.03: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.

Assess Indicator: Is the principal actively involved? Does the team has cross-disciplinary representation? Does the team incorporate MTSS in school improvement planning? Does the leadership team facilitate professional development and coaching for staff around: assessments, problem-solving, and instruction and intervention?
(SAM items 1, 2, 4, 5)

B1.03: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.

Describe how it will look when fully met: The leadership team will meet at least one time a month to review school-wide implementation, such as core data review (universal screening results), implementation data, attendance, and behavior. On the off-weeks, small groups will meet to design and implement components of the plan, such as classroom management, literacy programming, etc.

B1.03: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.

Create a series of tasks:
- Standard meeting schedule for the leadership team following all screening windows, will add other monthly meetings after the 3 screening meetings are identified.
- Work teams will be established for the priority areas of implementation (e.g., universal behavior, literacy interventions, core math instruction, school-wide attendance strategies)
- Agendas, minutes, and decisions will be posted for staff to review.

B2.03: The school has established a team structure among teachers with specific duties and time for instructional planning.

Assess indicator: Does the master schedule provide opportunities to engage in collaborative, data-based problem solving and decision making to occur with fidelity in settings such as leadership team meetings, grade-level meetings, cross grade level meetings, professional learning communities?
(SAM item 14, related: items 5, 7, 11, 12, 13)

Assign a team member: This is an opportunity for school leadership to set the priority of instructional planning (beyond grade level planning) by using the master schedule as a resource.

B2.03: The school has established a team structure among teachers with specific duties and time for instructional planning.

<u>Describe how it will look when fully met</u>: The school leadership/improvement team will identify protected time for school-level instructional planning and grade-level planning. The leadership will identify and ensure any required class coverage required. Grade-level planning will have access to data sources and resources (including personnel) as needed. Leadership will provide structures and protocols for data analysis and core instruction adjustment.

School-level instruction planning will be in conjunction with indicator A4.16 and use the results of the universal screening system 3 times a year to plan instruction, schedules, and allocate resources.

B2.03: The school has established a team structure among teachers with specific duties and time for instructional planning.

Create a series of tasks:
- Team creates a standard meeting schedule for the leadership team following all screening windows, will add other monthly meetings after the 3 screening meetings are identified - these are for school instructional planning
- Team creates a master schedule that provides 60 minutes of consecutive, protected time for grade-levels (or subject areas) to meet each week. The time is during the standard word day and any required coverage is secured by school leadership.
- Protocols for the grade level meetings are established and revisited throughout the school year, including the use of data and expected products from the meetings.

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

Assess indicator: Is the principal and school leadership actively involved in curriculum and classroom instruction? Does the principal and school leadership use monitoring curriculum and classroom instruction as an opportunity to provide professional development and coaching? Is the monitoring of curriculum and classroom instruction part of evaluating school-wide practices and school improvement? Is monitoring of curriculum and classroom instruction utilized as implementation data to evaluate school improvement?
(SAM items 1, 3, 5, 10, 37)

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

Describe how it will look when fully met: School leadership will incorporate curriculum and classroom instruction monitoring as a component of implementation data. Regular visits and observations in the classroom will first assist in evaluating the effectiveness of the master schedule and resource allocation. Regular classroom visits and feedback will be aligned to the implementation of core academic (indicator A2.04) and behavior (indicator A1.07) practices. Data from the classroom visits will be aggregated to evaluate the overall implementation of core support and identify areas where leadership will need to make adjustments or provide support. Staff professional development and coaching is aligned to the data from the curriculum and instruction monitoring

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

Create a series of tasks:
- School leadership will identify and publish the intent of curriculum and classroom instruction monitoring.
- School leadership will identify and publish the schedule of classroom visits.
- School leadership will identify the use of classroom walkthrough data as a part of implementation and evaluation of instructional practices (indicator B1.03).

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Assess Indicator: Does the LEA/school have a plan, protocol, and schedule to review aggregated performance and classroom observation data? How is that data used to make decisions about curriculum adjustments at the LEA/school level? How is that data used to make decisions about professional development and coaching at the LEA/school level?
(SAM items 34, 35, 36, 37, 39)

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Describe how it looks when fully met: The district and school team will develop protocols to analyze implementation data and student performance data several times a year. The function of the analysis is to find areas that may need additional resources, curriculum, and/or instruction modification. This is in conjunction with indicator A4.16, B2.03, and B3.03. The school leadership team will use the results of the universal screening system 3 times a year to plan schedules and allocate resources.

C2.01: The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

Create a series of tasks:
- LEA/school develops/adopts a plan to review aggregated performance and classroom observation data. This plan will include what assessments are analyzed, what analysis is performed, and what decisions will be made in response.
- LEA/school develops/adopts a protocol for regular review of aggregated performance and classroom observation data. This could be adopting a LEA/school problem solving model or determining steps to evaluate and respond to the selected data
- LEA/school develops a regular schedule for evaluation and response to data

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Assess Indicator: Is family involvement defined and monitored with data, linked to school improvement, and focused on two-way communication? Do staff actively engage families that represent population of the school, engage families in problem solving, provide outreach to unresponsive families, and increase the skills of families to support their children's education?
(SAM indicators 19, 20)

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Assess Indicator: Is family involvement defined and monitored with data, linked to school improvement, and focused on two-way communication? Do staff actively engage families that represent population of the school, engage families in problem solving, provide outreach to unresponsive families, and increase the skills of families to support their children's education?
(SAM indicators 19, 20)

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Create a series of tasks:
- School leadership with the assistance of grade levels will determine the essential content to communicate to parents that will support student learning.
- School leadership will develop and implement communication strategies the support two-way communication.
- School leadership will develop and implement communication strategies that support problem solving.
- School leadership will develop strategies that provide outreach to unresponsive families.

Planning for Implementation

Part Three

Your school improvement plan

What adjustments might you make to you current indicators and goals?

Team talk and planning time.