ATTACHMENT X-B: Results of MTSS Needs Assessment

Potential motion: None

Recommended action: Hear the information

The District has begun the process of developing and formalizing a district wide Multi-Tiered System of Support (MTSS). During the month of September, the CEC began the initial step of creating a needs assessment. The purpose is to gain a baseline of systems and programs that are in place across the district. The audit reviewed our current policies, practices and collected data to provide a summary from the evaluation. Tonight Terri Carman and Margo Sickele are here to give the Board a summary of their findings and recommendations for the district to consider to formalize the process.

Multi-Tiered System of Supports Needs Assessment Report

**North Boone Community Unit
School District 200
November 2021**

Agenda

○Needs Assessment Process

○Findings

○Suggestions for Next Steps

○Processing the Report

Team Members

- Crystal Conley
  Director of Program and Services

- Terri Carman
  Program Manager

- Margo Sickele
  Consultant

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Purpose and Non-Purpose

PURPOSE:

To determine the degree of alignment and fidelity of implementation that exists across the written, implemented, and monitored system of supports

NON-PURPOSE:

To evaluate people

What is a MTSS Needs Assessment?

A systematic evaluation of the beliefs, structures, practices and processes reported by stakeholders as being in place at the time of the audit

What Does a Needs Assessment Do?

Examines the extent to which there is alignment and consistency among organizational structures and evidence-based practices for academics and behavior

Reveals the extent to which district and school staff have developed and implemented a sound, valid, and operational system of supports

Needs Assessment Process

- **Review** current policies, processes, implementation of and support for a multi-tiered system

- **Collect data** through team self-assessment, focus group interviews, and document analysis on implementation of the multi-tiered system of supports

- **Summarize** the data and produce a final report that identifies strengths, opportunities for improvement, and suggested priority needs

Focus Groups

All of the role groups who participated in focus groups:

- Building/District Administration

- Student Support Services

- Teachers

- Classified Staff

Rating Rubric

RATING	RATING DESCRIPTOR
1	There is no evidence that this practice or action is in process. (**AWARENESS**)
2	There is evidence that this practice or action is in process, discussion, or limited pilot/testing. There may be planning or studying of the practice or action. The organization has decided to address the practice or action. (**PLAN**)
3	There is evidence that the practice or action has moved beyond small scale planning or pilot/testing to larger scale pilot or testing. The practice or action will become a consistent expectation within the organization. (**DO-STUDY**)
4	There is evidence that the practice or action has support for systematic implementation within the organization. Evidence indicates stakeholder support from all levels of the organization. Evidence indicates systematic implementation is present in at least 50% of the organization and stakeholder groups (Board, administration, teachers, support staff, parents, and students). (**ACT**)
5	There is evidence that the practice or action is systematically implemented and supported within all levels of the organization and stakeholder groups. Evidence indicates systematic implementation is present in at least 80% of the organization and stakeholder groups (Board, administration, teachers, support staff, parents, and students). (**SUSTAINABILITY AND CULTURE**)

Focus Areas:

- Leadership

- Systems

- Professional Learning and Coaching

- Tiered Intervention

- Communication and Collaboration

Focus Area: **Leadership**

Leadership	1	2	3	4	5
A. A designated district team monitors the MTSS system.	■				
B. A vision and goals are part of the MTSS system.	■				
C. Every staff member is aware of resources that support student growth and progress and is able to articulate how MTSS supports all students.	■				
D. Targeted data is reviewed regularly to determine the effectiveness of district programs, practices, and initiatives.	■				
E. Students experience learning in the least restrictive environment.			■		

Strengths: Leadership

✓ Data days are regularly scheduled at the elementary buildings (K-4) to review reading data and determine interventions

✓ There is now a social worker at every building

✓ Students are taught in the least restrictive environment as much as possible with support staff employed to help accomplish this.

Opportunities: Leadership

△ No MTSS team, goals, or vision are in existence at the district or school level

△ District data isn't currently tracked but it will begin for math data this year

△ There are no district expectations communicated about differentiation in classrooms

Focus Area: **Systems**

Systems	1	2	3	4	5
F. The master calendar and schedule are structured to meet the needs of students.	■				
G. Frequent progress monitoring is used for those students who are at-risk or who need additional challenges.		■			
H. Universal screening (benchmarking) is done for all students with comprehensive math and literacy assessments in the language(s) of instruction 2-3x/year.		■			
I. Teacher teams meet regularly to discuss the effectiveness of core instruction and to review grade level data.		■			
J. The MTSS system has clearly delineated roles and responsibilities outlined and communicated throughout the system.	■				
K. There is a systemwide expectation for differentiation in every classroom that has been communicated and is being monitored.	■				
L. Targeted instructional practices are shared school or system-wide and are monitored for fidelity.	■				
M. Specialists are included in student progress conversations and problem-solving.				■	
N. Data systems/platforms are used to effectively track student performance over time and across multiple platforms.		■			

Strengths: Systems

✓ The reading specialists (with the principals) lead Data Days at the K-4 level to review/monitor students' reading assessments to provide additional support in reading as needed

✓ The middle school staff has received some professional development about working in teams and is trying to include data discussions into their collaboration times

✓ Work is starting on creating common assessments

Strengths: Systems (continued)

✓ The district is beginning to use more of a systems approach regarding practice and procedures, so established processes remain even when staff /administrative turnover might occur

✓ High school students are placed in guided study halls. This is the time when intervention pull-out programs happen

Strengths: Systems (continued)

✓ The social workers are helping to bring Social Emotional Learning into the classrooms (e.g., through Second Step, book character studies, etc.)

✓ Some of the elementary schools have started to implement PLCs, which may replace their Data Days

Opportunities: Systems

△ The special education referral process at the upper grades is informal; no real system is in place and data is not discussed

△ Scheduling is done individually by building and intervention time for ELA and Math is not in place at all schools

△ Some of the schools have common plan times, but teachers don't use this time on a regular basis

Opportunities: Systems (continued)

△ Teachers have been somewhat resistant to share/switch students with other teachers for interventions/differentiation (when Covid protocols haven't prevented this)

△ Math support is provided for 5-8 grade students, but students have to miss their electives in order to receive services

△ Most of the data analysis for the buildings is done by the principals and then shared with staff

Opportunities: Systems (continued)

△ Some middle school staff believe there's less being done now for SEL and behavior at the upper grade levels than done in the past.

△ Some middle school staff report that there is no SEL curriculum other than monthly character traits

△ Some staff report that the focus at the high school level for struggling students is more about completing content rather than bringing students up to grade level

Focus Area: Professional Learning and Coaching

Professional Learning and Coaching		1	2	3	4	5
O.	The staff receives professional development on MTSS (Tiers, 1, 2, and 3).	■				
P.	The staff receives professional development about analyzing data and making data-informed instructional decisions.	■				
Q.	Professional learning is aligned to data that spotlights the needs of staff and students.	■				
R.	Professional learning is focused on meeting the needs of students with disabilities.		■			

Strengths: Professional Learning and Coaching

✓ This year's focus for professional development is targeted to creating and working in effective teams (which will be the lead-in to analyzing data at the grade/team level)

✓ Administrators believe that the staff has the capacity to differentiate and provide interventions, but need more direction/PD.

✓ Some of the schools are moving toward more co-teaching and having collaborative conversations among educators

✓ Teachers speak very positively about the work that has been done to update the curriculum

Opportunities: Professional Learning and Coaching

△ Teachers have received limited to no professional learning on MTSS or analyzing data

△ The support staff, i.e., reading specialists (especially at the elementary levels) don't have time to coach teachers or help them differentiate instruction at the classroom level

△ There are no math interventionists in the district

△ Teachers report that it can take months to get help from the behavior specialist who is contracted through the special ed cooperative

Opportunities: Professional Learning and Coaching (continued)

△ Some staff members don't know where they can fit one more initiative/program since they believe nothing gets taken away from what they are required to teach

△ Some staff members believe there is no follow-through for work done on committees

△ Classified staff state that they don't get the training they need. Institute Day topics are not geared toward them

△ Classified staff would like the opportunity to collaborate (either with the teacher teams or as a team of other classified staff members who have similar roles)

Focus Area: Tiered Intervention

Tiered Intervention		1	2	3	4	5
S.	Core instruction that is high quality, culturally relevant, language attentive, and research and standards-based (CCSS, WIDA, ACTFL, SEL) is implemented.			■		
T.	Core practices and resources are implemented/used with fidelity in the language(s) of instruction, including academic instructional practices, behavior expectations and supports.		■			
U.	Differentiated support in the language(s) of instruction is provided based on student needs (reteach and extension) within core instruction (Tier 1).		■			
V.	Evidence-based interventions are matched and implemented with fidelity for those who need more support in addition to core (Tiers 2 & 3).		■			
W.	Progress monitoring tools are used to assess student progress at each Tier.		■			
X.	Students' Tier 2 and 3 needs are provided outside of the Tier 1 academic time.		■			
Y.	All students in the system have access to a high-quality Tier 2 curriculum for academics, behavior, and SEL.	■				
Z.	There are clear guidelines to determine entry and exit criteria for movement between tiered supports		■			
AA.	Data (formative, interim, and summative) is reviewed on a regular basis, and it involves utilizing an explicit problem-solving approach.	■				

Strengths: Tiered Intervention

✓ A variety of programs are used for reading interventions in the elementary buildings

✓ The middle school is beginning to use PBIS for Tier 2 interventions

✓ Middle school staff report that they have started to implement the practice of all subject area teachers being responsible for teaching literacy as evidenced by their use of school-wide writing rubrics and coordinated efforts to teach student how to be good writers

✓ The classified staff feel respected by the teachers and looked at as more than "JUST" paraprofessionals as they support instruction and interventions

Opportunities: Tiered Intervention

△ Differentiation varies by teacher/class

△ There are limited amounts of Tier 1 interventions occurring in the classrooms

△ Students are pulled from their core reading instruction time or other content areas to receive reading interventions

△ There is a difference in the way reading and math interventions/data analysis are organized at the elementary levels.

△ There is no monitoring tools used to assess student progress for the different tiers at the upper grades.

Opportunities: Tiered Intervention (Continued)

△ Administrators and some support staff believe there are too many students being identified for special ed

△ There is limited to no source of data being used to track/monitor student behavior (SWIS was used in the past)

△ Some of the schools have PBIS teams that are run by teachers or a social worker. However, they vary in the amount of structure they have, what data they use, how often they meet, etc.

Focus Area: Communication and Collaboration

Communication and Collaboration		1	2	3	4	5
BB.	Transitions are proactively planned for and communicated about with staff, students, and families, including grade-to-grade transitions, new students, and transition across critical levels (e.g., 4th-5th, 5th-6th, 8th - 9th).		■			
CC.	Key decisions about student learning include stakeholder input.		■			
DD.	Successes, no matter how small, are celebrated by all involved.		■			
EE.	There is a process for onboarding new hires on the MTSS system.	■				
FF.	Staff routinely communicate with parents and other stakeholders about the system of supports.		■			
GG.	MTSS is embraced as a school-wide process that requires the collective responsibility of all staff to ensure that all students learn.	■				
HH.	Teacher teams collaborate and reflect on their practice.		■			
II.	All administrators and educators understand the continuum of services available for students.		■			

Strengths:Communication and Collaboration

✓ Regular communication is sent out through monthly school newsletters, some classroom newsletters, ClassDojo, school messenger announcements, Google classrooms, emails, Schoology, etc.

✓ An SEL committee has been started

✓ The district is beginning to include additional stakeholder groups on committees (e.g., students on the tech committee)

Strengths:Communication and Collaboration (continued)

✓ Summaries of pertinent IEP information is shared with all staff members who work with specific students

✓ A Leveled Literacy Letter goes home every night and provides parents with ways they can help their children with their homework

✓ Staff believe that everyone cares about the students and they want to do what they can to help them be successful

Opportunities: Communication and Collaboration

△ Scheduling and use of collaboration/team time varies by grade level bands in the schools

△ Elementary schools do not have collaboration time built into the school day. High school teams are supposed to use the late start days for their team meetings

△ The district tries to seek input from a variety of stakeholders, but it is usually the same group of people that are involved

Pause to Reflect

Possible Next Steps

➢ This report is not intended to be prescriptive.

➢ We provide some suggestions for addressing key opportunities for improvement.

➢ Next steps are based on the review of district documents, classroom observations and focus group interviews. Suggestions are made using the lens of experiences and opinions of the review team.

Possible Next Steps

Leadership

- Create an MTSS team at the district and school levels

- Establish the mission and purpose of the MTSS team

- Define roles and responsibilities for the district and building MTSS team members

Possible Next Steps

Systems

- Look at creative ways to develop schedules so that interventions can be implemented on a regular basis at all schools as a supplemental period (i.e., an intervention/enrichment block)

- Create a tiered instruction matrix for all grade levels in the areas of literacy, math,behavior/social emotional learning
    - Include the tools that will be used for universal screeners, intervention, and progress monitoring
    - Specify the entrance/exit criteria
    - Identify the timeline for administering assessments for benchmarks and progress monitoring

Possible Next Steps

Systems (continued)

- Identify interventions to use at each Tier across the grade levels

- Make sure the positive behaviors all students should demonstrate are clearly defined and that there is a plan to teach, recognize and support these behaviors (e.g., PBIS)

- Determine a way of measuring student progress toward meeting the behavior expectations

Possible Next Steps

Systems (continued)

- Create a system-wide program for addressing Social Emotional Learning. Use the SEL standards to guide the topics for school/district-wide implementation

- Select published SEL/behavior programs/curricula such as *Zones of Regulation, Second Step, Developmental Designs/Responsive Classrooms* to use across grade levels

CONSORTIUM FOR EDUCATIONAL CHANGE

Possible Next Steps

Professional Learning and Coaching

- Develop a plan for professional development for staff that provides all educators with the knowledge and skills they need to be a part of an effective MTSS system; while also being sensitive to teachers' loads so they don't become overwhelmed

- Continue to work with all staff on the importance of differentiation/interventions so the mindset becomes one of being responsible for all students' success in the school/district and not one of sending struggling students to a specialist or Special Ed as a first step

Possible Next Steps

Professional Learning and Coaching (continued)

- Give classified staff a needs assessment to determine the professional learning that is needed to meet their individual/group needs

- Share progress information, students' goals and strategies with classified staff to use with the students with whom they work

Possible Next Steps

<u>Tiered Intervention</u>

- Identify a clear process and criteria to use for entering and exiting Tiers 2 and 3

- Identify a universal screener to use for SEL

- Create an organized math intervention system - consider mirroring the way reading has been addressed (possibly using teachers as math interventionists)

Possible Next Steps

Communication and Collaboration

- Share the goals of MTSS with all district staff

- Include the mindset of everyone being responsible for all students' learning, the need for putting fidelity into Tier 1 Interventions and the importance of providing targeted interventions early

Getting Ready

MIssion, Vision, Map

A Trained Crew

Loading the Contents

Passenger -Ready

Take-off!

Questions
or
Clarifications?

MTSS Needs Assessment Report

North Boone Community Unit District #200
November 2021

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District/School Information

District: North Boone Community Unit District #200

Date of Review: September 2021

Grade Level of Study: Kindergarten - High School

Student Enrollment: Approximately 1750 students

Evidence Presented or Collected for Report

- Staff self-assessment ratings
- CEC assessment ratings
- Interviews/Focus Groups:
    - District Administrators
    - School Administrators
    - Teachers and Support Staff
    - Paraprofessionals
- Board of Education Policies for Curriculum, Instruction, Assessment, and Professional Learning
- Budget Allocations (curriculum development, resources, assessments, professional learning)
- Curriculum Review Process
- Curriculum Review Calendar
- Curriculum Documents
- Assessment Grid and Results (NWEA, PSAT/SAT, etc.)
- Committee Meeting Agendas
- Building Staff meeting agendas
- Administrative Council agendas
- Board of Education agendas
- Grade level/department/PLC agendas
- New Teacher Orientation Materials
- Public website

Focus on Learning – Needs Assessment Report

The fundamental purpose of a school district is to help all students achieve high levels of learning. Therefore, we must be willing to examine all of our practices, actions, and procedures in light of their impact on learning. The needs assessment documents how systematically each practice or action of a multi-tiered system of supports (MTSS) is evidenced in the district in the following categories: Leadership; Systems; Professional Learning and Coaching; Tiered Intervention; and Communication and Collaboration.

MTSS Needs Assessment Process

- District staff complete a self-assessment
- The CEC Team reviews applicable district documents
- The CEC Team conducts listening visits with stakeholder groups

Ratings System Explanation

RATING	RATING DESCRIPTOR
1	There is no evidence that this practice or action is in process. **(AWARENESS)**
2	There is evidence that this practice or action is in process, discussion, or limited pilot/testing. There may be planning or studying of the practice or action. The organization has decided to address the practice or action. **(PLAN)**
3	There is evidence that the practice or action has moved beyond small scale planning or pilot/testing to larger scale pilot or testing. The practice or action will become a consistent expectation within the organization. **(DO-STUDY)**
4	There is evidence that the practice or action has support for systematic implementation within the organization. Evidence indicates stakeholder support from all levels of the organization. Evidence indicates systematic implementation is present in at least 50% of the organization and stakeholder groups (Board, administration, teachers, support staff, parents, and students). **(ACT)**
5	There is evidence that the practice or action is systematically implemented and supported within all levels of the organization and stakeholder groups. Evidence indicates systematic implementation is present in at least 80% of the organization and stakeholder groups (Board, administration, teachers, support staff, parents, and students). **(SUSTAINABILITY AND CULTURE)**

Summary of Review: LEADERSHIP

Leadership		1 Aware	2 Plan	3 Do-Study	4 Act	5 Sustain
A.	A designated district team monitors the MTSS system.	■				
B.	A vision and goals are part of the MTSS system.	■				
C.	Every staff member is aware of resources that support student growth and progress and is able to articulate how MTSS supports all students.	■				
D.	Targeted data is reviewed regularly to determine the effectiveness of district programs, practices, and initiatives.	■				
E.	Students experience learning in the least restrictive environment.			■		

Leadership STRENGTHS:

- Data days are regularly scheduled at the elementary buildings (K-4) to review reading data and determine interventions
- There is now a social worker at every building
- Students are taught in the least restrictive environment as much as possible with support staff employed to help accomplish this.

Leadership OPPORTUNITIES for Improvement:

- No MTSS team, goals, or vision are in existence at the district or school level
- District data isn't tracked but it will begin for math data this year
- There are no district expectations communicated about differentiation in classrooms

Summary of Review: SYSTEMS

Systems		Aware 1	Plan 2	Do-Study 3	Act 4	Sustain 5
F.	The master calendar and schedule are structured to meet the needs of students.	■				
G.	Frequent progress monitoring is used for those students who are at-risk or who need additional challenges.		■			
H.	Universal screening (benchmarking) is done for all students with comprehensive math and literacy assessments in the language(s) of instruction 2-3x/year.		■			
I.	Teacher teams meet regularly to discuss the effectiveness of core instruction and to review grade level data.		■			
J.	The MTSS system has clearly delineated roles and responsibilities outlined and communicated throughout the system.	■				
K.	There is a systemwide expectation for differentiation in every classroom that has been communicated and is being monitored.	■				
L.	Targeted instructional practices are shared school or system-wide and are monitored for fidelity.	■				
M.	Specialists are included in student progress conversations and problem-solving.			■		
N.	Data systems/platforms are used to effectively track student performance over time and across multiple platforms.		■			

Systems STRENGTHS:

- The reading specialists (with the principals) lead Data Days at the K-4 level to review/monitor students' reading assessments to provide additional support in reading as needed
- The middle school staff has received some professional development about working in teams and is trying to include data discussions into their collaboration times
- Work is starting on creating common assessments
- The district is beginning to use more of a systems approach regarding practice and procedures, so established processes remain even when staff /administrative turnover might occur
- High school students are placed in guided study halls. This is the time when intervention pull-out programs happen
- The social workers are helping to bring Social Emotional Learning into the classrooms (e.g., through Second Step, book character studies, etc.)
- Some of the elementary schools have started to implement PLCs, which may replace their Data Days

System OPPORTUNITIES for Improvement:

- The special education referral process at the upper grades is informal; no real system is in place and data is not discussed
- Scheduling is done individually by building and intervention time for ELA and Math is not in place at all schools
- Some of the schools have common plan times, but teachers don't use this time on a regular basis
- Teachers have been somewhat resistant to share/switch students with other teachers for interventions/differentiation (when COVID protocols haven't prevented this)
- Math support is provided for 5-8 grade students, but students have to miss their electives in order to receive services
- Some middle school staff believe they have made good strides in implementing PLCS and other systems but need to blend SEL into their everyday routines, so they can meet their students' needs. They believe there's less being done now for SEL and behavior at the upper grade levels than done in the past. They report that there is no SEL curriculum other than monthly character traits to focus on
- Some staff report that the focus at the high school level for struggling students is more about completing content rather than bringing students up to grade level
- Most of the data analysis for the buildings is done by the principals and then shared with staff

Summary of Review: PROFESSIONAL LEARNING AND COACHING

Professional Learning and Coaching	Aware 1	Plan 2	Do-Study 3	Act 4	Sustain 5
O. The staff receives professional development on MTSS (Tiers, 1, 2, and 3).	■				
P. The staff receives professional development about analyzing data and making data-informed instructional decisions.	■				
Q. Professional learning is aligned to data that spotlights the needs of staff and students.	■				
R. Professional learning is focused on meeting the needs of students with disabilities.		■			

Professional Learning and Coaching STRENGTHS:

- This year's focus for professional development is targeted to creating and working in effective teams (which will be the lead-in to analyzing data at the grade/team level)
- Administrators believe that the staff has the capacity to differentiate and provide interventions, but need more direction/PD.
- Some of the schools are moving toward more co-teaching and having collaborative conversations among educators
- Teachers speak very positively about the work that has been done to update the curriculum

Professional Learning and Coaching OPPORTUNITIES for Improvement:

- Teachers have received limited to no professional learning on MTSS or analyzing data
- The support staff, i.e., reading specialists (especially at the elementary levels) don't have time to coach teachers or help them differentiate instruction at the classroom level
- There are no math interventionists in the district
- Teachers report that it can take months to get help from the behavior specialist who is contracted through the special ed cooperative
- Some staff members don't know where they can fit one more initiative/program since they believe nothing gets taken away from what they are required to teach
- Some staff members believe there is no follow-through for work done on committees
- Classified staff state that they don't get the training they need. Institute Day topics are not geared toward them
- Classified staff would like the opportunity to collaborate (either with the teacher teams or as a team of other classified staff members who have similar roles)

Summary of Review: Tiered Intervention

Tiered Intervention		Aware 1	Plan 2	Do-Study 3	Act 4	Sustain 5
S.	Core instruction that is high quality, culturally relevant, language attentive, and research and standards-based (CCSS, WIDA, ACTFL, SEL) is implemented.			■		
T.	Core practices and resources are implemented/used with fidelity in the language(s) of instruction, including academic instructional practices, behavior expectations and supports.		■			
U.	Differentiated support in the language(s) of instruction is provided based on student needs (reteach and extension) within core instruction (Tier 1).		■			
V.	Evidence-based interventions are matched and implemented with fidelity for those who need more support in addition to core (Tiers 2 & 3).		■			
W.	Progress monitoring tools are used to assess student progress at each Tier.		■			
X.	Students' Tier 2 and 3 needs are provided outside of the Tier 1 academic time.		■			
Y.	All students in the system have access to a high-quality Tier 2 curriculum for academics, behavior, and SEL.	■				
Z.	There are clear guidelines to determine entry and exit criteria for movement between tiered supports		■			
AA.	Data (formative, interim, and summative) is reviewed on a regular basis, and it involves utilizing an explicit problem-solving approach.	■				

Tiered Intervention STRENGTHS:

- A variety of programs are used for reading interventions in the elementary buildings
- The middle school is beginning to use PBIS for Tier 2 interventions
- The middle school reports that they have started to implement the practice of all subject area teachers being responsible for teaching literacy as evidenced by their use of school-wide writing rubrics and coordinated efforts to teach student how to be good writers
- The classified staff feel respected by the teachers and looked at as more than "JUST" a paraprofessional as they support instruction and interventions

Tiered Intervention OPPORTUNITIES for Improvement:

- Differentiation varies by teacher/class.
- There are limited amounts of Tier 1 interventions occurring in the classrooms
- Students are pulled from their core reading instruction time or other content areas to receive reading interventions
- There is limited to no source of data being used to track/monitor student behavior (SWIS was used in the past)
- Some of the schools have PBIS teams that are run by teachers or social worker. However, they vary in the amount of structure they have, what data they use, how often they meet, etc.
- Administrators and some support staff believe there are too many students being identified for special ed and that this number could be lessened if there were more Tier 1 supports for teachers
- There is a difference in the way reading and math interventions/data analysis are organized at the elementary levels. At some grade levels, a paraprofessional provides math interventions for homework help but interventions and resources are not defined at the same level as seen in reading
- There is no monitoring tools used to assess student progress for the different tiers at the upper grades. They used to use AimsWeb but teachers report this can't be used on the Chrome Books

Summary of Review: Communication and Collaboration

Communication and Collaboration		Aware 1	Plan 2	Do-Study 3	Act 4	Sustain 5
BB.	Transitions are proactively planned for and communicated about with staff, students, and families, including grade-to-grade transitions, new students, and transition across critical levels (e.g., 4th-5th, 5th-6th, 8th - 9th).		■			
CC.	Key decisions about student learning include stakeholder input.		■			
DD.	Successes, no matter how small, are celebrated by all involved.		■			
EE.	There is a process for onboarding new hires on the MTSS system.	■				
FF.	Staff routinely communicate with parents and other stakeholders about the system of supports.		■			

GG.	MTSS is embraced as a school-wide process that requires the collective responsibility of all staff to ensure that all students learn.	▉				
HH.	Teacher teams collaborate and reflect on their practice.		▉			
II.	All administrators and educators understand the continuum of services available for students.		▉			

Communication and Collaboration STRENGTHS:

- Regular communication is sent out through monthly school newsletters, some classroom newsletters, ClassDojo, school messenger announcements, Google classrooms, emails, Schoology, etc.
- An SEL committee has been started
- The district is beginning to include additional stakeholder groups on committees (e.g., students on the tech committee)
- Summaries of pertinent IEP information is shared with all staff members who work with specific students
- A Leveled Literacy Letter goes home every night and provides parents with ways they can help their children with their homework
- Staff believe that everyone cares about the students and wants to do what they can to help them be successful

Communication and Collaboration OPPORTUNITIES for Improvement:

- Scheduling and use of collaboration/team time varies by grade level bands in the schools
- Elementary schools do not have collaboration time built into the school day. High school teams are supposed to use the late start days for their team meetings
- The district tries to seek input from a variety of stakeholders, but it is usually the same group of people that are involved

Suggested Next Steps

While this report is not intended to be prescriptive, this section provides some suggestions for addressing key opportunities for improvement. It provides possible suggestions which could serve as next steps. Next Steps are framed by the experiences and opinions of the review team.

Leadership
- Create an MTSS team at the district and school levels
- Establish the mission and purpose of the MTSS team
- Define roles and responsibilities for the district and building MTSS team members

Systems
- Look at creative ways to develop schedules so that interventions can be implemented on a regular basis at all schools as a supplemental period (i.e., an intervention/enrichment block)
- Create a tiered instruction matrix for all grade levels in the areas of literacy, math, behavior/social emotional learning
  - Include the tools that will be used for universal screeners, intervention, and progress monitoring
  - Specify the entrance/exit criteria
  - Identify the timeline for administering assessments for benchmarks and progress monitoring
- Identify interventions to use at each Tier across the grade levels
- Make sure the positive behaviors all students should demonstrate are clearly defined and that there is a plan to teach, recognize and support these behaviors (e.g., PBIS)
- Determine a way of measuring student progress toward meeting the behavior expectations
- Create a system-wide program for addressing Social Emotional Learning. Use the SEL standards to guide the topics for school/district-wide implementation
- Select published SEL/behavior programs/curricula such as *Zones of Regulation*, *Second Step*, *Developmental Designs/Responsive Classrooms* to use across grade levels

Professional Learning and Coaching
- Develop a plan for professional development for staff that provides all educators with the knowledge and skills they need to be a part of an effective MTSS system; while also being sensitive to teachers' loads so they don't become overwhelmed
- Continue to work with all staff on the importance of differentiation/interventions so the mindset becomes one of being responsible for all students' success in the school/district and not one of sending struggling students to a specialist or Special Ed as a first step
- Give classified staff a needs assessment to determine the professional learning that is needed to meet their individual/group needs
- Share progress information, students' goals and strategies with classified staff to use with the students with whom they work

Tiered Intervention

- Identify a clear process and criteria to use for entering and exiting Tiers 2 and 3
- Identify a universal screener to use for SEL
- Create an organized math intervention system - consider mirroring the way reading has been addressed (possibly using teachers as math interventionists)

Communication and Collaboration

- Share the goals of MTSS with all district staff. Include the mindset of everyone being responsible for all students' learning, the need for putting fidelity into Tier 1 Interventions and the importance of providing targeted interventions early