Ainsworth Community Schools

MTSS
Multi-tiered System of Support

| [Continuous Improvement Process](#)	

Where do we want to be?

      District Purpose/Vision: ACS CARES: We are committed to Achieving Results for Everyone's Success.

      District Beliefs:
- We believe all students can learn and be successful.
- The ACS community encourages extracurricular participation in academics, arts, athletics and service opportunities
- We believe that teaching and learning is a cooperative effort among all students, teachers, and stakeholders.
- All students have the right to a safe and secure learning environment with equitable access to opportunities.
- All students will benefit and succeed in a culture and environment that honors and celebrates diversity and individuality.
- We believe in a learning culture that fosters collaboration and teamwork through all grade levels prek- 12.
- We believe in a culture of high expectations for all students while providing support and direction to meet those expectations.

NeMTSS: *Meeting the Needs of ALL Learners through Continuous Improvement*
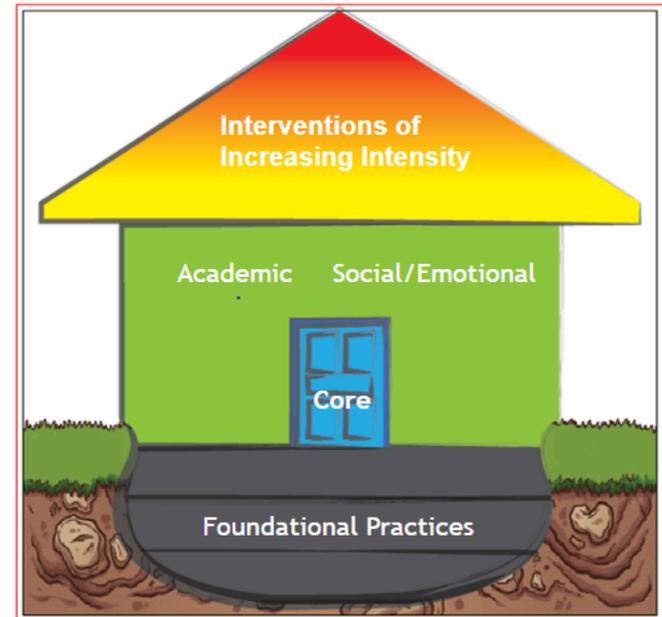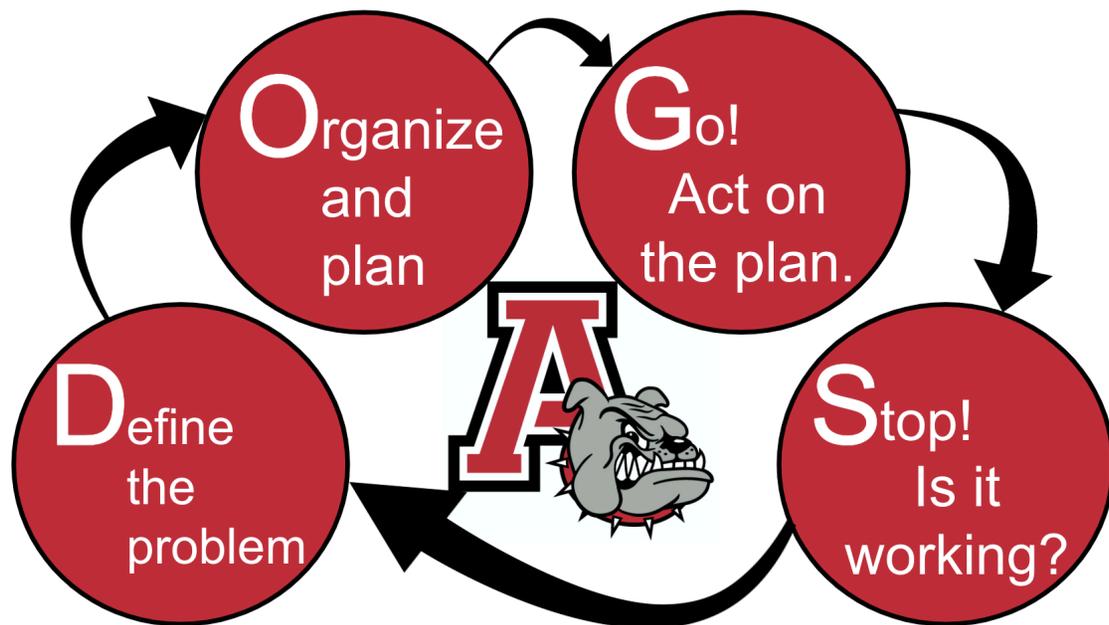
MTSS Defined:

NeMTSS is defined as an instructional system based on the concept that ALL students require early and powerful academic and behavioral core instruction with the potential for high-quality interventions of increasing intensity.

A Multi-Tiered System of Supports (MTSS) is a systematic, continuous-improvement framework in which data-based problem solving and decision-making are practiced across all levels of the educational system to support student learning. MTSS at ACS is a way of doing business that utilizes evidence-based core practices, intervention strategies, and assessment tools to ensure that every student receives the appropriate level of support to be successful. MTSS organizes and prioritizes specific strategies to meet the needs of learners into a system and is not a separate or standalone initiative.

Shared Leadership: MTSS Continuous Improvement Teams

Consists of individuals who analyze student and implementation data, and participate in progress monitoring to make decisions about the effectiveness of core instruction and interventions for a student, group of students, school, or district. Buildings have the autonomy to decide who they have on their MTSS team. Given the tight association between the MTSS model and already existing groups such as CIP and problem-solving teams, many buildings may align with MTSS work. Stakeholder groups to consider having on the building-level MTSS team would include building leadership, general education teacher, special education teacher, school psychologist and other staff that may play a prominent role in the student problem-solving process.

A document describing the potential roles of MTSS team members is linked here. (NeMTSS Framework document, 2018)

District MTSS Continuous Improvement Team
Members:

Name	Position	Role
Dale Hafer	Superintendent	- Facilitate implementation of NeMTSS process and ensure consensus, buy-in and support of all school personnel. - Manage available resources (internal and/or external) needed to facilitate multi-tiered support.
Scott Steinhauser	School Psychologist	- Participate in functional behavior and academic assessments to customize individual plans for students' interfering behaviors and development of appropriate behaviors and academic skills. - Consult with teachers and other school staff to boost understanding and interpretation of progress data to determine if students are making adequate progress and whether intervention changes are needed. - Assist teachers and school teams in selecting evidence-based interventions and progress monitoring tools matched to student need.
Kelli Gibson	District MTSS Coordinator, classroom teacher	Establish regular MTSS meetings to analyze data, problem solve and plan for multi-tiered approach for prevention, instruction and/or

		intervention based on identified needs of student and/or school. ● Facilitate access to data systems for collection and analysis. ● Participate in student problem solving meetings. ● Train teachers in interventions, progress monitoring, differentiated instruction. ● Oversee implementation of interventions. ● Keep notes and anecdotes of interventions implemented. ● Administer screenings. ● Collect school-wide data for team to use in determining at-risk students. ● Maintain log of all students involved in the MTSS process
Benjamin Wright	K-6 Principal	● Conduct Classroom observations to monitor fidelity ● Provide or coordinate connected and continuous professional development. ● Facilitate access to data systems for collection and analysis
Steve Dike	7-12 Principal	● Conduct Classroom observations to monitor fidelity ● Provide or coordinate connected and continuous professional development. ● Facilitate access to data systems for collection and analysis
Rachel Williams	SPED	● Provide consultation to individual school staff in an effort to increase team and staff capacity in

		addressing complex academic and social, emotional, and behavioral needs of students within the general education environment.
Roberta Denny	High School Reading	Oversee implementation of research-based core curricula and instruction in all subject areas.
Amanda Ganser	K-6 Technology	Facilitate implementation of MTSS process and ensure consensus, buy-in and support of all school personnel Facilitate access to data systems for collection and analysis
Wendy Allen	MS/HS Math	Oversee implementation of research-based core curricula and instruction in all subject areas. • Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.
Lisa Schlueter	7-12 School Counselor	Collaborate with family members and other professionals who support students with academic and behavioral challenges throughout the MTSS process. Advocate for the mental health needs of all students by leading efforts to incorporate regular instruction and progress monitoring (routine checks of student proficiency

		during the instructional year to verify growth) of student wellness at the universal level Assist teachers and school teams in selecting evidence-based interventions and progress monitoring tools matched to student need.

Building MTSS Continuous Improvement Team:

Members:

Name	Position	Role
Deb Walker	1st grade teacher	• Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.
Heather Lutter	6th Grade	• Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students.

		• Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.
Danielle Severin	HS Math	• Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.
Tammy Hancock	MS Reading/English	• Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.
Rachel Williams	SPED - HS	Provide consultation to individual school staff in an effort to increase team and staff capacity in addressing complex academic and social, emotional, and behavioral needs of students within the general education environment.
Bobbie Jo Robinson	SPED-Elementary	Provide consultation to individual school staff in an effort to increase team and staff

		capacity in addressing complex academic and social, emotional, and behavioral needs of students within the general education environment.

Essential Elements of the MTSS Framework:

The MTSS model is a continuum of evidence-based practices that are used strategically as a part of a larger system to ensure the learning of all students. The model includes an intentionally small number of high impact foundational practices, along with instruction and intervention of increasing intensity. The essential elements of the MTSS model are listed below:

- **Shared Leadership**

- **Communication, Collaboration, and Partnerships**

- **Evidence-Based Practices: Curriculum, Instruction, Intervention and Assessment**

- **Building Capacity/Infrastructure for Implementation**

- **Layered Continuum of Support**

- **Data-Based Problem Solving and Decision Making**

A detailed rubric has been provided for each essential element within the **NeMTSS District Self-Assessment**. The purpose of the rubric is to provide a clear signpost as to where your building is in the development of each element, and trajectory for continued improvement.

District Self-Assessment Summary Results:

Baseline: June 23, 2018

Average by Component	
Average Shared Leadership	1.86
Average Communication, Collaboration, and Partnerships	1.466666667
Average Evidence-Based Instruction, Intervention, and Assessment Practices	1.688
Average Building Capacity/Infrastructure for Implementation	1.27
Average Layered Continuum of Support	1.71
Average Data-Based Problem Solving and Decision Making	1.213333333

Follow-up: September 20, 2019

Average by Component	
Average Shared Leadership	1.93
Average Communication, Collaboration, and Partnerships	1.413333333
Average Evidence-Based Instruction, Intervention, and Assessment Practices	2.08
Average Building Capacity/Infrastructure for Implementation	1.24
Average Layered Continuum of Support	1.92
Average Data-Based Problem Solving and Decision Making	1.32

Follow up: June 7, 2021

Average by Component	
Average Shared Leadership	3
Average Communication, Collaboration, and Partnerships	2.32
Average Evidence-Based Instruction, Intervention, and Assessment Practices	2.6
Average Building Capacity/Infrastructure for Implementation	1.98
Average Layered Continuum of Support	2.25
Average Data-Based Problem Solving and Decision Making	2.153333333

Foundational Practices:

The purpose of identifying foundational practices within the MTSS model is to focus limited resources and time towards those areas that have the greatest probability of supporting a strong core program and the capacity to systematize subsequent layers of support. The intent is to strive for quality implementation of a small number of high leverage strategies. As such, fidelity of implementation of these strategies is monitored intentionally at the building and district-level. The theory of action driving this approach is that as an organization, it is best to **do the most important things well**, rather than support many strategies with varying levels of implementation quality.

Foundational Practice: Teaming for Problem Solving (Team Structure): Red Rating=October 2019, Yellow Rating=June 2020 (any section still red remained the same in June 2020.) Green=June 7, 2021

Team Characteristic	Initiating	Developing	Deepening	Sustaining
Common Schedule	A common school schedule is developed and allows grade level classroom teachers to collaborate weekly, before or after school.	A common school schedule is developed that allows grade level classroom teachers, special educators, and other needed specialists to collaborate weekly. **MS HS**	A common school schedule is developed that allows grade level classroom teachers, special educators, and other specialists time to collaborate weekly. The schedule also allows for staff-supported intervention and enrichment time. **EL**	A common school schedule allows for 60 minutes of weekly collaboration during the school day, between classroom teachers, special educators, principal, and other specialists who may contribute to problem solving. The schedule also allows for staff-supported intervention and enrichment time for a minimum of 30 minutes per day.
Working Agreements and Norms	Teams have established working agreements and norms, but minimal reflection about what they mean or look like has taken place by team members.	Teams have established working agreements and norms that guide meetings. Team members occasionally reflect on their adherence to working agreements and norms but rely on school leadership to support implementation.	Teams have established working agreements and norms that guide productive meetings. Team members periodically reflect on their adherence to norms and are beginning to hold each other accountable for following them.	Teams have established working agreements and norms that guide productive meetings. Team members regularly reflect on their adherence to the working agreements and norms and hold each other accountable for following them.
Clear Goals	Little or no effort has been made by teams to engage in setting and defining improvement goals related to student learning. If goals exist, they have been developed by the administration or are superficial.	Teams have participated in a goal setting process, but the goals and/or action steps are typically stated as projects/tasks to be accomplished or are written so broadly that they are difficult to measure. The goals do not yet influence instructional decisions in a meaningful way.	Staff members have worked together in teams to establish shared improvement goals. The goals are clearly communicated. Common assessment tools are being used to measure progress toward the goals. Use of instructional strategies is intentional to move towards goal attainment.	All teams pursue measurable performance goals as part of their routine responsibilities. Team goals are clearly linked to the school's improvement priorities/shared vision. Goal attainment is monitored and celebrated. Teams demonstrate a willingness to set and pursue challenging goals and alter instructional practices to that end.
Essential Learning	Teams include conversations about the curriculum guides in their regular meetings, but conversations are at a surface level and teachers largely work independently to make instructional plans.	Teams work collaboratively to clarify the essential learning in each curriculum guide and develop a plan that works for them around the recommended pacing guide. Not all staff follow these agreed upon plans within grade-level or content area teams.	Teams have clarified the essential learning in each curriculum guide and use common assessments to guide conversations about student learning. Teams are beginning to adjust their use of resources, pacing, and instruction based on evidence of student learning. Collaborative unit planning is broad in scope.	Teams continually build shared knowledge about the objectives in curriculum guides and unpack common assessments to clarify student learning expectations. Teams work interdependently to plan units, share resources, hone pacing, and develop new strategies and approaches to help all students reach the intended learning objectives.

Evidence Informed Dialogue	Teams use data to inform and develop teaching and learning practices are limited. Data may be seen as an end in itself. Staff view the collection and analysis of data as someone else's responsibility. There is limited or no dialogue with data collection.	Data collection is occurring during Teams but little responsibility is being taken to analyze it to inform teaching and learning efforts.	Teams take ownership for data collection, analysis, and dialogue and are starting to use this information to inform teaching and learning efforts.	Data is collected, analyzed, and used to support the process. Staff confidently and consistently use a wide range of data to understand student learning and effectiveness of teaching. They use their findings to inform individual and collective efforts to improve student learning and teaching practice.
Differentiation, Intervention & Enrichment	Teams rarely or never collaborate to develop strategies in order to meet the needs of struggling students or those in need of enrichment.	Teams typically collaborate to develop strategies in order to meet the needs of struggling learners such as differentiated instruction and aligning students with skill gaps with evidence-based interventions. EL MS HS	Teams collaborate to develop strategies to meet the needs of all learners through differentiated instruction and formalized, evidence-based, interventions for students with skill gaps. Enrichment includes extension opportunities that provide meaningful, cognitively challenging, learning extensions tied to the objectives.	Teams collaborate to develop strategies to meet the needs of all learners. They work together to plan intentional differentiated instructional plans. Intervention and enrichment are systematic, monitored and adjusted to ensure the learning growth of all students.
Scoring Expectations/ Body of Evidence	Little or no evidence of implementation.	Teams inconsistently calibrate scoring tools prior to and/or during the scoring of student work.	Teams calibrate scoring tools during the scoring of student work.	Teams routinely calibrate scoring tools prior to and during the scoring of student work.
Grading & Reporting Practices	Little or no evidence of implementation.	Teams have inconsistently committed to common grading and/or reporting practices. EL MS HS	The team is committed to common grading/reporting practices. Where present, the team is aligned with district practices.	The team is committed to common grading/reporting practices that accurately communicate student learning. Where present, the team is aligned with district practices.
Learning Focused Collaboration	Teachers work in isolation. There is little awareness of what or how colleagues are teaching.	Teachers recognize a common curriculum that they are responsible for teaching, but there is little exchange of ideas regarding instructional materials, teaching strategies, or methods of assessment. EL MS HS	Teachers function in work groups that meet regularly to complete certain tasks such as reviewing intended outcomes, assessments, sharing resources, and coordinating plans.	Teachers function as a team. They work collaboratively to identify collective goals, develop strategies to achieve those goals, gather relevant data, and learn from one another. Unlike a work group, they are characterized by

				common goals and interdependent efforts to achieve those goals.
Individual Student Problem Solving	Student Problem Solving is an isolated and disconnected event.	Teachers use data to discuss at risk students.	Classroom teachers function as a problem-solving team and invite others with expertise about the student to participate in problem solving in an ongoing and fluid manner.	Classroom teachers and others with expertise function as a problem-solving team using core outcome and implementation data, as well as progress monitoring, to drive decisions for individual students. A systematic documentation and communication process is defined, streamlined and shared with all stakeholders
Leadership Feedback	Little or no evidence of interactions.	The leadership team provides inconsistent or limited feedback to teams on their work. Some practices such as team self-reflection scales or surveys may be encouraged or required from time-to-time. EL MS HS	The leadership team provides regular feedback to teams regarding the effectiveness, productivity, and focus of their team meetings. Unproductive team member behaviors are addressed. Teams are encouraged to periodically reflect on their own performance.	The leadership team provides regular feedback to teams regarding effectiveness, productivity, and focus of their team meetings. Unproductive team member behaviors are addressed. Systems are in place to promote regular team reflection on their own performance. Effective team practices are developed intentionally by administration.

Describe Problem-Solving Plan for Implementation. (Includes Individual Student Problem Solving...See Teaming for Problem Solving)

Our Score as of June 1, 2020 - 1.6

1. Set up PLC groups- formally planned time during in-service- use common planning time at elementary level and seminar at the 7-12 cover classrooms or group seminars together to free up teachers to collaborate
2. Curriculum work and alignment- new reading program

Our Score as of June 7, 2021- 2.05

1. Set up teams - formally planned time during in-service- use common planning time at elementary level and seminar at the 7-12 cover classrooms or group seminars together to free up teachers to collaborate
2. Streamline grade reporting process

Foundational Practice: Data-Based Decision Making

The District employs a balanced assessment system that includes an array of tools geared at understanding and monitoring student learning. These tools help to provide data to all educators to determine the degree to which students are learning the intended outcomes and to determine the success of an instructional practice or intervention strategy. Data is used by staff to navigate and monitor the continuum of supports within the MTSS model. Below is a brief summary of some of the various tools within a balanced assessment system.

District Assessment System Sample: After completing the Taking Stock of Assessment Tools Activity from Day 1 Awareness, modify this chart to reflect your district's balanced assessment plan.

Assessment	Overview	Frequency (example)	Role & Purpose
MAP Growth	MAP Growth is a computer adaptive, standards aligned, interim assessment administered for reading, language usage, and math. MAP provides educators with information on Zone of Proximal development and provides a lens to understand student growth over time.	**Grade K: Fall and Spring Administration** * Reading * Math **Grade 1: Fall and Spring Administration** ● Reading ● Math **Grade 2: Fall and Spring Administration** ● Reading ● Language Usage ● Math **Grades 3-11: Fall and Winter Spring Administration** ● Reading ● Language Usage ● Math ● Science	● Inform Classroom Instructional Planning ● Monitor Student Growth Over Time ● Understand Local Student Performance and Growth in Comparison to National Norms & NSCAS predictions ● Universal Screener for Nebraska Reading Improvement Act

DIBELS	**DIBELS® 8th Edition** is a battery of short (one minute) fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring in Kindergarten - 8th grade.	**Grades K-8: Fall, Winter, and Spring Benchmarks** ● Reading ● Math **Grades K-8: Progress Monitoring based on Student Benchmark Performance**	● Universal Screener for Nebraska Reading Improvement Act ● Inform Classroom Instructional Planning ● Monitor Student Growth Over Time
NSCAS	Nebraska Student-Centered Assessment System (NSCAS). NSCAS is the ESSA accountability and Nebraska State Statute required assessment for grades 3-8. NSCAS assessments are criterion-referenced adaptive assessments of grade level standards.	The NSCAS-ELA, Math & Science test is administered during a six-week window in the spring. ● Grades 3-8: ELA & Math ● Grades 5 & 8: Science	● Statewide Summative Assessment for Accountability ● Comparison with Other Nebraska Schools & Districts
ASVAB		● Grade 11: Fall Administration	
ACT	The ACT is a standardized norm-referenced test used for college admissions in the United States. The ACT consists of five sub-tests: English, Math, Reading, Science, & Writing. The ACT is a timed multiple-choice test that reports student performance on a 36-point scale. ACT Benchmark thresholds in each sub-test communicate the probability of student success in corresponding entry-level college courses.	The ACT is Nebraska's ESSA/State Statute mandated high school accountability assessment for 11th grade students. It is completed by all students in the spring of 11th grade. Students may also elect on their own to complete the ACT multiple times during high school.	● Communicates Probability of College and Career Readiness ● Statewide Summative Assessment for Accountability ● Comparison with other Nebraska Schools & the Nation
CAPS/COPS/CO PES		● Grade 8: Spring Administration	
			●
			●
-			●

Behavior Assessments	Collection of office referrals and suspensions		as well as the monitoring of interventions, implementation and outcomes
Teaching Strategies GOLD	Teaching Strategies GOLD is a preschool ongoing assessment that monitors Pre-K students in the areas of social-emotional, physical, language, cognitive, literacy, and mathematics development. It compares students to same-age peers using age-level bands.	Pre-K: Fall, Winter, and Spring	● Inform Classroom Instructional Planning ● Monitor Student Growth Over Time ● Understand Local Student Performance and Growth in Comparison to National Norms

Evidence-based Practices: Curriculum, Instruction, Intervention and Assessment

The use of evidence-based practices with fidelity increases the likelihood that students will have positive outcomes. When schools do not consider the research supporting a practice, they are taking a chance that the time and resources put into the practice could be wasted on ineffective practices that do not lead to desired outcomes. In addition, within the continuous improvement process schools are to include information regarding plan implementation (e.g., Targeted Improvement Plan, Continuous Improvement Plan). Schools will want to consider resources for implementation when building their electronic storage unit.

Insert Link to Electronic Resource Storage Unit:

https://sites.google.com/ainsworthschools.org/mtss/home

Data-based Focus Priorities:

These unambiguous student learning outcomes are the priority for the organization. Success or failure to improve on these priorities over time will dictate the degree to which the School is achieving its purpose and direction.

Purpose of the Priority Outcome Data Profile:
The purpose of the profile is to provide unambiguous indicators that the school district can use to monitor its progress towards its focus priorities. Multiple indicators are selected for each priority area in order to provide a multidimensional view of performance. The intent from this point forward would be that priority outcomes change when compelled by the local strategic plan or external factors tied to accountability.

District:

The district will update and review the profile on an annual basis as outcomes in the indicator areas are made available. The data from the profile are reviewed comprehensively each year by the MTSS Continuous Improvement District Leadership Team to determine areas of strength and concern within priority areas using the identified problem-solving model. Findings from this needs-assessment, along with the NeMTSS Self-Assessment, will drive targeted action steps at the district-level to support teachers and administrators.

Building:

Buildings will maintain a living profile of its performance for the indicators in each priority outcome area. Buildings may add other priorities based upon the unique needs of their building. Each building maintains up-to-date action plans that capture its findings from the analysis of their data and the corresponding action steps they plan to take (or have taken) in order to continuously improve.

Principal/Central Office Collaboration:

The objective with the NeMTSS Continuous Improvement Framework is for it to serve as the instrument administrators use for goal setting and improvement. The objective for this approach at the district-level is to further reinforce stated priorities and more deeply embed continuous improvement within the district in a collaborative manner. It is also intended to reflect a desire by building leaders to have a clear and consistent focus.

Definitions:

Focused Priority: These represent the broad student outcomes the organization has the greatest interest in targeting for improvement. This is driven by your awareness study in Days 1-3, including Taking Stock of Data Resources, NeMTSS Self-Assessment results, along with student outcome data and fidelity data.

Indicators: These represent the specific measurement tools that will be used to monitor performance in the priority outcome areas each year. Multiple indicators are included within each priority area in order to provide a multidimensional perspective.

District Demographic Trends:

Demographic Categories	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
(PK-12) Student Enrollment	462	443	429		
Special Education	16%	16%	14%		
High Ability Learners	19.91%	19.12%	19%		
White	92.6%	92.8%	92.8%		
Black	.2%	.2%	.2%		

Hispanic	3.4%	3.8%	3.4%		
Asian	0%	0%	0%		
Two or More Races	1.5%	.9%	1%		
Native Hawaiian/Other Pacific Islander	0%	0%	0%		
American Indian/Alaska Native	2.2%	2.3%	2.3%		
Free and Reduced	45.20%	46%	46%		
English Learners	*	*	*		
Gender					
Graduation Rate	90.48%	91.89%	95%		

**Consider additional data such as Least Restrictive Environment (LRE) to determine whether all children have access to core instruction

Growth/Assessment Data

Indicators:

ELA									
Indicator: % of students that are proficient on the NSCAS ELA assessment.	**2016-2017 (previous)**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**				
Grade 3	29%	68%	65%	Covid	70%				
State Average	53%	53%	56%	Covid					
Grade 4	50%	57%	53%	Covid	35%				
State Average	56%	56%	58%	Covid					
Grade 5	35%	27%	31%	Covid	46%				
State Average	51%	51%	48%	Covid					
Grade 6	23%	55%	27%	Covid	50%				
State Average	47%	47%	49%	Covid					
Grade 7	40%	29%	51%	Covid	40%				
State Average	47%	47%	49%	Covid					

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021				
Grade 8	33%	50%	47%	Covid	58%				
State Average	51%	51%	50%	Covid					
Grade 11				Covid	58%				
State Average	50%	47%	42%	Covid					
Overall District	**36%**	**47%**	**48%**	**Covid**					
Overall State	**51%**	**51%**	**52%**	**Covid**					

Indicator: % of students that are at or above grade level benchmark on DIBELS Next	2016-2017	2017-2018	2018-2019	2019-2020 Winter	2020-2021				
Kindergarten	92%	89%	77%	59%	90%				
Grade 1	82%	87%	79%	63%	91%				
Grade 2	83%	82%	76%	81%	81%				
Grade 3	81%	87%	72%	76%	74%				
Grade 4	81%	87%	75%	65%	68%				
Grade 5	85%	81%	73%	61%	52%				
Grade 6	86%	84%	88%	60%	64%				
Grade 7				86%	72%				
Grade 8				86%	72%				
Overall District	**85%**	**85%**	**77%**	**71%**	**74%**				

Indicator: % of students at or above MAP 2015 Norms for Reading / % of students that met Fall to Fall growth rates (fall assessment) Starting at 21-22 we are reporting on students that are at the 40 percentile or above.	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021				
Kindergarten					45%				
Grade 1				88%/	58%				
Grade 2				88%/	60%				
Grade 3				75%/	67%				
Grade 4		/41%	68%/52%	76%/52%	41%				
Grade 5		/29%	65%/33%	63%/57%	50%				
Grade 6		/48%	71%/48%	75%/50%	48%				

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021				
Grade 7		/41%	71%/27%	73%/59%	42%				
Grade 8		/46%	50%/46%	75%/60%	48%				
Grade 9					45%				
Grade 10					29%				
Grade 11					65%				

Indicator: % of students at or above MAP 2015 Norms for Language / % of students that met Fall to Fall growth rates (fall assessment) Starting at 21-22 we are reporting on students that are at the 40 percentile or above.	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021				
Grade 1									
Grade 2				81%/					
Grade 3				71%/					
Grade 4		/50%	83%/56%	66%/48%					
Grade 5		/38%	67%/48%	63%/29%					
Grade 6		/42%	83%/61%	75%/70%					
Grade 7		/50%	74%/53%	57%45%					
Grade 8		/49%	57%/41%	83%/46%					

MATH

Indicator: % of students that are proficient on the NSCAS Math assessment.	2016-2017 (previous)	2017-2018	2018-2019	2019-2020	2020-2021				
Grade 3	70%	48%	39%	Covid	63%				
State Average	75%	50%	55%	Covid					
Grade 4	73%	43%	43%	Covid	39%				
State Average	76%	50%	52%	Covid					
Grade 5	85%	23%	23%	Covid	39%				

State Average	76%	50%	54%	Covid					
Grade 6	69%	67%	50%	Covid	46%				
State Average	70%	55%	55%	Covid					
Grade 7	83%	57%	63%	Covid	48%				
State Average	69%	49%	49%	Covid					
Grade 8	73%	67%	41%	Covid	75%				
State Average	65%	50%	47%	Covid					
Grade 11	--			Covid	61%				
State Average	58%	46%	37%	Covid					
Overall District	**76%**	**53%**	**44%**	**Covid**					
Overall State	**58%**	**47%**	**42%**	**Covid**					

Indicator: % of students at or above MAP 2015 Norms for Math **/** % of students that met Fall to Fall growth rates (fall assessment) Starting at 21-22 we are reporting on students that are at the 40 percentile or above.	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021				
Kindergarten					72%				
Grade 1				81%	42%				
Grade 2				88%/	45%				
Grade 3				58%/	63%				
Grade 4		/68%	72%/33%	69%76%	23%				
Grade 5		/8%	60%/29%	57%/34%	39%				
Grade 6		/68%	71%/52%	46%/41%	38%				
Grade 7		/77%	80%/42%	78%/77%	42%				
Grade 8		/49%	50%/39%	73%/46%	60%				
Grade 9					74%				
Grade 10					50%				
Grade 11					70%				

ACT									
Average scores on the ACT Year	# and % of Seniors Tested	English	Math	Reading	Science	Writing	AHS Composite	State Composite	National Composite
2008-2009	29 (62%)	20.3	22.1	21.7	20.8		21.3	22.1	21.1
2009-2010	32 (74%)	20.2	21.1	20.4	20.3		20.7	22.1	21
2010-2011	29 (83%)	22.6	22.2	22.9	22.1		22.6	22.1	21.1
2011-2012	32 (70%)	19.8	20.9	21.5	21.1		20.9	22	21.1
2012-2013	35 (80%)	19.9	20.7	22.2	21.3		21.2	21.5	20.9
2013-2014	28 (82%)	19.7	20.1	21.3	21.2		20.7	21.7	21
2014-2015	27 (84%)	22.7	21.4	22.4	21.6		22.1	21.5	21
2015-2016	30 (73%)	20.7	20.8	20.8	20.9		20.9	21.4	20.8
2016-2017	26 (72%)	21.7	20.9	23.1	21.9		22.1	21.4	21
2017-2018	34 (97%)	19.1	19.0	19.7	19.4		19.4	20.1	20.8
2018-2019	22 (100%)	22.0	22.1	21.3	21.4		21.8	20.0	20.7
2019-2020 (Fall 2020)	37 (97%)	21.2	19.6	20.6	19.9	7.3	20.5	19.9	20.6
2020-2021	38 (100%)	21.1	20.5	21.2	20.3	6.7	21.0		20.7
Four-Year Graduation Rate									
	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**				

	2016-2017	2017-2018							
4 Year Cohort	90.48%	91.89%							
4 Year State Average	89.11%	88.66%							

Behavior

Indicator: Attendance Percentage	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021				
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 11									
Grade 12									
Overall District									

Indicator: Number of Office Referrals	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021				
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									

Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Overall District									

Intervention									
Indicator: % of students receiving intervention beyond the CORE curriculum	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**				
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
Overall District									

District Operations Priority Outcomes: <mark>OPTIONAL SAMPLE INDICATORS ONLY</mark>

Human Resources indicators	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
% of Teachers Absent More Than _***_ Days Per Year					
K-3 Class Size Average					

% - K-3 Classes Over 23 Students					
4-6 Class Size Average					
% - 4-6 Classrooms Over 25 Students					
Middle School (MS) Class Size Average					
% - MS Classes Over 28 Students					
High School (HS) Class Size Average					
% - HS Classes Over 28 Students					
% of Teachers Assigned with Proper Endorsements					
Certified Staff to Building Administrator Ratio					
Student Enrollment to Central Office Administrator Ratio					

Business Services indicators	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Average Per Pupil Spending					
% of Budget Personnel					
District Bond Rating					
Total Mill Levy					
Special Building Fund Available Balance					
Total Receipts					
Total Disbursements					
Increase/Decrease in Balance					
Balance as % of Disbursements					

Focused Priority: Accreditation

Nebraska Department of Education Rule 10 requires that school districts have an external team visit once within every five-year period of time. One objective of the profile is that the district and each building will be prepared for a visit as a result of the proposed model. Rule 10 (and the AdvancED and Frameworks accreditation process) require that schools regularly collect and analyze a variety of data sources, set improvement goals, develop and implement

improvement plans and evaluate progress towards goals. Documentation that comes through this MTSS process will satisfy those requirements at both the building and district level. When this process is implemented effectively, an accreditation event will be a seamless experience because evidence of work will be well organized, consistent, and focused.

Foundational Practice: Continuous Improvement Process

Continuous Improvement Characteristics	Initiating	Developing	Deepening	Sustaining
School Purpose & Direction	The school has a purpose and direction (or mission & vision) that was developed with limited stakeholder involvement and is not known by internal and external stakeholders. The purpose and direction have very little influence on the culture of the school.	The school has a purpose and direction (or mission & vision) that was developed with some stakeholder involvement and is known by limited internal and external stakeholders. The purpose and direction have some influence on the culture of the school.	The school has a purpose and direction (or mission & vision) that was developed with broad stakeholder involvement. It can be articulated by administration and some key staff members (e.g., CIP team) not only in words, but in stories and artifacts that provide evidence that it is living. School administration and key staff members (e.g., CIP team) regularly reflect on their purpose and direction and its influence on the culture of the school.	The school has a purpose and direction (or mission & vision) that was developed with broad stakeholder involvement and is known by most internal and external stakeholders. It can be articulated by the staff not only in words, but in stories and artifacts that provide evidence that it is living. The school staff regularly reflect on their purpose and direction and its influence on the school culture.
Data Profile	Little to no evidence of the use of data to inform continuous improvement.	Data are collected and displayed within a school data profile. Improvements and growth areas within data can be discussed by school administration and key staff.	Data are collected and displayed within a school data profile and there is a collaborative process in place for examining growth and improvement of data over time with staff. Data are analyzed at the sub-group level across multiple data sources to understand themes in school performance. Staff understand the strengths and growth opportunities within the data and can associate improvement actions with the outcomes.	Data are collected and displayed within a school data profile and there is a collaborative process in place for examining growth and improvement of data over time. Data are analyzed at the sub-group level across multiple data sources to understand themes in school performance. Staff understand the strengths and growth opportunities within the data and can associate improvement actions with the outcomes. Data checkpoints have been identified and are monitored regularly and over

			time as indicators to inform progress towards school goals.
Problem Solving Process	The school does not use the steps in their problem-solving process to evaluate student learning outcomes or other data.	The school uses the PS Process specifically the identification and analysis steps, but other steps receive superficial (or surface level) attention. The school has set improvement goals that are aligned with improving student outcomes.	The school uses the PS Process to evaluate its present reality. Special attention is paid to the action and evaluation phases of the process in order to gain a deep understanding of the current strengths and opportunities to improve. Action steps selected within the CIP plan are aligned with goals.	The school uses the PS Process to evaluate its present reality. Special attention is paid to all phases of the process in order to gain a deep understanding of the current strengths and opportunities to improve. Action steps selected within the improvement plan are aligned with goals. The CIP or MTSS team has intentionally identified data checkpoints to monitor goals and reflects regularly on the effectiveness of the plan.
Common Improvement Goals	The school has not explicitly established goals to improve student learning.	The school has goals to guide the continuous improvement process. Goals provide a broad categorical focus (e.g., reading) for continuous improvement efforts, but may lack the necessary precision, clarity or rigor to compel the ambitious pursuit of improvement. Goal attainment is celebrated but may not yet actively live in the culture of the school.	The school has measurable performance goals related to student learning. Goals are rigorous and compel the school to reach beyond its present level of performance. The celebration of the achievement of goals is part of the schools culture. School goals are known and understood by all staff. Individual and team goals are congruent with school goals.	The school has measurable performance goals related to student learning. Goals are rigorous and compel the school to reach beyond its present level of performance. School goals are known and understood by all staff. Individual and team goals are congruent with school goals. Teachers/teams work interdependently to achieve common goals for which members feel mutually accountable. The celebration of the achievement of goals is a regular part of the school culture.
Improvement Action Plans	The school does not have a formal continuous improvement plan. Goals and action steps may exist, but they have not been formally documented.	The school has a formally documented continuous improvement plan. The plan includes goals, action steps and assigned responsible staff, and timelines for implementation. Any data checkpoints that exist within the plan are superficial or lack clarity to ensure consistent implementation or use. The plan is not specific enough to drive continuous improvement efforts in the building (e.g.,	The school has a formally documented continuous improvement plan. The plan includes scaffolded action steps, assigned responsible staff, clear (and realistic) timelines for implementation. The plan influences professional development activities and the focus of collaborative teams. Data checkpoints to monitor implementation may be present but are insufficient to truly	The school has a formally documented continuous improvement plan. The plan includes well-researched, scaffolded action steps, assigned responsible staff, clear (and realistic) timelines for implementation and data checkpoints to monitor implementation for all school improvement goal areas. The plan is continuously updated by the CIP/MTSS team as a living document. The plan drives professional development, collaborative team focus,

		professional development priorities, collaborative team focus, etc.).	understand the progress towards the goal area and already completed (or in progress) action steps. The plan is updated at least annually by the CIP team.	communication and allocation of resources within the building.
Productive Improvement Environment	The school has not developed a collaborative and ongoing process for improvement that aligns the functions of the school with expectations for student learning. The school cannot demonstrate progress in improving student performance and school effectiveness. New improvement efforts are not informed by the results of earlier efforts through reflection and assessment of the improvement process.	The school is developing a collaborative and ongoing process for improvement that aligns the functions of the school with expectations for student learning. Improvement efforts are being developed, but the school cannot yet demonstrate progress in improving student performance and school effectiveness. New improvement efforts are somewhat informed by the results of earlier efforts through reflection and assessment of the improvement process.	The school implements a collaborative and ongoing process for improvement that aligns most functions of the school with expectations for student learning. Improvement efforts are sustained, and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.	The school fully implements a collaborative and ongoing process for improvement that aligns all functions of the school with expectations for student learning. Improvement efforts are systemic, sustained, fully embedded, and the school demonstrates significant progress in improving student performance and school effectiveness. There is a positive sense of urgency at the school to improve student learning. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.

Foundational Practice: Instructional Model

Instructional Model Characteristics	Initiating	Developing	Deepening	Sustaining
Clear Vision to Support the Instructional Model	Actions may be taken to support the growth and sustainability of the instructional model, but there is not yet a clear vision guiding the school.	The school is in the early stages of a vision to support the growth and sustainability of the instructional model, but it is not yet sophisticated enough to support the diverse needs of all staff.	The school is acting on its vision to support the growth and sustainability of the instructional model. It strategically leverages formal professional development time, Teams, and other staff meeting time to advance quality instruction in the school. The plan is differentiated to meet the needs of new and existing staff members.	The school is acting on its vision to support the growth and sustainability of the instructional model. It strategically leverages formal professional development time, Teams, and other staff meeting time to advance quality instruction in the school. It is differentiated to meet the diverse growth needs of all staff. The plan is regularly reflected and improved upon by school leadership

				as part of the continuous improvement process.
Instructional Practices are Known	Knowledge of the instructional model is at a surface level by many staff members.	Teachers and school leaders can describe the features of the Instructional Model. School staff can speak to how they use the model intentionally to inform instructional planning.	Teachers and school leaders can describe the features of the Instructional Model in detail. There is an understanding that some elements are best applied in some types of lessons more so than others and this understanding informs the planning of instruction.	Teachers and school leaders can describe the features of the Instructional Model in detail. There is an understanding that some elements are best applied in some types of lessons more so than others and this understanding informs the planning of instruction. Staff share ideas about instructional practices and strategies using instructional model language. There is evidence that a common language of instruction is part of the culture of the school.
Support for Teacher Reflective Practice	Staff set required goals associated with evaluation procedures to improve their instructional capacity.	Staff formally self-reflect at least once annually to identify areas of strength and growth within the instructional model. Staff use this reflection to inform the setting of meaningful goals that guide instructional improvement over the course of the year.	Staff formally self-reflect at the beginning and end of each year to identify areas of strength and growth within the instructional model. Staff use this reflection to set meaningful goals to improve instructionally. A school leader (admin, coach, dept. leader) meets with staff members to discuss goals at the beginning and end of each year. Time is dedicated during staff meetings to discuss effective instructional practices. Instructional rounds may occur but have not yet been formalized (e.g., unguided or without training).	Staff self-reflection is systematized and occurs regularly throughout the school year. Staff use reflection to set meaningful goals to improve instructionally. A school leader (admin, coach, dept. leader) meets with staff members to discuss goals at the beginning, during and at the end of each year to support staff growth. Time is dedicated during staff meetings to discuss effective instructional practices. Instructional rounds are guided by a specific protocol that ensures meaningful reflection and promotes instructional growth within the model.
Instructional Practices are Monitored	Monitoring of instructional practices occurs, but it is not yet formal or systematized.	The school relies predominantly on teacher self-reflection to monitor their own growth instructionally. Classroom observation feedback on the instructional model may occur, but it is inconsistent or is not aggregated in a systematic way to understand the depth of	School leaders (admin or coach) are intentional about monitoring classroom instruction and providing feedback using instructional model language through required classroom observations. School leadership (Admin & CIP team) discuss perceptions of the depth of implementation of the	School leaders (admin or coach) frequently visit classrooms and provide feedback to teachers using instructional model language. Monitoring is general to the instructional model and specific to individual teacher goals. Progress is assessed regularly using information such as aggregated teacher self-reflection (e.g., scales

			instructional model and use this information to inform continuous improvement efforts.	self-assessment) and formal classroom observation data/evidence. School leadership can connect aspects of the continuous improvement plan to findings from monitoring activities.
		implementation of the model across the school.		

Foundational Practice: Behavior Support System

Behavior Response Systems Characteristics	Initiating	Developing	Deepening	Sustaining
Tier I – Universal				
Teaching Behavior Expectations	Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 9-12	Five or fewer behavioral expectations are directly taught that are positive, posted, and identified for specific settings	Five or fewer behavioral expectations are directly taught that are positive, posted, and identified for specific settings and 100% of staff and students can list and describe them 5-8	Evidence exists that these expectations are a part of the culture of the building with students and staff K-4
Effective Classroom Management	Classrooms are not implementing school-wide expectations, routines, acknowledgements, and in-class continuum of consequences and no formal system exists.	Classrooms are inconsistently implementing school-wide expectations, routines, acknowledgements, and in-class continuum of consequences and/or no formal systems exist.	School-wide expectations, routines, acknowledgements, and in-class continuum of consequences are implemented within classrooms and consistent with school-wide systems.	Evidence exists that school-wide expectations, routines, acknowledgements, and in-class continuum of consequences are embedded in the culture of the building.
Positive Reinforcement	No formal system for positive reinforcement is in place. 9-12	A formal system is in place for specific positive feedback but it is used inconsistently by staff.	A formal system is in place for specific positive feedback linked to school-wide expectations and used across settings and in classrooms by most staff. 5-8	A formal system is in place for specific positive feedback linked to school-wide expectations and used across settings and in classrooms by all staff. K-4
Social and Emotional Learning	No formal system for teaching social and emotional skills is in place. K-4 9-12	A formal system is in place for teaching social and emotional skills, but it is used inconsistently by staff.	A formal system is in place for teaching social and emotional skills and is used across settings and in classrooms by most staff. 5-8	A formal system is in place for teaching social and emotional skills and is used across settings and in classrooms by all staff.
Firm, Fair and Corrective Discipline	Only reactive and punitive consequences are in place.	Documents are developed that emphasize proactive approaches to discipline.	School policies and procedures describe and emphasize proactive,	School policies and procedures describe and emphasize proactive, instructive and

	5-12	K-4	instructive and restorative approaches to student behavior.	restorative approaches to student behavior that are implemented consistently.
Tier II & III – Targeted				
Decision Making Rules	No common decision-making rules are in place.	Decision making rules are in place but used inconsistently.	Building wide, common decision-making rules are in place and applied consistently.	Building wide, common decision-making rules are in place, updated and reviewed annually with staff and applied consistently.
Multiple Interventions (e.g., Small Group, Check In/Check Out, Check & Connect etc.)	No Tier II/Tier III interventions are in place. 3-12	The building team has limited interventions in place for Tier II/Tier III intervention. K-2 Reading	The building team has multiple ongoing behavior support interventions in place.	The building team has multiple ongoing behavior support interventions in place with documented evidence of effectiveness matched with student need.
Professional Development	Staff do not receive any professional development in Tier II or Tier III assistance and intervention.	A process is in place that is used inconsistently to teach staff in requesting assistance, implementing an intervention and progress monitoring Tier II and Tier III interventions.	A written process is in place that is used to teach all staff in requesting assistance, implementing an intervention and progress monitoring Tier II and Tier III interventions.	A written process is in place that is used to teach and coach all staff in requesting assistance, implementing an intervention, delivering feedback and progress monitoring Tier II and Tier III interventions.
Individual Behavior Intervention Plans (BIPs)	BIP data and function of behavior is reviewed inconsistently or not at all.	BIP data and function of behavior is reviewed but follow up with plans doesn't occur.	Outcome data and function of behavior is reviewed regularly and used by building team to improve the fidelity of BIP implementation.	Outcome data and function of behavior is reviewed regularly and used by building team to improve the fidelity of BIP implementation, impact on quality of life, behavior and academic outcomes.

Foundational Practice: System Implementation

MTSS System Characteristics	Initiating	Developing	Deepening	Sustaining
MTSS School Leadership Team	There is no building team with responsibility for leading MTSS implementation.	There is a school team responsible for leading MTSS implementation, but it is lacking key members.	There is a school team responsible for leading MTSS implementation and it includes the following members who: ● Have authority to make decisions related to the master	All of previous section -AND- Decisions and actions by the team are made based on data

			schedule, professional development and special education services. ● Are authorized to allocate resources (e.g., time, funds, personnel, etc.). ● Represent general and special education.	and proactively support MTSS essential components. Support for MTSS is high.
Staff Engagement in MTSS	Staff are not provided opportunities to gain understanding of the need for MTSS or to provide input on how to implement MTSS. Not yet	Staff are provided opportunities to gain understanding of the need for MTSS.	All of section 2 -AND- Staff has opportunities to gain understanding of its relevance to their roles and responsibilities.	All of section 3 -AND- Staff has opportunities to provide input on how to implement MTSS.
MTSS Procedures and Process of Communicating Implementation issues	Staff are not provided with information about MTSS procedures or with a process for sharing issues/concerns or implementation barriers with the team for problem solving. Not yet	Staff receive inconsistent communication about MTSS procedures and decisions and a process for communicating implementation issues.	Staff receive consistent communication about MTSS procedures and decisions and a process for communicating implementation issues.	MTSS teams acts on input and feedback from staff regarding implementation issues.
Evidence-Based Programs and Practices	Programs and practices do not have evidence support indicating a high-likelihood they will work if implemented with fidelity.	Programs and practices are evidence-based -BUT- not all are being implemented with a high degree of fidelity by teachers or other interventionists.	Programs and practices are evidence-based -AND- all are being implemented with a high degree of fidelity by teachers or other interventionists.	All of the previous section -AND- Selected in alignment with student needs.
Effective School Schedules	School schedules are not aligned to support multiple layers of intervention and high-quality instruction based on student need; inadequate time is available for interventions; schedules are	School schedules are partially or inconsistently aligned to support multiple levels of intervention and high-quality instruction based on student need; some additional time is built in for interventions; schedules are somewhat flexible and can	School schedules are aligned to support multiple levels of intervention and high-quality instruction based on student need; adequate additional time is built in for interventions; schedules are flexible and can support changes to student groupings as needed.	All of previous section -AND- The school schedules are being consistently implemented and revisited/revised based on data.

	inflexible and cannot support changes to student groupings.	support some changes to student groupings.		
Progress Monitoring	Progress monitoring does not occur and student progress is not evaluated.	Plans for monitoring progress toward expected student outcomes are developed.	All of previous section -AND- In most cases data are collected to monitor student progress and intervention fidelity.	All of previous section -AND- Changes are made to instruction/intervention based on student progress.
Universal Screening Process	Universal screening does not occur.	There is a plan for universal screening to occur systemically, 3 times per year.	All of previous section -And- Data are gathered for the purpose of guiding instruction.	All of previous section -And- Screening leads to further diagnosis and decision rules.
Fidelity Data Collection and Use	There is no plan for monitoring implementation/fidelity of instruction.	There is a plan for monitoring implementation/fidelity of instruction, but there is no evidence that implementation/fidelity data are collected.	There is a plan for monitoring implementation/fidelity of instruction, and implementation/fidelity data are collected systematically.	There is a plan for monitoring implementation/fidelity data are collected systematically, and fidelity data are used for decision-making.
Core Academic Practices	Core academic practices are not developed and/or clearly defined.	Core academic practices incorporate 2 of the following 5: ● Clearly defined learning standards – linked to State Standards. ● School-wide expectations for instruction and engagement. ● Link to behavior and social-emotional content/instruction. ● Assessments/data sources ● Differentiated instruction.	Core academic practices incorporate 3 of the following 5: ● Clearly defined learning standards – linked to State Standards. ● School-wide expectations for instruction and engagement. ● Link to behavior and social-emotional content/instruction. ● Assessments/data sources ● Differentiated instruction.	Core academic practices incorporate all of the following: ● Clearly defined learning standards – linked to State Standards. ● School-wide expectations for instruction and engagement. ● Link to behavior and social-emotional content/instruction. ● Assessments/data sources ● Differentiated instruction.
Core Behavior and Social and Emotional Practices	Core behavior and social and emotional practices are not yet developed or clearly defined.	Core behavior and social and emotional practices incorporate 1 of the following: ● Clearly defined school-wide expectations. ● Classroom management practices.	Core behavior and social and emotional practices incorporate 2 or 3 of the following: ● Clearly defined school-wide expectations. ● Classroom management practices.	Core behavior and social and emotional practices incorporate all of the following: ● Clearly defined school-wide expectations. ● Link to Core academic content/instruction.

		● Link to Core academic content-instruction. ● Accessing school-wide behavior and social and emotional data sources.	● Link to Core academic content/instruction. ● Accessing school-wide behavior and social and emotional data sources.	● Accessing school-wide behavior and social and emotional data sources.
Supplemental Academic Intervention Practices	Supplemental academic intervention practices are not developed and/or clearly defined.	Supplemental academic intervention practices incorporate 1 of the following 4: ● Common student needs ● Link to Core instruction ● Link to academic content/instruction ● Assessments/data sources link directly to the skills taught	Supplemental academic intervention practices incorporate 2 or 3 of the following 4: ● Common student needs ● Link to Core instruction ● Link to academic content/instruction ● Assessments/data sources link directly to the skills taught	Supplemental academic intervention practices incorporate all of the following: ● Common student needs ● Link to Core instruction ● Link to academic content/instruction ● Assessments/data sources link directly to the skills taught
Supplemental Behavior and Social and Emotional Intervention Practices	Supplemental behavior and social and emotional intervention practices are not developed and/or clearly defined.	Supplemental behavior and social and emotional intervention practices incorporate 1 of the following 4: ● Common student needs ● Link to Core Instruction ● Link to academic content/instruction ● Assessments/data sources link directly to the skills taught	Supplemental behavior and social and emotional intervention practices incorporate 2 or 3 of the following 4: ● Common student needs ● Link to Core instruction ● Link to academic content/instruction ● Assessments/data sources link directly to the skills taught	Supplemental behavior and social and emotional intervention practices incorporate all of the following: ● Common student needs ● Link to Core instruction ● Link to academic content/instruction ● Assessments/data sources link directly to the skills taught
Systematic Problem-Solving Process for Intensified Intervention Supports	Intensified intervention support teams do not follow a systematic problem-solving process.	Intensified intervention support teams follow some steps of a systematic problem-solving process to develop intervention intensification plan for students: ● Operationally defining the problem ● Analyzing multiple sources of data (e.g., curricular, instructional, environmental, and learning variables; interviews, observations, record reviews, permanent products, additional assessments) to determine	Intensified intervention support teams follow all steps of a systematic problem-solving process to develop intervention intensification plan for students: ● Operationally defining the problem ● Analyzing multiple sources of data (e.g., curricular, instructional, environmental, and learning variables; interviews, observations, record reviews, permanent products, additional assessments) to determine why the problem may be occurring.	All of section 3 -AND- Intensified intervention support teams continues to recycle through the problem-solving process until they find interventions that are intensive enough to be effective for students.

		why the problem may be occurring. ● Developing intervention intensification plan (including fidelity checks) for the student based on the problem analysis. ● Developing a plan for evaluating the effectiveness of the intensification plan.	● Developing intervention intensification plan (including fidelity checks) for the student based on the problem analysis. ● Developing a plan for evaluating the effectiveness of the intensification plan.	
Intervention Intensification Plan Content	Intensification plans are not individualized based on each student's need (i.e., intensification plans appear to be applied to all students receiving intensified intervention supports.	Intensification plans are individualized based on each student's need -BUT- do not include programs/practices/strategies that are based on research.	Intensification plans are individualized based on each student's need -BUT- include changes that are based on research that have a high likelihood of being effective. For example: ● Altering the instructional environment ● Increasing explicitness ● Increasing preciseness of interventionist ● Increasing intervention duration and/or frequency ● Increased time or frequency of intervention ● Narrowing the skill focus	Plans get increasingly more intensive and precise when Intensified Intervention support teams continue to recycle through the problem solving process to find interventions with intensification that are effective for students.
Integrated Data-Based Problem-Solving	Data on academic, behavior and social and emotional outcomes may be collected, but data-based problem-solving does not occur across: ● Academic, behavior and social and emotional ● Content areas ● Any grade levels ● Anywhere on the intervention support continuum	Data-based problem solving occurs across 1 of the following 4: ● At least 2 content areas (e.g., reading, behavior, social and emotional) ● At least 50% of grade levels ● Some areas of the intervention support continuum ● Only academic outcomes or only behavior and social and emotional outcomes	Data-based problem-solving occurs across 2 of the following 3: ● At least 3 content areas ● At least 75% of grade levels ● A majority of the intervention support continuum	Data-based problem-solving occurs across all of the following: ● Across all content areas ● All grade levels ● The entire intervention support continuum

Data-Based Evaluation of Effectiveness of Instruction	MTSS Leadership Team does not use student data or implementation/fidelity data to evaluate the effectiveness of instruction.	MTSS Leadership Team uses student data or implementation/fidelity data but not both to evaluate the effectiveness of instruction.	MTSS Leadership Team uses both students data and implementation/fidelity data to evaluate effectiveness of instruction.	All of number 3 -AND- Makes decisions regarding sustaining current implementation plan or planning for strengthening instruction based on evaluation data.
Decision Rules for Identifying Students for Intervention Support	There are no written decision rules for identifying students for intervention.	There are written decision rules for identifying students for intervention that include: ● Measure that will be used ● Criteria needed to be identified in need of intervention (cut scores for each measure) ● Intervention student will receive ● Frequency in which progress monitoring will occur ● Date by which intervention will begin	All of section 2 -AND- Decisions are applied consistently (e.g., all students identified as needing intervention support receive it, students not identified as needing intervention are not receiving it, and interventions begin by date outlined in the decision rule) after each Universal Screening benchmark period.	All of number 3 -AND- Makes decisions regarding sustaining current implementation plan or planning for strengthening instruction based on evaluation data.
Evaluating Response to Instruction for Individual Students	There are no written intervention response rules used for determining adequate progress and decision-making regarding support for students receiving intervention.	Written response rules for determining adequate progress and guiding decision-making regarding intervention support for individual students exist, but they are missing some of the following: ● Types of data needed for decision-making ● Amount of progress monitoring data needed for accurate decision-making ● Steps to follow when applying criteria needed to discontinue intervention, continue intervention, or intensify intervention	Response rules include all of the following information: ● Types of data needed for decision-making ● Amount of progress monitoring data needed for accurate decision-making ● Steps to follow when applying criteria needed to discontinue intervention, continue intervention, or intensify intervention. ● Use of graphed progress data ● Fidelity data	All of section 3 -AND- The team uses the response rules to determine effectiveness of intervention supports and next steps (i.e., when interventions for students need to be: continued, discontinued, faded, or intensified)

		● Use of graphed progress data ● Fidelity data		

Foundational Practice: District Improvement Action Planning

Before going further, answer the question: Is CORE instruction meeting the needs of 80-85% of students without interventions?

Consider goal/priority in content areas of Reading, Math, or Behavior:

Example: Improve student performance in Reading Comprehension, through a multi-tiered system of support, grades 3-8, from 50% proficient to 60% proficient as measured by NSCAS, by spring of 2020.

Action Steps Related to NeMTSS Essential Elements
Examples:
- Complete alignment study of ELA instructional materials to Ne State Standards; develop plan to address gaps
- Provide real-time data for teachers to use in bi-weekly, grade level problem solving meetings
- Use documented selection process to choose an evidence-based intervention for students identified as having characteristics of dyslexia or one word decoding issues
- Provide specific training to teachers on CORE delivery with emphasis on student engagement
- Assure fidelity of ELA Instruction at the core and intervention levels, beginning with appropriate time alloted in daily schedules
- Establish decision-making rules for the addition and intensification of intervention for individual students
- Provide timely updates to parents regarding student progress and meaningful home-school collaboration
- Increase the percentage of time students with disabilities spend in a general education setting accessing core instruction

Example: Improve student behavior school-wide , through a multi- tiered system of support, grades K-12, from 60% to 80% total implementation as measured through fidelity instruments, e.g., Self -Assessment Survey, Tiered Fidelity Inventory, SWIS or other behavioral data systems, by spring of 2020.

Action Steps Related to NeMTSS Essential Elements

Examples:

- Provide real-time data for teachers to use in monthly at grade level problem solving meetings
- Use documented selection process to choose an evidence-based multi-tiered preventative intervention process (i.e. PBIS) for schoolwide behavior improvement.
- Provide specific training to building level teams and staff on core features of a behavior improvement process, with emphasis on teaching and reinforcing expectations, following a consistent plan for responding to behavior and active supervision.
- Assure fidelity of behavior implementation process by providing time for staff development (at a minimum monthly).
- Establish referral and data-based decision-making rules for advancement of student to tier 2 or 3 problem solving team as needed.
- Provide information about school-wide positive behavioral improvement process to parents and community regarding student progress and meaningful home-school collaboration

IDENTIFY	1. **Goal/Priority Outcome: To improve student performance in reading fluency with a goal of having at least 90% of students score proficient on the composite score in grades K-1 as measured by Fastbridge Early Reading composite and grade 2-12 with at least 85% as measured by the FastBridge CBM Reading by May 2022.** 2. **Goal/Priority Outcome: To implement Amplify CKLA/ELA at grades K-8 with 90% fidelity by May of 2022.** 3. **Goal/Priority Outcome: Implement year 2 of PBIS Requirements K-12 for 2021/2022 school year.**

	Strengths and Growth Areas in Priority Outcomes/Indicators (Including Sub-Groups), Essential Core Practices	
	Strengths	**Growth Areas**
	• 87% of K-2 students met benchmark for DIBELS composite •	• 4th through 6th grade reading consistently low •

ANALYZE When? What? Why?	**Why do we believe we are seeing these results and how might we improve them?** • •

Implement, Act and Reflect (How will staff be supported with implementation, what are the criteria for successful implementation?)

Action Step:	Analyze and Align curriculum to meet core needs at each grade level.

Activity	Staff Responsible	Timeline	Evaluation/ Reflection **Formative Check** (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
			End Quarter 1:	
			End Quarter 2:	
			End Quarter 3:	

Action Step:	

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Foundational Practice: Professional Learning Plan for Action Steps

Professional learning is a comprehensive, sustained, and intensive approach to improve teachers' and principals' effectiveness in raising student achievement. The length and focus of professional learning opportunities directly impact teaching quality and student outcomes. Professional learning should be intentionally linked to implementation of evidence-based practices. What professional development support is necessary for high-fidelity adoption, implementation, and sustainability of curriculum and interventions included within this plan?

Intended Participants	Training Topics and NeMTSS Essential Element	Training Dates
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Administrators		
Interventionists (Paraeducators, Title I, and SPED)		
Coaches		
Individual student problem solving team members		
Building and district MTSS team members		

Assessment team		

Plan for NeMTSS Follow-up:

- **Set up regular District internal review meetings as indicated in your District Improvement Action Planning**
- **Align your Frameworks - utilizing this plan to meet your continuous improvement planning needs**
- **Invite an ESU, NDE or UNL consultant to your district**
- **Schedule a Zoom meeting with a consultant**
- **Share products in the ESU/MTSS folder**
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IDENTIFY	Goal/Priority Outcome:
	To improve reading comprehension

	Strengths and Growth Areas in Priority Outcomes/Indicators (Including Sub-Groups), Essential Core Practices	
	Strengths	**Growth Areas**
	● ●	● ●

ANALYZE When? What? Why?	**Why do we believe we are seeing these results and how might we improve them?** ● ●

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