



Valentine Community Schools

Home of the Badgers

NeMTSS Continuous Improvement Plan

Mission: The mission of Valentine Community Schools is that every child will learn skills to adapt, thrive, and live successfully.

Vision: Valentine Community Schools will prepare our students for the future in a safe and supportive environment that meets the needs of all learners.

Core Values:

VCS will provide an engaging, relevant, and rigorous curriculum that meets the needs of all learners.

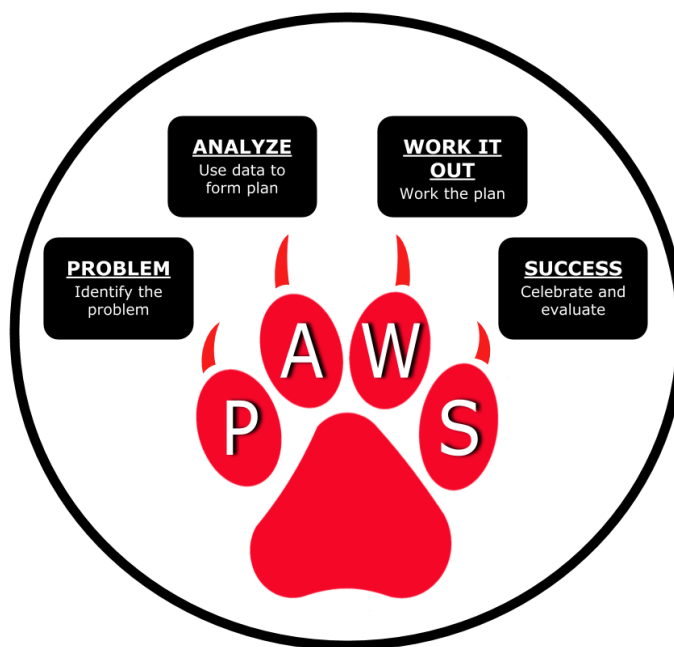
VCS will provide student centered instruction that meets the needs of all students.

VCS will collect data from a variety of assessments to improve instruction and learning.

VCS will provide a safe, consistent and supportive environment for all students and staff.

School Improvement Goal: Valentine Community Schools will enhance engagement for all students.

Meeting the needs of each learner through strategic problem-solving



VCS MTSS Framework Defined:

NeMTSS is defined as an instructional system based on the concept that ALL students require early and powerful academic, social, emotional, and behavioral evidence-based core practices with the potential for high-quality interventions of increasing intensity using data-based problem-solving across all levels of the educational system.

Shared Leadership: MTSS Continuous Improvement Teams

Consists of individuals who analyze student and various levels of 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. 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: (Instead of linking each individual Agenda here, link to the FOLDER/SOURCE where all agendas are housed)

Purpose:

Frequency of Meetings:

Data Sources:

[District Communication Plan](#)

Team Norms

Team Goals

Team Agendas

Name	Position	Role
Mike Halley	Superintendent	Facilitate implementation of NeMTSS process and ensure consensus, buy-in and support of all school personnel. Develop a system for monitoring and management of the process. Facilitate access to data systems for collection and analysis. Establish core and supplemental members of the school's MTSS leadership team and Identify roles and responsibilities for leadership team members. Involve key stakeholders as needed based on the function of the meeting. 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. Manage available resources (internal and/or external) needed to facilitate multi-tiered support. Provide or coordinate connected and continuous professional development. Conduct classroom observations to monitor fidelity.
Lindsay Wonnenberg	Elementary Principal	Facilitate implementation of NeMTSS process and ensure consensus, buy-in and support of all school personnel. Develop a system for monitoring and management of the process. Facilitate access to data systems for collection and analysis. Establish core and supplemental members of the school's MTSS leadership team and Identify roles and responsibilities for leadership team members. Involve key stakeholders as needed based on the function of the meeting. 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. Manage available resources (internal and/or external) needed to facilitate multi-tiered support. Provide or coordinate connected and continuous professional development. Conduct classroom observations to monitor fidelity.
Jeff Sayer	Middle School Principal	Facilitate implementation of NeMTSS process and ensure consensus, buy-in and support of all school personnel. Develop a system for monitoring and management of the process. Facilitate access to data systems for collection and analysis. Establish core and supplemental members of the school's MTSS leadership team and Identify roles and responsibilities for leadership team members. Involve key stakeholders as needed based on the function of the meeting. 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. Manage available resources (internal and/or external) needed to facilitate multi-tiered support. Provide or coordinate connected and continuous professional development. Conduct classroom observations to monitor fidelity.
Andy Cronin	High School Principal	Facilitate implementation of NeMTSS process and ensure consensus, buy-in and support of all school personnel. Develop a system for monitoring and management of the process. Facilitate access to data systems for collection and analysis. Establish core and supplemental members of the school's MTSS leadership team and Identify roles and responsibilities for leadership team members. Involve key stakeholders as needed based on the function of the meeting. 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. Manage available resources (internal and/or external) needed to facilitate multi-tiered support. Provide or coordinate connected and continuous professional development. Conduct classroom observations to monitor fidelity.

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Blake Beebout	Assistant Principal/AD	Facilitate implementation of NeMTSS process and ensure consensus, buy-in and support of all school personnel. Develop a system for monitoring and management of the process. Facilitate access to data systems for collection and analysis. Establish core and supplemental members of the school's MTSS leadership team and Identify roles and responsibilities for leadership team members. Involve key stakeholders as needed based on the function of the meeting. 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. Manage available resources (internal and/or external) needed to facilitate multi-tiered support. Provide or coordinate connected and continuous professional development. Conduct classroom observations to monitor fidelity.
Cristen Witte	School Psychologist/SPED Coordinator	Lead teams in designing and implementing school-wide universal screening systems and use data to guide core instruction, as well as to help identify students at-risk. 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 (NASP, 2015a). Assist teachers and school teams in selecting evidence-based interventions and progress monitoring tools matched to student needs. Support regular progress monitoring and data reviews, including reviews of treatment integrity. 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. Conduct small-group or individual interventions to support students' social skills and mental health (NASP, 2015b). Participate in functional behavior and academic assessments to customize individual plans for students' interfering behaviors and development of appropriate behaviors and academic skills.
Shawna Fullerton	LIMHP	Participate in the development of a social/emotional core curriculum. Attend problem solving meetings for students referred for or not responding to instruction and/or intervention. Participate in all levels of the problem solving process. Conduct suicide risk and threat assessment. Infuse social-emotional learning into the classroom/curriculum. Facilitate individual and/or small group counseling and skill building groups. Consult with teachers and/or families to address mental and behavioral health problems. Conduct social-developmental history interviews when requested. Conduct and document group and individual counseling for behavior throughout the MTSS process.

Angela Jordan	Elementary Counselor	Participate in the development of a social/emotional core curriculum. Attend problem solving meetings for students referred for or not responding to instruction and/or intervention. Participate in all levels of the problem solving process. Conduct suicide risk and threat assessment. Infuse social-emotional learning into the classroom/curriculum. Facilitate individual and/or small group counseling and skill building groups. Consult with teachers and/or families to address mental and behavioral health problems. Conduct social-developmental history interviews when requested. Conduct and document group and individual counseling for behavior throughout the MTSS process.
Candi Cronin	Middle School Counselor	Participate in the development of a social/emotional core curriculum. Attend problem solving meetings for students referred for or not responding to instruction and/or intervention. Participate in all levels of the problem solving process. Conduct suicide risk and threat assessment. Infuse social-emotional learning into the classroom/curriculum. Facilitate individual and/or small group counseling and skill building groups. Consult with teachers and/or families to address mental and behavioral health problems. Conduct social-developmental history interviews when requested. Conduct and document group and individual counseling for behavior throughout the MTSS process.
Jennie Manning	High School Counselor	Participate in the development of a social/emotional core curriculum. Attend problem solving meetings for students referred for or not responding to instruction and/or intervention. Participate in all levels of the problem solving process. Conduct suicide risk and threat assessment. Infuse social-emotional learning into the classroom/curriculum. Facilitate individual and/or small group counseling and skill building groups. Consult with teachers and/or families to address

		mental and behavioral health problems. Conduct social-developmental history interviews when requested. Conduct and document group and individual counseling for behavior throughout the MTSS process.
Deborah Jeffers	Elementary Title I Interventionist	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 the team to use in determining at-risk students. Maintain log of all students involved in the MTSS process
Ashley McSweeney	Early Childhood Special Education Teacher	Develop and participate in high quality instruction at the core level. Provide training, consultation, and support to schools in the development, implementation, and monitoring of the student problem solving process and the NeMTSS framework. 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. Support others in the development and communication of initiatives related to the MTSS framework. Participate in school-based problem solving meetings to assist in data-based problem solving, individual student planning, and progress monitoring. Collaborate with school administrators, teachers, and other school staff to identify, implement, and monitor schoolwide/universal and classroom interventions. Review and analyze school-wide, classroom data, and individual student data to assist in identifying areas of need and necessary follow-up.
Jaime Eggert	Elementary Classroom 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.
Andrea Krueger	Elementary Classroom 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.
Kimberly Billings	Elementary Special Education Teacher	Develop and participate in high quality instruction at the core level. Provide training, consultation, and support to schools in the development, implementation, and monitoring of the student problem solving process and the NeMTSS framework. 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. Support others in the development and communication of initiatives related to the MTSS framework. Participate in school-based problem solving meetings to assist in data-based problem solving, individual student planning, and progress monitoring. Collaborate with school administrators, teachers, and other school staff to identify, implement, and monitor schoolwide/universal and classroom interventions. Review and analyze school-wide, classroom data, and individual student data to assist in identifying areas of need and necessary follow-up.
Marcus Little	Elementary PE Teacher	Prioritize concerns. Maintain attitude of consensus building.
Kadie Kruger	Elementary Paraprofessional /Parent	Provide student information and participate in individual problem solving. Prioritize concerns. Maintain an attitude of consensus building. Participate in intervention development, implementation, and evaluation.
Kate Major	Middle/Elementary School Interventionist	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 the team to use in determining at-risk students. Maintain log of all students involved in the MTSS process

Michelle Tinant	Middle School Math 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.
Janell Stoeger	Middle School ELA 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.
Brooks Coleman	Middle School Social Studies/PE Teacher	Prioritize concerns. Maintain an attitude of consensus building.
Katie Galvin	Middle School SPED Teacher	Develop and participate in high quality instruction at the core level. Provide training, consultation, and support to schools in the development, implementation, and monitoring of the student problem solving process and the NeMTSS framework. 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. Support others in the development and communication of initiatives related to the MTSS framework. Participate in school-based problem solving meetings to assist in data-based problem solving, individual student planning, and progress monitoring. Collaborate with school administrators, teachers, and other school staff to identify, implement, and monitor schoolwide/universal and classroom interventions. Review and analyze school-wide, classroom data, and individual student data to assist in identifying areas of need and necessary follow-up.
Kate Major	Middle School Interventionist	
Kasy Epke	High School Spanish/Science 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.
Alex Jensen	High School Social Studies 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.
Emilee Stoner	High School ELA 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.
Brent Nollette	High School AG/CTE 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.

Danielle Arganbright	High School Math 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.
Margaret Stoeger	High School Special Education Teacher	Develop and participate in high quality instruction at the core level. Provide training, consultation, and support to schools in the development, implementation, and monitoring of the student problem solving process and the NeMTSS framework. 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. Support others in the development and communication of initiatives related to the MTSS framework. Participate in school-based problem solving meetings to assist in data-based problem solving, individual student planning, and progress monitoring. Collaborate with school administrators, teachers, and other school staff to identify, implement, and monitor schoolwide/universal and classroom interventions. Review and analyze school-wide, classroom data, and individual student data to assist in identifying areas of need and necessary follow-up.
Gabby Fuehrer	High School Paraprofessional	Provide student information and participate in individual problem solving. Prioritize concerns. Maintain an attitude of consensus building. Participate in intervention development, implementation, and evaluation.
Kris Larsen	High School Parent / Board of Education Member	Provide student information and participate in individual problem solving. Prioritize concerns. Maintain an attitude of consensus building. Participate in intervention development, implementation, and evaluation.

Secondary MTSS Continuous Improvement Team: (Instead of linking each individual Agenda here, link to the FOLDER/SOURCE where all agendas are housed) [Sample Agenda link](#)

Purpose:

Frequency of Meetings:

Data Sources:

[Secondary Communication Plan](#)

Team Norms

Team Goals

Team Agendas

Name	Position	Role
Mike Halley	Superintendent	Facilitate implementation of NeMTSS process and ensure consensus, buy-in and support of all school personnel. Develop a system for monitoring and management of the process. Facilitate access to data systems for collection and analysis. Establish core and supplemental members of the school's MTSS leadership team and Identify roles and responsibilities for leadership team members. Involve key stakeholders as needed based on the function of the meeting. 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. Manage available resources (internal and/or external) needed to facilitate multi-tiered support. Provide or coordinate connected and continuous professional development. Conduct classroom observations to monitor fidelity.

Jeff Sayer	Middle School Principal	Facilitate implementation of NeMTSS process and ensure consensus, buy-in and support of all school personnel. Develop a system for monitoring and management of the process. Facilitate access to data systems for collection and analysis. Establish core and supplemental members of the school's MTSS leadership team and Identify roles and responsibilities for leadership team members. Involve key stakeholders as needed based on the function of the meeting. 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. Manage available resources (internal and/or external) needed to facilitate multi-tiered support. Provide or coordinate connected and continuous professional development. Conduct classroom observations to monitor fidelity.
Andy Cronin	High School Principal	Facilitate implementation of NeMTSS process and ensure consensus, buy-in and support of all school personnel. Develop a system for monitoring and management of the process. Facilitate access to data systems for collection and analysis. Establish core and supplemental members of the school's MTSS leadership team and Identify roles and responsibilities for leadership team members. Involve key stakeholders as needed based on the function of the meeting. 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. Manage available resources (internal and/or external) needed to facilitate multi-tiered support. Provide or coordinate connected and continuous professional development. Conduct classroom observations to monitor fidelity.
Blake Beebout	Assistant Principal/AD	Facilitate implementation of NeMTSS process and ensure consensus, buy-in and support of all school personnel. Develop a system for monitoring and management of the process. Facilitate access to data systems for collection and analysis. Establish core and supplemental members of the school's MTSS leadership team and Identify roles and responsibilities for leadership team members. Involve key stakeholders as needed based on the function of the meeting. 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. Manage available resources (internal and/or external) needed to facilitate multi-tiered support. Provide or coordinate connected and continuous professional development. Conduct classroom observations to monitor fidelity.
Cristen Witte	School Psychologist/SPED Coordinator	Lead teams in designing and implementing school-wide universal screening systems and use data to guide core instruction, as well as to help identify students at-risk. 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 (NASP, 2015a). Assist teachers and school teams in selecting evidence-based interventions and progress monitoring tools matched to student needs. Support regular progress monitoring and data reviews, including reviews of treatment integrity. 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. Conduct small-group or individual interventions to support students' social skills and mental health (NASP, 2015b). Participate in functional behavior and academic assessments to customize individual plans for students' interfering behaviors and development of appropriate behaviors and academic skills.
Shawna Fullerton	LMHP	Participate in the development of a social/emotional core curriculum. Attend problem solving meetings for students referred for or not responding to instruction and/or intervention. Participate in all levels of the problem solving process. Conduct suicide risk and threat assessment. Infuse social-emotional learning into the classroom/curriculum. Facilitate individual and/or small group counseling and skill building groups. Consult with teachers and/or families to address mental and behavioral health problems. Conduct social-developmental history interviews when requested. Conduct and document group and individual counseling for behavior throughout the MTSS process.
Candi Cronin	Middle School Counselor	Participate in the development of a social/emotional core curriculum. Attend problem solving meetings for students referred for or not responding to instruction and/or intervention. Participate in all levels of the problem solving process. Conduct suicide risk and threat assessment. Infuse social-emotional learning into the classroom/curriculum. Facilitate individual and/or small group counseling and skill building groups. Consult with teachers and/or families to address

		mental and behavioral health problems. Conduct social-developmental history interviews when requested. Conduct and document group and individual counseling for behavior throughout the MTSS process.
Jennie Manning	High School Counselor	Participate in the development of a social/emotional core curriculum. Attend problem solving meetings for students referred for or not responding to instruction and/or intervention. Participate in all levels of the problem solving process. Conduct suicide risk and threat assessment. Infuse social–emotional learning into the classroom/curriculum. Facilitate individual and/or small group counseling and skill building groups. Consult with teachers and/or families to address mental and behavioral health problems. Conduct social-developmental history interviews when requested. Conduct and document group and individual counseling for behavior throughout the MTSS process.

Elementary MTSS Continuous Improvement Team: (Instead of linking each individual Agenda here, link to the FOLDER/SOURCE where all agendas are housed)

Purpose:

Frequency of Meetings:

Data Sources:

[Elementary Communication Plan](#)

Team Norms

Team Goals

Team Agendas

Name	Position	Role
Lindsay Wonnenberg	Elementary Principal	Facilitate implementation of NeMTSS process and ensure consensus, buy-in and support of all school personnel. Develop a system for monitoring and management of the process. Facilitate access to data systems for collection and analysis. Establish core and supplemental members of the school's MTSS leadership team and Identify roles and responsibilities for leadership team members. Involve key stakeholders as needed based on the function of the meeting. 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. Manage available resources (internal and/or external) needed to facilitate multi-tiered support. Provide or coordinate connected and continuous professional development. Conduct classroom observations to monitor fidelity.
Deborah Jeffers	Title I Interventionist	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 the team to use in determining at-risk students. Maintain log of all students involved in the MTSS process
Angela Jordan	Elementary Guidance Counselor	Participate in the development of a social/emotional core curriculum. Attend problem solving meetings for students referred for or not responding to instruction and/or intervention. Participate in all levels of the problem solving process. Conduct suicide risk and threat assessment. Infuse social–emotional learning into

		the classroom/curriculum. Facilitate individual and/or small group counseling and skill building groups. Consult with teachers and/or families to address mental and behavioral health problems. Conduct social-developmental history interviews when requested. Conduct and document group and individual counseling for behavior throughout the MTSS process.
Cristen Witte	School Psychologist/SPED Coordinator	Lead teams in designing and implementing school-wide universal screening systems and use data to guide core instruction, as well as to help identify students at-risk. 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 (NASP, 2015a). Assist teachers and school teams in selecting evidence-based interventions and progress monitoring tools matched to student needs. Support regular progress monitoring and data reviews, including reviews of treatment integrity. 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. Conduct small-group or individual interventions to support students' social skills and mental health (NASP, 2015b). Participate in functional behavior and academic assessments to customize individual plans for students' interfering behaviors and development of appropriate behaviors and academic skills.
Jaime Eggert	Classroom 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.
Kimberly Billings	Special Education Teacher	Develop and participate in high quality instruction at the core level. Provide training, consultation, and support to schools in the development, implementation, and monitoring of the student problem solving process and the NeMTSS framework. 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. Support others in the development and communication of initiatives related to the MTSS framework. Participate in school-based problem solving meetings to assist in data-based problem solving, individual student planning, and progress monitoring. Collaborate with school administrators, teachers, and other school staff to identify, implement, and monitor schoolwide/universal and classroom interventions. Review and analyze school-wide, classroom data, and individual student data to assist in identifying areas of need and necessary follow-up.
Andrea Krueger	Classroom 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.
Marcus Little	PE Teacher	Prioritize concerns. Maintain attitude of consensus building.
Kadie Kruger	Paraprofessional/Parent	Provide student information and participate in individual problem solving. Prioritize concerns. Maintain an attitude of consensus building. Participate in intervention development, implementation, and evaluation.

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. You can [click here](#) for detailed information. 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

NeMTSS Self-Assessment Summary Results: Elementary

Average by Component	3/26/19	9/22/19	5/7/21	6/6/22			
Average Shared Leadership	1.89	1.84	2.4	2.32			
Average Communication, Collaboration, and Partnerships	1.57	1.39	2.2	2.13			
Average Evidence-Based Instruction, Intervention, and Assessment Practices	2.23	2.2	2.68	2.40			
Average Building Capacity/Infrastructure for Implementation	1.21	1.12	1.65	1.18			
Average Layered Continuum of Support	2.32	2.13	2.5	2.05			
Average Data-Based Problem Solving and Decision Making	1.72	1.59	2.2	1.83			

NeMTSS Self-Assessment Summary Results: Secondary-completed CNA with Jeff McQuistan ESU 17/January 2022

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

NeMTSS Self-Assessment Summary Results: District

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

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: Elementary Teaming for Problem Solving (PLC Structure)

PLC Characteristic	Initiating (1)	Developing (2)	Deepening (3)	Sustaining (4)
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.	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.	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	PLC teams have established working agreements and norms, but minimal reflection about what they mean or look like has taken place by team members. June 2020 June 2021	PLC 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.	PLC 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.	PLC 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 PLC Goals	Little or no effort has been made by PLC 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.	PLCs 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. June 2021	Staff members have worked together in PLC 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 PLC teams pursue measurable performance goals as part of their routine responsibilities. PLC goals are clearly linked to the school's improvement priorities/shared vision. Goal attainment is monitored and celebrated. PLC teams demonstrate a willingness to set and pursue challenging goals and alter instructional practices to that end.
Essential Learning	PLC 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.	PLC 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. June 2020	PLC 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.	PLC 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	PLCs use of 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 PLCs but little responsibility is being taken to analyze it to inform teaching and learning efforts.	PLCs take ownership for data collection, analysis, and dialogue and are starting to use this information to inform teaching and learning efforts. June 2020 June 2021	Data is collected, analyzed, and used to support the PLC 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	PLCs rarely or never collaborate to develop strategies in order to meet the needs of struggling students or those in need of enrichment.	PLCs 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. June 2021	PLCs 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.	PLCs 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. June 2021	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.	The PLC is committed to common grading/reporting practices. Where present, the PLC team is aligned with district practices. June 2021	The PLC is committed to common grading/reporting practices that accurately communicate student learning. Where present, the PLC 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.	Teachers function in work groups that meet regularly to complete certain tasks such as reviewing intended outcomes, assessments, sharing resources, and coordinating plans. June 2021	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. June 2021	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. June 2020	The leadership team provides inconsistent or limited feedback to PLC teams on their work. Some practices such as team self-reflection scales or surveys may be encouraged or required from time-to-time.	The leadership team provides regular feedback to PLC 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 PLC 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.

Date:	9/2019	Overall Teaming Score (Mean score of all 11 components):	1.82	Initiating	Blue
Date:	6/2020	Overall Teaming Score (Mean score of all 11 components):	2.09	Developing	Yellow
Date:	6/2021	Overall Teaming Score (Mean score of all 11 components):	2.45	Developing	Green
Date:		Overall Teaming Score (Mean score of all 11 components):			

Foundational Practice: Secondary Teaming for Problem Solving (PLC Structure)

PLC Characteristic	Initiating (1)	Developing (2)	Deepening (3)	Sustaining (4)
Common Schedule	A common school schedule is developed and allows grade level classroom teachers to collaborate weekly, before or after school. MS: 3/8/22 HS: 3/8/22	A common school schedule is developed that allows grade level classroom teachers, special educators, and other needed specialists to collaborate weekly.	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.	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	PLC teams have established working agreements and norms, but minimal reflection about what they mean or look like has taken place by team members. MS: 3/8/22 HS: 3/8/22	PLC 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.	PLC 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.	PLC 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 PLC Goals	Little or no effort has been made by PLC 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.	PLCs 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. MS: 3/8/22 HS: 3/8/22	Staff members have worked together in PLC 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 PLC teams pursue measurable performance goals as part of their routine responsibilities. PLC goals are clearly linked to the school's improvement priorities/shared vision. Goal attainment is monitored and celebrated. PLC teams demonstrate a willingness to set and pursue challenging goals and alter instructional practices to that end.
Essential Learning	PLC 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. MS: 3/8/22 HS: 3/8/22	PLC 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.	PLC 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.	PLC 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	PLCs use of 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. MS: 3/8/22 HS: 3/8/22	Data collection is occurring during PLCs but little responsibility is being taken to analyze it to inform teaching and learning efforts.	PLCs 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 PLC 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	PLCs rarely or never collaborate to develop strategies in order to meet the needs of struggling students or those in need of enrichment.	PLCs 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.	PLCs 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	PLCs 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

		MS: 3/8/22 HS: 3/8/22	extension opportunities that provide meaningful, cognitively challenging, learning extensions tied to the objectives.	ensure the learning growth of all students.
Scoring Expectations/ Body of Evidence	Little or no evidence of implementation. MS: 3/8/22	Teams inconsistently calibrate scoring tools prior to and/or during the scoring of student work. HS: 3/8/22	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. MS: 3/8/22 HS: 3/8/22	The PLC is committed to common grading/reporting practices. Where present, the PLC team is aligned with district practices.	The PLC is committed to common grading/reporting practices that accurately communicate student learning. Where present, the PLC 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. MS: 3/8/22 HS: 3/8/22	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. MS: 3/8/22	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. HS: 3/8/22	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. MS: 3/8/22	The leadership team provides inconsistent or limited feedback to PLC teams on their work. Some practices such as team self-reflection scales or surveys may be encouraged or required from time-to-time.	The leadership team provides regular feedback to PLC teams regarding the effectiveness, productivity, and focus of their team meetings. Unproductive team member behaviors are addressed. Teams are	The leadership team provides regular feedback to PLC 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

		HS: 3/8/22	encouraged to periodically reflect on their own performance.	performance. Effective team practices are developed intentionally by administration.
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Date: 3/8/22 Overall Teaming Score (Mean score of all 11 components): MS: 1.45

Date: 3/8/22 Overall Teaming Score (Mean score of all 11 components): HS: 1.73

Date: Overall Teaming Score (Mean score of all 11 components):

Date: Overall Teaming Score (Mean score of all 11 components):

Foundational Practice: District Teaming for Problem Solving (PLC Structure)

PLC Characteristic	Initiating (1)	Developing (2)	Deepening (3)	Sustaining (4)
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.	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.	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.
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Clear PLC Goals	Little or no effort has been made by PLC 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.	PLCs 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 PLC 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 PLC teams pursue measurable performance goals as part of their routine responsibilities. PLC goals are clearly linked to the school's improvement priorities/shared vision. Goal attainment is monitored and celebrated. PLC teams demonstrate a willingness to set and pursue challenging goals and alter instructional practices to that end.
Essential Learning	PLC 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.	PLC 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.	PLC 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.	PLC 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.
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Differentiation, Intervention & Enrichment	PLCs rarely or never collaborate to develop strategies in order to meet the needs of struggling	PLCs typically collaborate to develop strategies in order to meet the needs of struggling learners such as differentiated	PLCs collaborate to develop strategies to meet the needs of all learners through differentiated instruction and	PLCs collaborate to develop strategies to meet the needs of all learners. They work together to plan intentional differentiated

	students or those in need of enrichment.	instruction and aligning students with skill gaps with evidence-based interventions.	formalized, evidence-based, interventions for students with skill gaps. Enrichment includes extension opportunities that provide meaningful, cognitively challenging, learning extensions tied to the objectives.	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.
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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	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

			in an ongoing and fluid manner.	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 PLC teams on their work. Some practices such as team self-reflection scales or surveys may be encouraged or required from time-to-time.	The leadership team provides regular feedback to PLC 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 PLC 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.

Date: 9/2021 **Overall Teaming Score (Mean score of all 11 components):** 1.94 **Developing** **Blue**

Date: _____ **Overall Teaming Score (Mean score of all 11 components):** _____

Date: _____ **Overall Teaming Score (Mean score of all 11 components):** _____

Date: _____ **Overall Teaming Score (Mean score of all 11 components):** _____

Problem-Solving Plan for Implementation: District

- ★ Next steps--
- ★ Next steps--
- ★ Next Steps --

Problem-Solving Plan for Implementation: Elementary

★ Next steps-- September 2019

- Communicate vision and clear expectations to staff.
 - What is the best way to do this?
 - Need to include opportunities for feedback
- Survey staff about scheduling, E & I time, etc.
- Continued support of Wonders implementation
 - What else do you need?
- Incorporating collaboration time with grade level teams/other staff as needed.

★ Next steps-- June 2020

- Toolshed- what needs to stay and what can go?
- Grade level weekly meetings (PLCs); norms
- Leadership feedback- attend PLC/weekly meetings/ more time with early outs for feedback

★ Next Steps -- June 2021

- Establishing regular grade level team meetings and problem-solving meetings - create a consistent document(s) to be used by these teams
 - Have a day to create these documents a few weeks into the school year
- Formalize/systemize documentation of what is happening
- Entire staff analyze data

★ Next Steps--June 2022

- Implementation of Science of Reading training
- Work on problem-solving process and decision-making rules

Problem-Solving Plan for Implementation: Secondary

★ Next steps - VMS - 2021-2022

- Professional Development for Secondary Team

★ VHS/VMS - Spring 2022

- Communicate vision and clear expectations to staff.

- What is the best way to do this?
- Need to include opportunities for feedback
- VHS - Survey staff about scheduling time for academic and SEL
 - VHS- incorporate a SEL curriculum within
- VMS - Develop Problem Solving Teams and Time (VMS Team/grade level staff)

★ Next steps - VMS 2022-2023

- VHS-Evaluate the SEL curriculum and implementation as well as common planning schedule
- VMS - Problem Solving Teams meet 2 times a month (grade level, support team members-OT, SLP, counselor, nurse, LMHP, school psych, etc.)
- VMS - Implement EduClimber - student database

★ Next Steps --

Foundational Practice: Data-Based Decision Making

VCS 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.

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).

District Balanced Assessment Plan

Assessment	Overview	Grade Levels	Frequency	Role & Purpose
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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.	2-11	<u>2:</u> Winter Administration • Reading • Math <u>3:</u> Fall & Winter Administration • Reading • Math <u>4:</u> Fall & Winter Administration • Reading • Math • Science <u>5-11:</u> Fall & Winter Administration • Reading • Math • Science • Language Usage	• Inform Classroom Instructional Planning • Monitor Student Growth Over Time • Understand Local Student Performance and Growth in Comparison to National Norms & NSCAS predictions
Acadience	Acadience™ Reading is an assessment used to measure the acquisition of early literacy skills from kindergarten through sixth grade.		K-4, Fall, Winter, & Spring Administration during standardized testing windows	• Universal Screener and Progress Monitor • Often serves as a Decision-Point Tool to Inform Student Response to Instruction
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.	3-8	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

Common Summative Assessments (CSAs)	CSAs are point-in-time criterion-referenced assessments embedded into the guaranteed and viable curriculum. CSAs are developed by teachers as part of the curriculum toolbox process. They are intended to assess student learning of the intended core curriculum.	K-12	CSAs are administered throughout the year as a part of the guaranteed and viable curriculum. Frequency of administration varies by grade level & content area.	• Tool to Understand Student Learning of the Intended Curriculum • Inform Classroom Instructional Planning • When Paired with Other Assessments in the Outcome Profile, CSAs Serve as an Indicator of Core Curriculum Alignment (e.g., Gap Analysis)
Common Formative Assessments (CFAs)	CFAs are point-in-time common formative assessments embedded into the guaranteed and viable curriculum. CFAs are intended to assess student progress towards mastering the objectives in the intended curriculum.	K-12	Frequency of administration varies by grade level & content area. In some cases, CFAs are optional resources for teachers and/or PLC/PLT teams to use as part of the instructional process.	• Inform Student Progress Towards Mastering the Learning Objectives in the Intended Curriculum • Common Assessment to Inform PLC Conversations • Inform Instructional Planning
Progress Monitoring Assessments	Tools within many evidence-based interventions that help to inform the impact of the intervention on student learning.	K-8	K-8 Evaluating Fast Bridge (ELA, Math) 3/8/22	• Understand Student Response to an Intervention • Often serves as a Decision-Point Tool to Inform Student Response to Instruction
Behavior Assessments	Measures indicating student present levels and growth within behavioral areas; could include screener, FBA's, office referrals, reported infractions, attendance, in and out of school suspensions. etc.	K-8	K-12 Evaluating Fast Bridge, 3/8/22	• Understand Student Response to an Intervention • Often serves as a Decision-Point Tool to Inform Student Response to Intervention
Early Childhood Assessments	Most often teaching strategies GOLD and other assessments that describe students within a readiness strand. These are NEVER		Pre-K: Fall, Winter, Spring	• Inform Classroom Instructional Planning • Monitor Student Growth Over Time

	used to prevent or discourage kindergarten entry.			Understand Local Student Performance and Growth in Comparison to National Norms
ELA				
Assessment	Overview	Grade Levels	Frequency	Role & Purpose
MAP testing	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.	2-11	Fall & Winter Administration - Reading - Language Usage	- Inform Classroom Instructional Planning - Monitor Student Growth Over Time - Understand Local Student Performance and Growth in Comparison to National Norms & NSCAS predictions
NSCAS	Nebraska Student-Centered Assessment System (NSCAS). NSCAS is the ESSA accountability and Nebraska State Statute required assessment for grades 5-8. NSCAS assessments are criterion-referenced adaptive assessments of grade level standards.	3-8	The NSCAS-ELA test is administered during a six-week window in the spring. Grades 5-8: ELA	- Statewide Summative Assessment for Accountability - Comparison with Other Nebraska Schools & Districts
Pre-ACT	PreACT provides 10th-grade students with practice experience for the ACT test. Scores provide valuable insights into students' predicted performance on the ACT and help inform important high school course decisions.	10	Students take the Pre-ACT during the Fall of their sophomore year.	- to measure gaps to allow for targeted instruction - to prepare for the ACT

ACT	The ACT includes the following ACT sections: English, Reading, Math, Science, and Writing Test.	11	Students take the ACT during the Spring of their junior year.	- Statewide Summative Assessment for Accountability - Comparison with Other Nebraska Schools & Districts
Common Summative Assessments (CSAs)	CSAs are point-in-time criterion-referenced assessments embedded into the guaranteed and viable curriculum. CSAs are developed by teachers as part of the curriculum toolbox process. They are intended to assess student learning of the intended core curriculum.	K-12	CSAs are administered throughout the year as a part of the guaranteed and viable curriculum. Frequency of administration varies by grade level & content area.	- Tool to Understand Student Learning of the Intended Curriculum - Inform Classroom Instructional Planning - When Paired with Other Assessments in the Outcome Profile, CSAs Serve as an Indicator of Core Curriculum Alignment (e.g., Gap Analysis)
Common Formative Assessments (CFAs)	CFAs are point-in-time common formative assessments embedded into the guaranteed and viable curriculum. CFAs are intended to assess student progress towards mastering the objectives in the intended curriculum.	K-12	Frequency of administration varies by grade level & content area. In some cases, CFAs are optional resources for teachers and/or PLC/PLT teams to use as part of the instructional process.	- Inform Student Progress Towards Mastering the Learning Objectives in the Intended Curriculum - Common Assessment to Inform PLC Conversations - Inform Instructional Planning
Math				
Assessment	Overview	Grade Levels	Frequency	Role & Purpose
MAP	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.	2-11	Fall & Winter Administration Math	- Inform Classroom Instructional Planning - Monitor Student Growth Over Time - NDE-Compliance - Understand Local Student Performance and Growth in Comparison to National Norms & NSCAS predictions

NSCAS	Nebraska Student-Centered Assessment System (NSCAS). NSCAS is the ESSA accountability and Nebraska State Statute required assessment for grades 5-8. NSCAS assessments are criterion-referenced adaptive assessments of grade level standards.	3-8	The NSCAS Math test is administered during a six-week window in the spring. Grades 5-8: Math	- Statewide Summative Assessment for Accountability - Comparison with Other Nebraska Schools & Districts
Common Summative Assessment (CSA)	CSAs are point-in-time criterion-referenced assessments embedded into the guaranteed and viable curriculum. CSAs are developed by teachers as part of the curriculum toolbox process. They are intended to assess student learning of the intended core curriculum.	K-11	CSAs are administered throughout the year as a part of the guaranteed and viable curriculum. Frequency of administration varies by grade level & content area.	- Tool to Understand Student Learning of the Intended Curriculum - Inform Classroom Instructional Planning - When Paired with Other Assessments in the Outcome Profile, CSAs Serve as an Indicator of Core Curriculum Alignment (e.g., Gap Analysis)
ACT	The ACT includes the following ACT sections: English, Reading, Math, Science, and Writing Test.	11	Students take the ACT during the Spring of their junior year.	- Statewide Summative Assessment for Accountability - Comparison with Other Nebraska Schools & Districts
Common Formative Assessment (CFA)	CFAs are point-in-time common formative assessments embedded into the guaranteed and viable curriculum. CFAs are intended to assess student progress towards mastering the objectives in the intended curriculum.	K-12	Frequency of administration varies by grade level & content area. In some cases, CFAs are optional resources for teachers and/or PLC/PLT teams to use as part of the instructional process.	- Inform Student Progress Towards Mastering the Learning Objectives in the Intended Curriculum - Common Assessment to Inform PLC Conversations - Inform Instructional Planning
SEBL				
Assessment	Overview	Grade Levels	Frequency	Role & Purpose

Columbia Assessment	Assessment for suicide	K-12	Evidence of suicidal ideation	Threat Assessment
Columbia Screener	Screener for suicide risk	K-12	Evidence of suicidal ideation	Suicide Risk
PHQ9	Depression screener	4th - 12th	As needed	Identify students at risk for depression
FBA	Assessment to determine function of behavior. Formal or informal.	PreK - 12th	As needed	To address behavioral concerns and identify interventions.
Universal Social Emotional Screener				
Second Step	Evidence based curriculum that provides a summative/formative assessment.	K-8	VES -- two times per month; VMS - one time per month	Provide Tier 1 social emotions support to students
Other				
Assessment	Overview	Grade Levels	Frequency	Role & Purpose
Common Summative Assessments	CSAs are point-in-time criterion-referenced assessments embedded into the guaranteed and viable curriculum. CSAs are developed by teachers as part of the curriculum toolbox process. They are intended to assess student learning of the intended core curriculum.	All	Weekly	• Tool to Understand Student Learning of the Intended Curriculum • Inform Classroom Instructional Planning • When Paired with Other Assessments in the Outcome Profile, CSAs Serve as an Indicator of Core Curriculum Alignment (e.g., Gap Analysis)
Common Formative Assessments (CFAs)	CFAs are point-in-time common formative assessments embedded into the guaranteed and viable curriculum. CFAs are intended to assess student	All	Weekly	• Inform Student Progress Towards Mastering the Learning Objectives in the Intended Curriculum • Common Assessment to Inform PLC Conversations

	progress towards mastering the objectives in the intended curriculum.			Inform Instructional Planning
ACT		11	Yearly	State Assessment
Pre-ACT		10	Yearly	Practice for the ACT
Progress Monitoring Assessments	Tools within many evidence-based interventions that help to inform the impact of the intervention on student learning.	All	Yearly	- Understand Student Response to an Intervention - Often serves as a Decision-Point Tool to Inform Student Response to Instruction
Behavior Assessments	Measures indicating student present levels and growth within behavioral areas; could include screener, FBA's, office referrals, reported infractions, attendance, in and out of school suspensions. etc.	All	Varies	Enhance their ability to complete other assessments/stay on task.
ASVAB	Measures the strengths and weaknesses of students. Groups students into careers they may be interested in. Determines what roles students may excel at in the military.	10	Yearly	Measures the strengths and weaknesses of students. Groups students into careers they may be interested in. Determines what roles students may excel at in the military.

District Evidence-Based Instruction and Curriculum Plan

Instructional Methodologies	
Elementary	Secondary

Danielson APL						Danielson APL					
High Quality Instructional Materials											
Elementary Literacy						Secondary Literacy					
Core	Evidence -Based	Targeted	Evidence -Based	Intensified	Evidence- Based	Core	Evidence- Based	Targeted	Evidence -Based	Intensified	Evidence - Based
Wonders 2020	Yes	Haggerty Phonemic Awareness		Haggerty Phonemic Awareness		MS - Holt Elements of Literature (2009)		Kate? 5th			
		Wonders decodable readers		Wonders decodable readers		MS - Jr. Great Books Series 9 (1992)					
		Word building		Word building		MS - Selected novels by grade level differentiated					
		Sonday System		Sonday System		MS - Wonders (2020)	Meets				
		Kilpatrick Phonemic Awareness		Kilpatrick Phonemic Awareness		MS - IXL					
		Read Naturally		Read Naturally		MS - Greek Latin Roots					

						Prefixes by Cobb					
		Reading Assistant		Reading Assistant		MS – Good morning Sunshine by Literacy Loft					
		Corrective Reading		Corrective Reading		MS – Reading and Information Units by Hungry Teacher					
		REWARDS multisyllabic word decoding		REWARDS multisyllabic word decoding		MS – Write Tools					
						MS – Step Up to Writing					
						MS – Khan Academy					
						MS – Stevenson Grammar					
						MS – Mentor Sentences by Jivey					
						MS – STARS/CARS					
						MS – The Write Source					
						MS – Sadlier Vocabulary					
						HS - Actively Learn	not listed on site				

						HS - selected novels by grade level					
						HS - Prestwick House Latin and Greek Roots: A Study of Word Families	not listed on site				
High Quality Instructional Materials											
Elementary Math						Secondary Math					
Core	Evidence-Based	Targeted	Evidence-Based	Intensified	Evidence-Based	Core	Evidence-Based	Targeted	Evidence-Based	Intensified	Evidence-Based
enVision Mathematics (2020)	Yes	Successmaker	Yes	Successmaker	Yes	MS - enVision Mathematics (2020)	Yes	MS-Success Maker	Yes	MS – Success Maker	Yes
						MS – IXL					
						HS - Glencoe-Algebra 1, Algebra 2, Geometry (2018)	Partially Meets Expectations				
						HS - Brooks/Cole Cengage Learning Single Variable Calculus Early Transcendentals with Vector Functions 7E, 2012	not listed on site				
						HS - Glencoe-Precalculus,	not listed on site				

						McGraw Hill, 2014					
						HS - Elementary Statistics, McGraw Hill, 2007	not listed on site				
High Quality Instructional Materials											
Elementary SEBL						Secondary SEBL					
Core	Evidence- Based	Targeted	Evidence- Based	Intensive	Evidence- Based	Core	Evidence- Based	Targeted	Evidence- Based	Intensive	Evidence- Based
Second Step K-4	CASEL.org reviewed	Zones of Regulation	Yes	Trauma Informed - CBT	yes	MS - Second Step 5-8	CASEL.org reviewed				
		Social Thinking	Yes	Behavior plans	yes						
		CBT for Kids	Yes	Solution Focused Therapy	Yes						
		Second Step for individuals	Yes	Strength Based Approach	Yes						

PLAN ALIGNMENT:

Plan Name	Plan Purpose
 VALENTINE COMMUNITY SCHOOLS STRATEGIC PLAN 2021-2...	Align all initiatives into the AQUESST tenants and develop an action plan or goals for each.
 EOP Final Valentine - Current working copy	District plan of action in the event of an emergency involving the school or community.
 Crisis Team 2021-2022	Plan of action in the event of a crisis involving the school district.
https://sites.google.com/d/1U5AfHZS7fM776kimn5H7oZ7LvPsag6Mm/p/1IjQ2II00YtaCNlzpEFSRHgUSrmQdhHyP/edit VCS Curriculum Plan	Curriculum Plan identifies what is being taught at specific grade levels.
https://sites.google.com/d/1jtbClzDXbg6hJztRe3OwqWtswL6GnOni/p/1C2zio7bXglfwK3QqtQ1yNH5h472c4/edit VCS SPED Policies and Procedures	Policies and Procedures for the VCS Special Education Program to be in compliance both statewide and nationally with Special Education Law.
https://docs.google.com/document/d/1Q53sk0PI3vcvKCG1YUbw8ArkYlmxhMrmsAlkcoBTKk/edit VCS Instructional Model - Adopted 3/1/16	Provides a framework for teaching to improve student achievement.
– VCS ILCD TIP Plan	To improve learning for children with disabilities.
Mental Health Plan (AWARE Grant)	Comprehensive Mental health plan to include Tier 1, 2, & 3 services and supports. Includes AWARE grant goals & objectives.

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 could be driven by some or all of the following data sources: accreditation exit report, culture and climate surveys, NeMTSS Self-Assessment results, Comprehensive Needs Assessment, other implementation data, 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.

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: District Improvement Action Planning

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 allotted in daily schedules
- Establish decision-making rule 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 students 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

District Data

Demographic Trends

Demographic Categories	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
(K-12) Student Enrollment	572	608	616	632	
Special Education	14%	15%	15%	15%	
High Ability Learners	9%	8%	8%	8%	
White	449	460	462	483	
Black or African American	1	1	5	1	
Hispanic or Latino	24	23	31	28	
Asian	1	3	2	2	
Two or More Races	56	59	54	57	
Native Hawaiian/Other Pacific Islander	0	1	0	0	
American Indian/Alaska Native	41	61	62	61	
Free and Reduced	40.03%	38%	40%	41%	
English Learners	*	*	*	*	
Gender					
Attendance Rate			96%	95%	
Highly Mobile	4.92%	5.96%	3.18%		

***Segregate student outcome data for demographic categories comprising more than 10% of the total student population**

Indicators

District Classification: NEP

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			

Great	Great	Great					
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Student Outcome: NEP

English Language Arts								
Indicator: % of students that are proficient on the NSCAS ELA assessment.	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
District	67%	67%	-					
Special Education	18%	19%	-					
American Indian/Alaska	45%	46%	-					
Free and Reduced Lunch	53%	55%	-					
White	69%	75%						
Two or More Races	55%	63%						
Male	66%	67%						
Female	66%	69%						

*Below district average. *At or above district average.

Math								
Indicator: % of students that are proficient on the NSCAS Math assessment.	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
District	64%	62%	-					
Special Education	24%	16%	-					
American Indian/Alaska	40%	25%	-					
Free and Reduced Lunch	53%	53%	-					
White	70%	70%						
Two or More Races	30%	46%						
Male	63%	67%						
Female	60%	60%						

*Below district average. *At or above district acreage.

Accreditation: Most Recent Exit Report

Commendations	
Recommendations	

Perceptual Data: Culture and Climate Surveys

Self-Assessment: Comprehensive Needs Assessment (if applicable) [\(link the CNA 2.0 pilot results?\)](#)

Self-Assessment: NeMTSS Essential Elements

District Narrative

District Focused Priority One

Problem 80% of our students are not demonstrating proficiency based on NSCAS and MAP Growth.	Goal/Priority Outcome: Strengthen Core practices by 10% from baseline data (MAP, NSCAS, & Fastbridge) within grade level cohort.	
	Strengths	Growth Areas
	Core is high rigor and relevance for College and Career Ready students. Positive staff/student relationships. Consistent certified staff.	Strengthen Core Improve MAP/NCSAS data scores
ANALYZE When? What? Why?	Why do we believe we are seeing these results and how might we improve them? <i>HQIM</i> <i>Due to mental health issues.</i> <i>Need to do a better job of equipping teachers with differentiated instruction strategies. (Instructional Strategies)</i> <i>Need evidence-based curriculum.</i> <i>Instruction</i>	

	<i>Mental health issues</i> <i>Student and staff engagement</i> <i>Positive student/adult relationships</i> <i>Testing anxiety</i> <i>Basic needs are not met for all students</i> <i>Value of assessments/ education</i>
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Activity	Staff Responsible	Timeline	Additional Information as Needed	Success Result (Goal) Outcome
Vertical alignment discussions	K-12 Department	Begin Fall 2022	Ask ESU for assistance with Danielson Model and Curriculum Review. Creation of Curriculum Revision Cycle.	
Curriculum Review	K-12	Begin Spring 2022		
Focus monthly on components of Danielson Model.	K-12	Begin Fall 2022		
Teaming for Problem Solving at the Building level	K-12	Begin Fall 2022		

Work it Out				
Activity	Staff Responsible	Timeline	Additional Information as Needed	Success Result (Goal) Outcome

District Focused Priority Two

Problem: We do not have baseline data to determine	Goal/Priority Outcome: Select screeners, progress monitoring, and perceptual data to get baseline data by May 2023.
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mental health issues.		
	Strengths	Growth Areas
	Relationships Willing to address the issue Less stigma associated with mental health issues. MTSS Leadership team willing to put in the time and effort necessary to progress.	Students have low ratings in the areas of mental health on perceptual surveys.
ANALYZE When? What? Why?	Why do we believe we are seeing these results and how might we improve them? Social media Pandemic More are being identified because there is more awareness Broken homes Family structure Unhealthy friend/ peer relationships Students feel safe to share their feelings Peer referrals have increased Adult expectations for high student achievement Hard as adults to continue to support the emotional needs of students Staff are being asked to do more (example, Badger time will add to our plate.)	

Work it Out				
Activity	Staff Responsible	Timeline	Additional Information as Needed	Success Result (Goal) Outcome
Select and implement an age-appropriate K-12 Social Emotional Learning curriculum	K-12 staff	Fall 2022		
Select universal screener	Mental Health team	Fall 2022		
Choosing progress monitoring	Mental Health team	Fall 2022-Spring 2023		
perceptual surveys	Admin team	Fall 2022		

Develop a flowchart for staff to use with students in distress	Mental Health team	Fall 2022		

District Focused Priority Three

Problem: Social emotional support for staff is limited.	Goal/Priority Outcome: Improve social emotional health of staff by integrating practices as measured by perceptual surveys.	
	Strengths	Growth Areas
	Relationships with each other. Willing to address the issues. Less stigma associated with mental health issues. MTSS Leadership team willing to put in the time and effort necessary to progress.	Staff have low ratings in the areas of mental health on perceptual surveys.
ANALYZE When? What? Why?	Why do we believe we are seeing these results and how might we improve them?	
	Social media Pandemic Fewer adults that have more student activities that need sponsored Family structure Unhealthy relationships Staff internalize their feelings Adult expectations for high student achievement Hard as adults to continue to support the emotional needs of students Staff are being asked to do more (example, Badger time will add to our plate.)	

Work it Out				
Activity	Staff Responsible	Timeline	Additional Information as Needed	Success Result (Goal) Outcome
Select ways to positively motivate staff/Headspace app representative	K-12 staff	Fall 2022	Money Training Buy-in from staff	

Explore wellness space for adults	K-12	Begin Fall 2022	Board approval for some items (space)	
Coping/self-care awareness activities	K-12	Fall 2022		
Staff get-togethers	K-12	May 26, 2022		
Scheduled half-day teacher work day once a month	K-12	Fall 2022		

District Professional Learning Plan

Intended Participants	Topics	Who is responsible?	Resources Needed	Dates

Elementary Data

Demographic Trends

Demographic Categories	2017-2018	2018-2019	2019-2020 (Same as 2018-2019 due to COVID-19)	2020-2021	2021-2022
(K-5) Student Enrollment	225	244	244		
Special Education					
High Ability Learners	1%	2	2		
White		168	168		
Black		1	1		
Hispanic		14	14		
Asian		2	2		
Two or More Races		27	27		
Native Hawaiian/Other Pacific Islander					
American Indian/Alaska Native		32	32		
Free and Reduced	45%	36%	36%		
English Learners	*				
Gender					

*Much larger kindergarten class for 2019-2020

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

Elementary Focused Priority: Area to be determined after data review and analysis; must align with Continuous Improvement Plan

Indicators:

Reading & Writing (ELA)								
Indicator: % of students that are proficient on the NSCAS ELA assessment.	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade 3	78%	74%	-					
State Average	53%		-					
Grade 4	78%	78%	-					
State Average	56%		-					
Grade 5	68%	66%	-					
State Average	51%		-					
Overall Building	74%	73%	-					
State Average	53%	52%	-					
Indicator: % of students that are at or above grade level benchmark in Acadience	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Kindergarten	82% (NWF- 82%)	74% (NWF-74%)	79% (composite)	93% (composite)				
Grade 1	76% (ORF-76%)	83% (ORF-70%)	84% composite	77% composite				
Grade 2	94%	96%	92%	90% composite				
Grade 3	84%	89%	89%	73% composite				
Grade 4	90%	73%	75%	83% composite				
Grade 5	81%	86%	90%	moved to MS				
Overall Building	84.5%	83.5%	84%	83% *implement ed DIBELS				

				testing team				
Indicator: Winter %tile rank of students on the MAP Reading test. (Grade Report)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade 2			87	84				
Grade 3	92	94	91	88				
Grade 4	69	88	88	90				
Grade 5	92	85	82	*				
Overall Building	84	89	87	87				
Indicator: Winter-to-Winter Student Median Conditional Growth %tile–MAP Reading (Student Growth Summary Report)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade 3	50	67	67	80				
Grade 4	73	43	75	40				
Grade 5	78	51	64					
Overall Building	67	54	69	60				
Indicator: % Met Winter-to-Winter MAP Reading Projected Growth	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade 3	53	61		51				
Grade 4	74	45		53				
Grade 5	74	58						
Overall Building	67	55		52				
Indicator: % of students receiving Reading intervention beyond the CORE curriculum								

Kindergarten								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Overall Building								
Math								
Indicator: % of students that are proficient on the NSCAS Math assessment.	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade 3	88%	72%	-					
State Average	49%		-					
Grade 4	63%	58%	-					
State Average	49%		-					
Grade 5	62%	52%	-					
State Average	50%		-					
Overall Building	70%	61%	-					
State Average	50.5%	52%						
Indicator: Winter %tile rank of students on the MAP Math test.(Class Report)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade 2			86	75				
Grade 3	79	96	89	81				
Grade 4	58	84	86	80				
Grade 5	88	79	79	*				
Overall Building	75	82	85	78.7				
Indicator: Winter-to-Winter MAP Math Student Median Conditional Growth &le (Student Growth Summary Report)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade 3	51	56	60	69				

Grade 4	32	53	39	62				
Grade 5	61	68	62	*				
Overall Building	48	59	54	65.5				
Indicator: % Met winter-to-Winter MAP Math Projected Growth	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade 3	60	67		63				
Grade 4	35	55		69				
Grade 5	72	66						
Overall Building	56	63		66				
Indicator: % of students receiving Math intervention beyond the CORE curriculum								
Kindergarten								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Overall District								
Behavior								
Indicator: Number of Out of School Suspensions	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Kindergarten		2	0	0				
Grade 1		0	0	0				
Grade 2		0	0	1				
Grade 3		0	2	1				
Grade 4		1	0	2				
Grade 5		2	0	*	*			
Overall Building		5	2	4				

Indicator: Number of Office Referrals	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Kindergarten		9	2					
Grade 1		11	0					
Grade 2		1	3					
Grade 3		18	2					
Grade 4		18	7					
Grade 5		10	5	*	*			
Overall Building		67	19	76				
Indicator: Attendance - Chronically absent (20+ of more absences for the year)								
Kindergarten				0				
Grade 1				1				
Grade 2				0				
Grade 3				1				
Grade 4				0				
Grade 5				*				
Overall Building				2				

Indicator: EasyCBM Math % Met Winter-to-winter	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade K	76%	72%	73%	93%				
Grade 1	84%	63%	85%	77%				
Grade 2	86%	90%	84%	90%				
Grade 3	85%	87%	91%	73%				
Grade 4	67%	85%	71%	83%				
Grade 5	74%	86%	85%	*				
Overall District	79%	80%	81%	83%				

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

Elementary District Narrative:

IDENTIFY	Goal/Priority Outcome: Improve student performance in Reading, through a multi-tiered system of support, grades K-4, from 83% to ___% at Core level as measured by Acadience, by spring of 2022.			
Strengths and Growth Areas in Priority Outcomes/Indicators (Including Sub-Groups), Essential Core Practices				
		Strengths	Growth Areas	
		- Scheduled E & I time for interventions 90 minute reading block - Researched based core instruction and interventions - Using intervention logs to ensure fidelity	- Build in a more structured team time - Learning how to use and interpret data for instructional decisions - More structured reading block	
ANALYZE When? What? Why?	Why do we believe we are seeing these results and how might we improve them?			
	- Research based core instruction, data based problem solving and decision making			
Implement, Act and Reflect (How will staff be supported with implementation, what are the criteria for successful implementation?)				
Action Step:		Continued training on reading series (Wonders 2020).		
Activity	Staff Responsible	Timeline	Evaluation/ Reflection Formative Check (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4

Align current reading series with Nebraska State Standards.	ESU staff, Elementary staff	Awaiting adoption of new standards	<u>End Quarter 1:</u> <u>End Quarter 2:</u> <u>End Quarter 3:</u>	
Create grade-level teams to brainstorm ideas for norms for reading instruction.	Reading teachers, Admin	by Fall of 2021		
Continued PD for staff	Admin	ongoing PD plan for 2021-2022 year		
Implement fidelity checks	Admin, MTSS team	by		
Action Step:	Achieving valid Acadience data			
Activity	Staff Responsible	Timeline	Evaluation/ Reflection Formative Check (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
Ensure appropriate staff has been trained in Acadience administration and scoring	Admin	by Winter 2019	<u>End Quarter 1:</u> <u>End Quarter 2:</u> <u>End Quarter 3:</u>	
Create a testing team	Admin, MTSS team	by Spring 2020 - complete		
Schedule time for staff to analyze testing data	Admin	by Spring 2022		
Continued training in Acadience administration and scoring	Admin	ongoing		
Action Step:	Intervention Implementation			
Activity	Staff Responsible	Timeline	Evaluation/ Reflection Formative Check (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
Decision making rules	MTSS team	by	<u>End Quarter 1:</u> <u>End Quarter 2:</u> <u>End Quarter 3:</u>	
Clarification of and further implementation of E & I time	Admin, MTSS team	ongoing		
Selection of additional intervention programs	Admin, Interventionists	ongoing		

Training in intervention programs	Admin	ongoing		
Action Step:	Adopting and implementing SEL curriculum			
Activity	Staff Responsible	Timeline	Evaluation/ Reflection Formative Check (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
Survey staff related to SEL curriculum implementation	Counselor	May 2021	<u>End Quarter 1:</u> <u>End Quarter 2:</u> <u>End Quarter 3:</u>	
Researched SEL curriculums	Counselor	2020-2021		
Schedule time to teach lessons	Classroom teachers, Counselor, MTSS team	ongoing		
Action Step:	Adopting data collection system			
Activity	Staff Responsible	Timeline	Evaluation/ Reflection Formative Check (What worked/didn't? Interim Data Points?)	
Research data collection systems, Branching Minds, Educlimber, etc.	MTSS team	by spring 2022	<u>End Quarter 1:</u> <u>End Quarter 2:</u> <u>End Quarter 3:</u>	
Choose data collection systems, Branching Minds, Educlimber, etc.	MTSS team, staff	by fall 2022		

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
Teachers		
Administrators		
Interventionists (Paraeducators, Title I, and SPED)		
Coaches		
Individual student problem solving team members		
Building and district MTSS team members		
Assessment team		

Secondary Data

Demographic Trends

Demographic Categories	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
(K-12) Student Enrollment	178	196	201	194	
Special Education					
High Ability Learners				14.43%	
White				161	
Black or African American				0	
Hispanic or Latino				5	
Asian				0	
Two or More Races				18	
Native Hawaiian/Other Pacific Islander				0	
American Indian/Alaska Native				10	
Free and Reduced				35.57%	
English Learners	*	*	*	*	
Gender					
Attendance Rate					
Highly Mobile				4.98%	

***Segregate student outcome data on the tables below for demographic categories comprising more than 10% of the total**

Indicators

Student Outcome: NEP

English Language Arts (ELA)								
Indicator:	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
% of students that are proficient on the NSCAS ELA assessment.								
School			-					
State			-					
Special Education			-					
American Indian/Alaska			-					

Free and Reduced Lunch			-					
White			-					
Two or More Races			-					
Male			-					
Female			-					

*Below district average. *At or above district average.

Math								
Indicator: % of students that are proficient on the NSCAS Math assessment.	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
School			-					
State			-					
Special Education			-					
American Indian/Alaska			-					
Free and Reduced Lunch			-					
White			-					
Two or More Races			-					
Male			-					
Female			-					

*Below district average. *At or above district acreage.

English Language Arts (ELA)								
Indicator: % of students that are proficient on the NSCAS ELA assessment.	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade 6			-					
State Average			-					
Grade 7			-					
State Average			-					
Grade 8			-					
State Average			-					
Grade 11			-					
State Average			-					

Indicator: % of students that are at or above grade level benchmark in Acadience	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade								
Grade								
Grade								
Grade								
Grade								
Grade								
Overall Building								
Indicator: Winter %tile rank of students on the MAP Reading test. (Grade Report)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade								
Grade								
Grade								
Grade								
Overall Building								
Indicator: Winter-to-Winter Student Median Conditional Growth %tile–MAP Reading (Student Growth Summary Report)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade								
Grade								
Grade								
Overall Building								
Indicator: % Met Winter-to-Winter MAP Reading Projected Growth	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			

Grade								
Grade								
Grade								
Overall Building								
Indicator: % of students receiving Reading intervention beyond the CORE curriculum								
Kindergarten								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Overall Building								
Math								
Indicator: % of students that are proficient on the NSCAS Math assessment.	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade 6			-					
State Average			-					
Grade 7			-					
State Average			-					
Grade 8			-					
State Average			-					
Grade 11								
State Average								
Indicator: Winter %tile rank of students on the MAP Math test.(Class Report)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			

Grade								
Grade								
Grade								
Grade								
Overall Building								
Indicator: Winter-to-Winter MAP Math Student Median Conditional Growth &le (Student Growth Summary Report)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade								
Grade								
Grade								
Overall Building								
Indicator: % Met winter-to-Winter MAP Math Projected Growth	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade								
Grade								
Grade								
Overall Building								
Indicator: % of students receiving Math intervention beyond the CORE curriculum								
Grade								
Grade								
Grade								
Grade								
Grade								
Grade								
Overall District								

Behavior								
Indicator: Number of Out of School Suspensions	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade								
Grade								
Grade								
Grade								
Grade								
Grade								
Overall Building								
Indicator: Number of Office Referrals	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade								
Grade								
Grade								
Grade								
Grade								
Grade								
Overall Building								
Indicator: Attendance - Chronically absent (20+ of more absences for the year)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022			
Grade								
Grade								
Grade								
Grade								
Grade								
Grade								
Overall Building								

Perceptual Data: Culture and Climate Surveys, Engagement Surveys

Self-Assessment: NeMTSS Essential Elements

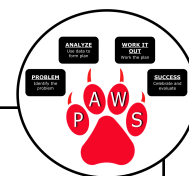
Date:

<u>Average by Component</u>	
Average Shared Leadership	
Average Communication, Collaboration, and Partnerships	
Average Evidence-Based Instruction, Intervention, and Assessment Practices	
Average Building Capacity/Infrastructure for Implementation	
Average Layered Continuum of Support	
Average Data-Based Problem Solving and Decision Making	

Secondary Narrative

Secondary Focused Priority One

Problem	Goal/Priority Outcome:			
	Strengths		Growth Areas	
ANALYZE When? What? Why?	Why do we believe we are seeing these results and how might we improve them?			
Work it Out				
Activity	Staff Responsible	Timeline	Additional Information as Needed	Success Result (Goal) Outcome



Secondary Focused Priority Two

Problem	Goal/Priority Outcome:		
	Strengths	Growth Areas	
ANALYZE When? What? Why?	Why do we believe we are seeing these results and how might we improve them?		

Work it Out				
Activity	Staff Responsible	Timeline	Additional Information as Needed	Success Result (Goal) Outcome

Secondary Professional Learning Plan

Intended Participants	Topics and NeMTSS Essential Element	Dates

Plan for MTSS Framework 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
- Schedule a visit to another district
- Schedule Refocus and Revision Meeting with NeMTSS (1 year later)

NeMTSS Implementation Workbook

Contents of this template are adapted from:

Nebraska Department of Education, NeMTSS Framework Document, 2019

Nebraska Department of Education, NeMTSS Implementation Support Team, Grant Project #19-96-0011-4415-P-62 (USDE grant #H027A027170079)

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