**Leadership**



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| --- | --- |
| **Current Average** |  |
| **Goal Average**For 2018 - 2019 |  |
| **What elements will be addressed?** | The principal is actively involved (1) A leadership team is established (2)The leadership team actively engages in ongoing professional development (3) A strategic plan for MTSS implementation is developed (4)The leadership team is actively facilitating implementation (5) |
| **Why is it occurring?** |  |
| **What are we going to do about it?** |  |
| **Action Plan** |  |
| **How will we monitor and measure our success?** |  |
| **Person(s) Responsible** |  |
| **Follow Up Date** |  |
| **Completion Date** |  |
|  |

**Building Capacity and Infrastructure**



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| **Current Average** | 1.8 |
| **Goal Average**For 2018 - 2019 | 2.3 |
| **What elements will be addressed?** | The critical elements of MTSS are defined and understood (6) Professional development and coaching provided to staff (7)The leadership team facilitates PD on data-based problem-solving (8)The leadership team facilitates PD on multi-tiered instruction and intervention (9) Coaching is used to support MTSS implementation (10)Schedules provide adequate time for training and coaching (11) Schedules provide adequate time to administer assessments (12)Schedules provide adequate time for multiple tiers of instruction/interventions (13) Schedules provide adequate time for data-based problem-solving (14) Processes, procedures, and decision-rules are established for DBPS (15) Resources to support MTSS implementation are identified and allocated (16) |
| **Why is it occurring?** | The leadership team is not consistently implementing ongoing professional development and coaching on multi-tiered instruction and intervention. In addition the leadership team needs to regularly use data on student needs and fidelity of how evidence-based practices are implemented to continuously improve professional development and coaching efforts. |
| **What are we going to do about it?** | The leadership team will consistently implement ongoing professional development and coaching on multi-tiered instruction and intervention. In addition the leadership team will regularly use data on student needs and fidelity of how evidence-based practices are implemented to continuously improve professional development and coaching efforts. |
| **Action Plan** | * School-based leadership team engages in professional learning of the critical elements of MTSS/RtI
* Create a MTSS/RtI Leadership Calendar
* Leadership team members will implement a schedule in which to facilitate PD for teachers
* Leadership team will utilize data on student need
* Leadership team members will align and integrate the critical elements of MTSS/RtI into Professional Learning Communities (PLC)/school initiative
 |
| **How will we monitor and measure our success?** | * Measure our success by Self-Assessment of Multi-Tiered System of Supports (SAM) domain average increase
* Collect data evidence to support implementation
* Classroom observation
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| **Person(s) Responsible** |  |
| **Follow Up Date** |  |
| **Completion Date** |  |
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**Communication and Collaboration**



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| **Current Average** |  |
| **Goal Average**For 2018 - 2019 |  |
| **What elements will be addressed?** | Staff have consensus and engage in MTSS Implementation (17) Staff are provided data on MTSS fidelity and student outcomes (18)The infrastructure exists to support family and community engagement (19) Educators actively engage families in MTSS (20) |
| **Why is it occurring?** |  |
| **What are we going to do about it?** |  |
| **Action Plan** |  |
| **How will we monitor and measure our success?** |  |
| **Person(s) Responsible** |  |
| **Follow Up Date** |  |
| **Completion Date** |  |
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**Data Based Problem Solving**



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| --- | --- |
| **Current Average** | 2.0 |
| **Goal Average**For 2018 - 2019 | 2.5 |
| **What elements will be addressed?** | DBPS for student outcomes occurs across content areas, grade levels, and tiers (21) Across tiers, data used to identify "gap" between expected and current outcomes (22) Data are used to identify reasons why students are not meeting expectations (23) Plans based on verified reasons why students are not meeting expectations (24) Student progress specific to academic or behavior goals are monitored (25)Data are used to address performance across diverse group (26)Resources for implementation of MTSS are addressed through data-based problem-solving (27) |
| **Why is it occurring?** | The leadership team is not consistently collecting data on student outcomes and identifying patterns of student performance across diverse groups. In addition, discussing resources for and barriers to implementation of MTSS through either collection of data to assess implementation levels or develop an action plan to increase implementation |
| **What are we going to do about it?** | The leadership team will consistently engage in efforts to collecting data on student outcomes and identifying patterns of student performance across diverse groups. In addition, discussing resources for and barriers to implementation of MTSS through either collection of data to assess implementation levels or develop an action plan to increase implementation |
| **Action Plan** | * Collaborate with leadership team and teachers to collect data
* Align and integrate elements of the MTSS/Rti into Professional Learning Communities (PLC)
* Leadership team members will meet bi-monthly to collaborate
 |
| **How will we monitor and measure our success?** | * Measure the success through the Self-Assessment of Multi-Tiered System of Supports (SAM) domain average increase
* Collect evidence through PLC
 |
| **Person(s) Responsible** | Mary Barba, Assistant Director; Esther Charles, Literacy Coach; Felicia Rattray, Lead Guidance Counselor; Pristine Pulley, 11th grade Guidance Counselor; Andie Segal, 10th grade Guidance Counselor; Kenneth Rolle, 9th Grade Guidance Counselor; Michele Rivera, Media Specialist; Mary Hood, ESE Specialist; Lori Insel, ESE Specialist; Susan Collins, Magnet Coordinator  |
| **Follow Up Date** |  |
| **Completion Date** |  |
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**Three Tiered Instructional/Intervention Model**



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| **Current Average** |  |
| **Goal Average**For 2018 - 2019 |  |
| **What elements will be addressed?** | Tier 1 academic practices clearly identify learning standards (28) Tier 1 behavior practices identify school-wide expectations (29)Tier 2 academic practices include common student needs, are linked to Tier 1 (30) Tier 2 behavior practices include common student needs, are linked to Tier 1 (31)Tier 3 academic practices are based on students' needs, aligned with Tier 1 and Tier 2 (32) Tier 3 behavior practices are based on students' needs, aligned with Tier 1 and Tier 2 (33) |
| **Why is it occurring?** |  |
| **What are we going to do about it?** |  |
| **Action Plan** |  |
| **How will we monitor and measure our success?** |  |
| **Person(s) Responsible** |  |
| **Follow Up Date** |  |
| **Completion Date** |  |
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**Data and Evaluation**



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| **Current Average** |  |
| **Goal Average**For 2018 - 2019 |  |
| **What elements will be addressed?** | Staff understand and have access to data sources (34)Policies and procedures for decision-making are established (35) Effective data tools are used appropriately and independently by staff (36) Data sources are used to evaluate the fidelity and impact (37)Available resources are allocated effectively (38)Data sources are monitored for consistency and accuracy (39) |
| **Why is it occurring?** |  |
| **What are we going to do about it?** |  |
| **Action Plan** |  |
| **How will we monitor and measure our success?** |  |
| **Person(s) Responsible** |  |
| **Follow Up Date** |  |
| **Completion Date** |  |
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