Multi-Tiered Systems of Support
MTSS or RtI

- Have an understanding of the systems and infrastructure that are necessary to support implementation of RtI at different levels of an educational system
- How to support sustainable implementation by addressing selection, allocation, coaching, and technical assistance so staff are adequately supported
- Be able to use self-assessments and student outcome data to guide action planning, and apply problem-solving methodology across different levels of the educational system
- Establish feedback loops to inform continuous improvement and policy making
- Align RtI practices and priorities with other district/national initiatives, such as Common Core State Standards, and school improvement, climate and discipline
Shannon Harken
Husband: Brian
Children: Maddie, Mac, & Mitch

Can you relate?
"If you don’t like the weather today, just wait until tomorrow."
-6 months: Snow and Ice Possible
-3 months: 100+ temps Possible
12 months: Sunshine and Storms Possible

- 54 Public School Districts
- 12 Accredited Private Schools
- Details:
  - 129,000 students (1/4 of state's enrollment)
Can you relate?
Pasco County, Florida
- 84 Schools
- Over 67,000 Students
- White 68%
- Black 6%
- Hispanic/19%
- Asian/American Indian/Pacific/Alaskan Native/Other 7%
- 53% Free - Reduced Lunch
- 13.7% ESE
- 4.3% ELL
- Serious Budget Cuts
- 60 Million Cut/
- 500 Lay Offs
Are we happy with our data?

Reading

Math

Grades 3-5

FRL

SWD

Grades 6-8

FRL

SWD
Is our system aligned to get the results we want?
In Pasco County, at the end of the day:

• Students show up
• Teaching needs to happen
• Learning needs to take place

Regardless, we must ask ourselves...
- Is learning occurring systematically across all classrooms, schools, and districts?
- Do all students have equitable access to rigorous and relevant opportunities to learn and grow?
- How do we know?

Key Vocabulary:

SURTHRIVAL
Meaning...
The fine art of growing, no matter what the situation and/or other people throw at you.

Stevan Kukic

Key Vocabulary

RECIPROCAL ACCOUNTABILITY
Meaning...
The system invests in capacity building in return for more accountable performance.
Bottom Line:
We Have to keep on going
We Want:
• To Make the RtI Logic Work in our Schools
• To Help the Learning of ALL Children
• To Create a Strong Pipeline of Well Prepared Teachers and Leaders
• To Leverage Quality of Instruction
• To Rectify Longstanding Inequalities

Oregon Department of Education
Proposed Policy on Scale-worthy Practices
• Practice addresses a core educational outcomes (e.g. reading, math, writing, graduation, social behavior)
• Practice is operationally defined
• Practice includes formal systems/ strategies for professional development.
• Practice includes formal system for measuring both fidelity and impact on student outcomes.
• Practice includes strategies for
• Practices has been proven feasible, socially acceptable and effective in at least 50 schools in Oregon.
• Practice is documented as evidence-based

Dr. Dianna Carrizales-Englemann

During our time together
• Be present: minds and hands on all day
• Reconvene when signaled
• Inspire yourself, others…inspire us
• Remain clear about the themes that unite us
• MTSS/RtI is more relevant today than ever because of the promise we bring:
  • Quality, Equity, Efficiency
• Leave the Conference energized
  • Impressed by the knowledge of your peers
  • Informed about practices and procedures that work
  • Clear about how you will bring the promise of MTSS to your students and families
• Have fun and suffering is optional
Key

- Dyads
- Group Work
- Individual
- Self-Assessment and Planning

Let's Review Pyramid

- Number off 1 and 2
- Number 1s turn their back to the screen
- Number 2s face the screen
- Number 1s will attempt to guess a series of words based on descriptions given to them by their Number 2 teammates.

Disclosure: We have no money!!!!

Let's Review Pyramid

- ALL Students
- Leadership
- Tier 1
- Data Driven
- Infrastructure
- Collaborative Culture
- Consensus
- High Quality Instruction
- Universal Screening
- Progress Monitoring
- Problem Solving
- Implementation
MTSS (RtI) Logic
Creating A Smart System

Where's the Evidence?
The practice of providing high-quality instruction and interventions matched to student need,

using data over time (learning rate level of performance, fidelity of implementation)

to make important educational decisions
Behind the Logic:

PRINCIPLES

1. *ALL* students are part of **ONE proactive and responsive** seamless educational system
2. Great Teachers – Use of scientifically validated programs, evidence-based practices and behaviors, collegiality, professionalism, and reflection
3. Comprehensive data system – Valid, reliable and instructionally relevant assessments, user-friendly system
4. Collaborative Culture – Teams using the problem-solving framework to make data-driven decisions
5. Quality professional development supports with follow-up coaching and modeling
6. *Great Leaders: Focus, Monitoring, and efficacy* – Supportive leadership is vital
7. Meaningful Parent/Student Involvement

This morning

- Discuss leadership that works and the distinctions between the district and building roles for implementing RtI
- Identify key leadership practices essential for principals to lead an initiative regardless of whether or not principals are dealing with resistance or full commitment from staff
- Explore the necessity of tiered leadership supports for schools, leaders, staff, teams
- Change Model and Leadership

For You to Decide:

- What is the value?
- What are processes and procedures?
- What is the art? What is the science? What is the math?
- What are the systems for achieving implementation and sustainability?
What are the specific instructional leadership factors, conditions and behaviors that must be visible in order to help us reach our identified goals?

Acknowledgments

- Bob Marzano
- Doug Reeves
- Doug Fisher
- Michael Fullan
- Kim St Martin, MiBLSi
- Leadership and Learning Center
- Florida PS/RtI Project
- Florida DOE
- Pasco County Schools
  - Crews Lake Middle School

Quick Check

- What is it like to be a principal?

- How are things different for other system leaders?
Setting the Context

- Leadership matters

- Principalship is probably the most important leadership role in the district because the school is where “it” gets implemented

- Leadership functions and managerial functions compete for the principals’ time and attention

The Challenge of Leadership Development

- Three decades of research prove that leaders have a profound influence on teaching effectiveness and student achievement
  - Goodlad – 2,500 case studies
  - Marzano, McNulty, and Water – meta-analysis
  - Reeves and White – quantitative analyses

- Leadership is stressful and high-risk, often because leadership evaluation is ineffective

- Empowerment, encouragement, and improvement

Keys to Improved Leadership Performance = Feedback is key!

Feedback is only effective if it is:

- Accurate – based on objective evidence and clear performance descriptions sufficiently clear that different evaluators come to the same conclusion

- Constructive – designed not just to evaluate people, but to improve performance over time

- Timely – provide soon after the performance and with the ability provided to the leader to use the feedback to improve
Marzano on District Leadership That Works

“…when district leaders are carrying out their leadership responsibilities effectively, student achievement...is positively affected.” (2006)

What do we know?
District Leadership Factors

<table>
<thead>
<tr>
<th>District Responsibilities</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonnegotiable goals for achievement and instruction</td>
<td>.33</td>
</tr>
<tr>
<td>Board alignment and support of district goals</td>
<td>.29</td>
</tr>
<tr>
<td>Defined autonomy, superintendent relationship with schools</td>
<td>.28</td>
</tr>
<tr>
<td>Monitoring goals for achievement and instruction</td>
<td>.27</td>
</tr>
<tr>
<td>Use of resources to support the goals for achievement and instruction</td>
<td>.26</td>
</tr>
</tbody>
</table>

District Leadership Behavior Effect Size .24

Explaining “Defined Autonomy”

- Goal of the district is to **standardize the process**
- Goal of the building is to **customize the implementation**
Standardizing the Process

- Data sources to support decisions for practice and program selection are used to assist in identifying collaborative and non-negotiable goals for improvement
- Selection, training, and coaching of evidence-based practices and programs for implementation
- Accountability mechanisms to ensure fidelity of implementation and leadership that supports the implementation

Customizing the Implementation

- Resource allocations is contingent on needs-student outcome, screening, and progress monitoring data
- Process (fidelity) data might also impact resource deployment
- Coaching support is contingent on variables like staff turnover, skill level, level of resistance to implementation

Thinking About Your District

- To what extent are:
  - Practices and programs common across all buildings in the district (core and intervention practices/programs)
  - Data aggregated across the district (overall and cohort) and disaggregated by building on an annual basis for goal setting and frequently used for progress monitoring
Thinking About Your District

- To what extent are:
  - Training (initial and follow-up) occurring for high probability practices and programs with an instructional methodology of modeling, coaching and feedback in the classroom
  - District-wide accountability structures in place for how practices/programs will be used with students across tiers of support
Thinking About Your District

- To what extent are:
  - Principals uniformly observing implementation of practices/programs and can identify variations of implementation
  - Principals and teachers receiving accurate, timely and constructive feedback

Your Turn:

What do you expect some of the challenges to standardizing this process effectively? For teachers? For administrators? For districts?

What might be some solutions?

Be prepared to share

What do we know?

School Leadership Factors Influences on Student Learning

1. Develop a strong school leadership team
2. Distribute some responsibilities throughout the team
3. Select the right work
4. Identify the order of magnitude implied by the selected work – First or Second Order Change
5. Match the management style to the order of magnitude of the change

Principal Leadership Behavior Effect Size .25 Marzano
Successful leaders anticipate staff responses to the decisions they make by careful planning and by having a decision tree of necessary next steps.

Think about the magnitude of the change and the implications for adult behaviors.

Traditional View of Learning

When time and instruction are held constant…

... learning outcomes vary.

Adapted from Buffum, Mattos, & Weber, 2009
A New View of Learning

*When time and instruction are variable…*

\[ \text{What I do as an educator} \quad + \quad \text{time} \quad \Rightarrow \quad \text{learning}\]

... learning is held constant.

Adapted from Bufferson, Mattos, & Weber, 2009

---

The Glue Behind the RtI Principles: Look Fors & Ask Abouts

1. Do we believe that the actions we take as educators can impact student learning?
2. Do we believe that our first focus should be on increasing the reach of core instruction (TIER I)?
3. Do we believe our instruction should meet the needs of diverse students? DIFFERENTIATION
4. Do we really believe that decisions are best made with data?
5. Do we really believe that all students can learn? Will learn?

---

Effective Leadership: Anticipate and Pre-Plan

- Will majority of the teaching staff view this as a second-order change?
- What elements of the MTSS/RtI logic might present philosophical challenges?
- What are any and all possible questions, comments, challenges that I might receive from staff, other principals and central office administrators, or board members?
Beliefs = Behaviors

• It is common for staff to say, “I’m supportive of the work” but their behaviors are inconsistent with their statements of support

• When you think about tiered leadership support, carefully examine the behaviors of the staff to determine what tier of support is necessary

Beliefs = Behaviors

• People’s behaviors will change before their beliefs

• The principal’s role in acknowledging their implementation efforts is critical

• Equally important is continuously presenting data to staff to show their efforts (actions) are making a difference in improving both process measures and student outcomes

STRONG LEADERSHIP TEAM
Results Oriented SBLT

• Rally around mission, vision, and core values

• Set clear expectations and learning goals

• Engage each member to play a significant role in the learning on behalf of the whole team - PURPOSE

• Create a feedback-rich environment

• Allow each person to develop new insights, skills, and competencies

• Go back to definition for everything
Think about your staff in relationship to the triangle.

- Identify staff who perceive RtI practices as first order change and place them in the green zone & estimate percentage – LEADERSHIP TEAM
- Identify staff who might be "sitting on the fence" between first order and second order change by placing them in the yellow zone & estimate percentage
- Identify staff who perceive the change as second order by placing them in the red zone & estimate percentage

SBLT: This is about...

Every Ed!

C. Dorman
Leading Second Order Change

- Staff who perceive the practices associated with MTSS/RtI as second order change will require building principals to focus on seven essential leadership practices that will help move them through the change process.

Based on the work of Marzano, Waters & McNulty (2005)

Seven Essential Practices

1) Knowledge of the practices associated with MTSS/RtI
   - Your knowledge will help you respond to challenging comments/questions posed by staff.

2) Positive support for staff who engage in the practices they are expected to implement
   - Cheerleading is not just for sports teams! You will play a major role in supporting their efforts since their implementation may feel awkward.

Based on the work of Marzano, Waters & McNulty (2005)

Seven Essential Practices

3) Deepening the knowledge of staff in MTSS/RtI
   - Staff need to understand the rationale behind MTSS/RtI practices and their role in implementation.

4) Willingness to disrupt the status quo in the face of uncertain outcomes

5) Monitoring and evaluating the implementation efforts and the impact it is having on staff and student outcomes

Based on the work of Marzano, Waters & McNulty (2005)
Seven Essential Practices

6) Tight (Directive) and loose (non-directive leadership) as the situation warrants
   - As staff continue to resist implementation, the line in the sand will need to be drawn (accountability)

7) Absolute belief in what staff are being asked to implement will positively impact the students
   - You cannot lead something you do not believe in. It is like a vegetarian selling meat!

Based on the work of Marzano, Waters & McNulty (2005)

LEADERSHIP THAT WORKS

"I'm increasingly persuaded that schools that go slow and a little at a time end up doing so little that they succeed in only upsetting everything without accruing the benefits of change" (Fullen, 1993, p. 8).

Bottom Line: Levels of Protection & Support

- Central office support is critical
- The role of the school district is to standardize the process and the role of the building is to customize the implementation
- Principals must not be “hung out to dry.” Important decisions that need to be made should carry with them a guarantee that if the going gets tough then the support will be there
Layering Support

- The necessary layers of support for successful MTSS/RtI implementation requires support up and down all levels
  - Students need support from their teacher
  - Teachers need support from their principal
  - Principals need support from their assistant superintendents and superintendents
  - Superintendents need support from their…

YOUR TURN

LEADERSHIP THAT WORKS

- Based on the information presented, which supporting factors or conditions do you have in place?
- Which factors or conditions do you have some control over and which do you not?
- How can you cultivate the ones you do have some control over?
- Be prepared to share

<table>
<thead>
<tr>
<th>Supporting Factors/Conditions</th>
<th>No Control</th>
<th>Some Control</th>
<th>Cultivate</th>
</tr>
</thead>
</table>

Change is a Constant

- Consensus
- Implementation
- Coherence
Know About and Be Ready for Change!

Michael Fullan

Managing Complex Change

Vision + Skills + Incentives + Resources + Action Plan = Change
Vision + Skills + Incentives + Resources = Confusion
Vision + Skills + Incentives = Anxiety
Vision + Skills = Resistance
Vision + = Frustration
Vision + Skills + Incentives + Resources = False Starts
Vision + Skills + Incentives + Resources + Action Plan = Whole System Reform

The Instructional Core (6 Secrets of Change)

1. Love Your Employees
2. Connect Plans with Purpose
3. Empower Building Parents
4. Learning Is the Work
5. Transparency Helps
6. Systems Learn
EQ What does it take for leaders to cause positive movement in turning around individuals, organizations, and systems?

1. Ready – Fire – Aim
   1. Relationships first (too fast/too slow)
   2. Honor the implementation dip
   3. Beware of fat plans
   4. Behaviors before beliefs

5. Communication during implementation is paramount
6. Learn about implementation during implementation
7. Excitement prior to implementation is fragile
8. Take risks and learn
9. It is okay to be assertive

ALL SYSTEMS GO
Elements of Successful Reform

1. A small number of ambitious goals
2. A guiding coalition at the top
3. High standards and expectations
4. Collective capacity building with a focus on instruction
5. Individual capacity building linked to instruction
6. Mobilizing the data as a strategy for improvement
7. Intervention in a non-punitive manner
8. Being vigilant about “distractors”
9. Being transparent, relentless, and increasingly challenging
EFFECTIVE LEADERSHIP

• READY - FIRE - AIM
• IS FOCUSED: Small numbers of Key Priorities
• MONITORS:
  – Clear learning goals
  – Provides Feedback
  – All means all
• Works systemically – needed activities across the years (Expectations)
• Shared Ownership
• Collaborative Culture
• Builds capacity of staff to deliver
• Uses data to improve teaching and learning
• Resolute Leadership: Keeps the main things, the main things
• HIGHLIGHTS CAUSAL RELATIONSHIPS
• FOCUSES ON RESULTS
• Celebrates
• LEARNS

Relevance of Leadership Today

• We know more than we do.
• We need to focus on doing what works.
  ◦ Funding limitations force careful allocation of resources.
• Large scale use of an integrated MTSS framework will mean finding ways to achieve the core features in different ways for different contexts.
  ◦ Different paths to a common goal

Essential Question:

Is your system aligned to get the results you want?
How do you know?

How are you spending your time?
How much time are you in classrooms?
Next

- Aligning MTSS/RtI practices and priorities with other district/national initiatives, school improvement, climate and engagement
- How to build capacity to support sustainable implementation
- Be able to use self-assessments and student outcome data to guide action planning, and apply problem-solving methodology across different levels of the educational system

What stops us?
Consider this:

“When the number of initiatives increases, while time, resources and emotional energy are constant, then each new initiative…will receive fewer minutes, dollars and ounces of emotional energy than its predecessors.”

Doug Reeves
“I absolutely see education as the civil rights issue of our generation. We have a moral, social and economic imperative to get better.”
“The only way we will get there as a country is through a quality education.”
Arne Duncan
Secretary, U.S. Education Department

The Great Equalizer:
✓ Ensuring a Strong Start
✓ Promoting a Bright Future
Our Goal
The district supports schools and is accountable for results.

Our Goal
Empower leaders, teachers and students with data that drive teaching and learning.

Strategic Plan:
Living the Vision 2008-2013

- Great Leaders
- Great Teachers
  - Instructional Best Practices (LFS, CRISS, …)
  - Lesson Study
- Multi-Tiered Systems of Support
  - Problem Solving
  - Data Driven Decisions
  - Continuum of Services
- Professional Development and Coaching
- Continuous Improvement
- Professional Learning Communities

Pasco’s Support Structures

What?
• Provide high quality instruction and intervention matched to student needs
• Use data over time to make important educational decisions
• Celebrate

How?
• Match resources to needs
• Create connected tiered levels of support
• Use a problem solving framework
• Use a comprehensive data system
• Use authentic measures of student growth

RtI
Our Goal
All students will meet or exceed high academic standards.

Our Goal
The achievement gap will close as a result of NCLB subgroups meeting academic proficiency.

Our Goal
All students will graduate prepared for success in the present and future economies.

The Night Sky
Vision
Continuity of Care
Excellence
Equity
Continuous Learning
Innovation
Strategic Plan
Professional Learning Communities
Great Leaders
Great Teachers
Continuous Improvement
PS/RtI Coaching
Professional Development
Aligning and Connecting The Right Stars

**LEADERSHIP**

**Why?**
- What is your purpose?
- What's your cause? What's your belief?
- Why do you get out of bed everyday?
  - Individuals, Schools, District, Society

**How?**
- Actions you take as a leader help shape and inspire actions in others – Personalization, Precision, Feedback, Embedded Professional Learning

**What?**
- A person who is highly respected for his or her ability to get results is far more persuasive and influential. What's your evidence? Deliverables

**Consensus**
Your Turn
Rationale for Implementation

- What is your school/district/state hoping to achieve with RtI implementation?
- How is RtI implementation related to your vision, mission, and strategic plan?
- What process was used to create your RtI Communication Plan?
- Is there an expectation that implementation should be included in the school, district evaluation processes?

YOUR TURN - SELF - REFLECTION

Lessons Learned

- Align with current vision, strategic plan, initiatives, and mandates - ongoing
- Use purposeful redundancy
  - Definition
  - Core Principles
- Watch for fragmentation – grouping of stars or constellations
- Try to communicate with one voice – the big ideas
- Focus on the main things
- Be relentless
- Keep the main things, the main things
- Create a strong leadership team
- Keep the end in mind
- Establish PLCs and engage in adult learning that focuses on teaching and learning
- Hire the right people
- Stay curious
- Think whole system reform
- Tell stories and Celebrate
- Debate and inform!!!!
Consensus & Infrastructure

MTSS Leadership Logic
Creating A Smart System

Where's the Evidence?

The practice of **providing high-quality leadership** matched to needs of my **school, district, state**

using data over time
to make important educational decisions
Think/Pair/Share

- Count off into pairs
- By yourself, answer the following question:
  What is your vision for the perfect school?
  What do you see? What do you hear? How do adults act? How do students act?
- Share answer with partner
- Partners share with school group

Year One Focus Topics

- Development of Vision Statement and Core Values.
- Development of a Behavior Plan through the lens of Response to Intervention.
- Teacher Empowerment through Action Research Within Professional Learning Communities.
- Agree on Consistent Grading Procedures
4 Indicators of Success in Schools

• Common Curriculum in Each Grade Level
• Formative Assessment in Each Curriculum Area
• System of Inquiry/Problem Solving
• Groups working in defined Professional Learning Communities

School Realities

• Isolated Staff Development
• No Reflection of Learning
• Meetings Focused on Managerial Tasks
• Limited Systems for School Wide Communication
• Staff Looking up for Answers
• No Sense of a Professional Learning Community Based on Teaching and Learning

What can these realities lead to?

Focus Area #1: Developing and Nurturing a Vision

• Developing a Vision with core values is a unique journey. Each school has to chart its own course. They key to success is collective buy in and constant revisiting of agreed upon values and vision.
• Both new schools and existing schools can benefit from establishing a Vision statement.
• Year 1 Strategy: Once core values are established, define them by creating “What we will see” and “What we won’t see” statements.
CLMS Vision Statement

Crews Lake Middle School will ensure a student-focused learning environment that instills pride, fosters respect and establishes collaboration that empowers students to design their own ship, achieve academic excellence and navigate in a global society.

Defining the Core Values

Ensure a student-focused learning environment that collaborates with our community.

<table>
<thead>
<tr>
<th>We will see...</th>
<th>We will not see...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open doors</td>
<td>Closed doors</td>
</tr>
<tr>
<td>Data Driven Decision Making</td>
<td>Disorganization</td>
</tr>
<tr>
<td>Writing Atmosphere</td>
<td>Isolation</td>
</tr>
<tr>
<td>Tactics</td>
<td>Group</td>
</tr>
<tr>
<td>Graphic Organizer</td>
<td>Limitation</td>
</tr>
<tr>
<td>Open Communication</td>
<td>Students off task</td>
</tr>
<tr>
<td>Recognition</td>
<td>Uninformed parents</td>
</tr>
<tr>
<td>Use of Best Practice</td>
<td>Lack of parent presence</td>
</tr>
<tr>
<td>Action Research</td>
<td>Negative attitudes</td>
</tr>
<tr>
<td>Respect</td>
<td>Ineffective</td>
</tr>
<tr>
<td>Clearly defined System of Communication</td>
<td>Nonproductive</td>
</tr>
<tr>
<td>Meeting</td>
<td>Rumors</td>
</tr>
<tr>
<td>Open lines of communication</td>
<td>Misunderstandings</td>
</tr>
<tr>
<td>Modeling</td>
<td>Knapsack</td>
</tr>
<tr>
<td>Parent nights</td>
<td>Evol language</td>
</tr>
<tr>
<td>Community Support</td>
<td>Disrespected</td>
</tr>
<tr>
<td>Extracurricular activities</td>
<td>Failure</td>
</tr>
<tr>
<td>Community service</td>
<td>Arguing</td>
</tr>
</tbody>
</table>
Defining the Core Values

Foster a culture of mutual respect among students, staff, and community.

We will see...  We will not see...
Cooperation  Profanity
Sense of community  Violence
Communication for purpose  Violent
Tolerance  Selfish
Health Expectations  Discrimination
Equality for all  Rudeness
Punishments  Favoritism
Democratic Process  Gossip
Constructive Feedback  Yelling
Respect  Negativity
Self Respect  Failure
Manners  Rudeness

Defining the Core Values

Instill Raider pride through positive attitudes and a dedication to excellence.

We will see...  We will not see...
Self Pride  Vandalism
Smiles  Fighting
Friendly People  Vulgarity
Courteous  Rudeness
Dedicated staff  Disrespect
Support  Trash
Kind deeds  Graffiti
School Spirit  Tardies
On task  Lack of effort

Tier 1 Behavior with Positive Behavior Supports

• Expectation Matrix and Discipline Flowchart are the building blocks for a safe learning environment. This is the TIER 1 curriculum that all students understand and all teachers enforce consistently.
• Positive Behavior Supports strengthen the curriculum by focusing on and rewarding positive behavior.
• A Monitoring System allows the staff to track behaviors and provide additional supports.
### Expectations

<table>
<thead>
<tr>
<th>Expectations</th>
<th>The Gallery</th>
<th>Hallway</th>
<th>Restroom</th>
<th>Arrival</th>
<th>Dismissal</th>
<th>School Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>R aspect</td>
<td>Keep hands, feet, and face to self.</td>
<td>Keep hands, feet, and face to self.</td>
<td>Keep hands, feet, and face to self.</td>
<td>Keep secure, clean</td>
<td>Keep hands, feet, and face to self.</td>
<td>Keep hands, feet, and face to self.</td>
</tr>
<tr>
<td>A tardive</td>
<td>Lines up and follows all staff directions.</td>
<td>In control of own personal space.</td>
<td>Follows Dr. Onken's rules.</td>
<td>Cleanly and properly</td>
<td>Not disturb</td>
<td>Not disturb</td>
</tr>
<tr>
<td>I independent</td>
<td>Blake Monday Choices</td>
<td>Walk Calmly</td>
<td>Use a quiet voice</td>
<td>Make Every Choice</td>
<td>Back Promptly</td>
<td>Every Class Promptly and Quickly</td>
</tr>
<tr>
<td>D educated</td>
<td>Clean Up the Area</td>
<td>Keep Hallway Clean</td>
<td>Keep Restroom Clean</td>
<td>Keep Campus Clean</td>
<td>Keep Classroom Clean</td>
<td>Keep Hallway Clean</td>
</tr>
<tr>
<td>R responsible</td>
<td>Follow Gallery Procedures</td>
<td>Work Safely</td>
<td>Always Working</td>
<td>Use Facility Property</td>
<td>Learn Your Code</td>
<td>Have Your Homework Materials</td>
</tr>
</tbody>
</table>

### Discipline Flowchart

1. **Initial Incident**
   - Write Referral
   - Send referral to office
   - Contact Parent to report incident and notify of referral

2. **2nd Step**
   - Classroom Tracking Form
   - Continue Classroom Tracking Form
   - Encourage positive behavior
   - Assist with academic work

3. **3rd Step**
   - Continue Classroom Tracking Form
   - Contact parent for additional information
   - Encourage positive behavior
   - Assist with academic work

4. **4th Step**
   - Continue Classroom Tracking Form
   - Contact peer, administrator, or behavior specialist for additional information
   - Encourage positive behavior
   - Assist with academic work

### Raider Creed in Axton

R A T I O N A L E

The Raider Creed is a set of guidelines and expectations for students at Crews Lake Middle School. It is designed to foster a positive learning environment and promote respect, responsibility, and academic excellence. The creed is divided into several sections, each focusing on different areas of school life, such as the hallway, restroom, arrival, and dismissal. Each section lists specific expectations that students are expected to uphold, such as keeping hands, feet, and face to self, following staff directions, and being in control of personal space. The creed also emphasizes the importance of cleanliness, following rules, and maintaining a positive attitude. By adhering to the Raider Creed, students can contribute to a safe and supportive school community.
Monitoring Student Behavior

Tier 1 Positive Behavior Support
Raider Doubloons

Tier 1 Positive Behavior Support
Captain's Crew

Monitoring Student Behavior
Teacher Empowerment

- The greatest gift an administrator can give to his/her faculty is the gift of empowerment.
- When a faculty owns their students strengths and weaknesses, true magic can occur in schools.
- Action Research is one way teachers can own their problems and seek out solutions that yield positive results.
- Research projects for Year 1 were based on data analysis from years past, not on teacher interest.

For Action Research to work...

- It must be celebrated.
- Research cycles must be discussed at every meeting.
- Research cycles that yield positive results must be shared and replicated throughout the school.
Common Grading Practices

- Improvements in Teaching and Learning can be negated by poor or inconsistent grading practices.
- Faculty needs to agree on consistent grading practices that truly measures mastery of standards and moves away from a compliance classroom.
- These discussions will be difficult, as grading is very personal for most teachers.

Take Time: Breakthrough

- Read Breakthrough
- When considering Fullan’s Breakthrough framework:
  - Personalization
  - Precision
  - Professional Development
- What key actions are needed for a Breakthrough system to take off in your school, district, state?

Breakthrough

- “In the absence of pervasive personalization, the opposite will happen - mass production, one-size-fits all mentality that fits those who benefit from the status quo.”
- To be precise is to get something right
- To prescribe is to lay down rigid rules
- Precision is in the service of personalization: being precise to the learning needs of the individual
- Assessment for learning has helped… The fatal weakness remains: going from assessment to instruction

Fullan, Hill & Crévola, 2006 (pp 17)
Professional Learning

- BREAKTHROUGH means focused, ongoing learning for each and every teacher.

- You cannot have ‘personalization’ and ‘precision’ without daily learning on the part of the teacher, both individually and collectively.

Fullan

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Professional Learning

- Schools need to work from the classroom out
- Professional learning must be ‘in context’
- Teachers must interact in relation to teaching and learning
- We need to start at the classroom and embed personalization, precision and professional learning into the daily experiences of students and educators.

Fullan

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PLC and MTSS

- Bring pieces into one integrated system:
- Understand these three piles of data: Leadership, Teaching, and Student Learning
  1. What is the student data?
  2. What is the relationship between teacher action and student data?
  3. What is the relationship between leadership action and teacher action?
- Data driven system with courageous conversations

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The practice of **providing high-quality leadership** matched to needs of teachers, schools, districts, state (PERSONALIZATION)

**using data over time** (PRECISION)

to make important educational decisions (PROFESSIONAL LEARNING)

---

**LEARNING FORWARD**

What is your capacity to deliver?

- What is the evidence that your actions, decisions, and efforts are increasing the effectiveness of your stakeholders in ways that also raise levels of student performance?
- How effective have your efforts been in causing our stakeholders to take greater responsibility for the learning of ALL students?
- How effectively are you monitoring your actions and efforts so it causes your stakeholders to learn from each other’s successes, and collaborate to learn from experts elsewhere?

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**Your Resource**
Behind the LOGIC: THE BIG ONES
CAPACITY TO DELIVER

COMPONENTS:
1. Multi-tiered Systems of Support
2. Comprehensive Data System
3. Problem-Solving Framework
4. Monitoring (Keeping Score)
5. Depth of Implementation and Allocation of Resources

What do we know?
School Factors

Influences on Student Learning
1. Guaranteed and Viable Curriculum
2. Challenging Goals and Effective Feedback
3. Parent and Community Involvement
4. Safe and Orderly Environment
5. Collegiality and Professionalism

I. The BIG ONES - MTSS
Tiers are Actions...Not Labels

- Common Language of Instruction
- Art and Science
- Provide a specific framework for what data should be considered, when, on what students, and with what resulting actions (PS)
  - 1. What we teach
  - 2. How we teach
  - 3. Is it working
- Allocate resources where they will do the most good, according to those same data
Part of Our Common Language of Instruction

- Essential Question
- Activator
- Teaching Strategies
  - Extension/
  - Refining Activities
- Summarizing

Gradual Release of Responsibility

**TEACHER RESPONSIBILITY**

Focus Lesson
Guided Instruction
Collaborative Learning
Independent Practice

**STUDENT RESPONSIBILITY**

“I do it”
“We do it”
“You do it together”
“You do it alone”

A Model for Success for All Students


**TIER I: All Students**

CORE, UNIVERSAL

Tier I Implementing well researched programs, and high probability instructional practices demonstrated to produce good outcomes for the majority of students most of the time.

Tier I Effective if at least 80% are meeting benchmarks with access to Core/Universal Instruction.

Tier I Begins with clear goals:
1. What exactly do we expect all students to learn?
2. How will we know if and when they’ve learned it?
3. How are we going to ensure they learn what we want them to learn?
4. How will we respond when some students don’t learn?
5. How will we respond when some students have already learned?

Questions 1-3 help us ensure a guaranteed and viable core curriculum.
What do we know?
Teacher Factors (Art & Science)
Influences on Student Learning
1. Instructional Strategies
2. Classroom Management (Engagement)
3. Classroom Curriculum Design
4. Assessment Practices

Common Language of Instruction
More than Instructional Strategies
Include Classroom Management Strategies
Organization of Content

Marzano - Looking Beyond
High Yield Strategies

Five Conditions to Support Teacher Expertise
What is Deliberate Practice?
The process by which teachers attain incremental gains in teacher expertise
• under the supervision and direction of their administrators
• and through the support of their peers
• in order to produce gains in student achievement from year to year

Where are you with developing a common language of instruction?
• Just heard of its importance
• Beginning to gather information
• Know enough to try it out
• Fully implemented and working on making it better
• Ready to work on helping other so that it becomes culturally embedded in our practice

Always Begin with TIER I: Core/Universal
Effective interventions must be built on a solid foundation of effective core instruction
School and district resources should be directed first and foremost to improve Tier 1 core instruction
We CANNOT intervene our way out of a core instructional problem
This approach leads only to overstretched intervention providers and diluted, ineffective intervention programs
Year Two Focus Topics

- Develop TIER 1 Curriculum through focused School Improvement Planning.
- Develop TIER 2 Behavior Supports now that TIER 1 Behavior System is firmly in place.
- Explore Grading Practices
- Enhance monitoring efforts to increase depth of implementation.
Think/Pair/Share
- Count of into pairs
- By yourself, answer the following question: What is the purpose of a school improvement plan? What should it include? Who should be involved in writing it? How often should it be revisited?
- Share answer with partner
- Partners share with school group

CLMS Approach to Focused School Improvement
- Focus on Tier I Behavior with Positive Behavior Supports.
- Focused and inclusive school improvement planning to strengthen Tier I Curriculum and Instruction.
- Targeted and Appropriate Tier II interventions.
- Stay on message and keep it simple.

Developing and Nurturing a School Improvement Plan
- Developing a School Improvement Plan should be as inclusive as possible. The plan should have a limited scope, and be primarily used to define and strengthen Tier I curriculum.
- Year 2: Write plan by Departments. Have each department share work. Those strategies that are interdisciplinary in nature, should become school priorities. Priorities should be limited to just a few and discussed at every meeting. They should also drive your school walkthroughs and lesson plan development and monitoring.
Reading Goal 1: Proficiency

CLMS School Improvement Plan

Goal #1: Reading: Students who are proficient in reading, will achieve a 100% on all AYP cutoffs as measured by Iowa Core Reading Tests.

School wide Implementation of POWER literacy strategies.

School wide Implementation of 6-Traits of Writing and DRAPES.

School wide Implementation of Writing Portfolio Program.

Implementation of TIER II Behavior Supports

Communication: Before, During, After

Year 2 CLMS SIP School Priorities

- School wide Implementation of POWER literacy strategies.
- School wide Implementation of 6-Traits of Writing and DRAPES.
- School wide Implementation of Writing Portfolio Program.
- Implementation of TIER II Behavior Supports

Communication: Before, During, After

Tier 1 Interdisciplinary Curriculum

Focus energies on strategies that are going to strengthen TIER 1 Curriculum and Instruction

- POWER Literacy Strategies (developed during Year 2 School Improvement Planning)
- 6-Traits/DRAPES Strategies (developed during Year 2 School Improvement Planning)
- Writing Portfolio Program
- Share out through displaying examples of excellence.
What is POWER?

School developed acronym of the 5 top Literacy strategies. Designed to be general in nature, so they can be used in all subject areas.

- P = Preview and Predict
- O = Own Your Own Vocabulary
- W = Write as You Read
- E = Evaluate and Make Connections
- R = Retell or Summarize

POWER Implementation

- Principal Rolls out 1 Strategy a week on morning news program. This serves as staff development.
- Each strategy is accompanied by a video of Reading Coach using strategy in classroom.
- Posters are made for every room.
- Walkthroughs are developed for each strategy.
- Resources are developed and available on-line.
- Coaching cycles for teachers in need of support.

POWER Website

- VIDEOS
  - WATCH VIDEOS
    - 1. P Video
    - 2. O Video
    - 3. W Video
    - 4. E Video
    - 5. R Video
What are the 6 Traits of Writing?

6 traits that all quality pieces of writing should include:

- Ideas
- Organization
- Voice
- Sentence Fluency
- Word Choice
- Conventions
What is DRAPES?

Elements that will strengthen writing:

- D-Dialogue
- R-Rhetorical Question
- A-Analogy
- P-Personal Experience
- E-Example
- S-Statistics

Writing Portfolio Program

Student Writing Portfolios…

- List what, where, and when students should write.
- Ask students to set quarterly writing goals.
- Provide a forum for students to conference with teachers about their writing progress.
- Move with the students throughout the grade levels.

Quality Essay used as Staff/Student Development
Example of Guiding Questions To Facilitate PS - Improving PLCs

1. What do teachers need to know and be able to do? **Tight:** a. connect to school-wide priorities; b. use data to focus their study and learning where they (teachers) need to be more effective in meeting the needs of students; c. teachers work collaboratively.
2. What is the current level of teacher skill, motivation and commitment?
3. What variables and procedures will facilitate this effort, and which might be barriers?
4. What supports/incentives are in place to help move this effort forward?
5. How will we get this done?

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Example of Guiding Questions To Facilitate PS - Improving PLCs

1. What do we believe high-quality teaching in this area looks like? What do our current instructional practices look like? or
2. When we think of the teaching we want to do and the learning we want to see, what gets in the way? Focus on alterable variables.

What do we need to understand at a deeper level to be able to increase student learning in this area? What can we do differently in our classroom to improve student ________?

4. How will we get this done?
   ✓ Get their ideas about how meetings should be used and connected to this purpose
   ✓ Concrete suggestions for how team members should interact productively and for handling violations
   ✓ Concrete suggestions about how to monitor and evaluate efforts
   ✓ Concrete ideas for resources and supports
YOUR TURN - SELF - REFLECTION

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<td>Year 1</td>
<td>Year 2</td>
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<tr>
<td>Other Year 2 SIP Initiatives</td>
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- Implementation of TIER II Behavior Supports.
- Implementation of PS/RTI Database to widen the scope of information analyzed for making decisions.

CAPACITY TO DELIVER:
Build Capacity & Create Infrastructure
Creating A Smart System Takes A New Logic

- Begin with the idea that the purpose of the WHOLE system is student achievement
- Acknowledge that student, teacher, leader, school needs exist on a continuum rather than in typological groupings
- Organize resources to make ALL educational resources available in direct proportion to need

Adapted from David Tilly, 2004

**The Constellation**

- All students can achieve high standards given sufficient time and support.
- All teachers can teach to high standards given the right conditions and assistance.
- High expectations and early interventions are essential.
- Teachers need to be able to articulate what they do, how they do it and why they do it.

2. The BIG ONES: Data System & Data Driven Decisions

**Formative Process**

- Evaluate effectiveness of instructional and intervention practices; programs, strategies
- Identify at-risk students early
- Identify and define problems
- Identify and expand successful programs; practices; strategies
- Analyze reasons for identified problems and/or successes
Are over 20% of students struggling?
Are between 5% and 20% of students struggling?
Are 5% or fewer students struggling?

Examine organization, curriculum, instruction, and environment for needed changes or adaptations.

Develop small group intervention.

Go to problem definition.
Go to intervention evaluation.

Decision Making Rubric for use with School-Wide Screening

Your Turn: Assessment for Learning
• List the assessment practices/tools that are currently used in your school.
• Of these practices/tools, which are the most powerful? Have the teachers been involved in determining the most powerful practices?
• Do the teachers on each grade level team use the same tools and compare the results?
• To what extent do the assessment tools used inform instruction?
• In what way(s) are teacher effectiveness and student achievement monitored and tracked over time in your school/district/state?

2. The BIG Ones: Data System & Data Driven Decisions

Step Zero
• Common data sources are agreed upon (administered the same way, around the same time)
• Teams understand how common data sources selected align to improvement efforts and desired outcomes
• Data sources directly inform important decisions and address questions the team asks
• Data are readily available, organized, and presented in a format that is understood by all participants
Procedures that are used:

- **R**: Review/Reflect
- **I**: Interview/Dialogue
- **O**: Observe
- **T**: Test

Assessment Domains are not limited to the one student or a group of students:

- **C**: Curriculum
- **O**: Organization
- **I**: Instruction
- **L**: Learner
- **E**: Environment

**PRECISION**

Taking the analyzed data and using it to inform instruction is easy to say but evidence shows that it is very rarely done effectively within the classroom context.

Fullan
The missing step and next piece is to make sense of the whole thing as one unified picture of where each student lies in terms of where to go next.

Fullan

When things go well...not well

We ask ourselves:

What is my instruction made that happen?

In what ways might learning together require taking risks?

Imagine planning a lesson together as a team. There are several different ideas about how to approach a part of a lesson. How would you want to interact as a team during this discussion?

Imagine that you have an idea that differs from what seems to be the majority opinion. Why is it important that you speak up? What would help you voice your idea? How would you want your idea to be received?

Imagine that you are teaching the research lesson for your colleagues to observe. The lesson, for whatever reason, does not go well. What would help you feel supported by your team in that situation?
3. The BIG ONES: Problem Solving/Inquiry

- Problem Solving is the systemic inquiry process that is used to develop effective instructional and intervention plans.

1. Problem Identification - What's the problem?
2. Problem Analysis - Why is it occurring?
3. Intervention Design/Implementation - What are we going to do about it?
4. Response to Intervention - Is it working?

Problem Solving within PLCs: Getting down to business
A Data Driven Inquiry Process to Determine:

1. what leaders, school, department, team, grade level, group of students, or student needs to do to be more successful or reach desired goals - GAP between desired and current reality
2. why the leaders, school, department, team, grade level, group of students, or student are not doing what we want them to do (barriers) - Theory of Action
3. which evidence-based high-quality practices to implement and support with fidelity (content and strategies)
4. what data should be collected, how often it should be collected, and what progress is considered "good"

Step 1 - What is the problem?

"Begin with the end in mind." (Covey)

- How would you describe your ability to use data to inform decision-making processes?
- How do you currently evaluate program's effectiveness in meeting the needs of your students? Are at least 80% of are students on track?
- What types of data do you use when making student placement and course selection decisions?
- How do you use walk-through data to provide timely and effective feedback?
- Do do students fare in your school, district?

Conduct Gap Analyses
Desired versus Current Reality
Three Domains

Program Evaluation
- Implementation Fidelity
- Program Expansion

Teacher Evaluation
- Deliberate teaching practices and strategies

Student Outcomes
- Students are demonstrating the intended outcomes

Step 2 - Why is the gap happening?
Understand the questions you are asking and why
How faithfully is the curriculum being implemented?

- Be clear about your hypotheses, and be open to unexpected findings
- Clearly identify the data needed to address your hypotheses
  ◦ Be sure to align your data directly with the questions you’re asking
  ◦ Incorporate whatever information you have that inform the questions you’re asking

Know Your Data and Your Story

- Check for accuracy
  ◦ If something looks weird or incorrect, it probably is
- Produce multiple views of your data
  ◦ e.g., aggregated vs. disaggregated data, raw numbers vs. percentages, etc.
- Look for patterns, trends, and anomalies
- Seek out comparison points
  ◦ e.g., county or state data, other “like” schools or districts
- Look for relationships between different variables or sources of data (triangulate!)
Step 3 - What are we going to do about it?
Develop Action Plan and Take Action!

- Using data to inform practice requires that actionable steps are identified, taken, monitored over time and evaluated
  - For example, if the data show that fidelity of implementation efforts are off, then steps targeting more appropriate support and monitoring should be taken and evaluated

Step 4 – Is it working?
Program Evaluation
  - Implementation Fidelity
Teacher Evaluation
  - Deliberate teaching practices and strategies
Student Outcomes
  - Students are demonstrating the intended outcomes

“Are you closer to your the end in mind?”

Your Turn: Self-Reflection
**ACTION BIAS**

Do not get caught in ‘Analysis Paralysis’ syndrome. Plan what you want to do, and then take Action and GO. You can always adjust after you have started.

Michael Fullan, 2009

**Beware of Fat Plans**

The size and the prettiness of the plan is inversely related to the quality of action and the impact on student learning.

Reeves, 2009

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**Bottom Line:**

**Leadership Maps™**

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</tr>
<tr>
<td>Replication of Success Likely</td>
<td>Replication of Success Likely</td>
</tr>
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</table>

Causes: The Antecedents of Excellence

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**4. KEEPING SCORE**

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Think/Pair/Share

- Count of into pairs
- How does your school currently monitor school/district priorities? Based on your discussions of new structures/priorities today, what monitoring methods could be put into place?
- Share answer with partner
- Partners share with school group

Evaluating the Effectiveness of Multi-Tiered Services

Red flags for Tier I
- Less than 70% of the school at or near grade level
- Too much whole-group instruction – No Gradual Release of Responsibility
- No evidence of flexible grouping
- Blaming students for failure
- “This is how I’ve always done it”

Evaluating the Effectiveness of Multi-Tiered Services

Data is used to determine not only the response of students to intervention but ultimately how responsive the system is to students’ needs.

- Effectiveness of Core/Universal System of Support (Tier I)
  - Percent of passing/failure rate
  - Percent of students on-track
  - Percent of students disengaged as indicated by absences or discipline problems

- Effectiveness of intervention courses/programs
  - Is there a need for more and more or less and less intervention classes over time?
  - Do intervention courses improve the outcomes for students in core content courses?
The Essentials of Keeping Score

- What ADULTS are doing – specific teaching and leadership actions
- Objective – either measurement or rubric
- Clear link to student achievement

4 Keys to Teacher Growth

Goal is for every teacher to increase his/her effectiveness every year:

- Assessed growth in use of research-based strategies (multiple measures against a common language/framework of instruction)
- Rigorously aligned professional development to what teachers are actually working on to improve
- Deliberate practice within a professional growth plan
- Connections to student achievement

Monitoring EVIDENCE
Other Monitoring Efforts

- Weekly POWER scavenger hunt by principal
- Writing Portfolio review
- LLT literacy walkthroughs

Celebrate: Reduction of 415 ODR’s from Year 1 to Year 2

Academic Engagement Time Regained from 2008-2009 to 2009-2010
Reading Proficiency

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CAPACITY TO DELIVER:
5. Depth of implementation and aligning resources to accomplish the goals
Year Three Focus Topics

- Increase Fidelity of TIER I Curriculum from School Improvement Plan (STAY ON MESSAGE)
- Define Resources and Supports
- Define Role of Work Groups
- Implement Early Warning System to establish a common language for student success
- Establish Protocols for TIER II Behavior Supports

Define Resources and Personnel to get the job done

Year 3 brings great challenges. Administration must clearly define how the school will get the job done. Staff needs to understand how BIG plan can be accomplished.

- Increase fidelity on essential TIER I Curriculum initiatives.
- Define support for formative assessment District initiatives.
- Define structure for implementation of the Early Warning System

Eliminating Committees and Creating Problem Solving Teams

- School Based Leadership Team
- Positive Behavior Supports Team (Formerly Discipline)
- Lead Literacy Team
- Media/Technology Team
- Student Services Team (PS/RTI Steering)
Defining Each Team's Role
School Based Leadership Team

- Leaders share out Raider Research to help infuse strategies throughout building.
- Review pertinent data (FAIR, Core K-12) and adjust SIP goals and strategies accordingly.
- Dissemination of information.
- Review Implementation of SIP Goals
- Represent teams on school decisions
- Celebrate

Defining Each Team's Role
Lead Literacy Team

- Support school's literacy initiatives through staff development and coaching.
- Development of FAIR Calendar with team planning.
- Development of instructional strategies that are TIERED to support FAIR levels.
- Goal setting with strategies after each FAIR assessment window.
- Report outs to Leadership Team and Faculty at scheduled meetings.

Defining Each Team's Role:
Positive Behavior Supports Team

- Focus on campus safety and supervision.
- Continue to refine TIER I Positive Behavior Supports.
- Begin work on TIER II supports.
- Review Discipline data per grade level on a quarterly basis.
- One member (SSAP) pulls attendance and discipline data bi-weekly for use in the Early Warning System.
- Formation of Student Removal Appeal Team
- Creation of Discipline Plan to be presented at early staff meeting.
Final Thoughts

- Every leader, to be effective, must have a moral purpose.
- Moral purpose should be involved in both the process and the end product.
- Moral purpose cannot just be stated. It must have strategies to make it happen.
- Moral purpose is difficult because you have to contend with the different ideas and cultures that people in an organization bring to the community.
- Culture and core values are often the glue that holds an organization together
Final Thoughts

- MTSS is expanding to an increasingly wide range of settings/disciplines.
- We need to remain clear about the themes that unite us.
- MTSS is more relevant today than ever because of the promise we bring:
  - Quality, Equity, Efficiency
- Leave this Conference energized:
  - Impressed by the knowledge of your peers
  - Informed about practices and procedures that work
  - Clear about how you will bring the promise of MTSS to your schools, students and families.

Schools

THANK YOU!

Amelia Van Name Larson
ameliadgvl@verizon.net
Design & Organization of CCSS

Key Design Considerations

- College Career Readiness Standards (CCR) are cross-disciplinary expectations and are considered to be “anchor standards”
- The CCR provide a broad view of what the standard category expects students to do
- Reading through the grade level specific Standards will provide a more concrete description of the CCR
Key Design Considerations

- Standards are outcomes. The resources and instructional strategies necessary for students to learn the standards are district-level decisions.

- Although standards are divided into strands, they are closely connected and reflected throughout the document.

Key Design Considerations

- Each standard need not be a separate focus. Several standards can be addressed in a single task.

- Research and media skills are blended into the Standards as a whole.

Organization of CCSS

- Three main sections:
  - K-5
  - 6-12 ELA
  - 6-12 Literacy in History/Social Studies, Science, Technical Subjects

- Three appendixes
Organization of CCSS

- Each section is organized into strands:
  - **Reading**: text complexity and growth of comprehension (includes Foundational Reading Skills)
  - **Writing**: text types, responding to reading, and research
  - **Speaking and Listening**: flexible communication and collaboration
  - **Language**: conventions, effective use, and vocabulary

Organization of CCSS

- Appendixes:
  - **Appendix A**: Research Supporting Key Elements of the Standards and Glossary of Key Terms
  - **Appendix B**: Text Exemplars and Sample Performance Tasks
  - **Appendix C**: Samples of Student Writing

Text Complexity and the Growth of Comprehension

“Begin with the end in mind.” (Covey)
CCSS Comprehension
Focus and Areas
• Literature
  ◦ Key Ideas and Details
  ◦ Craft and Structure
  ◦ Integration of Knowledge and Ideas
  ◦ Range of Reading and Level of Text Complexity
• Informational Text
  ◦ Same areas as listed above

Comprehension Growth
• Begins with Foundational Skills (K-5)
  ◦ Necessary components of an effective and comprehensive reading program
  ◦ Designed to develop proficient readers who have the capacity to comprehend texts across a range of types and disciplines
  ◦ More to come…

Comprehension Standards
• Range of Reading Level and Text Complexity:
  ◦ Read and comprehend complex literary and informational texts independently and proficiently
  ◦ Refer to Appendix A (pages 3-10)