

Elementary THREE (3) YEAR MTSS & Inclusive Practices PLAN

Basic assumptions:

1. Inclusive practices such as co teaching will positively impact student achievement.
2. Co Teaching will be used as a service delivery option to provide a least restrictive environment for students.
3. Decisions will be data informed and with the belief that all students can learn at high levels.
4. Through our collaborations, together with educational leadership at the district and school levels, we will promote the formation of wraparound structures, supports and practices throughout each tier to help students succeed in school.

School Year 2016-2017	School Year 2017-2018	School Year 2018-2019
<p>Math MTSS - Strengthen use of district math curriculum (Tier 1) use math supports once the grade level math scales and math grade level assessments have been developed. (Work the Process) - consider moving this section to next school year.</p> <p>Principal Role</p> <ul style="list-style-type: none"> ● Meet with PLC and individual teachers to ask how individual needs are being met based on data collected (BoE - Body of Evidence, formative assessment, CFAs, etc.) ● Feedback through classroom walkthroughs to look for differentiation ● Provide feedback on use of the curriculum use (My Math and My Math resources to include online resources) <p>Teacher Role</p> <ul style="list-style-type: none"> ● Teacher provides math supports (re-teaching, guided practice, etc.) during part of the regular math class (which may not be daily but times are identified within a unit of study to participate in identified small group reteaching as noted through formative assessments and daily body of evidence) ● Know, understand, and use the many elements and resources found within My Math the current resources (My Math) to include online tools, differentiation resources found within My Math) 	<p>Math MTSS - Continue to strengthen Tier 1 math supports by:</p> <ul style="list-style-type: none"> ● Supporting the Universal Screening process that will be developed at the district level ● Common grade level math intervention will become embedded into math Tier 1 & 2 supports. ● PLCs will use data to inform all grade level math as a grade level PLC team <p>Principal Role</p> <ul style="list-style-type: none"> ● Meet with PLC and individual teachers to ask how individual needs are being met based on data collected (BoE, formative assessment, CFAs, etc.) ● Feedback through classroom walkthroughs to look for differentiation ● Provide feedback on use of Tier I curriculum use (My Math and My Math resources to include online resources) ● Support the Universal Screening process that will be developed at the district level <p>Teacher Role</p> <ul style="list-style-type: none"> ● Teacher provides math supports (re-teaching, guided practice, etc.) during part of the regular math class (which may not be daily but times are identified within a unit of study to participate in identified small group reteaching as noted through formative assessments and daily body of evidence) ● Know, understand, and use the many elements and resources found within My Math to include online tools, differentiation resources found within My Math) ● Use data to determine common grade level math intervention of the students that you are intervening with on a daily basis (embedded into the math block) ● Support the Universal Screening process that will be developed at the district level 	<p>Math MTSS - Continue to strengthen Tier 1 math supports by:</p> <ul style="list-style-type: none"> ● Supporting the Universal Screening process that will be developed at the district level ● Common grade level math intervention will become embedded into math Tier 1 & 2 supports. ● PLCs will use data to inform all grade level math as a grade level PLC team <p>Principal Role</p> <ul style="list-style-type: none"> ● Meet with PLC and individual teachers to ask how individual needs are being met based on data collected (BoE, formative assessment, CFAs, etc.) ● Feedback through classroom walkthroughs to look for differentiation ● Provide feedback on use of Tier I curriculum use (My Math and My Math resources to include online resources) ● Support the Universal Screening process that will be developed at the district level <p>Teacher Role</p> <ul style="list-style-type: none"> ● Teacher provides math supports (re-teaching, guided practice, etc.) during part of the regular math class (which may not be daily but times are identified within a unit of study to participate in identified small group reteaching as noted through formative assessments and daily body of evidence) ● Know, understand, and use the many elements and resources found within My Math to include online tools, differentiation resources found within My Math) ● Use data to determine common grade level math intervention of the students that you are intervening with on a daily basis (embedded into the math block) ● Support the Universal Screening process that will be developed at the district level ● Plus time evolves into a truly differentiated intervention block (some students receive Literacy intervention, some get enrichment, some student receive math intervention)

<p>ELA MTSS - Strengthen use of district curriculum (Tier 1) ELA using developed grade level ELA scales and ELA grade level assessments.</p> <p>Principal Role</p> <ul style="list-style-type: none"> ● Supporting the Universal Screening process that is in place - look to move to 15% if data and caseloads support ● Meet with PLC and individual teachers to ask how individual needs are being met based on data collected (data used in guided reading, data collected in shared reading, interactive reading, literacy block, formative assessment, CFAs, etc.) ● Feedback through classroom walkthroughs to look for ELA differentiation ● Provide feedback on use of the curriculum use (during the literacy block) <p>Teacher Role</p> <ul style="list-style-type: none"> ● Teacher provides ELA supports (re-teaching, guided practice, etc.) during Plus Time in identified small group reteaching as noted through formative assessments and daily body of evidence) ● Know, understand, and use the many elements and resources found to support the ELA block and consider how to use the IC to support differentiation 	<p>ELA MTSS - Strengthen use of district curriculum (Tier 1) ELA using developed grade level scales and ELA grade level assessments.</p> <p>Principal Role</p> <ul style="list-style-type: none"> ● Supporting the Universal Screening process that is in place - look to move to 15% if data and caseloads support ● Meet with PLC and individual teachers to ask how individual needs are being met based on data collected (data used in guided reading, data collected in shared reading, interactive reading, literacy block, formative assessment, CFAs, etc.) ● Feedback through classroom walkthroughs to look for ELA differentiation ● Provide feedback on use of the curriculum use (during the literacy block) ● Common grade level ELA intervention will become embedded into Plus Time. ● PLCs will use data to inform all grade level ELA as a grade level PLC team <p>Teacher Role</p> <ul style="list-style-type: none"> ● Teacher provides ELA supports (re-teaching, guided practice, etc.) during Plus Time in identified small group reteaching as noted through formative assessments and daily body of evidence) ● Know, understand, and use the many elements and resources found to support the ELA block and consider how to use the IC to support differentiation ● Use data to determine common grade level ELA Plus Time ● Support the Universal Screening process that is in place 	<p>ELA MTSS - Strengthen use of district curriculum (Tier 1) ELA using developed grade level scales and ELA grade level assessments.</p> <p>Principal Role</p> <ul style="list-style-type: none"> ● Supporting the Universal Screening process that is in place - look to move to 15% if data and caseloads support ● Meet with PLC and individual teachers to ask how individual needs are being met based on data collected (data used in guided reading, data collected in shared reading, interactive reading, literacy block, formative assessment, CFAs, etc.) ● Feedback through classroom walkthroughs to look for ELA differentiation ● Provide feedback on use of the curriculum use (during the literacy block) ● Common grade level ELA intervention will become embedded into Plus Time. ● PLCs will use data to inform all grade level ELA as a grade level PLC team <p>Teacher Role</p> <ul style="list-style-type: none"> ● Teacher provides ELA supports (re-teaching, guided practice, etc.) during Plus Time in identified small group reteaching as noted through formative assessments and daily body of evidence) ● Know, understand, and use the many elements and resources found to support the ELA block and consider how to use the IC to support differentiation ● Use data to determine common grade level ELA Plus Time ● Support the Universal Screening process that is in place
<p>MTSS is an integrated component of all of the work we have done in the curriculum process (Jan Hoegh)</p> <ul style="list-style-type: none"> ● August: Austin Buffum - Closing the Achievement Gap ● Consider how the use of protocols can be used to support WIN/Plus Time planning to include reviewing data 	<p>MTSS is an integrated component of all of the work we have done in the curriculum process (Jan Hoegh) - continue with targeted PD.</p> <p>Principal Role</p> <ul style="list-style-type: none"> ● Attend offered PD and embedded ideas into SIP work, staff meetings, PLC meetings, CORE 	<p>MTSS is an integrated component of all of the work we have done in the curriculum process (Jan Hoegh) - continue with targeted PD.</p> <p>Principal Role</p> <ul style="list-style-type: none"> ● Attend offered PD and embedded ideas into SIP work, staff meetings, PLC meetings, CORE meetings, etc. in connecting it to what we do every day.

<p><i>May/June 2017: Offer a book study for all staff with graduate level credits. (Could ICs facilitate this again)</i> <i>Consider Book Study on Uniting Academic and Behavior Interventions (what target group, SAT?)</i></p> <p>Principal Role</p> <ul style="list-style-type: none"> ● Embed ideas of MTSS into SIP work, staff meetings, PLC meetings, CORE meetings, etc. ● Consider attending Austin Buffum (Aug 2) ● Participate in reading the text and encourage teachers to attend book study (May/June 2017) <p>Teacher Role</p> <ul style="list-style-type: none"> ● Consider attending Austin Buffum (Aug 2) ● Consider attending book study (May/June 2017) 	<p>meetings, etc. in connecting it to what we do every day.</p> <p>Teacher Role</p> <ul style="list-style-type: none"> ● Consider attending PD if optional attendance 	<p>Teacher Role</p> <ul style="list-style-type: none"> ● Consider attending PD if optional attendance
<p>Co-Teaching is an integrated component of the least restrictive environment</p> <p>Principal Role</p> <ul style="list-style-type: none"> ● Increase the number of co teaching partnerships in all buildings based on data. (Target each SPED and ESL teacher is co-teaching at least once during their day). ● Use a co teaching look-for guide when completing walk throughs ● Work with Student Services Director to note which teachers need to attend Co-Teaching training. <ul style="list-style-type: none"> ○ New to co-teaching training ○ Co-Teaching best practices - refresher ● Require co teachers note the Co teaching Model on their unit or lesson plans ● Encourage co-teaching relationships to attend the provided Co-Teaching work sessions <p>Teacher Role</p> <ul style="list-style-type: none"> ● Co-teaching partnerships in lesson plans will include the daily model being used ● Participate in co-teaching trainings and PD <p>Professional Development</p> <ul style="list-style-type: none"> ● Provide co-teaching work planning sessions ● Co-teaching PD 	<p>Co-Teaching is an integrated component of the least restrictive environment</p> <p>Principal Role</p> <ul style="list-style-type: none"> ● Increase the number of co teaching partnerships in all buildings based on data. (Target each SPED and ESL teacher is co-teaching at least once during their day). ● Use a co teaching look-for guide when completing walk throughs ● Work with Student Services Director to note which teachers need to attend Co-Teaching training. <ul style="list-style-type: none"> ○ New to co-teaching training ○ Co-Teaching best practices - refresher ● Require co teachers note the Co teaching Model on their unit or lesson plans <p>Teacher Role</p> <ul style="list-style-type: none"> ● Co-teaching partnerships in lesson plans will include the daily model being used ● Participate in co-teaching trainings and PD 	<p>Co-Teaching is an integrated component of the least restrictive environment</p> <p>Principal Role</p> <ul style="list-style-type: none"> ● Increase the number of co teaching partnerships in all buildings. ● Use a co teaching look-for guide when completing walk throughs ● Work with Student Services Director to note which teachers need to attend Co-Teaching training ● Require co teachers note the Co teaching Model on their unit or lesson plans <p>Teacher Role</p> <ul style="list-style-type: none"> ● Co-teaching partnerships in lesson plans will include the daily model being used ● Participate in co-teaching trainings and PD

<ul style="list-style-type: none"> <input type="radio"/> Offer training for those new to co-teaching - will be required if new to ESL/SPED <input type="radio"/> Set me up for success for those that are actively co-teaching 2016-17 school year <ul style="list-style-type: none"> ■ Note model you are using in plans ■ 		
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1. If goal is met: all kids will get the supports necessary at each tier, our action steps will be completed, continue MTSS, 2019 spring NeSA scores will increase, staff will be less overwhelmed because of an established process, consistency across the district, less SPED testing that result in students not qualifying
2. If goal is not met: we will continue to struggle to find appropriate interventions for kids and an analysis by the ILCD/MTSS team would be needed in order to make changes moving forward, inaccurately identifying students who require special education services (i.e., not using least restrictive)

Elementary THREE (3) YEAR Assessment and Data Literacy PLAN

Basic Assumptions:

1. Increased assessment & data literacy for all administrators and teachers will positively impact student achievement.
2. Increased assessment & data literacy will inform the work of PLCs
3. Assessment literacy planning is based on commitment to continuous improvement, takes into consideration shifts in staff skills and knowledge, and applies to all district assessments.
4. It is critical to have a shared vision and process for developing assessment literacy across the school district.

School Year 2016/17	School Year 2017/18	School Year 2018/19
<p>PLC - Identify products and data sources to be expected from PLCs.</p> <p>Principals and Teachers: differentiate roles and product expectations for building level and district level PLCs (district and building level data & products, for each level of use).</p> <p>Principal Role</p> <ul style="list-style-type: none"> ● Monitor products (TBD) ● Prepare for PLCs <p>Teacher Role</p> <ul style="list-style-type: none"> ● Data entry (Google sheets & other, TBD) ● Adherence to GVC <ul style="list-style-type: none"> <input type="radio"/> Prioritization <input type="radio"/> Use of proficiency scales 	<p>Principal Role</p> <ul style="list-style-type: none"> ● Monitor products (TBD) ● Prepare for PLCs <p>Teacher Role</p> <ul style="list-style-type: none"> ● Data entry (Google sheets & other, TBD) ● Adherence to GVC <ul style="list-style-type: none"> <input type="radio"/> Prioritization <input type="radio"/> Use of proficiency scales 	<p>Principal Role</p> <ul style="list-style-type: none"> ● Monitor products (TBD) ● Prepare for PLCs <p>Teacher Role</p> <ul style="list-style-type: none"> ● Data entry (Google sheets & other, TBD) ● Adherence to GVC <ul style="list-style-type: none"> <input type="radio"/> Prioritization <input type="radio"/> Use of proficiency scales

<p>○ Develop & adhere to pacing guides & key resources</p> <p>MAP Data - optimizing use of (quick staff meetings - principals showing reports) Students self-monitoring progress - identify data sources Teachers - Body of Evidence (tech connection) - Powerschool matching with data sources District Assessments - tech tool for collecting data & considering annual reflection on relevance of assessments The right data at the right time - in relation to data collection/assessment Helping teachers see the “why” of assessments (purposes of various assessments on various time-frames) - Ensuring that we are always reflecting on why; connection to PLC guiding questions 3 & 4. Supporting development of high quality common assessments: reliability, validity, fairness, etc. Data Walls - progress monitoring and strengthening panel 3 Determining when, where and how L to J will be used district-wide at elementary level to monitor student progress. Understanding data in relation to Plus Time and MTSS. Plus Time: Triangulation of data; consider the first, second, third, etc., data sources and how we group students. Formative assessment - processes and data analysis Assessments: Effectively using what we have; determining what we need.</p>	<p>○ Develop & adhere to pacing guides & key resources</p> <p>MAP Data - optimizing use of (quick staff meetings - principals showing reports) Students self-monitoring progress - identify data sources Teachers - Body of Evidence (tech connection) - Powerschool matching with data sources District Assessments - tech tool for collecting data & considering annual reflection on relevance of assessments The right data at the right time - in relation to data collection/assessment Helping teachers see the “why” of assessments (purposes of various assessments on various time-frames) - Ensuring that we are always reflecting on why; connection to PLC guiding questions 3 & 4. Supporting development of high quality common assessments: reliability, validity, fairness, etc. Data Walls - progress monitoring and strengthening panel 3 Determining when, where and how L to J will be used district-wide at elementary level to monitor student progress. Understanding data in relation to Plus Time and MTSS. Plus Time: Triangulation of data; consider the first, second, third, etc., data sources and how we group students. Formative assessment - processes and data analysis Assessments: Effectively using what we have; determining what we need.</p>	<p>○ Develop & adhere to pacing guides & key resources</p> <p>MAP Data - optimizing use of (quick staff meetings - principals showing reports) Students self-monitoring progress - identify data sources Teachers - Body of Evidence (tech connection) - Powerschool matching with data sources District Assessments - tech tool for collecting data & considering annual reflection on relevance of assessments The right data at the right time - in relation to data collection/assessment Helping teachers see the “why” of assessments (purposes of various assessments on various time-frames) - Ensuring that we are always reflecting on why; connection to PLC guiding questions 3 & 4. Supporting development of high quality common assessments: reliability, validity, fairness, etc. Data Walls - progress monitoring and strengthening panel 3 Determining when, where and how L to J will be used district-wide at elementary level to monitor student progress. Understanding data in relation to Plus Time and MTSS. Plus Time: Triangulation of data; consider the first, second, third, etc., data sources and how we group students. Formative assessment - processes and data analysis Assessments: Effectively using what we have; determining what we need.</p>
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Elementary THREE (3) YEAR Curriculum & Instruction PLAN

Basic assumptions:

1. Curricular priority areas will continue to be English Language Arts and Math for all levels, PK-5 and Science for levels 3-5. All other content areas, specials, will address content standards within PLCs.
2. Curriculum reviews will be prioritized using the following considerations:

- a. To follow Nebraska statute and must be adopted by our district within a year.
- b. To make adjustments to the instructional program based on achievement data.

3. Curriculum implementation will include effective use of technology to increase student engagement and enhance instruction where appropriate.

- 4. Ongoing professional development will be an expectation for all staff members. Areas of focus will include the curriculum review process, assessment literacy, and highly effective instructional strategies aligned to the Marzano Instructional Framework.
- 5. Curriculum resources will be purchased according to the following guidelines:
 - a. Curriculum review, including prioritization of standards and review of student achievement data must occur prior to any materials review or purchase.
 - b. Requests for curriculum resources will be made to the Coordinator of Elementary Education for approval.
 - c. In general, purchased curriculum resources will be expected to be in use for a minimum of five years. Resources that have been in place for seven years or longer must be reviewed for relevance.
 - d. Professional development will be planned for and provided to support the implementation of new resources.

School Year 2016/17	School Year 2017/18	School Year 2018/19
<p style="text-align: center;">Summer 2016</p> <p>Principal/Teacher Roles:</p> <ul style="list-style-type: none"> ● Update to strengthen prioritization documents, proficiency scales and common assessments for ELA at all levels Pre-K through 5, according to documentation made throughout the previous school year in Google. ● Create prioritization documents, proficiency scales and begin developing common assessments for Math at all levels Pre-K through 5, and documents will be stored in Google. <p style="text-align: center;">School Year 2016/17</p> <p>Principal/Teacher Role:</p> <ul style="list-style-type: none"> ● Continuation of curriculum and assessment work ("work the process") for ELA and Math. PLC teams will make note of recommended changes in their grade-level PLC Log in Google, to be addressed during curriculum review work in the summer of 2017. 	<p style="text-align: center;">Summer 2017</p> <p>Principal/Teacher Roles:</p> <ul style="list-style-type: none"> ● Update to strengthen prioritization documents, proficiency scales and common assessments for ELA & Math at all levels Pre-K through 5, according to documentation made throughout the previous school year in Google. ● Update prioritization documents, proficiency scales and begin developing common assessments for science at all levels K through 5, and documents will be stored in Google. ● Review data to determine additional professional development needs in the area of guided reading. ● Revisit the departmentalization conversation and create a timeline for implementation. <p style="text-align: center;">School Year 2017/18</p> <p>Principal/Teacher Role:</p> <ul style="list-style-type: none"> ● Continuation of curriculum and assessment work ("work the process") for ELA, Math, and Science. PLC teams will make note of recommended changes in their grade-level PLC Log in Google, to be addressed during curriculum review work in the summer of 2017. 	<p style="text-align: center;">Summer 2018</p> <p>Principal/Teacher Roles:</p> <ul style="list-style-type: none"> ● Update to strengthen prioritization documents, proficiency scales and common assessments for ELA, Math and Science at all levels Pre-K through 5, according to documentation made throughout the previous school year in Google. ● Review data to determine additional professional development needs in ELA, Math and Science. ● Revisit the departmentalization conversation and create a timeline for implementation. <p style="text-align: center;">School Year 2018/19</p> <p>Principal/Teacher Role:</p> <ul style="list-style-type: none"> ● Continuation of curriculum and assessment work ("work the process") for ELA, Math, and Science. PLC teams will make note of recommended changes in their grade-level PLC Log in Google, to be addressed during curriculum review work in the summer of 2017.

- Use the “Curriculum Documents” Google file structure to store all curriculum documents, in the areas of ELA and Math.
- Continued focus on strengthening elementary literacy (Shared Reading, Interactive Read-Aloud, Writing and Guided Reading) and math block, through participation in staff professional development , classroom observations and feedback, and instructional rounds.
- Continued focus on strengthening knowledge about guided reading as a form of differentiation and the use of student data to monitor growth. (i.e. body of evidence) Through the implementation of a uniform structure to ensure consistent implementation of guided reading practices.
- Implement consistent, effective supports for early intervention and enrichment across all buildings and grade levels during the school day based on grade level priority standards and data analysis on common assessments.
- Continuously review ELA and math assessment data (Benchmark, MAP, grade level common assessments, body of evidence, etc.) using protocols to ensure growth across all levels.
- Explore career pathways from high school to the elementary (e.g. STEAM, PLTW, etc.). Will need to identify funding sources and FTE needs to advance.
- Revisit the departmentalization conversation and create a timeline for implementation.

- Use the “Curriculum Documents” Google file structure to store all curriculum documents, in the areas of ELA, Math, and Science.
- Continued focus on strengthening elementary literacy (Shared Reading, Interactive Read-Aloud, Writing and Guided Reading) and math blocks, through participation in staff professional development , classroom observations and feedback, and instructional rounds.
- Continued focus on strengthening knowledge about guided reading as a form of differentiation and the use of student data to monitor growth. (i.e. body of evidence) Through the implementation of a uniform structure to ensure consistent implementation of guided reading practices.
- Begin aligning career pathways from high school to the elementary (e.g. STEAM, PLTW, etc.). Will need to identify funding sources and FTE needs to advance.
- Implement consistent, effective supports for early intervention and enrichment across all buildings and grade levels during the school day based on grade level priority standards and data analysis on common assessments.
- Continuously review guided reading data in A-Team retreats, to ensure growth across all levels.

- Use the “Curriculum Documents” Google file structure to store all curriculum documents, in the areas of ELA, Math, and Science.
- Continued focus on strengthening elementary literacy (Shared Reading, Interactive Read-Aloud, Writing and Guided Reading), math and science blocks, through participation in staff professional development , classroom observations and feedback, and instructional rounds.
- Begin implementing opportunities from high school career pathways back to 4th through 8th grades to create a feeder program (e.g. STEAM, PLTW, etc.).