

Strengthening LCAP Actions and Services

Model Content for Implementation

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Introduction

In 2013-14, the California budget introduced the Local Control Funding Formula (LCFF) and instituted a change in LEA accountability for unrestricted funding in the form of a three-year Local Control Accountability Plan (LCAP). The LCAP includes sections for documenting stakeholder involvement in the development of the plan which includes goals, identified needs, and expected annual measureable outcomes, actions/services and an annual update.

Now in the third year of developing plans, districts have been able to put the format behind them, and create strategic plans that focus on student learning, distribute leadership throughout the organization and document sustained improvement efforts over time.

The following document was created as a tool for districts to assist them in their development of LCAPs. Embedded within the document are models of best practices for a variety of instructional practices that impact student achievement.

The document offers sample formatting for districts to consider when developing their LCAP to make tracking the implementation of the plan and reporting out on the template to stakeholders much simpler, and offers suggestions for sequential action steps in years 1, 2 and 3 of the plan. Teams may consider where they are currently in the progression of steps and use the suggestions for consideration in action planning steps.

We hope this document will provide a quick resource for districts to use while they develop their LCAPs and offer their teams some valuable input both in terms of process, implementation and student outcomes.

Strategic Goals: Examples

# Student Learning:

* Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.
* To provide high-quality classroom instruction and curriculum.
* To develop, implement, and monitor a comprehensive student and programmatic assessment and evaluation system.
* By 20\_\_\_, 100% of our third grade students will be reading on grade level.
* Students at risk of failure (especially low income population) will be identified for intervention and extra support.
* The district will provide a high quality educational system to raise the academic achievement of ALL students.
* The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups

# High School Completion and College & Career Readiness:

* To provide a physically and emotionally safe learning environment that is culturally responsive to all students.
* To involve our parent, family, and community stakeholders as direct partners in the education of all students.
* Empower ALL parents (including those speaking a primary language other than English) to be actively engaged in their students’ education and decision-making processes by providing timely information and encouraging parents to demonstrate their support for student learning and for the importance of graduating “college and career ready”.
* Ensure that ALL students are actively engaged and supported through a safe, healthy, culturally responsive, and rigorous learning environment.

Strategic Goals: Examples Continued

# Engagement and Safety:

* To provide a physically and emotionally safe learning environment that is culturally responsive to all students.
* To involve our parent, family, and community stakeholders as direct partners in the education of all students.
* Empower ALL parents (including those speaking a primary language other than English) to be actively engaged in their students’ education and decision-making processes by providing timely information and encouraging parents to demonstrate their support for student learning and for the importance of graduating “college and career ready”.
* Ensure that ALL students are actively engaged and supported through a safe, healthy, culturally responsive, and rigorous learning environment.

# Basic Services:

* Ensure a positive learning environment with properly certificated teachers, adequate materials, and appropriate facilities to support high quality teaching and student learning.
* The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.

Mathematics

# Sample Goal or Vision Statement:

Students will have access to rigorous math courses, aligned to California Mathematics Standards, and provided with supports to ensure their success.

# State Priorities Addressed:

1. Basic Services

2. CCSS Implementation

7. Course Access

# Sample Identified Needs:

* Newly hired teachers (2) need to be trained in State Standards in Mathematics.
* 50% of students At or Near or Above Standard on SBAC – Math “Concepts and Procedures”
* Mathematics courses offered need to meet A-G requirements.
* Common formative and summative assessments need to be aligned with CCSS.

# Sample Expected Annual Measurable Outcomes:

1. 100% of teachers will be trained in and implementing State Standards for Math as evidenced by attendance records at local professional development, state and regional conferences/workshops, teacher surveys, administrator and peer coach walkthrough data/feedback
2. Math course offerings will meet A-G requirements as evidenced by Master schedule in grades 9-12.
3. 98% of students will be proficient at Concepts and Procedures as evidenced by course performance of B or higher in math assessments.
4. 75% of students will meet or exceed standard on the 20\_\_-20\_\_ SBAC assessment.

Mathematics cont.

# Potential Progression of Action Steps:

1. Administrators, teachers and support staff will participate in intentionally planned and designed professional development around the California Mathematics Standards (e.g., student centered learning, problem based learning, mathematical discourse rigor, in mathematics including balance between conceptual understand, procedural skills, and application/problem solving).
2. Teachers and support staff will participate in job-embedded professional learning opportunities (e.g., peer to peer coaching, lesson study, team teaching, walkthroughs, and/or CaMSP grant involvement).
3. Math teachers will participate in Professional Learning Communities (PLCs) or similar at all school sites around improving mathematics achievement to meet the California Mathematics standards.
4. Teachers will increase their expertise in California Math Standards by participating in professional development (e.g., book studies, conferences, webinars, online collaboration, grants) for teachers to implement best teaching and learning practices (increased Depth of Knowledge levels, mathematical discourse, math talks, talk moves, hands-on learning, and questioning techniques).
5. Teachers will be provided curriculum specific training and support (e.g., publisher, county office of education).
6. Materials (print, online, manipulatives) will be purchased to support full implementation of California Mathematics Standards aligned curriculum in all grade levels in addition to resource, intervention, English learners and extended day programs.

Mathematics cont.

1. Teachers’ will utilize assessment tools (e.g., district benchmarks, curriculum embedded assessments, SBAC released tasks, SBAC interim assessments, SBAC Digital Library, or other assessment resources) to diagnose and monitor student learning to ensure grade level mastery to increase student achievement in mathematics and close achievement gap in all subgroups.
2. Teachers, at each grade level, will use performance tasks with students throughout the school year as part of formative assessment (e.g., curriculum embedded tasks, SBAC released tasks, SBAC interim assessments, SBAC Digital Library, or other performance task resources).
3. Students will be supported to attain grade-level mathematics standards and engage in mathematics content at higher Depth of Knowledge levels. Additional support will be offered with research-based strategies and materials to support students in all subgroups who are struggling to meet grade-level content standards.

# High School Sample:

* All high school mathematics courses offered to students meet A-G requirements or in process of approval
* All four-year mathematics pathway in high school is available to all students
* Fourth year mathematics course offerings meet A-G and EAP requirements

Science

# Sample Goal or Vision Statement:

The District will provide a comprehensive Science program including integrating science across all disciplines and supporting teachers in the Next Generation Science Standards (NGSS) to prepare students for college and careers.

# State Priorities Addressed:

1. Basic

2. CCSS Implementation

7. Course Access

# Sample Identified Needs:

* 100% of teachers will be trained in NGSS
* Students will show proficiency (80% or better) on performance tasks designed around NGSS

# Sample Expected Annual Measurable Outcomes:

1. 100% of Science teachers will receive professional development in NGSS as evidenced by attendance records (e.g., local professional development, state and regional conferences/workshops), teacher surveys, teacher feedback, NGSS Self-Reflection tool, CaMSP grant involvement Meeting minutes, agendas and attendance, calendar showing school supported release time.
2. 100% of students will participate in NGSS aligned science instruction as evidenced by Course Access Calendars/Transcript data/Report Card data.
3. 100% of teachers will be trained in Science Safety as evidenced by notes from a safety source such as Flinn Scientific, inventory/notes on all safety equipment, teacher surveys.
4. 100% of students will participate in NGSS aligned instruction as evidenced by walkthrough data, STEM focused Career Day attendance, teachers surveys, student surveys.

Science cont.

# Potential Progression of Action Steps:

1. District will create a long-term NGSS implementation plan
2. Administrators, teachers and support staff will participate in multiple opportunities of intentionally planned and designed professional learning around NGSS (e.g., student centered learning, phenomena-based instruction, science and engineering practices, crosscutting concepts, and shifts from prior state standards).
3. Teachers and support staff will participate in opportunities of job-embedded professional learning (e.g., peer to peer coaching, lesson study, team teaching, and walkthroughs).
4. Teachers will participate in Professional Learning Communities (PLCs) or similar at all school sites around improving science instruction to meet NGSS standards.
5. Self-contained school teachers integrate science into other disciplines/ subject matter and make the connections explicit to students. (e.g., relevant science articles in language arts, heart rate data analysis in physical education, relevant science applications in mathematics, etc.)
6. Improve the quality and quantity of science/STEM materials for the district.
7. Order science materials and lab equipment needs.
	1. PLCs develop survey to inventory science and lab materials
	2. Ensure all classrooms have resources to order additional science materials at end of year that correlate with NGSS.
	3. Release time will be provided for Math, Science, Computer Science, Technology and CTE teachers to collaborate and plan instructional integration across disciplines.
8. STEM Career literacy will be increased for all students, including those who plan not to pursue STEM-related careers
9. Administrators and/or lead teachers will take an active role on North State STEM committees. (e.g., Pathways, Beyond the Classroom, STEM Career Day, etc.)

Science cont.

# Middle School Only:

* District plans to implement integrated or discipline-specific model course sequence to meet the district vision and mission.
* Single-subject school teachers will collaborate and plan instructional integration across disciplines (science to science and science to other subjects) at school sites.

# High School Only:

* High School: District plans to implement a course sequence to meet the district vision and mission (e.g. A-G compliant, fully integrated, 3-year Biology- Chemistry-Physics with Earth Science integrated, 4-year Physics-Chem-Bio-Earth, etc.)

ELA- Writing Rubrics

# Sample Goal or Vision Statement:

1. Utilize writing rubrics for use in both formative and summative data collection to drive instruction and ensure students are proficient writers across all core subjects.

  **OR**

1. Implement the use of rubrics to improve student writing, showing improvement in individual results and across grade spans.

# State Priorities Identified:

2. CCSS Implementation

4. Pupil Achievement

8. Other Course Outcomes

# Sample Identified Needs:

* SBAC or local data on Writing

# Sample Expected Annual Measurable Outcomes:

1. Completed rubrics across all writing genres per grade level aligned to content standards, or CAASPP performance tasks.
2. Rubrics utilized at least three times per trimester per student across core subject areas.
3. 85% of student At or Near or Above Standard on SBAC Claim “Writing”.

ELA- Writing Rubrics cont.

# Potential Progression of Action Steps:

1. PLCs will research, design, implement and revise writing rubrics aligned with content standards and CAASPP performance tasks.
	1. PLCs will determine the type of rubric to use – holistic or analytical
	2. PLCs will identify which content standards to assess.
	3. PLCs will identify the characteristics to be rated (rows).
	4. PLCs will specify the skills, knowledge, and/or behaviors that will be assessed by the rubric.
	5. PLCs will identify the levels of mastery/scale (columns).
	6. PLCs will ensure each rubric describes each level of mastery for each characteristic (cells).
	7. Teachers will try out the rubric with student work and bring data/samples back to PLC to analyze.
	8. Revise the rubric as necessary

**OR**

1. Middle school grade level teams will collaborate on designing and implementing writing rubrics and calibrating scoring of student writing using the writing rubrics during PD time and District PLCs.
2. PLCs will develop a survey for students to give feedback on the use and effectiveness of writing rubrics within the classroom, collect data and make adjustments to use of rubric as needed.
3. PLCs will develop a self-assessment tool for students to collect data derived from the rubric, to be used to inform continuous improvement in writing and communication skills. Evidence of student learning should be collected weekly and used to inform whole-class instruction and identify individual progress.

ELA K-3

# Sample Goal or Vision Statement:

All students will Meet or Exceed Standard on grade level English language arts standards.

# State Priorities Addressed:

2. CCSS

4. Student Achievement

8. Other Student Outcomes

# Sample Identified Needs:

* SBAC data
* Local Academic data
* Kindergarten Readiness data
* ELA early reading data

# Sample Expected Annual Measurable Outcomes:

1. 100% of teachers and administrators will attend professional development on ELA CCSS instructional strategies, as evidenced by attendance records.
2. 100% of teachers will implement ELA instructional strategies as evidenced by administrator and peer walk through data/feedback.
3. 100% of para-professionals will attend professional development on ELA instructional strategies, as evidenced by attendance records.
4. Reading Intervention programs will run three times per week for at least thirty minutes per session for all students identified.
5. Progress monitoring every two to three weeks will show increases in academic gains for all participating students.
6. Increase the number/percentage of students by grade level who are able to complete Depth of Knowledge 4 performance tasks at proficient levels by \_\_\_\_%.
7. Increase in K-3 ELA early reading data by \_\_\_\_%.

ELA K-3 cont.

# Potential Progression of Action Steps:

1. All teachers will be provided professional development in ELA instructional strategies. These strategies will be shared and discussed during collaboration meetings.
2. 33% of para-professionals working in an academic setting will be provided professional development in ELA instructional strategies.
3. All students will receive high quality early literacy classroom instruction including but not limited to:
	1. *Phonemic Awareness* instruction will be provided to K-1 students who cannot yet read 20 words per minute and grade 2-3 students as identified by a phonemic awareness assessment as needing additional support, due to not meeting grade level reading benchmarks - as measured by 15-20 minutes of instruction per day.
	2. *Phonics instruction* will be provided to K-1 students and to 2-3 students as needed, as identified by a phonics assessment as measured by 15 to 20 minutes of instruction in K-1 and in 2-3 when needed.
	3. *Fluency instruction* will be provided to 1-3 students each day- as measured by teachers providing approximately 20 minutes each day. In addition, once every two weeks teachers should time students reading a passage they have not read before, and graph their results.
	4. *Vocabulary instruction* will be provided throughout all reading lessons in a variety of ways- as measured by teachers implicitly and explicitly teaching it within every new text passage.
	5. *Comprehension instruction* will be provided throughout all reading lessons with a variety of instructional strategies- as measured by the D.O.K. levels of questions posed by teachers, with a focus on levels 2-4.

ELA K-3 cont.

1. Teachers will demonstrate high quality ELA instruction by including the following but not limited to:
	1. Active Engagement Strategies: Collaborative Conversations measured by having at least two or more per hour of instruction.
	2. Close Reading Lessons measured by having three or more a month.
	3. Writing across the content areas, measured by students writing at various times during different content areas one or more times each day. Students will be writing for authentic purposes and will be provided with choices in their writing whenever possible.
2. Students will practice Performance Task assessments every four to six weeks.
3. Formative Assessment within all instructional practices measured by one or more intentional teacher strategies within each lesson.
4. Students performing below grade level in reading assessments will receive targeted, research based intervention instruction.
	1. RTI strategies will be implemented across grade levels to address the needs of Tier 1, Tier II and Tier III students.
	2. Utilize assessment data to identify specific academic needs, and implement appropriate interventions. Specific areas of focus should be: phonics, phonemic awareness, fluency, vocabulary, comprehension.

K-3 Reading

# Sample Goal or Vision Statement:

By spring 20\_\_, 90% of third grade students will be reading on grade level.

# State Priorities Addressed:

2. Implementation of State Standards

3. Parent Involvement

4. Pupil Achievement

5. Pupil Engagement

8. Other Student Outcomes

# Identified Needs:

* 55% of incoming Kindergarten students do not meet proficiency benchmarks on the Kindergartner Readiness Snapshot.
* Early Literacy Assessments indicate that 50% of students in K-2 do not meet proficiency benchmarks.

# Sample Expected Annual Measurements:

1. Intervention groups will be established for all kindergarten students whose Kindergarten Readiness Snapshot indicate they are “not ready”, as evidenced by intervention schedule.
2. A school-wide universal screening assessment calendar will be established.
3. Those students scoring below the 50th percentile in fluency in 1, 2 and 3 will increase their fluency rates by 25%.
4. Teachers’ knowledge on data analysis will increase by 25% as evidenced by a pre/post survey data of teachers regarding knowledge of data analysis and actual use of data in instructional planning.
5. Teachers will increase differentiated instruction by 20% within the classroom as evidenced by administration walk thru data.

K-3 Reading cont.

1. 70% of incoming Kindergarten parents will attend the Parent Education classes.
2. 50% of 1-3 Parents will attend the Parent Education classes on reading.
3. Referral rate to special education will be reduced from 13% to 10% or less.

# Year 1 Action Steps:

1. Review DRDP and Kindergarten Readiness Snapshot data for district preschoolers, and use data to determine intervention groups in Kindergarten classrooms.
2. Develop a three year Professional Development Plan in regards to K-3 Reading to include:
	1. Phonemic awareness, phonics, fluency, sight word recognition, comprehension, differentiated instruction, small group instruction, etc.
	2. Provide professional development to preschool teachers in early literacy instructional strategies.
	3. Train teachers and/or paraprofessionals in administration of assessments.
	4. Train teachers in new core ELA curriculum
	5. Train teachers how to facilitate and participate in collaboration/PLCs
	6. Provide training to teachers in data analysis.
	7. Select and train pre-school and/or K teacher in Parent Education model (ages 3-5). Schedule parent education trainings.
	8. Identify K-3 teaching staff that will train after-school staff in strategies to support early literacy.
	9. Develop pre- and post-surveys to monitor skill acquisition of teachers.
	10. Develop survey to audit current interventions and identify areas that need to be supplemented.
	11. Use pre-post – intervention data to monitor effectiveness of interventions
3. Develop structure for Kindergarten boot-camp for incoming Kindergarten students, content should focus on areas of need (based on trends in Kindergarten Readiness Snapshot data)
4. Identify Early Literacy Assessments to be used in K-3 (i.e. DIBELS, Aimsweb,

K-3 Reading cont.

1. NWEA, etc.), create an assessment calendar for administering assessments and reviewing assessment data (ongoing).
2. Review, pilot and purchase new core ELA curriculum
3. Establish a collaboration/PLC schedule to ensure teachers have opportunities to monitor student progress.
4. Review K-3 early literacy data 3-times per year to identify students that need additional support, and to provide data for teachers to use to align instruction.

# Year 2 Action Steps:

1. Implement Year 2 of Professional Development Plan including plan to offer Year 1 to new teachers.
2. Develop multi-tiered system of support that allows intervention for students below grade-level, identify requirements for entering/exiting interventions, and develop protocols for progress monitoring students.
	1. Create process to monitor implementation of strategies from professional development
	2. Evaluate K-3 early literacy assessments to determine if professional development is impacting student learning.
3. Review resources needed to support differentiated instruction within multi-tiered system of support and purchase necessary materials
4. Develop structure for additional support opportunities for students identified as needing intervention (i.e. after school tutoring, before school, etc.)
5. Purchase intervention and supplemental materials
6. Select and train 1-3 grade teacher(s) in Parent Education model that supports early literacy in the home
7. Schedule Parent Trainings

K-3 Reading cont.

# Year 3 Action Steps:

1. Implement Year 3 of Professional Development Plan including plans for training brand new teachers who may have missed years 1 and 2.
2. Develop Summer Learning Opportunities for students identified as needing intervention
3. Maintain Parent Education Trainings
4. Develop comprehensive protocol for training new teachers and new-to-the-district teachers.

California Standards- After School

Sample Goal or Vision Statement**:**

* Increase student academic and social proficiency by providing an excellent after school program.
* In order to provide quality support in the implementation of academic content and performance standards, after school program staff will develop a stronger understanding of CA state standards for ELA & Math.

# State Priorities Addressed:

2. State Standards

4. Pupil Achievement

5. Pupil Engagement

# Sample Identified Needs:

* Kindergarten Readiness CAASPP snapshot data.
* K-3 Early Literacy and Math data.
* School based data

# Sample Expected Annual Measurements:

1. 100% of after school staff will attend professional development opportunities for CA state standards in ELA and Math, as evidenced by attendance sheets.
2. After school staff leads will attend 50% of teacher collaboration meetings as evidenced by sign in sheets and minutes from meetings.
3. Classroom teachers will coach, model and mentor afterschool program staff during the academic component of after school program one time a month as evidenced by after school coaching calendar.
4. Students will utilize computing devices during the after school program 75% of the time as evidenced by administrator walk thru data.

California Standards- After School cont.

# Potential Progression of Action Steps:

1. Include after school program staff in professional development opportunities to increase knowledge of CA state standards in ELA & Math.
2. Include after school program staff in teacher collaboration meetings to learn effective instructional strategies to support development of knowledge of CA state standards.
3. Allocate teacher time to meet with, coach and model effective instructional strategies during the academic component of the after school program.
4. Make one to one computing devices available to students in the after school program to increase access to CA Standards for low income, English learners and foster youth.
5. Hire an academic coach/liaison to coordinate instructional services with the after school program staff.

After School Programs

# Sample Goal or Vision Statement:

To increase student academic proficiency and engagement by providing high quality after school program services.

# State Priorities Addressed:

2. Implementation of State Standards

3. Parent Involvement

4. Pupil Achievement

5. Pupil Engagement

# Sample Identified Needs:

* EL re-designation rate.
* Foster Youth and Homeless CAASPP scores.
* Attendance rates.
* Surveys on Parent and Student engagement.
* Local academic data.

# Sample Expected Annual Measurable Outcomes:

1. Increase of percentage of ELs that are Re-designated Fluent English Proficient from \_\_\_% to \_\_\_\_%.
2. Increased High School Graduation Rate from \_\_\_% to \_\_\_%.
3. Increase on CAASPP scores for ELL from \_\_\_\_% to \_\_\_\_%, foster youth from \_\_\_\_% to \_\_\_\_%, and homeless students from \_\_\_\_% to \_\_\_\_%.
4. Increase participation of targeted intervention activities for English learners, foster and homeless students from \_\_\_\_% to \_\_\_\_%.
5. Increase in baseline from pre to post survey measuring parent’s feelings regarding their parenting skills
6. Increase in parent attendance at Family SHARE Nights from \_\_\_\_% to \_\_\_\_\_% as evidenced by sign in sheets.

After School Programs cont.

# Potential Progression of Action Steps:

1. Provide additional academic support and opportunities to practice language development skills (reading, writing, and talking) for English language learning students.
2. Provide additional academic support in a safe, supportive and caring environment for foster and homeless students.
3. Provide additional academic intervention for English learners, foster and homeless students through collaboration and partnership with the after school program.
4. Provide professional development to after school program staff regarding strategies that support the academic achievement of English learners, foster and homeless students.
5. Provide on-going training, modeling and coaching to after school program staff to support implementation of strategies that support the academic achievement of English learners, foster and homeless students through the assignment of a coach/liaison for the district to the after school program.
6. Provide opportunities for students to engage in quality academic and enrichment opportunities, such as: Tutoring/Intervention, Foreign Language, STEAM, organized physical activities, etc.
7. Provide parenting classes that support core strategies to strengthen families by developing reciprocal relationships with families through Love and Logic training and parent engagement through quality family time at Family SHARE night events.
8. Provide outreach and communication to parents that include all school (including after school) related activities, events and opportunities.
9. Collaborate with the after school program to interpret data from regular day and after school parent surveys to identify strengths and gaps in services; Coordinate services to address gaps and enhance strengths.
10. Provide additional opportunities for students with high absenteeism to engage in academic support and enrichment opportunities through encouraging participation in the after school program.

Trauma Informed Practices

# Sample Goal or Vision Statement:

Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes and ready to learn.

# State Priorities Addressed:

1. Basic

5. Student Engagement

6. School Climate

# Sample Identified Needs:

* Suspension/Expulsion data.
* Low Attendance rates.
* High chronic absenteeism.
* Healthy Kids Survey or other local survey data on safety, engagement, etc…

# Sample Expected Annual Measurable Outcomes:

1. 100% of teachers trained in and actively using PBIS, Restorative Justice Program, and Trauma Informed Instruction Strategies.
2. Walk thru tool developed and used weekly.
3. Dropout rates will decrease from \_\_\_\_% to \_\_\_\_%.
4. Attendance rates will increase from \_\_\_\_% to \_\_\_\_%.
5. Suspension/expulsion data will decrease from \_\_\_\_% to \_\_\_\_%.
6. Healthy Kids Surveys increasing in positive responses.
7. Truancy rates decrease by \_\_\_% to \_\_\_\_%
8. Number/percentage of students receiving counseling services.

Trauma Informed Practices cont.

# Potential Progression of Action Steps:

1. Training and implementation of a Positive Behavior Program like PBIS or Second Step.
2. Training and implementation of a Restorative Justice Program to promote positive discipline and student relations.
3. Implementation of Trauma Informed Practices.
	1. 100% of teachers being trained in Trauma Informed Practices
	2. The practice of self-regulation ( Calm tone, predictable respectful behavior) is fully integrated and implemented in all classrooms
	3. Teachers teach and model self-regulation techniques for students
	4. Each classroom has a posted daily schedule in the room, visible for all students. If an adjustment to the schedule is to occur, it is posted in a different color
	5. Students receive a warning before a transition will take place
	6. Community building strategies are implemented within the classroom
	7. Basic student needs are addressed and met throughout the day (hungry, thirsty, cold, too warm, need to use the restroom, feel safe)
	8. Brain breaks occur at regularly scheduled times throughout the day. They are intended to regulate and relax the brain. They are rhythmic and patterned. Content material can be used (math facts to a song or facts to a beat) or basic rhythmic movements can be implemented (GoNoodle is an online example)
	9. Student choice is implemented in all classrooms throughout the day, including instructional content and practices.
	10. Students are placed in roles of service whenever possible, especially those who are at risk.
4. A Walk-thru checklist listing all of the components in a trauma informed classroom is developed and shared for use by peer coaches, administrators and teachers.

Full Implementation of

Multi-Tiered System of Supports (MTSS)

# Sample Goal or Vision Statement:

The district will design a multi-tiered system of supports to:

1. Identify students who are not meeting grade level standards,
2. Formally designate interventions, strategies and tiers to target social/emotional and academic deficits.
3. Develop systems for monitoring student improvement, intervention effectiveness, movement in and out of tiers, and parent engagement activities to ensure positive student outcomes in career and college readiness.

# State Priorities Addressed:

1. Basic

3. Parental Involvement

4. Pupil Achievement

5. Pupil Engagement

6. School Climate

8. Other Pupil Outcomes

# Sample Identified Needs:

* There is an identified achievement gap for our (identify subgroup here) of %
* Our suspension rates ( %) indicate a need for a formalized Positive Behavioral Intervention System to support students in the school environment.

# Sample Expected Annual Measurements:

1. The district will hire and train 1.0 Intervention Specialist.
2. The district will close the achievement gap for (insert subgroup here) by 25% on the statewide assessments.
3. 100% of parent/guardians of identified students in Tier 2 and 3 services will participate in Student Study Team meetings and the development of individual learning or education plans.

Full Implementation of

Multi-Tiered System of Supports (MTSS)

1. Increase student attendance from \_\_\_\_% to %
2. Decrease chronic absenteeism from % to %
3. Decrease middle, high school dropout rates from \_% to \_%
4. Increase High school graduation rates from \_\_% to %
5. Decrease pupil suspension rates from \_\_% to\_\_ %.
6. Maintain 0% expulsion rate.
7. Increase student, parent, teacher rate on school wide safety survey from % to\_\_\_%

# Year 1 Action Steps:

1. Establish an MTSS Model
	1. Establish district and school site leadership team(s) to develop MTSS model.
	2. Determine areas of need for intervention (reading, math, other academic, behavior) by analyzing three years’ worth of school data in a) student achievement and engagement, b) students’ social, emotional, behavioral, and mental health needs, c) Positive school climate and safety perceptions, d) office discipline referrals, student suspensions and expulsions, and special education or alternative school referrals and placements due to student behavior; and e) parent and community involvement and outreach initiatives and outcomes.
	3. Establish Tier I, II, and III essentials (core instruction, classroom based interventions, modified instructional strategies, research-based interventions, formative assessments, maximize instructional time.
	4. Develop and/or adopt/identify universal screening assessments that will result in valid and authentic measures of student learning.
	5. Establish school-wide calendar for administering assessments, collecting data, and analyzing data.

Full Implementation of

Multi-Tiered System of Supports (MTSS)

* 1. Establish what criteria and assessment data will be used to determine movement between tiers and proficiency levels and targets/cut-points for entry and exit of Tiers.
	2. Establish School Success Team protocols – Norms, referral process and forms, eligibility requirements.
	3. Develop a calendar and establish a process for reviewing and assessing the adequacy of interventions in meeting the identified purpose.
	4. Modify the master calendar to provide systematic interventions during the regular school day.
	5. Develop Individual Learning Plan templates
1. Hire Intervention Specialists
	1. Develop job description for Intervention Specialists, Place on Salary Schedule.
	2. Recruit Intervention Specialists, hire and train.
	3. Utilize Intervention Specialists in the development, monitoring and maintenance of the District’s Multi-Tiered Systems of Supports (MTSS).
2. Invest in meaningful supports to ensure the success of the development of the Multi-tiered Systems of Supports
	1. Purchase copies of Pyramid Response to Intervention, by Buffum, Mattos, Weber For Leadership team.
	2. Send Leadership Team to PLC training
	3. Purchase “Language!” Tier 2 Intervention
	4. Purchase “Lindamood Phoneme Sequencing (LiPS) for Tier 3 Intervention
	5. Purchase PBIS software
	6. Hold a “Capturing Kids Hearts” professional development in spring.

Full Implementation of

Multi-Tiered System of Supports (MTSS)

# Year 2 Action Steps:

1. Analyze, revise and maintain MTSS system.
	1. Maintain School Leadership Team to analyze data, evaluate effectiveness of interventions, determine the current status of the school, staff, and students and identify where the district is achieving desired outcomes and where improvement needs to be made. Identify what MTSS outcomes the district needs to address and what existing activities or programs need to be maintained or discontinued, respectively.
	2. Develop guidelines for parental roles and participation in all Tier 2 and 3

intervention levels and hold multiple (at least two) trainings on the process to inform and involve parents of/in the multi-tier process.

* 1. Maintain Universal Screening and Formative Assessment schedule.
	2. Continue to implement research based interventions including frequent progress monitoring.
	3. Develop an intervention model in after school program to provide additional time to those students who are not progressing adequately
1. Invest in meaningful supports to ensure the success of the development of the Multi-tiered Systems of Supports
	1. Send 10 additional teachers to PLC training
	2. Send remaining staff to Capturing Kids Hearts training
	3. Purchase Cognitive Tutor for math intervention
	4. Purchase Tools for Getting Along, social skills curriculum
	5. Send staff to SCOE training on Peer Coaching/Mentoring

Full Implementation of

Multi-Tiered System of Supports (MTSS)

# Year 3 Action Steps:

1. Develop CORE Program
	1. Revisit mission, vision, value and goals for PLCs and MTSS
	2. Train teachers in Universal Design for Learning strategies and Differentiated Instruction
	3. Deliver research-based core programs and continue to implement and prioritize class wide formative assessment data
	4. Focus PLCs on analysis of class wide formative assessment data, develop common assessments as needed, implement interventions based on the collection and analysis of this data in conjunction with attendance, behavior and course performance data.
	5. Implement Peer Coaches for the purpose of supporting classroom teachers with the fidelity of implementation of both CORE and Intervention curriculum and materials.
	6. Analyze grading policies
	7. Develop parent communication and engagement strategies to address any of the key indicators of Attendance, Behavior and/or Course Performance.
	8. Develop effective supplements to the CORE such as a mandatory study hall/homework help class to support intentional non-learners.