



Proactive Leadership: Staying Ahead of Compliance with Effective, Aligned Systems

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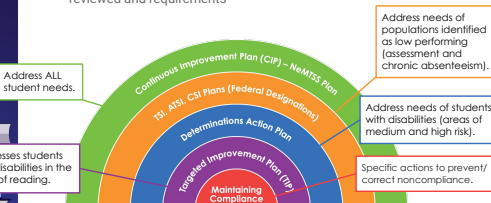
Like Me





Plan Relationships & Differences

- Interdependent
- Build off each other
- Vary in focus based on the data reviewed and requirements



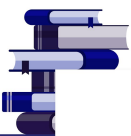
Address ALL student needs.

Addresses students with disabilities in the area of reading.

Address needs of populations identified as low performing (assessment and chronic absenteeism).

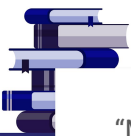
Address needs of students with disabilities (areas of medium and high risk).

Specific actions to prevent/correct noncompliance.



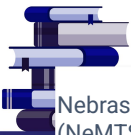
Organizations are successful
because of *good implementation*,
not good business plans.

- Guy Kawasaki

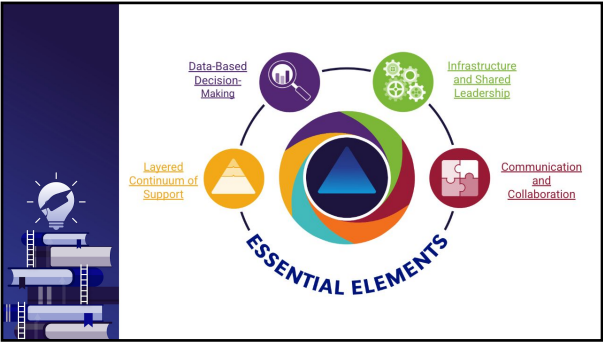


"MTSS is something to help
organize the adults and their
implementation of *best practices*
within classrooms and schools."

-Dr. George Sugai



Nebraska's Multi-tiered System of Support
(NeMTSS) is a framework designed through
the lens of *continuous improvement* to guide
school districts, schools, and all educators to
ensure each and *every student* has *access* to
learning experiences that *enhance their*
educational outcomes.



Continuous Improvement Plan (CIP) Template: NDE/NeMTSS

Table of Contents

District Information: Mission, Vision, Core Beliefs/Values, Learning, MTSS Definition and MTSS Enabler Search Process and current status and status (NDE/NeMTSS)

MTSS Teams for Continuous Improvement: District Leadership, School Leadership, Collaborative, Student Support

District Leadership Team: Participation, Norms, Communication Plan

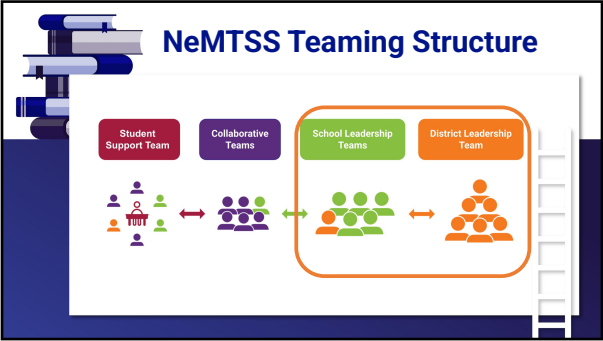
School Leadership Team: Participation, Norms, Communication Plan

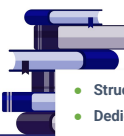
Collaborative and Individual Student Support Teams: Participation, Norms, Communication Plan

Behavioral Assessment System: Social, Emotional, Behavioral, and Academic

Individualized Instructional Methods: Social, Emotional, Behavioral, and Academic

Timeline: District Information (10/1/2020-12/31/2020)
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Team Meetings

- Structured time
- Dedicated time
- Protected time
- Scheduled in advance

What is your current reality?

Annually	District and school team – set goals and plans for the year
Quarterly	District team – system monitoring and improvement
Monthly	School team – school monitoring and improvement
Weekly/ Biweekly	- Collaborative teams – determine student movement within the tiers of intervention - Student support teams – provide recommendations and collect students' responses based on student needs



District Team Purpose

- Leads continuous improvement.
- Uses data to design and adjust the district's system to improve the outcomes of each student.
- Elevates the student, caregiver, and staff voices.
- Work connects directly to strategic goals.



District Team Membership

- District/school administrators
- Teachers
- Students
- Caregiver/parent/guardian
- Specialists, such as:
 - Counselors/social Workers
 - School psychologists
 - Mental health practitioners
 - Speech-Language Pathologists
 - Instructional Coaches
- Community Members



Expertise and Knowledge of Team Members

- Core content area
- Social, emotional and behavioral well-being
- Physical well-being
- Student safety
- Positive and inclusive culture and climate
- Early childhood
- Special education
- High-ability learners
- English learners
- Post-high school options

District Team Functions



- Identify **key stakeholders** for participation.
- Outline the **core beliefs and norms** for the team.
- Drive the overall **district plan alignment**.
- **Build capacity and develop infrastructure** needed to sustain implementation.
- **Monitor district-wide progress and evaluate** needs to enhance systems and structures.
- Drive **continuous improvement** of the district's MTSS framework.
- **Collect, analyze and make decisions** based on stakeholder perceptual data.
- **Communicate** with stakeholders:
 - goals and a plan for MTSS.
 - areas of focus for continuous improvement.
 - updates on progress and relevant decisions being made.

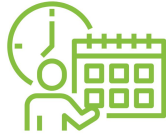
Plan Relationships & Differences

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District Team Routines

- Process for decision-making
- Common agenda items
- Implementation plan
- Communication plan



District Team Norms

Elements to Consider	District Team Norms
Purpose	
Frequency	
Location	
Values (Consider: Listening, Participation, Expectations, etc.)	
Team Decision-Making	
Problem-Solving Model	
Data Sources Needed	
Confidentiality	
Roles	

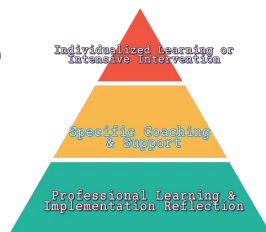


Leadership Matters!

The difference between a dream and a goal is a plan. How will you teach and support teachers as they learn and implement new skills?

Do you have a system in place? What does your data tell you about its effectiveness?

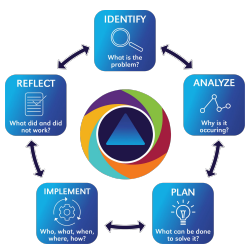
Be a teacher again





Decision-Making Process

Case Study



District Team Decision Making



REFLECT

What did and did not work?

- What impact did our professional development have on teacher actions of explicit instruction?
- How did it impact student learning?
- How do we know and how do we share what we have learned?
- What barriers did we encounter and overcome to celebrate? What barriers still exist that we need to address?

(Loop back to identify and begin the cycle again.)

District Team Decision Making



IDENTIFY

What is occurring?

- How are your various action plans connected?
- How similar or different is your current data reflected in your district determination?
- Based on data, how did implementation of explicit instruction affect student literacy outcomes?
- What are the additional factors that you need to think about to increase reading proficiency?
- Who is experiencing the problem?
- What is the unmet need or gap in data?
- What is the desired outcome?



Professional Learning Plan

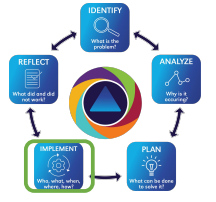
District Professional Learning Opportunities Needed to Implement the Action Plan and Meet Goals

[Click here to go to the Professional Learning Plan](#)

Priority Area	Initiative	Topic	Responsible Person(s)	Resources Needed	Start to End	Implementation Dates
Summer						
August-September						
October-December						
January-March						



District Team Decision Making



IMPLEMENT

Who, what, when, where, how?

- Who will support teacher learning?
- What supports can we offer those that need more support?
- How will we train, support, communicate and reflect on our process and practice?
- When will you reflect on the progress? How often?



Implementation Plan

Action Items			
Actions	Staff Responsible	Resources Needed	Timeline



[illegible]

Final Reflection

- How does this process feel similar to or different from your current processes?
- What might be the impacts of implementing teaming structures and a problem-solving process like this?
- What support might your district need to make this happen?

