Kansas Multi-Tier System of Supports

● Building Leadership Team System Implementation Guide

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www.kansasmtss.org

Introduction to Document

The *Kansas Multi-Tier System of Supports: Structuring Guide* has been created to assist schools in creating the structures necessary to begin the implementation of a Multi-Tier System of Supports (MTSS). This document serves as a workbook for either schools working with Recognized MTSS Trainers (a current list can be found at www.kansasmtss.org) or as a do-it-yourself guide for schools taking on the challenge themselves. This document provides an explanation of why each component is important as well as suggests steps that have helped other schools successfully complete the tasks and decision making necessary for creating structures that support a sustainable system. Content area specific documents for reading, mathematics, and behavior are companion documents to this one, providing information specific to each content area. All Kansas MTSS documents are aligned with the Kansas Multi-Tier System of Supports: Innovation Configuration Matrix (ICM), which describes the critical components of a MTSS and what each looks like when fully implemented, and the Kansas Multi-Tier System of Supports: Research Base, which provides a basic overview of the research support for a MTSS.

Acknowledgements

A significant commitment of time and energy from numerous Kansas educators, their districts, organizations and partners made this document possible. Their efforts to learn and help others understand what it takes to make a MTSS a reality within schools is reflected in this document. This grassroots effort on the part of Kansas educators indicates a commitment to meeting the needs of every student and sharing wisdom from the field and the research. As the list of individuals and districts that have contributed to this effort over the past 10 years has become too long to detail, a collective expression of gratitude is offered here to everyone who has contributed to the concepts, ideas, and knowledge that are reflected in all Kansas MTSS documents.

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Introduction

The Implementation Guide is designed to direct Building Leadership Teams through regularly scheduled meetings focused on creating an evaluative process to reflect on the effectiveness of the multi-tier system of supports created during Structuring. A meeting agenda is provided with a sequence of questions and a suggested timeline for specific discussions regarding the analysis of system data, determining the refinement of system components, and communicating to all stakeholders' changes that are to be implemented. When Building Leadership Teams are guided through the system steps of the Kansas MTSS by a Recognized MTSS Trainer, it is the responsibility of the Building Leadership Teams to then train the building staff in the process.

Review of the Kansas MTSS Framework

The Kansas MTSS framework is outlined during Structuring and developed during Implementation. To review the graphic representation of the Kansas MTSS, the three arcs around the outside address leadership, professional development, and empowering culture; foundational concepts that support all of the work within the system.

Leadership: The formal structures of leadership ensure information consistency, refined decision making, fidelity of Implementation, and support of stakeholders.

Professional Development: Supporting professional development around Kansas MTSS practices requires a carefully designed and executed plan. Comprehensive professional development is planned and monitored for fidelity to ensure that all building staff receive initial training and support through Structuring and Implementation of all Kansas MTSS practices.

Empowering Culture: In a sustainable system, stakeholders are actively involved in the process of school improvement. The Building Leadership Team not only plans differentiated professional development opportunities for the entire staff, but also trains Collaborative Teams to be effective problem solvers. Stakeholders' active involvement is encouraged and recognized in the decision making process.

Moving inward in the graphic, the focus shifts to curriculum, instruction, and assessment. These components interact to directly influence, at the system level, the ability to understand and meet each student's needs.

Curriculum: The curricular materials used at all levels must be evidence based and align with Kansas College and Career-Ready Standards. Which particular curriculum to use is not as important as ensuring that all essential components of the content area are addressed, materials are readily available, and trained staff actually use materials as designed. Altering the scope and sequence or eliminating portions of a purchased curriculum impacts the research base and validity of student outcomes.

Instruction: Buildings need to understand instructional design and ensure that instruction is explicit, differentiated, systematic, and scaffolded. Effective instructional practices are evidence based, implemented with fidelity, provide students with ample practice opportunities, and positively impact student learning.

Assessment: In a multi-tier system, assessments have a variety of purposes, including: (1) universal screening, (2) diagnostics/functional behavioral assessment, (3) progress monitoring, and (4) outcomes. A comprehensive assessment system allows staff to make essential instructional decisions and integrates the valid and reliable assessments.

At the center of the graphic is the triangle with the words ALL – SOME – FEW. This element of the graphic represents the multiple tiers of support available to meet the needs of all students within the system.

Application of the Self-Correcting Feedback Loop

At this point, the Building Leadership Team studies what was learned and put in place during Structuring and begins to evaluate all aspects of the multi-tier system of supports. Refinement of the system as a whole makes the Kansas MTSS unique from initiatives of the past. Leadership, by focusing on improving the MTSS, is the catalyst that makes refinement a reality.

Michael Fullan (2005) stated that leadership is the key to reform. Building Leadership Team members, under the direction of the principal, reflect and evaluate to ensure that the needs of both students and staff members are being met. This is done by analyzing building and classroom data to evaluate the effectiveness of assessments, curriculum, and instruction.

High-quality leaders impact the system by setting direction. They chart a clear course that everyone understands. Effective leaders establish high expectations and use data to track progress and performance (Barth, 1991; DeFour, 2004). The following three primary functions of the Building Leadership Team enable the Self-Correcting Feedback Loop to operate and ensure that the MTSS has the ability to self-correct.

1. Provide leadership for the system.
    As the Building Leadership Team works to discover how to best meet the needs of students within an MTSS, leadership practices to address are:
    a. Setting priorities—chart a clear course that all staff understand, establish high expectations, and use meaningful data to track progress and performance.
    b. Developing people—provide teachers and others in the system with the necessary support and training to successfully refine practices.
    c. Making the organization work—ensure that the entire range of conditions and programming fully and efficiently support teaching and learning.
    d. Providing and protecting adequate time–coordinate the master schedule for core instruction and intervention and schedule and protect time for Collaborative Team work.

2. Ensure communication within the Self-Correcting Feedback Loop. This set of practices develops a shared understanding about the MTSS within the Building Leadership Team and staff. The activities and goals cultivate a common purpose or vision. People are motivated by goals that they find personally compelling. Therefore, the Building Leadership Team monitors the entire staff as well as all stakeholders for a clear understanding of the vision
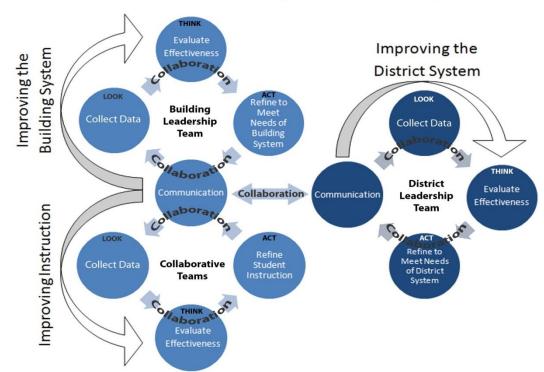
and goals of MTSS. Promoting effective communication throughout the organization assists in the development of the shared organizational purpose. The Building Leadership Team works to ensure that communication is seamless, flowing to both the Collaborative Teams and District Leadership Team. To ensure that stakeholders have accurate information, the communication plan developed during Structuring training is enhanced and revised throughout Implementation.

3. Continuously refine the Kansas Multi-Tier System of Supports. The contribution of the MTSS to student learning depends on the motivation and capacity of teachers and administrators to work as a well-functioning team. Use of effective, evidence based practices in the core is the basis for creating, maintaining, and refining instruction in the MTSS. Flexible structures and systems in the Self-Correcting Feedback Loop adapt to match the building's ever-changing needs.

As the Building Leadership Team works through the questions contained in this guide, remembering that the Kansas MTSS is the overarching framework that guides the school improvement process is critical. School improvement plans should clearly reflect the building's focus on the Kansas MTSS process, particularly the commitment to providing the professional development necessary to sustain the MTSS effort. Therefore, the school improvement plan, the results-based staff development plan, and the district improvement plan must all be clearly aligned.

One of the defining elements of an effective MTSS system is a Self-Correcting Feedback Loop based on a problem-solving process. In order to be self-correcting, participants must continually collect data, analyze results, and make adjustments aimed at positively influencing student learning and achievement. As depicted in the following graphic, the Self-Correcting Feedback Loop has three distinct cycles: Collaborative Teams (improving instruction), Building Leadership Team (improving the building system), and District Leadership Team (improving the district system).

The upper loop (improving the building system) represents the work of the Building Leadership Team. The information in this guide leads the Building Leadership Team through a step-by-step analysis and evaluation of system data—determining the needed changes in system components and communicating the changes to be implemented to all staff. The responsibilities of the Building Leadership Team are to analyze building-level data to determine whether adequate progress toward building goals is being made, evaluate the effectiveness of the various components of the system to determine if adjustments are needed, and—when adjustments are needed—determine the actions necessary to refine the system.

Self-Correcting Feedback Loop

Collaborative Teams (improving instruction) communicate to the Building Leadership Team the information collected and analyzed. The Collaborative Teams provide Building Leadership Team with grade-level status reports along with analytical insights, including strengths of the system as well as needs that may appear as patterns, indicating a concern at the system level. In addition, Collaborative Teams provide critical information, discoveries, insights, and hypothesized adjustments to boost student-, class- or grade-level progress toward goals. Based on the data, examples of hypothesized changes that Collaborative Teams may present to the Building Leadership Team include but are not limited to:

- Revising schedules to provide more time for core or intervention.
- Selecting a more appropriate intervention model to meet the needs of students.
- Changing interventionists.
- Increasing professional development or support for interventionists.
- Strengthening the core curriculum.

The exchange of information in a Self-Correcting Feedback Loop promotes a more efficient, effective, and sustainable system that includes stakeholders on both the Collaborative Teams and the Building Leadership Team.

When creating a sustainable system, the District Building Leadership Teams must plan the use of resources in a systematic fashion. Ideally, the teams focus on sustainability of the system through a careful examination of the current operations in terms of resources as well as how refinement of resources will impact the Implementation of the MTSS. Decisions regarding the allocation of resources are made at both the district and building levels. The data-based decision-making process practiced within the MTSS at both levels will logically lead to discussions about allocating resources.

The Building Leadership Team is responsible for ensuring that both building-level loops of the Self-Correcting Feedback Loop are operating smoothly. This means providing leadership in order to improve the building system as well as instruction. To accomplish this, Building Leadership Teams will invest time in analyzing data and making systems-level decisions. They will also train and lead Collaborative Teams through each task they are asked to complete.

The steps contained in this guide are designed to support Building Leadership Teams during the first year of Implementation of the Kansas MTSS process; however, these same steps should be completed each year as the MTSS is refined.

Building Leadership Team Meeting Agenda

The table on the following pages provides the suggested sequence of discussions for Building Leadership Team meetings. This agenda identifies the minimum work of the Building Leadership Team throughout the school year and should be considered as a guide for discussions and work that occurs during Building Leadership Team meetings.

The first column identifies when the item should be addressed by the Building Leadership Team, the second column identifies the item and specifics that need to be addressed, and the third column identifies materials that are necessary for the Building Leadership Team to fully address the item. All of the materials necessary are found in the MTSS Decision Notebook created by the Building Leadership Team during Structuring or at the back of this System's Guide.

Additional discussions beyond those included in the following table will be added by the Building Leadership Team over time. Depending on the frequency of Building Leadership Team meetings, some discussions labeled as "every meeting" may not occur during every meeting. For example, if the Building Leadership Team meets every week, the review of professional development may not be necessary every week.

Building Leadership Team Meeting Agenda for Academics

When	Item	Materials Necessary
1) Every Meeting	a) Review Core Beliefs. b) Review Team Norms. c) Review Team Decision Making Method.	Decision Notebook: • Core Beliefs • Team Norms • Decision Making Methods
2) Every Meeting	Review Communication Plan: a) Has all communication occurred as planned? b) What feedback was received? c) How does this feedback impact our work? d) Based on this feedback, is further communication or communication to any additional group needed? e) Update Communication Plan as necessary based on this discussion.	Decision Notebook: • Communication Plan
3) Every Meeting	Review progress toward full Implementation and sustainability: a) Review Monitoring of Paper Implementation tool until all items have been completed. b) Review Monitoring of Process Implementation tool continuously to ensure that plan is being implemented as designed. c) Review all Action Plans that have been created to ensure that progress is being made and update Action Plans and Decision Notebook accordingly. d) Review the Stop-Doing List to ensure that practices that are to be discontinued are not continuing. e) Review Implementation of Family Engagement Plan. f) Conduct problem solving (Look/Think/Act) around any item where fidelity of Implementation is not occurring or progress is not being made and develop/refine the action plan. g) Are there any items from this that need to be communicated with others? If so, update the Communication Plan accordingly.	Decision Notebook: • Paper Implementation Monitoring • Action Plan(s) • Stop-Doing List • Communication Plan
4) Every Meeting	Review ongoing progress of Collaborative Teams: a) Are Collaborative Teams providing information to the Building Leadership Team? b) Is intervention being provided according to the protocol? c) Is progress monitoring of intervention being done according to schedule and appropriately?	Information provided by the Collaborative Teams to the Building Leadership Team

When	Item	Materials Necessary
	d) Is support to students adjusted based on progress monitoring data? e) Is fidelity to frequency of intervention and quality of instruction being monitored by Collaborative Teams? f) What is working well for Collaborative Teams? g) What are Collaborative Teams struggling with?	
5) First of School Year & Ongoing	Train Collaborative Teams on use of the Kansas MTSS Implementation Materials: a) Review material updates if previous training has occurred to identify needed changes. b) Create a professional development plan specific to the training of Collaborative Teams on the use of the Kansas MTSS Implementation Materials. c) Update the plan or create an action plan to train all Collaborative Teams and include the plan in the Decision Notebook. d) Provide professional development and ongoing support to Collaborative Teams based on plan.	Decision Notebook: • Professional Development Plan
6) Every Meeting	Review professional development : a) Review the Professional Development Plan and/or action plans specific to professional development. b) Has all staff on Collaborative Teams received training on the Collaborative Team Workbook and Kansas MTSS data analysis process? c) How is the use of the Collaborative Team Workbook being monitored and ongoing support provided? d) Review the Professional Development Plan and/or action plans specific to professional development. e) Are professional development activities in which staff members are participating aligned with the identified practices to be used within the building? f) Based on Implementation progress (Item 3) and progress of Collaborative Teams (Item 4), is additional professional development needed by the entire building or select staff? If so, update the Professional Development Plan or develop an action plan.	Decision Notebook: • Professional Development Plan

When	Item	Materials Necessary
7) First Meeting Following Each Universal Screening Data Collection	Review the Kansas MTSS data-based decision making process.	Content specific Implementation Guide
8) March/April	Complete Collaborative Team Progress Planner: a) To be completed by all Collaborative Teams. b) When and how will it be distributed? c) How will the purpose and importance be explained to all teams? d) When will it be due back and to whom? e) When will the Building Leadership Team analyze the results? f) Develop action plan and include in the Decision Notebook to be reviewed at future meetings.	Collaborative Team Progress Planner Decision Notebook: • Action Plan(s)
9) March/April	Complete Kansas MTSS: Innovation Configuration Matrix (ICM) Review: a) Completed during the same period of time as when the Collaborative Teams are completing the Collaborative Team Progress Planner. b) To be completed by Building Leadership Team. c) When will it be due? d) When will the Building Leadership Team analyze the results? e) Develop action plan(s) and include in the Decision Notebook to be reviewed at future meetings.	Kansas MTSS ICM Review Core Beliefs Reflection
10) April/May	Develop Action Plan for System Improvements and Sustainability: a) Using the completed Building Leadership Team ICM Review and the Collaborative Team Progress Planners complete the System Improvement Planning tool. b) Based upon this discussion, update: • Comprehensive Assessment Plan • Curricula Protocol/Matrix • Instructional Practices List • Professional Development Plan • Communication Plan • Action Plans • Stop-Doing List	Decision Notebook – all items Completed Collaborative Team Progress Planners Completed Building Leadership Team ICM Review

When	Item	Materials Necessary
11) Spring of School Year *or anytime a student is leaving the building*	Planning to Support Student Transitions: a) Develop process for ensuring support for all students as they transition vertically to the next grade or horizontally to other buildings or classrooms. b) Develop a process to identify and create transition plans for students who may need additional support during transitions.	
12) Every Meeting	Recognizing Success: a) Has success been achieved at the building level that the Building Leadership Team would like to recognize and/or celebrate? b) Has any Collaborative Team achieved success that the Building Leadership Team would like to recognize and/or celebrate? c) Have any individual(s) or small groups of staff achieved success that Building Leadership Team would like to recognize and/or celebrate? d) Develop an action plan to ensure recognition is provided.	Decision Notebook: a) Action Plan(s)
13) Every Meeting	Wrap-Up Review: a) Decisions made (ensure decisions are reflected in the Decision Notebook). b) Actions to be taken (action plans developed).	Decision Notebook: b) Action Plan(s)
14) Every Meeting	Update Communication Plan based on today's meeting addressing information that: a) The district needs to know. b) Staff need to know. c) Parents/community need to know. d) Students need to know. e) Others need to know.	Decision Notebook: c) Communication Plan

Building Leadership Team Meeting Agenda for Behavior

1. Review core beliefs & norms.
2. Review the communication plan. What was planned, what was done, what was the feedback? Does any action need to be taken and, if so, what?
3. Review fidelity tool (paper for Structuring; process for Implementation; performance for effectiveness and refinement) and determine the next steps.
4. Review action plan(s). What is the status of previous actions: have been completed/are in progress/are not completed?
5. Review the professional development plan and the outcome of any professional development provided.
6. Conduct a data review. Analyze data and create action steps based on building data, small group, and/or individual student data. As a general rule, this should occur at every meeting.

   a) Look at ODR data charted according to the Big 5: What behavior? Which students? Where? When? Who made the referral?
   b) If newly available, consider data from the formal screening tool (e.g., SRSS, ESP).
   c) Look for <u>patterns</u> and low/high <u>spikes</u> in the data; consider high frequencies, trends, and relationships.
   d) Develop (at the beginning of the year) or review objectives based on the building data that are related to your school's vision.
   e) There may be instances in the data analysis where teams need to think about their core beliefs. For example, when looking at progress or setting goals, do the data or goals reflect the teams' core beliefs? Do the objectives need to change based on present data? (This should occur at least after every formal screening.)
   f) If the data indicate a problem, develop a precision problem statement that is based on the data.
   g) Develop and implement a solution table based on the precision problem statement.
   h) Create action plan steps based on solution(s) devised, and document the necessary steps to achieve those actions (e.g., who, where, when, how).
   i) Review results of progress-monitoring data for building solution plans or small groups or individual students.
7. Review any professional development needs based on the data analysis.
8. Review the communication plan. What action is being taken? Who needs to know what? Who is going to tell them?

ACT

THINK

LOOK

Reading Implementation Training Timeline

When	Focus of Day	Activities & Materials
Day 1: Immediately following first universal screening.	The focus of this day will be to: (1) ***Train Building Leadership Team as trainers of Collaborative Teams*** in the use of the *MTSS Collaborative Team Workbook* and the Kansas MTSS data analysis process Steps 1-7.	• Using the ***Building Leadership Team Implementation Guide and universal screening data*** – work through Steps 1-7. • Develop a plan to train the Collaborative Teams on the *Collaborative Team Workbook*. • Curriculum Protocol.
Day 2: Approximately 2-3 weeks after first universal screening.	The focus of this day will be to: 1) ***Train Building Leadership Team as trainers of Collaborative Teams*** in the use of the *MTSS Collaborative Team Workbook* and the Kansas MTSS data analysis process Steps 8-11. 2) Building Leadership Team will learn to use the Building Leadership Team Implementation Guide.	• Using the ***Building Leadership Team Implementation Guide*** and progress monitoring data – work through Steps 8-11. • Using the Systems Implementation Guide discuss and model use of the Building Leadership Team Meeting agenda. • Expand on Collaborative Team professional development plan – Decision Notebook.
Day 3: Immediately following Collaboration Team analysis of second universal screening data.	The focus of this day will be to: (1) Review the Instructional System. *Note: Must have Grade Status Reports prepared for all grades in the building prior to this day. (2) Engage in careful review of Paper & Process Implementation.	• Using the Building Leadership Team Implementation Guide review Collaborative Team functioning and system data. • Process Implementation Monitoring. Decision Notebook: • Paper Implementation Monitoring.
Day 4: Between second and third universal screening data collection.	Focus of this day will be on building leadership work, with extra attention to: (1) Planning for completion of Collaborative Team Progress Planner. (2) Planning for completion of Kansas MTSS: ICM Review. (3) Planning for Core Beliefs Reflection. (4) Supporting Student Transitions. (5) Reviewing student progress monitoring system.	• Building Leadership Team Implementation Guide. • ICM. Decision Notebook: • Action Plan(s). • Core Beliefs.
Day 5: Immediately following Collaboration Team analysis of third universal screening data.	The focus of this day will be to: (1) Use System Improvement and Sustainability. *Note: Building Leadership Team and Collaborative Team work must be completed independently prior to this day. (2) Develop action plan for System Improvement and Sustainability.	Completed: • Collaborative Team Progress Planner. • ICM Review. • Core Beliefs Reflection • Universal screening data with data analysis process completed. Decision Notebook: • Action Plan(s).

Math Implementation Training Timeline

When	Focus of Day	Activities & Materials	Items to Bring
Day 1: Immediately following first universal screening.	The focus of this day will be to: 1. ***Train Building Leadership Team to train Collaborative Teams*** in the use of the *MTSS Collaborative Team Workbook* and the Kansas MTSS data analysis process Steps 1-4.	• Using the ***Collaborative Team Workbook*** and sample data – learn Steps 1-4. • Using the ***Building Leadership Team Implementation Guide*** and local data – work through Steps 1-4. • Develop a plan to train the Collaborative Teams on the *Collaborative Team Workbook*.	• Screening data. • Completed comprehensive protocol curriculum chart.
Day 2: Approximately 2-3 weeks after first universal screening.	The focus of this day will be to: 1. ***Train Building Leadership Team as trainers of Collaborative Teams*** in the use of the *MTSS Collaborative Team Workbook* and the Kansas MTSS data analysis process Steps 5-7. 2. Building Leadership Team learn to use the Building Leadership Team Implementation Guide.	• Using the ***Building Leadership Team Implementation Guide*** and sample data – train Steps 5-7. • Using the ***Building Leadership Team Implementation Guide*** discuss and model use of the Building Leadership Team Meeting Agenda. • Expand on Collaborative Team professional development plan – Decision Notebook.	• Completed grouping sheets. • Successes and challenges in terms of training Collaborative Teams.
Day 3: Immediately following Collaboration Team analysis of second universal screening data.	The focus of this day will be to: 1. Use of Review of Instructional System tool. *Note: Must have Grade Level Status Reports prepared for all grades in the building prior to this day. 2. Careful review of Paper & Process Implementation.	• Using the ***Building Leadership Team Implementation Guide*** review Collaborative Team functioning and system data. • Process Implementation Monitoring. Decision Notebook: • Paper Implementation Monitoring.	• Status reports and grouping worksheets with students already sorted into groups with instructional level determined. • Results from mid-year universal screening. • Examples of student progress monitoring charts.

When	Focus of Day	Activities & Materials	Items to Bring
			• Summary of effectiveness report for winter. • Successes and challenges in terms of training Collaborative Teams.
Day 4: Between second and third universal screening data collection.	Focus of this day will be on building leadership work, with extra attention to: (1) Planning for completion of Collaborative Team Progress Planner. (2) Plan for completion of Kansas MTSS: ICM Review. (3) Planning for Core Beliefs Reflection (4) Supporting Student Transitions. (5) Review of student progress monitoring system.	• Building Leadership Team Implementation Guide. Decision Notebook: • Action Plan(s).	• Completed progress monitoring charts and intervention logs for several students in different grades.
Day 5: Immediately following Collaboration Team analysis of third universal screening data.	The focus of this day will be: (1) Use of System Improvement and Sustainability. *Note: Building Leadership Team and Collaborative Team work must be completed independently prior to this day. (2) To develop an action plan for System Improvement and Sustainability.	Completed: • Collaborative Team Progress Planner. • ICM Review. • Core Beliefs Reflection. • Data from Collaborative Teams. Decision Notebook: • Action Plan(s).	• Results from next universal screening data collection. • A presentation of your analysis of that data (Steps 1 – 7). • Updated student progress monitoring charts. • Completed Transition Tool. • Collaborative Team Progress Planner Results. • Results of ICM Review. • Results of Core Beliefs Reflection.

Behavior Implementation Training Timeline

Behavior Implementation typically takes one and a half to two years to complete. Tier 1 is the focus of year one Implementation. Year two of Behavior Implementation is spent reviewing Tier 1 data and progressing into Tiers 2 and 3.

System Improvement Activities

This section should be utilized as a reference to address fidelity to the system and provide a process for improvement and continual refinement of the systems pieces of the MTSS framework. The synthesis and analysis of all data provide the Building Leadership Team an opportunity to analyze the progress made toward the goals set during Structuring and at the beginning of each year by comparing current building-level data to those desired outcomes. This is the first step in bringing together all the Kansas MTSS components within the building and refining them to build a system that truly supports student learning.

Considerations of Fidelity of Implementation

Fidelity is best defined as how closely the prescribed procedures of a process are followed. In other words, how closely do teachers and other staff implement the program as intended by program developers (Mellard & Johnson, 2008)? One of the most critical roles of the Building Leadership Team is to ensure that all procedures within the system are being followed. As a building progresses from Structuring into Implementation, the level and manner in which fidelity is monitored shifts. Implementation occurs at three levels: paper, process, and performance Implementation (Fixsen, 2005). Fidelity must be monitored throughout the levels.

Ensuring that decisions have been made, are documented, and are being implemented as planned is critical, but does not ensure that those decisions are being translated into processes that make the MTSS operate effectively. The information derived from the review of the fidelity of paper, process, and performance Implementation is used by the Building Leadership Team to identify areas of strength and concern in the Implementation of the MTSS.

Each time the Building Leadership Team meets, progress toward full Implementation and sustainability is reviewed (Building Leadership Meeting Agenda Item 3). The team should review the documented progress within this item from all previous Building Leadership Team meetings and then, as a team, identify areas that appear to be strengths, areas in progress, and areas in need of attention and effort by the Building Leadership Team. The team should use the System Progress Summary form (on pages S33-S35) to record the team's impressions. This single form will be used throughout system improvement planning to summarize all information and aid in identifying a convergence of data as well as in making final decisions based on the data.

As various data sources are summarized onto this single form, it is likely that many of the items will have multiple data points. During

the initial summarization, the Building Leadership Team should record the data based only on the single data piece. This may mean that items (e.g., diagnostic assessments) may appear on both the strengths list and the in progress list. Conflicting data are fine and important to capture at this point. During the final analysis of the data, the Building Leadership Team will make a final determination based on all available data.

Consideration of the Collaborative Team Progress Planner Results (Academics Only)

The Building Leadership Team must review and reflect on the information provided by Collaborative Teams via the Collaborative Team Progress Planner (pages S23-S28), which communicates insights from Collaborative Teams regarding aspects of the system that are functioning well or may need to be improved.

The Building Leadership Team needs to review each Collaborative Team's responses and reflections and summarize responses across Collaborative Teams. The Building Leadership Team needs to discuss the Collaborative Teams' insights and identify patterns that may have emerged from the Collaborative Team responses. Upon reviewing and summarizing this information, the Building Leadership Team will identify:

1. Areas/items/teams/groups/individuals that need to be considered for recognition and/or celebration due to the success.
2. Patterns that indicate areas and items of Strength/In Progress/In Need of Attention, recording them on the System Progress Summary form.

Considerations From Instructional Improvement Planning

At least three times a year the Building Leadership Team will work through system considerations specific to improving instruction based on the work and feedback received from Collaborative Teams. Based on the work completed during Implementation, the Building Leadership Team should work through the data and feedback to determine items that should be included on the System Progress Summary and assign a rating.

Consideration of the Kansas MTSS ICM Review

Just as with the Collaborative Team Progress Planner, items from the ICM Review (pages S29-S30), must also be included on the System Progress Summary. As a team, the Building Leadership Team should work through the responses of the ICM Review and assign items/actions/practices a rating on the System Progress Summary.

Consideration of Core Beliefs Review

After the Building Leadership Team and/or all building staff have completed a reflection on the Core Beliefs (page S31), the Building Leadership Team should work through the feedback received and include items on the System Progress Summary.

Final System Progress Determination

After all data and information has been synthesized and analyzed, the Building Leadership Team must evaluate the data in its entirety. Based on a final evaluation of the data, considering convergence of data and confidence in data (e.g., number of data points), the Building Leadership Team will make a final determination for each item as to the progress toward Implementation that has been made.

To accomplish this, the Building Leadership Team should review the System Progress Summary form and make a final determination for items on the list.

1. In reviewing all ratings for items, identify the items that have the most data and make a final determination of whether they are a Strength/In Progress/In Need of Attention. In making this determination, the team should consider the quality and confidence of the data, including the number of data points, the variety of data sources, the convergence of multiple data sources, and the consistency of single data sources.
2. If the team cannot come to an agreement on the rating of an item, the team should identify what additional data would enable the team to be confident about making a determination.
3. Using a blank System Progress Summary form, the team should record the final ratings for each item.

Prioritizing and Allocating Resources

With an understanding of limited resources (time, staff, and funds) and the need to effectively support and monitor practices, the Building Leadership Team must prioritize items that will be the focus of attention. Early in Implementation it is critical not to make hasty decisions for change.

During the first year of Implementation, the focus will most likely be refinement to improve the practices identified in the original Implementation plan or the addition of new practices to fill holes within the system. Decisions to make significant changes in the curricula protocol/matrix, instructional practices, or comprehensive assessment system are typically addressed during the second or third year of Implementation. This provides staff with an opportunity to become proficient with instructional, curricular, and assessment practices while enabling the leadership team to have complete confidence in the data and sufficient data points to make sound, data-

driven decisions. However, in some instances, such as when there is a questionable evidence base for a practice, if multiple sources of data indicate the practice is ineffective, then change should be considered at any point in time.

The Building Leadership Team must take these considerations, reflections, and data into account and prudently determine how to proceed. There may be critical aspects that need to be addressed immediately. The Building Leadership Team must determine which should be addressed first and which could be addressed at a later time.

One way to approach the process of prioritizing is to consider the impact of each item/action/practice on student success and the difficulty of implementing the change. With the final System Progress Summary form indicating the rating assigned to each item, use the following quadrant to evaluate the impact and difficulty of the solution:

		Difficulty	
		High	Low
Impact	High		
	Low		

A full-page Prioritizing Action form can be found on page S38 in the Systems Guide.
It is important to keep in mind that the level of difficulty does not determine whether action will be taken on any single item. Sometimes the more difficult fix takes precedence. The Prioritizing Action form can be used to complete this work. Once all actions are carefully considered, the Building Leadership Team develops a plan or modifies an existing plan to reflect the prioritized actions and timeline for Implementation.

Planning Improvement Actions
Teams should consider how many priorities for system refinement will be addressed to ensure that meaningful Implementation can be planned. Trying to do too much or too little will not result in meaningful, lasting system change! The optimal level of system change depends upon building needs, student needs, and the school's established culture. Attention should be given to items not yet

completed on the Monitoring Fidelity of Paper Implementation (in Decision Notebook) and Monitoring Fidelity of Process Implementation (pages S44-S49) and those identified as high impact. An Implementation plan for each selected action needs to be developed and recorded on an action plan or the professional development plan.

Invariably, other tasks/responsibilities/obstacles will come up during the course of planning for system refinement. Often these are logistical issues that are important to maintaining the system, but do not necessarily reflect prioritized actions for system refinement. These should be documented on a "to do" list so they are accomplished, but they will not be reflected on a formal action plan.

Providing Communication of System Progress and Improvement

As the Building Leadership Team makes adjustments to best meet the ever-changing needs of the system, it is imperative that bi-directional communication continues to flow among all sections of the Self-Correcting Feedback Loop. Changes in the system must be documented and communicated to the Collaborative Teams and District Leadership Team for future reference.

After action planning is completed, attention must be given to effectively communicating the actions to be taken. As the Building Leadership Team identifies and prioritizes actions to be taken, the Planning for Communication tool should be updated, and a plan to share all actions with respective stakeholders developed.

Effective communication procedures ensure that the Building Leadership Team has knowledge of and input into decisions flowing from the Collaborative Teams. The principal and leadership team must:

- Ensure that the team represents all stakeholders and add missing representation.
- Make wise decisions about how to proceed.
- Know when to publicize.
- Create unity so that the pieces fit together.
- Run interference if key players begin to resist the initiative.
- Make decisions in a very deliberate manner.
- Facilitate consensus that MTSS is good for students.
    (Hall, 2007)

As the Building Leadership Team identifies and prioritizes actions to be taken, each should be recorded on the Planning for Communication tool and a plan to share all actions with respective stakeholders developed. It is also important, as part of the process for the Building Leadership Team, to communicate strengths of the system with Collaborative Teams, the District Leadership Team, and families.

Reflecting Effort in the School Improvement Plan

School improvement plans should clearly reflect the building's and district's focus on the MTSS—particularly the commitment to providing the professional development necessary to sustain the MTSS effort. For this reason, the school improvement plan, the results-based staff development plan, and the district plan must be clearly aligned. Some Kansas school districts have morphed all their school/district improvement into a comprehensive MTSS plan. It is prudent to use resources in the most efficient way to maximize instruction and curriculum effectiveness as well as support relevant professional development. A multi-year plan will better address the diverse needs for professional development and support. Keep in mind that the MTSS is not something that can or will happen overnight; therefore, the Building Leadership Team must continually encourage, celebrate, and challenge each aspect of the MTSS framework.

Collaborative Team Progress Planner

Date Completed: _____

Core	Yes	No	Reflection
Is the Core sufficient (80% or better at benchmark)?			
How many (%) students have met benchmark?			
How many (%) students have not made adequate progress?			
Respond to the following questions to reflect on the sufficiency of specific aspects of the core.			
Is adequate time for Core instruction included in the schedule (e.g., for reading, at least 90 minutes and for math at least 60 minutes of uninterrupted instructional time)?			
Does the Core teach the essential elements for the content or skill area being evaluated (i.e., all "big ideas" of reading, math, and behavior)?			
Are we implementing the Core as it was intended (use of materials, sequencing, pacing, instructional strategies and routines, differentiated Core instruction, sufficient time for student practice)?			
Should any curricular materials or instructional practices be added, discontinued, or replaced due to lack of evidence, need, or lack of effectiveness with our students?			
Are all students making progress as expected (as defined by goals)?			
Thinking of the Core overall, are there other strengths and weaknesses of the curriculum and instruction that should be considered?			

Supplemental	Yes	No	Reflection
Is supplemental support sufficient? Analyze the number and percentages of students needing less supplemental support. (For DIBELS and AIMSweb, this can be found on the Summary of Effectiveness Report or Summary of Impact Report.)			
How many (%) students have met benchmark as a result of supplemental support?			
How many (%) students have not made adequate progress?			
Respond to the following questions to reflect on the sufficiency of specific aspects of supplemental support.			
For each student who has not made adequate progress, were decision rules followed and appropriate instructional adjustments made (refer to decision rules documentation and the Research based Practices chart)?			
Are students receiving adequate time for supplemental support (e.g., 30 minutes for supplemental reading support and 20-30 minutes for supplemental math support in addition to the Core)?			
Is group size appropriate for supplemental support (e.g., for reading, 3-5 students and 6-8 students for math per targeted intervention group)?			
Is supplemental instruction aligned with core instruction?			
Are there targeted interventions for all of the "big ideas" of reading, math, and behavior?			
Is there a correct match between student need and the instructional focus of supplemental support?			
Are we implementing supplemental support as intended (use of materials, sequencing, pacing, instructional strategies or routines, differentiated supplemental instruction, sufficient time for student practice, other practices?)			

Should any curricular materials or instructional practices be added, discontinued, or replaced due to lack of evidence, need, or lack of effectiveness with our students?			
Intensive	**Yes**	**No**	**Reflection**
Is intensive support sufficient (numbers of students leaving intensive supports; e.g., review summary of effectiveness report to analyze percentages of students needing less intensive support)?			
How many students (%) have met benchmark as a result of intensive support?			
How many students (%) have not made adequate progress?			
Respond to the following questions to reflect on the sufficiency of specific aspects of intensive supports.			
For each student who has not made adequate progress, were decision rules followed and appropriate instructional adjustments made (refer to decision rules documentation and Research based Practices chart)?			
Are students receiving adequate time for intensive support (e.g., for reading, 60 minutes and for math 50-60 minutes of intensive support in addition to the Core)?			
Is group size appropriate for intensive support (e.g., for reading, 1-3 students and for math 3-5 students per targeted intervention group?)			
Is intensive support aligned with Core?			
Are there targeted interventions for all of the "big ideas" of reading, math, and behavior?			
Is there a correct match between student need and the instructional focus of intensive support?			
Are there comprehensive programs available for those students with multiple skill deficits in reading, math, and/or behavior?			

	Yes	No	Reflection
Are we implementing intensive support as intended (use of materials, sequencing, pacing, instructional strategies or routines, differentiated intensive instruction, sufficient time for student practice)?			
Should any curricular materials or instructional practices be added, discontinued, or replaced due to lack of evidence, need or lack of effectiveness with our students?			
Assessment	**Yes**	**No**	**Reflection**
Respond to the following questions to reflect on the comprehensive assessment plan.			
Are we following the assessment schedule (screening 3 times per year, progress monitoring bi-weekly or weekly, diagnostics as determined by decision rules)?			
Are assessments administered by those trained to collect and interpret the data?			
Are we administering the instruments with fidelity?			
Do we compile the data quickly?			
Do we display the data effectively?			
Respond to the following questions to reflect on the sufficiency of specific aspects of the assessment system to support instructional decision making.			
Are all assessment instruments appropriate (e.g., valid, reliable, measure essential skills)?			
Are all assessment instruments efficient (e.g., universal screener that can be administered to all students in a single day)?			
Do all assessments have defined cut points (either provided by the assessment publisher or as identified by the school)?			
Should any assessment practices be added, discontinued, or replaced due to lack of evidence, need, or lack of usefulness in instructional decision making (refer to assessment matrix)?			

Data-Based Decision Making	Yes	No	Reflection
Do we know and understand the decision rules to be used?			
Is assessment data being used as planned (Collaborative Teams meet as scheduled; e.g., at least every 6 weeks, with adequate time provided to make decisions)?			
Were decision rules used to move students among and between groups for instruction (based on benchmarking data and progress monitoring data in between benchmarking)?			
Were decision rules used to determine instructional changes within groups (e.g., when student data indicated 3 to 4 points below the aim line, were decision rules applied to adjust instruction using the Research based Practices chart)?			
Did decision rules work effectively?			
Collaboration	**Yes**	**No**	**Reflection**
Were team norms created and followed by the Collaborative Team?			
Did all Collaborative Team members share in the decision-making process (culture of the group empowers all to be active participants; group used problem solving to direct their decision making)?			
Did the Collaborative Team focus on data to make decisions?			
Were changes in student groups and/or instruction for groups communicated efficiently?			
Other	**Yes**	**No**	**Reflection**

ICM Review & Rating Chart

*Date Completed:*_____

Implementing = I	*In-Progress = IP*			*Not Implementing = NI*
	I	IP	NI	Rationale for Rating
Leadership & Empowerment				
Component 1 – Effective Leadership Teams				
Component 2 – Creating an Empowering Culture				
Assessment				
Component 1 – Comprehensive Assessment Plan				
Component 2 – Assessments are Valid & Reliable				
Component 3 – Adequate Capacity for Assessment System				
Component 4 – Decision Making Rules are Clear				
Curriculum				
Component 1 – Curriculum is Evidence Based				
Component 2 – Curriculum Addresses Essential Components Appropriate to Grade Level				
Component 3 – All Curricula are Implemented with Fidelity				
Instruction				
Component 1 – All Instructional Practices are Evidence Based				
Component 2 – Instructional Practices are Implemented with Fidelity				
Component 3 – Schedule Allows for Protected Instructional Time				
Component 4 – Flexible Grouping Allows for Appropriate Instruction				
Data-Based Decision Making				
Component 1 – Structures for Data-Based Decision Making				
Component 2 – Data-Based Decision Making for Improving the System				
Component 3 – Data-Based Decision Making for Improving Supplemental Instruction				
Component 4 – Data-Based Decision Making for Improving Intensive Instruction				
Integration & Sustainability				
Component 1 – Policy and Resources are Aligned within the System				
Component 2 – Systems are Self-correcting & Achieve Positive Outcomes for Learners				
Component 3 – Leadership Provides Staff with Ongoing Support				

Kansas MTSS: Innovations Configuration Matrix (ICM) Review

The Kansas Multi-Tier System of Supports: Innovations Configuration Matrix (ICM) describes the principles and practices within the Kansas MTSS, focusing on the essential system components that are consistent across all ages (preschool through high school) and across all domains (academic and behavior).

The ICM can be used in multiple ways, although it is primarily a descriptive document. The central use is to assist in understanding the principles and practices of a multi-tier system to build a vision of Implementation within a school district. The ICM guides critical discussions among leadership and staff throughout the process of Implementation and subsequent refinement of the MTSS.

During Implementation, it is important for the Building Leadership Team to reflect and focus on where the team perceives itself along the rubric continuum of the Kansas ICM. To accomplish this task, each Building Leadership Team member will need a copy of the ICM.

Using the following steps—first individually, and then as a Building Leadership Team—reflect on and rate the level of Implementation of the building.

1. As individuals, read each line of the ICM and rate the perceived level of Implementation of the building (i.e., Not Implementing, In Progress, Implementing). *[This step can be completed outside of team meeting time.]*
2. Prior to the next team meeting, summarize the individual responses indicating the perceived level of Implementation of each item within the ICM.
3. At a leadership team meeting, ensure that everyone has a copy of the ICM and provide everyone with a copy of the summary to facilitate discussions. There is likely to be a variety of responses for each item. As a team, discuss each item and come to agreement on a final single rating for the building.
4. Using the ICM Review & Rating Chart on page S28, record the agreed-upon rating and the rationale for the rating. The rationale will be used to help inform future discussions and decision making by the Building Leadership Team.
5. Place the completed ICM Review & Rating Chart in the Decision Notebook for future reference.
6. As an extension of this discussion, having the Building Leadership Team reflect on the core beliefs using the Core Beliefs Reflection information in the Building Leadership Team Implementation Tools section can be an insightful follow-up to this discussion.

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Core Beliefs Reflection

The core beliefs created during the Structuring process serve as the standard with which all decisions will be made. Core beliefs come from a building's core values related to outcomes for students, commitments to each other, and beliefs about conditions for learning. Core beliefs drive the efforts to change a building's culture and environment to make it conducive to creating and sustaining the MTSS. Reviewing and reflecting on these beliefs at least annually ensures that they accurately represent the changing culture and attitudes of the building staff.

Read the core beliefs developed during Structuring and individually respond to the following questions. As the leadership team reflects on established core beliefs, changes are identified to ensure they collectively capture the culture of the building. Finally, as a team discuss the questions below.

1. Do I truly agree with each core belief?

2. Is each core belief observed in the actions and attitudes of the leadership team and staff?

3. What does this core belief mean to the group?

4. Does each core belief help the collaborative and leadership teams make decisions that will lead to greater student success?

5. Does each core belief help the collaborative and leadership teams make decisions that will lead to a school culture supportive of student learning and high expectations for positive student and adult behavior?

6. What data/experiences demonstrate that each belief is or is not completely true or agreed upon by our building or district?

Reflecting on core beliefs is not a one-time activity and is most effective when done at least annually. Annual reflection helps develop a clearer understanding of collective beliefs. Foundational consensus gives direction when making decisions. Discussing and updating core beliefs ensures agreement and the willingness of all staff to support decisions guided by these beliefs, even as the building staff and culture evolve. The Building Leadership Team observes Collaborative Teams and each other to determine if decisions guided by core beliefs are honored and practiced. Reflection on established core beliefs facilitates adjustments to ensure they continually capture the collective will of the staff.

Building Staff Reflection on Core Beliefs
As buildings move through Implementation it can be helpful for the Building Leadership Team to facilitate a reflection of the core beliefs with the staff of the entire building. Typically this activity is not done with staff until late in the first year of Implementation. Data that might indicate it would be beneficial for the entire staff to be engaged in this activity would include difficulty with fidelity to any of the practices or poor data on the Collaborative Team Progress Planner.

The building staff should reflect on the core beliefs using the same questions posed to the Building Leadership Team. There are multiple ways in which a whole staff reflection can be facilitated, depending on factors such as size of staff and space accommodations. Regardless of how the Building Leadership Team chooses to accomplish whole staff reflection, all staff members need an opportunity to voice support of, challenge, or seek clarification of any or all of the stated core beliefs. Some members of the staff may feel intimidated if the reflection is done exclusively in public. One option is to record thoughts on paper and have a member of the leadership team read the comments aloud so all voices are heard by the entire staff.

If it is determined that it would be beneficial to provide the entire staff with the opportunity to reflect on the core beliefs, an action plan should be developed and used to guide the activity.

When reflecting on the feedback provided by the leadership team and/or staff, the leadership team should consider all that has been agreed upon and adjust the established core beliefs to support the changing culture. As a leadership team, it is important to serve as a model worthy of imitation with respect to the application of the core beliefs. One practical strategy is to review core beliefs at the beginning of meetings to ensure that they are utilized when making decisions. Over time, the beliefs will become integrated and engrained into the school culture.

System Progress Summary

Area of Strength	Based on Data from

System Progress Summary continued...

Areas In Progress	Based on Data from

System Progress Summary continued...

Areas In Progress	Based on Data from

Prioritizing Action

Directions for Sorting
- Review the items on the System Progress Summary identified as In Progress and/or Needs Attention/Effort and assign items to the following table.
- Assign all of the items from the Needs Attention/Effort rating.
- Assign items from the In Progress rating that may require additional action.

		Difficulty	
		High	**Low**
Impact	**High**		
	Low		

Order of Initial Action/Focus *(to support sustainability, most items should be High Impact)***:**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Plan to Support Student Transitions
(Include information in Decision Notebook)

Vertical Transitions (from one grade to the next)

When will vertical transition planning be conducted for students transitioning within the building?

Who is responsible for the support and how will vertical transition planning for students transitioning be supported by the Building Leadership Team?

What relevant student data will be used for planning?

What relevant system/building data will be used for planning?

Is there evidence that certain groups of students may need additional planning/support to be successful? If so, what is the planning/support and how will it be provided?

How will transition information be communicated within the building?

Transition of New Students Into the Building

When a new student arrives at the building, what information to support student transition is needed?

How quickly is this information available and who is responsible for finding it?

How is this information communicated with appropriate staff in the building?

Horizontal Transitions (from current building to a new building)

When will horizontal transition planning be conducted for students leaving the building?

What will horizontal transition planning consist of as a system that supports all students?

How will staff know if individual horizontal transition planning should occur?

What will horizontal transition planning consist of for the select individual students?

How will horizontal transition planning for students be supported by the Building Leadership Team?

What relevant student data will be used for planning?

What relevant system/building data will be used for planning?

How will transition information be communicated to the receiving building?

Engaging Families

How will families be engaged in supporting student transitions?

How will information about the supports for student transitions be shared with families?

Planning to Support Student Transitions

Students transfer in and out of schools and between classes throughout the school year (horizontal transitions) and from current grade to next grade (vertical transitions) each year (Milsom, 2007). To be proactive and ensure continuity of support for all students, a process for supporting students through both types of transitions—including the identification of students who may need individual plans—must be developed. It is the responsibility of the Building Leadership Team to ensure that the building has a process in place that ensures effective transitions for students. Because of the complexities associated with vertical and horizontal transitions, it is essential to develop a plan that addresses both scenarios. This transition support should not be confused with transition services provided through special education.

Creating an infrastructure that supports and encourages horizontal and vertical teaming is a valuable way to support students through transitions between grade levels as well as between elementary, middle, and high school (Milsom, 2007). Conversations occurring through vertical and horizontal collaboration should be centered on each student's unique needs and strengths.

As the Building Leadership Team makes ongoing adjustments to best meet the needs of the system, including the development or refinement of the transition support process, it is imperative that bi-directional communication continue to flow throughout the Self-Correcting Feedback Loop. It is beneficial to keep students and their families informed about the Kansas MTSS process as well as solicit their input and feedback with respect to the support provided to students during periods of transition and the development of transition plans. In order to develop a strong school–home relationship, parents/guardians need to have a clear understanding of Kansas MTSS and how it supports their children. To this end, it is important to provide information to staff, students, and families about how support is provided in the case of both vertical and horizontal transitions.

The previous two pages have a Plan to Support Student Transitions that includes questions to guide discussion and planning. Include the final plan in the Decision Notebook.

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Recognizing Success

Sustainability of the MTSS is dependent on many factors, including the celebration of successes and the recognition of individuals and Collaborative Teams who have met specific goals or exceeded expectations. Too often abundant attention is given to the challenges and obstacles schools face while little recognition is afforded the achievements made by students and staff. To bring the adage "success breeds success" to life, Building Leadership Teams must purposely devote time throughout the school year to recognizing individual and collective achievements that were contingent upon attaining building and personal goals. Similarly, it is critical to bring attention to those individuals who are showing progress and making contributions beyond those typically expected. Leadership teams must ensure that the purpose of any recognition is clearly articulated in order to influence additional effort and growth. Large-group celebrations are typically employed to acknowledge the attainment of building goals while recognition of personal growth is typically accomplished through individual and small-group celebrations.

There are many ways to celebrate success, especially when considering student achievement. Some Kansas schools have put into practice:

- Students graphing their own growth.
- Assemblies celebrating growth.
- Bulletin boards celebrating success.

Research evidence identifies conditions that enhance teachers' work by impacting such variables as teacher commitment, effort, and job satisfaction. These conditions include:

- Visible student outcomes.
- Relatively high levels of student achievement.
- Powerful and salient feedback about teachers' efforts to influence student learning.
- Designated amounts of preparation time to allow teachers to feel less stressed, better organized, and more effective instructionally.
- Low levels of student disruptions and misbehavior.
- Opportunities for teacher leadership in the school.
- Visibility of new roles.
- High levels of perceived support by school administrators.
- Broader participation in school decisions.
- Clear links between change initiatives and student welfare.
- Avoidance of excessive emphases on evaluation and accountability, especially with simplistic performance assessment techniques.
- Peer assistance, especially for new teachers.

- Teaming with other teachers.
- Adequate equipment and other resources in the classroom.
- High levels of classroom autonomy.
- Increased program coordination.
- Increased teacher leadership opportunities.
- Opportunities for professional development.
    (Leithwood, Louis, Anderson, & Wahlstrom, 2004)

It is the responsibility of the Building Leadership Team to plan a recognition system in which individuals, Collaborative Teams, and school-wide accomplishments are recognized and can be celebrated. When planning recognition, it is important to remember that "recognition and rewards need to come in a variety of forms depending on the individual recipient" (Hodges, 2005, p. xv). In other words, the type of recognition planned should be dependent on the individual(s) being recognized. According to Hodges (2005), people fall into one, all, or a combination of the following three types of recognition preferences:

- **Auditory** – People in this category want to _hear_ the recognition.
- **Visual** – People in this category want to _hold_ and _see_ something that symbolizes the recognition.
- **Kinesthetic** – People in this category want _physical connection_ and _motion_, such as a handshake or hug.

In addition, the following should be considered regarding how to deliver recognition:

- Clear and specific: In simple terms, let the person or team know exactly what is being recognized.
- Public vs. Private: Know the individual(s) well enough to determine if recognition should be given in front of others or delivered quietly in private.
- Genuine: Mean what you say in order to avoid sounding artificial and insincere.

Throughout the year, the Building Leadership Team should be watching for individuals and Collaborative Teams to be recognized. Take time to identify recognition that should be provided regularly and consider school-wide and grade-level goals that have been obtained.

To ensure that recognition is ongoing and carried out successfully, it is beneficial for leadership teams to create a brief action plan that identifies the plan and individuals to be involved. Include these brief action plans in the Decision Notebook so they can be reviewed and discussed at later Building Leadership Team meetings.

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Process Implementation Monitoring Tool-ACADEMICS

Building:_____ Year(s) of Implementation:_____

Leadership Team	Date	Evidence
Are Building Leadership Team meetings occurring as scheduled?		
What decision making rules are used in which circumstances?		
Is the communication plan being carried out as planned?		
Is the communication plan regularly refined based upon stakeholder, collaborative, and leadership team feedback?		
Has the leadership team conducted an audit for integrating existing teams addressing all areas (reading, math, behavior)?		
Has the leadership team developed vertical and horizontal student transition plans?		
Collaborative Teams	Date	Evidence
Is the school's Shared Vision used by the leadership team when making decisions?		
Are the school's Core Beliefs used by teams when making decisions?		
Are Collaborative Teams representative of all stakeholders (i.e., grade level, content area, entitlement, specials)?		
Is the scheduled collaborative time used for data-based decision making?		
Are the 6 standards for family engagement utilized?		
Standard 1: Welcoming all families into the school community		
Standard 2: Communicating effectively		
Standard 3: Supporting student success		
Standard 4: Speaking up for every child		
Standard 5: Sharing power		
Standard 6: Collaborating with community		
Professional Development Planning	Date	Evidence
Is ongoing data review used to determine professional development needs?		

Assessment	Date	Evidence
Did the initial training occur as planned? • Universal screening. • Progress monitoring. • Diagnostic assessment. • Outcomes assessment.		
Did all identified staff participate in professional development? • Universal screening. • Progress monitoring. • Diagnostic assessment. • Outcomes assessment.		
Is ongoing professional development provided to all staff responsible for administration?		
Are new staff members trained on assessments prior to administration?		
Are the selected assessments being used as planned?		
Is the plan to monitor fidelity of administration being followed?		
Are all assessment protocols being followed? • Universal screening 3x per year • Progress monitoring — weekly for intense, biweekly for strategic • Diagnostic assessment as indicated by data		
Instruction	Date	Evidence
Has staff received professional development on instructional strategies selected by the leadership team?		
Is the plan to monitor fidelity of instructional practices being used?		
Is ongoing professional development provided for and utilized by staff?		
Is the selected model of intervention implemented as planned?		
Is the schedule reviewed and refined regularly?		

Curriculum	Date	Evidence
Is core curriculum being implemented as planned for all students?		
Is supplemental curriculum being implemented according to plan (data)?		
Is intensive curriculum being implemented according to plan (data)?		

Process Implementation Monitoring Tool-BEHAVIOR

Building:_____ Year(s) of Implementation:_____

Leadership Team	Date	Evidence
Are Building Leadership Team meetings occurring as scheduled?		
Are decision making rules being used as planned?		
Is the communication plan being carried out as planned?		
Is the communication plan regularly refined based upon stakeholder, collaborative, and leadership team feedback?		
Has the leadership team conducted an audit for integrating existing teams addressing all areas (reading, math, behavior)?		
Has the leadership team developed vertical and horizontal student transition plans?		
Staff Support and Buy-in	**Date**	**Evidence**
Is the school's Shared Vision used by the leadership team and staff when making decisions?		
Are the school's Core Beliefs used by the leadership team and staff when making decisions?		
Is the school connectedness/relationships dot activity being conducted on a regular basis and the information used to develop an Action Plan for students of concern?		
Is the leadership team sharing ODR/BIR data with staff on a regular basis?		
Are the 6 standards for family engagement being utilized?		
• Standard 1: Welcoming all families into the school community		
• Standard 2: Communicating effectively		
• Standard 3: Supporting student success		
• Standard 4: Speaking up for every child		
• Standard 5: Sharing power		
• Standard 6: Collaborating with community		
Is the plan for family engagement being implemented as planned?		
Professional Development Planning	**Date**	**Evidence**
Is ongoing data review used to determine professional development needs?		

Assessment	Date	Evidence
Universal screening: • Staff are using majors/minors with fidelity. • ODR/BIR data is analyzed at least monthly. • Universal screener of internalizing behavior is used to help identify at-risk students.		
Progress monitoring data is being collected for all students in Tiers 2 and 3.		
Diagnostic assessment – Functional Behavior Assessment (FBA) used for all students in Tier 3.		
Outcomes assessment data is collected and analyzed.		
Is the schedule for assessment being followed as planned?		
Is ongoing professional development about office discipline procedures and assessments being provided to all staff?		
Are new staff members trained on office discipline procedures and assessments?		
Are the plans to monitor fidelity of screening, progress monitoring, and diagnostic assessment being followed?		
Is ODR data being used to develop precision problem statements and solution tables when needed?		
Are solutions being monitored for Implementation?		
Are evaluation data being collected and analyzed regarding solutions being implemented?		
Curriculum	Date	Evidence
Are building-wide expectations posted and infused into all building procedures and practices?		
Is there a process in place for regular review and revision of the behavior expectations matrix?		
Is the continuum of consequences being implemented with fidelity?		
Is there a process in place for regular review and revision of the continuum of consequences?		
Is the Recognition System being used consistently by all staff?		
Is there a process in place for regular review and revision of the Recognition System?		
Are supplemental (Tier 2) interventions being implemented according to plan?		

Are behavior intervention plans for students in Tier 3 being implemented according to plan?		
Instruction	Date	Evidence
Has staff received professional development on common instructional/classroom management practices selected by the leadership team?		
Have teachers identified and developed needed classroom procedures and routines?		
Are all lesson plans developed and being taught as planned?		
Is the schedule for instruction being followed as planned?		
Is the plan to monitor fidelity of teaching behavior lesson plans/behavior curriculum being implemented as planned?		
Is the schedule for instruction reviewed and refined regularly?		
Is ongoing professional development for instructional practices, classroom management, and behavioral curriculum instruction being provided for and utilized by staff?		