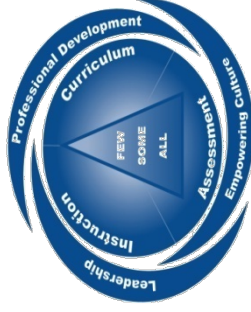# MTSS Academic Action Plan

School _____   Year: _____

Leadership/Empower Culture:

➢ Effective Leadership Teams
➢ Creating an Empowering Culture

Goal Setting: How will we accomplish THIS GOAL?

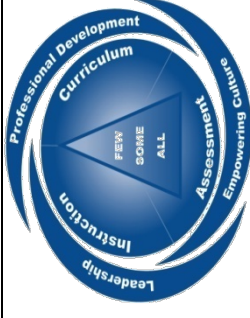| Possible strategies, activities and initiatives we want to consider:	Audience: e.g., grade, all, some, few	Timeline: Projected Date(s)	Persons Responsible: Who's helping? What resources, training, and information will they need?	How will we measure the results? (e.g., questionnaires, surveys, checklists, data reports, student work, observations, focus groups, etc.)
		☐ Completed		
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May 2012

MTSS Academic Action Plan

School_____   Year: _____

Assessment:

- Comprehensive Assessment System
- Assessments are Valid and Reliable
- Adequate Capacity for Assessment System
- Decision Making Rules are Clear

Goal Setting: How will we accomplish THIS GOAL?

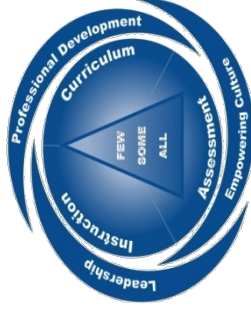| Possible strategies, activities and initiatives we want to consider:	Audience: e.g., grade, all, some, few	Timeline: Projected Date(s)	Persons Responsible: Who's helping? What resources, training, and information will they need?	How will we measure the results? (e.g., questionnaires, surveys, checklists, data reports, student work, observations, focus groups, etc.)
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MTSS Academic Action Plan

School _____   Year: _____

Instruction:

➢ All Instructional Practices are Evidence Based
➢ Instructional Practices are Implemented with Fidelity
➢ Schedule Allows for Protected Instructional Time
➢ Flexible Grouping Allows for Appropriate Instruction

Goal Setting: How will we accomplish THIS GOAL?

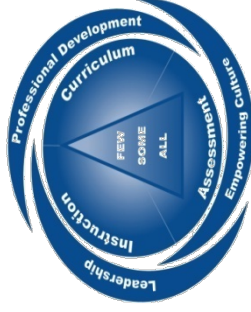| Possible strategies, activities and initiatives we want to consider:	Audience: e.g., grade, all, some, few	Timeline: Projected Date(s)	Persons Responsible: Who's helping? What resources, training, and information will they need?	How will we measure the results? (e.g., questionnaires, surveys, checklists, data reports, student work, observations, focus groups, etc.)
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MTSS Academic Action Plan

School _____   Year: _____

Data-Based Decision Making:

➤ Structures for Data-Based Decision Making
➤ Data-Based Decision Making for Improving the System
➤ Data-Based Decision Making for Improving Supplemental Instruction
➤ Data-Based Decision Making for Improving Intensive Instruction

Goal Setting: How will we accomplish THIS GOAL?

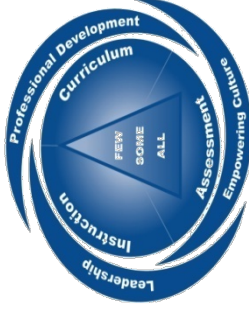| Possible strategies, activities and initiatives we want to consider:	Audience: e.g., grade, all, some, few	Timeline: Projected Date(s)	Persons Responsible: Who's helping? What resources, training, and information will they need?	How will we measure the results? (e.g., questionnaires, surveys, checklists, data reports, student work, observations, focus groups, etc.)
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MTSS Academic Action Plan

School _____   Year: _____

Integration and Sustainability:

➤ Policies and Resources are Aligned within the System
➤ Systems and Self-Correcting and Achieve Positive Outcomes for Learners
➤ Leadership Provides Staff Ongoing Support

Goal Setting: How will we accomplish THIS GOAL?

Possible strategies, activities and initiatives we want to consider:	Audience: e.g., grade, all, some, few	Timeline: Projected Date(s)	Persons Responsible: Who's helping? What resources, training, and information will they need?	How will we measure the results? (e.g., questionnaires, surveys, checklists, data reports, student work, observations, focus groups, etc.)
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Academic Survey for Action Planning:

These items were put on a Google Doc Survey. Teachers used a rating scale (strongly agree to strongly disagree) to rate themselves. This data was used to create an action tool to assist each building in refinement and sustainability.

Leadership Team only:

- The roles and responsibilities of each member of our leadership are clearly identified and agreed upon by the team.
- Our leadership team meets regularly and engages in formal problem solving.
- Our leadership team uses data and input from the staff to determine professional development needs
- Our leadership team actively works to enhance staff motivation and capacity to be actively involved in decision making and leading from within

For Buildings (All instructional staff at elementary/English & Language teachers at secondary):

Assessment:

- I think teachers in our building administer the AIMSweb benchmarks with fidelity.
- I administer the AIMSweb benchmark screeners with fidelity.
- I sort my students into the appropriate quadrants after each Benchmark Screener.
- I understand how to administer diagnostic tools (QPS/PAST).
- I am comfortable using AIMSweb to create progress monitoring schedules.
- I understand and use off-grade level progress monitoring for students, as needed.
- I administer progress monitoring probes as prescribed by student need (Below Red=1 x a week, Yellow=2 x a month, Green= 1 x a month as needed).
- I am able to run progress monitoring reports for students.

Instruction:

- I am confident planning lessons that utilize Explicit Instruction techniques and routines.
- I am confident planning differentiated lessons for their students.
- I am confident planning lessons that support success for ELLs and low language learners.
- I am confident planning lessons with rigor for students.
- I am confident using CHAMPS consistently to help with transitions and maintain student attention to task.
- My Tier 2 students receive 30 minutes of intervention daily.
- My Tier 3 students receive 60 minutes of intervention daily.

Data-Based Decision Making:

- In my building, the implementation of MTSS is guided by a formal action plan where academics and behavior are the top goals.
- I understand the purpose of quadrant sorts and how to use them to determine the instructional focus for groups of students.
- I understand the purpose of the diagnostic tools (QPS/PAST) and how to use the data instructionally.
- I understand the purpose of progress monitoring and use the data to make instructional changes as needed.
- I look at my AIMSweb data to determine if I need to implement classwide interventions.
- I have a solid understanding of MTSS.

Open Ended Questions:

- What does MTSS mean to the majority of teachers in your building?
- What does MTSS mean to you?
- What support or professional development needs do you have in order to implement MTSS with fidelity?
- Other comments or questions

Reflective Questions with MTSS Focus

Clarify Goals	When you envision your building in the future, what do you want to see happening and what do you want to have in place?
	When thinking about your upcoming year at your building, what is a personal goal for you?
	What will you see or hear that will let you know you've reached your goals?
	How might you ensure that you keep these goals in the forefront of your mind?
	What is the reality of what our school needs to address?
	How might you ensure that you will keep these goals in the forefront of your mind?
Success Indicators	As you envision your building progressing toward its goal, what might be priorities for you and your staff?
	As you think about your goal, what might be indicators of success for you?
	When thinking about past successes, what are some things you used or had in place before that aided in your success?
	How might your actions enhance student learning?
	What success indicators do you have that demonstrate your staff has a clear understanding of MTSS?
	What specific things did you do that might have contributed to the success at your building?

Reflective Questions with MTSS Focus

Establish Personal Learning Focus	What is most important for you to pay attention to in yourself?
	What do you want to be sure you do very well?
	If you could video tape yourself for a day, what might you want to see in yourself that would indicate you are being successful?
	What might you as a team want to make sure you do well?
	How might you, as a leadership team, ensure these items continue to be sustained next year?
	What might your next steps be?
Core Values	How did you choose your core values?
	What do your core values mean to you?
	How do you put core values into action in the workplace?
	In what ways do your actions align with your core beliefs?
	What data demonstrates that each belief is or is not completely true for your building?
	What are the things that we believe our school is going to have to commit to?
Miscellaneous	What are behaviors staff might hope to see from you that would signal the development of a trusting relationship?
	As you reflect back, what might be some possible reasons for any barriers or hurdles you encountered?
	What obstacles might be holding us back from doing what is best for our students?
	What are strengths? What evidence do you have to support this?
	What might support and sustainability look like in your building?
	As a result of this conversation, how has your thinking changed?

"…A WAY OF DOING BUISINESS"

a poem for two voices

FROM	TO
• Focus on teaching	• Focus on learning
• Emphasis on what was taught	• Fixation on what students learned
• Coverage of content	• Demonstration of proficiency
• Curriculum planned in isolation	• Shared knowledge of essential curriculum
• Infrequent summative assessments	• Frequent common formative assessments
• Focus on average score	• Monitoring individual proficiency on every essential skill
• Intervention	• Prevention
• One opportunity to demonstrate learning	• Multiple opportunities to demonstrate learning
• Isolation	• Collaboration
• Each teacher assigning priority to different learning standards	• Teams determining priority of learning standards
• Privatization of practice	• Sharing of practice
• Assumptions	• Evidence