

MTSS Implementation Protocol

Wichita Public Schools

2014-2015



MTSS Implementation Protocol

The MTSS Implementation Protocol serves as an overview of implementation for a Multi-tier System of Supports (MTSS). It includes a set of rubrics to be completed by each school as a staff, and district level staff teams. The Implementation Protocol describes what MTSS looks like across the five protocols of MTSS (i.e., literacy and numeracy curriculum, behavior, instructional, and problem solving) and across four growth stages (i.e., emerging, developing, operationalizing, and optimizing).

The purpose of the Implementation Protocol is to:

1. Serve as a formal monitoring and accountability document (i.e., blueprint, roadmap of MTSS implementation)
2. Measure fidelity of MTSS implementation
3. Assist with planning for an action plan or school improvement plan

Growth stages:

- **Emerging** – The goal of this stage is to build consensus for MTSS implementation.
- **Developing** – This stage involves designing the infrastructure to implement MTSS.
- **Operationalizing** – During this stage, the school implements the structures that were designed during the Developing stage and works to build consistency and fidelity.
- **Optimizing** – Within this stage, the model is embedded and implemented with fidelity. Schools now focus on how effective the model is and make changes based on data to ensure it is effective.

Each rubric has a list of anchors and guiding questions in the second column on the left. For the sake of consistency, each one has the same three anchors:

Structures – The pieces of the MTSS model that are static and do not necessarily change (e.g., structure of a team).

Processes and Procedures – The pieces of the MTSS model that are fluid and involve interactions among the structures.

Professional Learning – The skills taught to staff and how the skills are monitored and used.

Rubric Directions: (For the school team and the external district team)

1. Read the rows and columns to get a sense of the scope of the component (literacy, numeracy, behavior, instructional, or problem solving).
2. Using existing data, work your way through the rubric and highlight or circle the cells that describe your site and determine a level (growth stage).
3. Identify desired level (growth stage) of implementation.
4. Create an action plan for your next steps.
5. Check on progress throughout the year.

Key Requirements	Guiding Questions	Emerging: <i>Establishing Consensus*</i>	Developing: <i>Building Infrastructure</i>	Operationalizing: <i>Gaining Consistency</i>	Optimizing: <i>Innovating and Sustaining</i>
Literacy Curriculum Protocol	<p><u>STRUCTURES</u></p> <p><i>To what extent does your building have the structures in place to sustain a Multi-tier System of Supports with fidelity through the use of the Literacy Curriculum Protocol?</i></p>	<p>There is evidence that the MTSS Process and Literacy Curriculum Protocol is implemented through a Master schedule which provides 2 or less of the following</p> <ul style="list-style-type: none"> • appropriate time • group size • resources • flexibility <p>to meet the diverse needs of some students as determined through an implementation of the literacy components of the assessment protocol: Step 5. universal screener and initial group sort. (BLT/CT workbooks- Steps 5-7)***</p>	<p>There is evidence that the MTSS Process and Literacy Curriculum Protocol is implemented through a Master schedule which provides 3 of the following</p> <ul style="list-style-type: none"> • appropriate time • group size • resources • flexibility <p>to meet the diverse needs of all students as determined through an implementation of the literacy components of the assessment protocol: Step 5. universal screener and initial group sort; Step 6. diagnostic process. (BLT/CT workbooks- Steps 5-7)***</p>	<p>There is evidence that the MTSS Process and Literacy Curriculum Protocol is implemented through a Master schedule which provides 3 of the following</p> <ul style="list-style-type: none"> • appropriate time • group size • resources • flexibility <p>to meet the diverse needs of all students as determined through a <u>full implementation</u> of the literacy components of the assessment protocol: Step 5. universal screener and initial group sort; Step 6. diagnostic process; Step 7. Finalize groupings, instructional focus and materials (BLT/CT workbooks- Steps 5-7)***</p>	<p>There is evidence that the MTSS Process and Literacy Curriculum Protocol is implemented through a Master schedule which provides all of the following</p> <ul style="list-style-type: none"> • appropriate time • group size • resources • flexibility <p>to meet the diverse needs of all students as determined through a <u>full implementation</u> of the literacy components of the assessment protocol: Step 5. universal screener and initial group sort; Step 6. diagnostic process; Step 7. Finalize groupings, instructional focus and materials (BLT/CT workbooks- Steps 5-7)***</p>
	Level & Date	Fall		Spring	
	Evidence	Fall		Spring	

*Each phase of implementation includes and extends the prior phase. ***BLT: MTSS Building Leadership Team Workbook Reading ***CT: MTSS Collaborative Team Workbook Reading

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Literacy Curriculum Protocol	<p><u>PROCESSES & PROCEDURES</u></p> <p><i>To what extent does your building routinely gather and analyze student data to sustain and refine a Multi-tier System of Supports for Literacy?</i></p>	<p>There is evidence that the MTSS data collection and analysis process is implemented in few or none of the steps (8-11) outlined in the CTW/BLT.***</p> <p>Step 8: Data leader/MTSS Facilitator identifies the appropriate subtests for progress monitoring. Students are not monitored with adequate frequency.</p> <p>Step 9: There is not a plan, or there is an inconsistent plan, of who is to test and who should be given an SLA (Survey Level Assessment) for off-grade level progress monitoring.</p> <p>Step 10: Progress monitoring is being done but data is not analyzed.</p> <p>Step 11: No collaboration or communication is occurring pertaining to student progress.</p>	<p>There is evidence that the MTSS data collection and analysis process is implemented in some of the steps (8-11) outlined in the CTW/BLT.***</p> <p>Step 8: Individual (language arts/intervention) teachers identify appropriate subtests for progress monitoring. Some students are monitored with the correct frequency.</p> <p>Step 9: There is a plan in place as to who will SLA and who will be given an SLA but it is inconsistently followed.</p> <p>Step 10: Progress monitoring is being done and data is analyzed but no instructional changes are being made.</p> <p>Step 11: Collaboration & communication is occurring with no structures in place.</p>	<p>There is evidence that the MTSS data collection and analysis process is implemented in all of the steps (8-11) outlined in the CTW/BLT.***</p> <p>Step 8: Core teacher teams or departments are identifying appropriate subtests for progress monitoring. Most students are monitored with the correct frequency.</p> <p>Step 9: There is a plan in place to SLA and it is mostly followed.</p> <p>Step 10: Progress monitoring is being done, data is analyzed and instructional changes are made by individual teachers using 6+ data points.</p> <p>Step 11: Collaboration & communication is occurring with structures and schedules in place.</p>	<p>There is evidence that the MTSS data collection and analysis process is fully implemented in all of the steps (8-11) outlined in the CTW/BLT.***</p> <p>Step 8: All processes and procedures outlined in Step 8 are in place building wide. All students are monitored with the correct frequency.</p> <p>Step 9: Building wide implementation of a strategic plan to collect SLA data on all students who qualify.</p> <p>Step 10: There is an established routine for looking at data. Following the 3 data point decision rule, interventions are adjusted as needed following guidelines in step 10.</p> <p>Step 11: Collaboration & communication is occurring with structures and documentation in place.</p>
	Level & Date	Fall		Spring	
	Evidence	Fall		Spring	

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Literacy Curriculum Protocol	<u>PROFESSIONAL LEARNING</u> <i>How does Professional Learning empower appropriate instructional staff to improve student outcomes through the use of MTSS and the Literacy Curriculum Protocol?</i>	There is evidence that few appropriate instructional staff members** are fully trained in the following: 1. ***MTSS Steps 1-3 2. Appropriate Literacy Protocol Interventions 3. Collaborative Planning 4. Appropriate Literacy Professional Development (LETRS, District Seminars, etc.)	There is evidence that some appropriate instructional staff members** are fully trained in the following: 1. ***MTSS Steps 1-6 2. Appropriate Literacy Protocol Interventions 3. Collaborative Planning 4. Appropriate Literacy Professional Development (LETRS, District Seminars, etc.)	There is evidence that most qualified **staff are fully trained in the following: 1. ***MTSS Steps 1-9 2. Appropriate Literacy Protocol Interventions 3. Collaborative Planning 4. Appropriate Literacy Professional Development (LETRS, District Seminars, etc.)	There is evidence that all appropriate instructional staff members** are fully trained in ***MTSS processes steps 1-11 (BLT/CT steps), LETRS, and appropriate curriculum to meet the needs of all students; additional support is provided based on monitored student and observational data.
	Level & Date	Fall			Spring
	Evidence	Fall			Spring

*Each phase of implementation includes and extends the prior phase. **Staff = Administration, Building Leadership Team, Child Study Team, Teachers, Paras

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Numeracy Curriculum Protocol	<p><u>STRUCTURES</u></p> <p><i>Is there evidence of implementation of the structures established by the Numeracy Protocol?</i></p>	<p>There is evidence that less than four structures established by the Numeracy Protocol are in place.</p>	<p>There is evidence that four structures established by the Numeracy Protocol are in place.</p>	<p>There is evidence that five structures established by the Numeracy Protocol are in place.</p>	<p>There is evidence that all structures established by the Numeracy Protocol are in place and positively impact student learning.</p>
		<p>Structures:</p> <ul style="list-style-type: none"> • Follows recommended instructional time for core • Follows recommended instructional time for intervention • Utilizes identified resources • Utilizes Math Planning Guide • Follows guidelines for T2, T3 placement • Follows guidelines for T2, T3 placement class size 			
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Numeracy Curriculum Protocol	<p><u>PROCESSES & PROCEDURES</u></p> <p><i>Is it evident that the core principles of learning as outlined on the Numeracy Curriculum Protocol occur across and within grade levels and intervention?</i></p>	Core principles of learning do not occur consistently within grade levels or interventions.	Core principles of learning occur consistently , within grade levels or interventions.	Core principles of learning occur systematically and consistently , within and across grade levels or interventions.	Core principles of learning occur systematically and consistently , within and across grade levels AND interventions.
	<p><i>Is it evident that tiered academic practices include instruction addressing student needs that are linked to Core instruction and/or identified gaps?</i></p>	Tiered instruction is evident but not linked to core or perceived gaps (example – intervention based on behavior or teacher recommendation only).	Tiered instruction is evident and somewhat linked to core or perceived gaps.	Tiered instruction is purposeful and linked to core instruction or perceived gaps.	Tiered instruction is purposeful and based on student data , which is linked to core instruction and/or identified gaps.
	<p>Level & Date</p> <p>Evidence</p>	Fall	Fall	Spring	Spring

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Numeracy Curriculum Protocol	<p><u>PROFESSIONAL LEARNING</u></p> <p><i>How does Professional Learning empower all appropriate instructional staff to improve student outcomes through the use of the Numeracy Protocol?</i></p>	Professional learning is provided but there is a weak link to the Numeracy Protocol.	Professional learning is provided and some connection to the Numeracy Protocol is evident.	Professional learning is ongoing and initial implementation to all parts of the Numeracy Protocol is evident.	Professional learning is ongoing with full implementation of all parts of the Numeracy protocol evident which positively impacts student learning.
		Math Professional Learning should include: <ul style="list-style-type: none"> • core principles for learning as outlined on the Numeracy Protocol • Standards for Mathematical Practices • multi-tier instruction • content knowledge 			
	Level & Date	Fall		Spring	
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Behavior Protocol	<p style="text-align: center;"><u>STRUCTURES</u></p> <p><i>To what extent, does your building have the structures in place to sustain a Multi-tier System of Supports with fidelity through the use of the Behavior Protocol?</i></p>	<p>Evidence reflects that all staff have a basic understanding of the protocol components and are implementing a few of the following structures:</p>	<p>Evidence reflects that all staff have an understanding of the protocol components and are implementing some of the following structures:</p>	<p>Evidence reflects that all staff members have an understanding of the protocol components and are implementing most of the following consistently:</p>	<p>Evidence reflects that all staff members have an understanding of the protocol components and are implementing all of the following consistently:</p>
		<ul style="list-style-type: none"> • Behavior team established. • Behavior team meets regularly to monitor and improve implementation of the school wide behavior plan and goals. • Team has located behavior intervention resources. • Team utilizes the behavior intervention resources. • Staff members utilize the behavior intervention resources. • Guidelines for Success/Core Beliefs are visible. • Common Area MAC/CHAMPS/ACHIEVE are posted and are utilized. • Establish a tiered-behavior plan with leveled behaviors, consequences, and encouragement techniques. • Incident referral, school data, and informal observations show the tiered-behavior plan is being utilized across all environments in the school setting. • Student and teacher behaviors align with the positively stated rules and CHAMPS/ACHIEVE that are posted in school environments. • Expectation/policies and procedure lesson plans are created and taught. 			
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Behavior Protocol	<p><u>PROCESSES AND PROCEDURES</u></p> <p><i>What is the evidence to show that the improvement process and behavior data collection method is being used to monitor the fidelity of protocol implementation?</i></p>	<p>There is evidence that problem solving conversations are limited to district provided data (i.e. STAT, Safe and Civil Survey Data).</p>	<p>There is evidence that in addition to district provided data, the Behavior Team collects and reviews building level data. Behavioral needs are identified, prioritized, and a School Improvement Goal is developed.</p> <p>Interventions are developed to target identified behavioral needs for all 3 tiers.</p>	<p>There is evidence that teams utilize a data collection method to consistently gather and review information.</p> <p>Policies and procedures guiding student and staff behaviors are in place at the building level. Student interventions are applied to appropriate situations and are implemented with fidelity at all 3 tiers as determined by using the data based problem solving model.</p>	<p>There is evidence that the Behavior Team follows the 4 Step Problem Solving process (PLAN, DO, CHECK, ACT) in revising the Tiered Behavior plan and Goal(s).</p> <p>Modifications and improvements are made to the Tiered Behavior Plan and School Improvement Goal(s) based on building level data. (Examples: Common Area/Basic Five Observations...)</p> <p>All stakeholders are involved in the ongoing refinement of implementation and are observed following policies and procedures. (Examples: Common Areas such as Lunch, Arrival, Dismissal, Recess...)</p>	
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Behavior Protocol	<p><u>PROFESSIONAL LEARNING</u></p> <p><i>How does Professional Learning empower all staff to improve outcomes through utilizing district approved resources based on the unique needs of individual buildings?</i></p>	All staff may be in the beginning stages of understanding the structure of tiered behaviors. There is evidence that few staff can apply these components on the protocol appropriately to improve outcomes.	There is evidence that all staff understand the structure of tiered behaviors and that some staff can appropriately respond using the following components from the protocol.	There is evidence that all staff understand the structure of tiered behaviors and that most staff appropriately respond using the following components from the protocol. Outcomes data demonstrate the proactive use of Tier I components results in the decreased need for Tier II and Tier III responses.	There is evidence that all staff understand the structure of tiered behaviors and that all staff appropriately respond using the following components from the protocol. Tier I, Tier II and Tier III components are proactively used based on the problem solving process resulting in improved outcomes.
		<p>Tier I-All Students</p> <ul style="list-style-type: none"> Establish behavior expectations through MAC/CHAMPS/ACHIEVE-Communicate, post for reference, teach, and re-teach Establish and utilize a tiered behavior plan with leveled behaviors, consequences and encouragement techniques Establish policies and procedures Teach and reinforce Guidelines for Success 3-6 rules posted, modeled and taught Circulate, scan, and actively supervise students in the classrooms and common areas Greet Students Daily Maintain at least a 3:1 Ratio of Positive Interactions (Contingent and Non-Contingent) for Tier I, increased ratio for Tier II & III Use class wide and school wide systems of motivation Have intermittent celebrations Make positive student connections Preplan and use mild consequences Follow the reactive discipline plan consistently when infractions of expectations occur STOIC Analysis to identify area to problem solve Utilize CHAMPS/Discipline In the Secondary Classroom to address chronic misbehaviors <p>Tier II-Some Students</p> <ul style="list-style-type: none"> <i>Teacher's Encyclopedia of Behavior Management</i> by Sprick <i>Interventions</i> by Sprick and Garrison – Early Stage Interventions <p>Tier III-Few Students</p> <ul style="list-style-type: none"> <i>Teacher's Encyclopedia of Behavior Management</i> by Sprick <i>Tough Kid Toolbox</i> <i>Interventions</i> by Sprick and Garrison – Highly Structured Interventions 			
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Instructional Protocol	<u>STRUCTURE</u>	Observations reflect evidence that there is little understanding of the following elements of content and literacy objectives.	Observations reflect evidence that there is some understanding of the following elements of content and literacy objectives though not shown consistently.	Observations reflect evidence that most staff members have understanding of the following elements of content and literacy objectives and use them consistently.	Observations reflect evidence that all staff members have understanding of the following elements of content and literacy objectives and use them consistently.
	<i>To what extent do content and literacy objectives reflect elements of intentional planning?</i>	Content and literacy objectives: <ul style="list-style-type: none"> • Content and literacy objectives support specific grade level standards. • Content and literacy objectives are visible. • Content and literacy objectives address learning in student -friendly academic language. • Student work correlates with posted/planned objective. • Instructional staff uses rigorous multiple disciplines in lesson (Listening, Speaking, Reading, Writing). 			
		<i>What elements of lesson preparation are evident across classes?</i>	Observations reflect evidence that little have understanding of the elements of lesson preparation and importance of planning using the Instructional Protocol.	Observations reflect evidence that some have understanding of the elements of lesson preparation across classes.	Observations reflect evidence that most have understanding of the elements of lesson preparation across classes.
			<ul style="list-style-type: none"> • The purpose of the lesson is posted. • Essential and nonessential concepts and skills are evident without priority given. • Co-Planning is integrated among staff as appropriate. • Planning is evident but could be further developed to include a higher level of engagement, variety of responses, scaffolding and differentiation. 	<ul style="list-style-type: none"> • Content & literacy objectives are posted. • Essential concepts and skills are prioritized. • Support is evident for co-planning. • There is evidence of student engagement in lessons. • Intentional planning on content, engagement, responses, scaffolding and differentiation are evident. 	<ul style="list-style-type: none"> • Content & literacy objectives are posted and can be verbalized by all students. • Essential concepts and skills are embedded within instruction. • Students are actively engaged in multiple response structures. • Co-planning is integrated among staff. • Intentional planning creates a process by which we are scaffolding instruction and receiving differentiated work product.
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Instructional Protocol	<p><u>PROCESSES & PROCEDURES</u></p> <p><i>Are lessons designed and delivered in a manner that promotes learning, engagement, and appropriate behavior?</i></p>	<p>Observations reflect evidence of little understanding of the following instructional elements:</p> <p>Design of Instruction:</p> <ul style="list-style-type: none"> • Bell-to-Bell instruction is provided. • Skills, strategies, concepts, and knowledge are intentionally taught. • Lessons are structured including an opening, instruction/work time, and a closing. • Lesson objectives are intentionally communicated verbally and/or in writing. • Demonstration and guided practice are provided for new skills and strategies. • Embedded formative assessment informs instruction resulting in modification within the lesson and in future lessons. • Scaffolding is provided as necessary to ensure success. • Gradual release of responsibility is evident. <p>Delivery of Instruction:</p> <ul style="list-style-type: none"> • Frequent opportunities to respond are provided including extended responses and higher order responses. • Total participation techniques are utilized to actively involve all students within the class. • Careful monitoring of responses and quality feedback are provided. • An appropriate instructional pace is maintained throughout the lesson. • Clear behavioral expectations (MAC/CHAMPS/ACHIEVE/STOIC) are evident throughout the lesson. • Positive interactions occur throughout the lesson. <p>Practice:</p> <ul style="list-style-type: none"> • Initial practice, distributed (spaced practice), and cumulative review are provided. • Adequate practice is provided to ensure mastery of skills and strategies. <p>Students:</p> <ul style="list-style-type: none"> • Students are engaged in instructional activities and exhibiting appropriate learning behaviors. • Students are learning and retaining critical content. 	<p>Observations reflect evidence of some degree of use of all instructional elements but with no consistency:</p>	<p>Observations reflect evidence that most elements are evident building-wide but lacking consistency:</p>	<p>Observations reflect evidence that all elements are consistently evident building-wide:</p>
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Instructional Protocol	<p><u>PROFESSIONAL LEARNING</u></p> <p><i>How does Professional Learning empower all instructional staff to improve outcomes through use of the Instructional Protocol?</i></p>	<ul style="list-style-type: none"> • Few PL opportunities related to Instructional Protocol are provided on a regular basis for all instructional staff. • Building leadership team models aspects of instructional protocol. • Staff commits to adopting the instructional protocol. 	<ul style="list-style-type: none"> • Some PL opportunities related to Instructional Protocol are organized and incorporate all instructional staff on a regular basis. • Building leadership team models and guides staff to understand the aspects of the Instructional Protocol. • Staff is given opportunities during professional learning to collaborate, plan, and practice the various parts of Instructional Protocol. 	<ul style="list-style-type: none"> • Most PL opportunities related to Instructional Protocol are strategically planned to ensure fidelity of implementation by all instructional staff. • Building leadership team observes staff integration and application of Instructional Protocol into the classroom. • Staff incorporates most aspects of the Instructional Protocol on a regular basis. 	<ul style="list-style-type: none"> • All PL opportunities related to Instructional Protocol are data driven and evaluated by instructional staff to ensure full implementation of the Instructional Protocol. • Building Leadership Team observes that Instructional Protocol is being used daily in all phases of the classroom. • Refinement and enrichment of professional learning opportunities are differentiated to meet the needs of staff and to maintain fidelity to the Instructional Protocol.
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Data-Based Problem Solving	<p><u>STRUCTURES</u></p> <p><i>How do we know the school is structured for using data effectively to make decisions?</i></p> <p>Data includes, but is not limited to:</p> <ul style="list-style-type: none"> • Universal Screeners • Diagnostics • Classroom formatives • Behavior data 	<p>There is evidence that one or more of the following is true:</p> <ul style="list-style-type: none"> • Building Leadership Team and/or Collaborative Teams meet inconsistently; • teams or teachers have an awareness of the adopted Data-Based Problem Solving model, but may not yet be implementing it routinely; • improvements in data are not explained by data-based intentional plans. 	<p>There is evidence that Building Leadership Team routinely utilizes the adopted Data-Based Problem Solving model with improved outcomes at the building, classroom and student level.</p> <p>OR</p> <p>The model is used routinely at all levels, but there is little evidence that outcomes are improved.</p>	<p>There is evidence that some levels (classroom teachers, Collaborative Teams, and Building Leadership Team) routinely utilize the adopted Data-Based Problem Solving model with improved outcomes at the building, classroom and student level.</p>	<p>There is evidence that in addition to routine use by classroom teachers that at least monthly Building Leadership Team and Collaborative Teams utilize the adopted Data-Based Problem Solving model with improved outcomes at the school, classroom and student level.</p>
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Data-Based Problem Solving	<p><u>PROCESSES & PROCEDURES</u></p> <p><i>How do we know the school is using data effectively to make decisions?</i></p> <p>Goal setting includes but is not limited to:</p> <ul style="list-style-type: none"> • School-wide data (attendance, etc.) • Grade level data • Reading data • Math data • Behavior data 	There is evidence that teams and teachers are collecting and analyzing data but no formal process exists for goal setting and implementing actions.	There is evidence of formal processes for some practices but actions may not be implemented consistently or in a timely manner, or they may not align with some district protocols and procedures.	There is evidence of some practices for collecting, analyzing data, and hypothesizing to identify goals and implement timely actions to improve some outcomes in alignment with district protocols and procedures.	There is evidence of embedded practices for collecting, analyzing data, and hypothesizing to identify goals and implement timely actions to improve outcomes in alignment with district protocols and procedures.	
	<p><i>How do we know teams communicate effectively about data and decisions?</i></p>	There is evidence that teams and teachers are collecting and analyzing data but no formal process exists for communicating about data and decisions.	There is evidence of formal processes for some communication practices, but actions may not be implemented consistently or in a timely manner, or they may not align with some district protocols and procedures.	There is evidence of formal processes for some communication practices. Most actions are implemented consistently and in a timely manner and do align to district protocols and procedures. However, some actions and outcomes may not be routinely or systematically communicated.	There is evidence of embedded communication practices . Actions are aligned to district protocols and procedures. Outcomes are routinely communicated using the Feedback Loop at teacher, team, school and district levels.	
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Key Requirements	Guiding Questions	Emerging: <i>Establishing Consensus*</i>	Developing: <i>Building Infrastructure</i>	Operationalizing: <i>Gaining Consistency</i>	Optimizing: <i>Innovating and Sustaining</i>	
Data-Based Problem Solving	<p style="text-align: center;"><u>PROFESSIONAL LEARNING</u></p> <p><i>How does Professional Learning empower all instructional staff to improve outcomes through the use of the Data-based Problem Solving Model?</i></p> <p>All instructional staff includes:</p> <ul style="list-style-type: none"> • all classroom teachers specials/elective teachers • paraprofessionals • Child Study Team members • and support staff 	<p>There is evidence that some instructional staff have knowledge of the Data Based Problem Solving model and are aware of how the model might be used to improve outcomes. When required, staff may engage in some of the following:</p> <ul style="list-style-type: none"> • Collect and analyze valid data • Use common language (i.e. MTSS process, Safe & Civil Schools, etc.) • Collaborate effectively • Implement and adjust actions • Improve outcomes in a timely manner 	<p>There is evidence that, when led, all instructional staff can participate in the Data Based Problem Solving model including all of the following:</p> <ul style="list-style-type: none"> • Collect and analyze valid data • Use common language • Collaborate effectively (i.e. MTSS process, Safe & Civil Schools, etc.) • Implement and adjust actions • Improve outcomes in a timely manner 	<p>There is evidence that with minimal support, all instructional staff can effectively apply the Data Based Problem Solving model including all of the following:</p> <ul style="list-style-type: none"> • Collect and analyze valid data • Use common language (i.e. MTSS process, Safe & Civil Schools, etc.) • Collaborate effectively • Implement and adjust actions • Improve outcomes in a timely manner 	<p>There is evidence that instructional staff initiates the Data Based Problem Solving model and applies the model to a variety of situations, including all of the following:</p> <ul style="list-style-type: none"> • Collect and analyze valid data • Use common language (i.e. MTSS process, Safe & Civil Schools, etc.) • Collaborate effectively • Implement and adjust actions • Improve outcomes in a timely manner 	
	Level & Date	Fall			Spring	
	Evidence	Fall			Spring	

**Each phase of implementation includes and extends the prior phase.*