

**District Success Plan
North Mason School District
2019-2020**



All students will meet or exceed high academic standards by acquiring the knowledge and skills essential for success on state and national assessments, in post-secondary education, the world of work, and citizenship.

North Mason School District Braided Initiative

<u>Whole Child</u>	<u>Whole School</u>	<u>Whole Community</u>
Academic Engagement	Systems for Learning	Communication
Behavior Competencies	Wellness for All	Family Engagement
Social-Emotional Health	Culture for Learning	Education and Awareness

Through the needs assessment process in 2018, which included review of stakeholder perception data, we determined that though there are many important initiatives in play throughout the district, we have yet to achieve the expected results. Our initiatives are summarized in the **above graphic**. Our efforts address meeting the needs of the **Whole Child, Whole School and Whole Community**.

As a leadership team, we identified a need to develop and strengthen systems to support staff in their work with our students. Our theory of action is: If we build a multi-tiered system of support for the whole child that organizes, integrates and frames schoolwide activities and evidence-based practices, all students will achieve high levels of learning.

Goals:

1. Strengthen Systems for Learning
2. Strengthen culture for learning
3. Strengthen Academic Engagement

Through enhancing social emotional and behavior **supports**; increasing **rigor** and expectations; enhancing **collaboration** throughout the district; growing community partnerships.

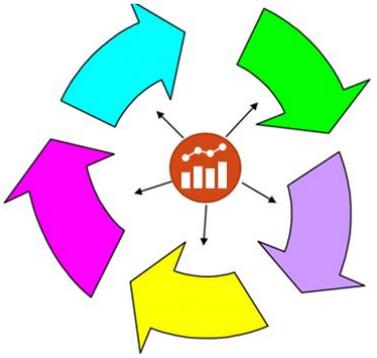
Looks like increased rigor and academic supports; **safe and effective learning environments**, effective **communication** with and between all stakeholders; **targeted** planning for school improvement through needs assessment process.

Evidence of success may include CEE data improvements; academic data improvements; preschool in new how and expanding; kindergarten curriculum and environment changes; MTSS implementation; student health center operations; AVID implementation at the high school and middle school.

Strengthen Systems for Learning	Actions	Measurable Outcomes
	<ul style="list-style-type: none"> • Targeted planning for school improvement through the needs assessment process • Instructional coaching • Implement MTSS • Develop common decision-making model • Expand PBIS K-12 • Develop a system approach to family engagement • Strengthen district and building leadership capacity 	<ol style="list-style-type: none"> 1. PBIS Implementation Blueprint Self-Assessment will reach 70% by June, 2019 and 90% by June, 2020. 2. TFI (Tiered Fidelity Inventory) will reach a 70% implementation rate at the end of 2019 and 90% at the end of 2020. 3. WSLA rubric and CEL BILT rubrics will show movement toward proficiency in all areas.
Strengthen Culture for Learning	Actions	Measurable Outcomes
	<ul style="list-style-type: none"> • Strengthen partnerships at Mary E. Theler Early Learning Center between district and OESD 114 • Integrate play-based learning in kindergarten to be whole child focused • Implement early kindergarten • Implement AVID 6-12 • Implement school-wide model of the Second Step curriculum and Bully-proof K-8 • Train key staff on Tier 2 and 3 supports • Ensure Peaceful Playgrounds activities are utilized during recesses to develop an inclusive culture • Train elementary teachers in GLAD • Family Engagement and Para Training Coordinator will increase family engagement activities and ensure required training for paraprofessionals 	<ol style="list-style-type: none"> 1. CEE data will show growth in positive responses in safety reports. Currently 58% of our students report feeling safe at school. 80% of students will report feeling safe in spring 2020. 2. SWIS data will decrease incidents during recess (currently 220 and 290) to 180 per year as a result of Peaceful Playground. 3. SAEBRS data will reflect 80% of our students in the low risk range. 4. 80% of our students will attend 90% or more of each school year. 5. The number of students with a discipline incident will decrease from 30% to 20% 6. Students who attend the pre-kindergarten program will be kindergarten ready as measured by WAKids data in Fall, 2020. 7. 80% of returning teachers will be GLAD trained. 8. CEE data will reflect increased positive responses by parents on questions of engagement. 9. 100% of our paraprofessionals will receive required professional development.
Strengthen Academic Engagement	Actions	Measurable Outcomes
	<ul style="list-style-type: none"> • Expand Project Lead the Way K-12 • Expand AVID 6-12 • Engage students in course development • Conduct a ELL Program Review • Create ELL Sheltered Classrooms at the Secondary Level • Instructional Coaching • Strengthen Arts Program K-12 • Family Engagement Activities 	<ol style="list-style-type: none"> 1. ELPA 21 60% of identified students will show progress toward proficiency. 2. SBA and WCAS proficiency will be within 5% of the state and 80% of students will show growth (SBA). 3. Dual Enrollment/ Advanced course participation rates will increase from 66% to 80%. 4. Classroom walk through data will show an 80:20 ratio of student vs. teacher talk. As determined by a walk through rubric 80% of students will be engaged in academically rigorous activities. 5. 100% of students will make adequate growth in reading and math as measured by MAP and Fast Bridge to close achievement gaps (K-8). 6. K-4 reading on grade level as reported to the state will increase to 80% as measured by commonly agreed upon criterion

Blue Print Commitments/Non-Negotiables

<p><u>Academic</u></p> <p>Faculty and Staff will:</p> <p>Teach core programs and/or standards with fidelity.</p> <p>Implement non-negotiable instructional strategies.</p> <p>Conduct, report and use a variety of agreed upon assessment tools: screeners, diagnostic, progress monitoring, formative and summative.</p> <p>(Evidence-Base: Danielson Framework for Teaching, WASA, and AWSP)</p>	<p align="center"><u>Behavior – PBIS Framework</u></p> <p>School-Wide PBIS:</p> <ol style="list-style-type: none"> 1. Teach School-Wide Expectations; 2. Reinforce Appropriate Behavior 3. Response Plan for inappropriate behavior <p>Classroom PBIS:</p> <ol style="list-style-type: none"> 1. Teach Expectations/ Routines/ Procedures 2. Reinforce Appropriate Behavior 3. Response Plan for inappropriate Behavior <p>(Evidence-Base: PBIS Framework)</p>	<p align="center"><u>Social-Emotional Learning</u></p> <p>CASEL Approaches to Teaching SEL:</p> <ol style="list-style-type: none"> 1. Explicit Teaching of SEL skills 2. Teacher SEL instructional practices 3. Integrating into Academic Curriculum 4. Organizational, Climate, and Culture Strategies <p>(Evidence Base: CASEL)</p>
<p align="right">Outcomes:</p>	<p>All students will acquire the knowledge and skills essential for success in post-secondary education, the world of work, and citizenship. We will:</p> <ul style="list-style-type: none"> • ensure high academic achievement with equity for all as measured by state and local assessments, proficiency rates, program exit rates, graduation rate, 9th grade on-track • increase social emotional health as measured by SAEBRS scores • improve pro-social behaviors as measured by a decrease in office discipline referrals (ODR), including suspensions • increase student engagement as measured by improved attendance and evidence collected in classroom walk throughs • establish a balanced Multi-Tiered System of Supports (Tier 1 80%, Tier 2 15%, Tier 3 5%) 	
<p>District</p> 	<p>Supporting the strategies in the MTSS Blueprints:</p> <ul style="list-style-type: none"> • Provide time, opportunity, and support for building leaders and teams to identify strategies and create an MTSS implementation plan, including PD for all, including classified • Integrate Danielson Learning Walks with PBIS framework and SEL Approaches • Braid PBIS and SEL practices into all PD • Provide Resources/Materials • Ensure implementation of research-based strategies and practices (programs) • Celebrate school/team/staff effective use of practices • Providing opportunities to bring awareness to our community and engage them in partnerships and strategies • Strengthen the Pre-K Program (currently no blueprint) 	

	<p>Assessment System</p> <ul style="list-style-type: none"> • Develop a common definition of screener, progress monitor, and diagnostic tools. • Research and choose tools. • Develop a schedule for administration. • Ensuring materials, space, technology for use • Provide PD and a schedule for implementation, analysis, and actions • Strategic planning for community engagement in awareness <p>Problem-Solving Model with data to monitor effectiveness and make changes:</p> <ul style="list-style-type: none"> • Work with coaches and Building Administrators to identify successful teams and actions that lead to improved student learning. • Model effective team structures: use data in NMSD problem solving model • Celebrate school/team/staff effective use of practices • Support and grow effective teams • Align strategies to AWSP Leadership Framework
<p>Building Admin</p> 	<p>Supporting the strategies in the MTSS Blueprint:</p> <ul style="list-style-type: none"> • Co-plan with BILT the PD needed for implementation. • Co-develop and implement with BILT a plan for monitoring fidelity and assessing social validity • Co-monitor with BILT the outcomes for students • Manage Materials/Resources • Celebrate effective use of practices • Actively seek family/community input • Collaboratively provide PD to staff <p>Assessment System</p> <ul style="list-style-type: none"> • Ensure the assessments are implemented with fidelity • Work with BILTs to schedule data review. • Provide timelines for monitoring goals/outcomes • Assist in providing PD <p>Problem-Solving Model with data to monitor effectiveness and make changes:</p> <ul style="list-style-type: none"> • Ensure assessment system data is being used by PLCs and teachers on a regular basis. • Model effective team structures. • Plan and implement PD around using data • Leading a cultural shift, communicate a vision and the processes involved in implementing the MTSS • Developing Leadership Capacity • Provide time for teachers and PLC to evaluate outcomes for students in their classrooms.
<p>BILT</p> 	<p>Supporting the strategies in the MTSS Blueprint:</p> <ul style="list-style-type: none"> • Plan the PD needed for implementation of integrated academic, PBIS, SEL • Create a plan for school-wide implementation of academic, PBIS and SEL approaches • Develop a plan for monitoring fidelity and assessing social validity • Monitor the outcomes for students with timelines • Celebrate effective use of practices • Actively seek family/community input • Collaboratively provide PD to staff <p>Assessment System</p>

	<ul style="list-style-type: none"> • Work with Admin to ensure data is used in the NMSD problem-solving model with PLCs • Lead PLC in the use of assessments to differentiate for students <p>Problem-Solving Model with data to monitor effectiveness and make changes:</p> <ul style="list-style-type: none"> • Before the school year begins, create a calendar of what data will be reviewed at each monthly BILT • Establish goals for school success plan goals and activities • Model effective team structures • Celebrate teams demonstrating successful outcomes • Establish and use protocols for 2-way communication
<p>Coaching Cadre</p> <p>(Depending upon Need: Instructional Coach, Counselors, Interventionists)</p> 	<p>Supporting the strategies in the MTSS Blueprint:</p> <ul style="list-style-type: none"> • Assist in aligning Classroom PBIS and SEL approaches with Danielson Framework • Provide professional development on research-based, best practices in instruction and support implementation of these practices to support high levels of student learning • Support teachers and PLC with implementing classroom PBIS, SEL and instructional plans through coaching cycles and/or learning walks • Provide instructional resources for the whole child • Collaboratively provide PD to staff <p>Assessment System</p> <ul style="list-style-type: none"> • Work with Admin to ensure data review • Collaborative provide PD regarding the purpose and implementation of assessments <p>Problem-Solving Model with data to monitor effectiveness and make changes:</p> <ul style="list-style-type: none"> • Lead PLC work that focuses on student learning and celebrate team successes • Model use of data with NMSD Problem Solving Model
<p>PLC</p> 	<p>Supporting the strategies in the Blueprint:</p> <ul style="list-style-type: none"> • Create integrated lesson plans academic/SEL/behavior • Regularly review data to measure growth and adjust instruction following the DuFour questions • Ensure that classroom PBIS, SEL, and Academic expectations are met • Share outcomes with other PLC groups <p>Assessment System</p> <ul style="list-style-type: none"> • Regularly use the assessment system to design Tier 1 with differentiation, as well as identify Tier 2 and 3 supports needed. • Use progress monitoring tool to monitor and adjust <p>Problem-Solving Model with data to monitor effectiveness and make changes:</p> <ul style="list-style-type: none"> • Use the effective teaming structures and use of NMSD Problem-solving model as a framework for reviewing data and instruction adjustments for Tier 1/2/3 • Use assessment management systems to inform instructional decisions
<p>Teachers</p> 	<p>Supporting the strategies in the Blueprint:</p> <ul style="list-style-type: none"> • Implement with fidelity and report to PLC/ILT with successes, questions or barriers that arise • Have a classroom PBIS plan that is aligned with Danielson Framework. • Share the plan with students and families • Actively seek family input • Share key learning with families - Use tools to communicate • Access/Utilize PD and Resources • Integrate PBIS and SEL into academics • Teach curriculum with fidelity

	<ul style="list-style-type: none"> • Use research-based, non-negotiable instructional practices • Reflect and Review their outcomes • Celebrate success <p>Assessment System</p> <ul style="list-style-type: none"> • Establish a culture of using assessment • Active learner in best practices with MTSS assessment system • Implement the assessments with fidelity <p>Problem-Solving Model with data to monitor effectiveness and make changes:</p> <ul style="list-style-type: none"> • Active participant/team member in effective teaming structures and problem-solving model • Consistent use of data with their PLC to implement instructional plans and supports for Tier 1/2/3 • Clear goals and using data to monitor
<p>Community</p> 	<p>Supporting the strategies in the Blueprint:</p> <ul style="list-style-type: none"> • Become aware of school-wide PBIS and SEL competencies and strategies to use in homes/ community • Model skills in the home and community • Integrate PD into events to learn how to use PBIS and SEL strategies at home and in the community • Ownership at home/community • Share outs – newsletters/website/etc • Bring in guests/athletes/business owners that can share their SEL strategies for success • Intentional planning and partnerships <p>Assessment System</p> <ul style="list-style-type: none"> • Become aware of the assessment systems and their purpose and outcomes through appropriate communication methods <p>Problem-Solving Model with data to monitor effectiveness and make changes:</p> <ul style="list-style-type: none"> • Become aware of the process through appropriate communication methods with updates • Family and Community representation on teams
<p>Students</p>	<p>Supporting the strategies in the Blueprint:</p> <ul style="list-style-type: none"> • Follow identified school expectations <p>Engage in high levels of classroom engagement</p> <ul style="list-style-type: none"> • Work effectively with peers • Monitor academic and behavioral progress <p>Assessment System:</p> <ul style="list-style-type: none"> • Engage meaningfully with assessments and goal setting activities <p>Problem-Solving Model with data to monitor effectiveness and make changes:</p> <ul style="list-style-type: none"> • Interact with other stakeholders to monitor school effectiveness

Glossary

BILT – Building Instructional Leadership Team

PLC – Professional Learning Community

SEL – Social-Emotional Learning

PD – Professional Development

ODR – Office Discipline Referral

SAEBRS – Social, Academic, Emotional Behavior Rating Screener

“District” – Building & District Leadership/MTSS Teams

“Coaching Cadre” – Instructional Coaches, Intervention Specialists (Special Education, Title/LAP, ELL), Counselors

Community – “Whole Child, Whole School, Whole Community; Whole Community acknowledges the importance of working arm in arm with community partners PTSAs & parents...”

Assumptions:

1. MTSS Team and systems are in place
2. PD, fidelity monitoring, and celebrations are imbedded throughout

NORTH MASON SCHOOL DISTRICT: WHOLE CHILD – WHOLE SCHOOL – WHOLE COMMUNITY IMPLEMENTATION PLAN

District MTSS Team



2017-2018 Objective: Readiness for change	2018-2019 Objective: Build 3-tiered Blueprints Installation prioritization: SEL and Behavior	2019-2020 Objective: Full Implementation of 3-tiered Blueprint for SEL and Behavior Installation of 3-tiered Academic Engagement	2020-2021 Objective: Full implementation of MTSS	2021 and beyond Objective: Sustain MTSS and ongoing initiative Braiding updates
<u>District MTSS Team</u> <ul style="list-style-type: none"> • Team Formation • Build Capacity • Braid initiatives • Funding/Resources • Vision & Mission • Measure Readiness via Self-Assessment Action Planning 	<u>District MTSS Team</u> <ul style="list-style-type: none"> • Ongoing Self-Assessment Action Planning • Communication & Visibility • Focused Professional Learning-braided initiatives • Use Problem-Solving Model for data-based decision making 	<u>District MTSS Teams</u> <ul style="list-style-type: none"> • Ongoing Self-Assessment Action Planning • Communication & Visibility • Focused Professional Learning-braided initiatives • Use Problem-Solving Model for data-based decision-making 	<u>District MTSS Teams</u> <ul style="list-style-type: none"> • Communication & Visibility • Focused Professional Learning-braided initiatives • Use Problem-Solving Model for data-based decision-making 	All teams – ongoing Problem-Solving Model to adjust the Multi-Tiered System of Support Ongoing braiding of initiatives – current and new, based on needs identified from teams Problem Solving Model

NORTH MASON WHOLE CHILD IMPLEMENTATION PLAN

School MTSS Teams



2017-2018 Objective: Readiness for change	2018-2019 Objective: Build 3-tiered Blueprints Installation prioritization: SEL and Behavior	2019-2020 Objective: Full Implementation of 3-tiered Blueprint for SEL and Behavior Installation of 3-tiered Academic Engagement	2020-2021 Objective: Full implementation of MTSS	2021 and beyond Objective: Sustain MTSS and ongoing initiative Braiding updates
<u>School MTSS Teams</u> <ul style="list-style-type: none"> • Establish Teams • Build Awareness 	<u>School MTSS Teams</u> <ul style="list-style-type: none"> • Build capacity with focused professional learning: Problem Solving, SEL, Behavior • Use of Problem-Solving Model for data-based decision-making • Build Blueprints for SEL and Behavior (Tier 1) <ul style="list-style-type: none"> ○ Prioritize installation of Tier 1 Blueprint components • Document already-established Academic Engagement plans <ul style="list-style-type: none"> ○ Focus on aligning data systems and monitoring progress 	<u>School MTSS Teams</u> <ul style="list-style-type: none"> • Initial Implementation of SEL and Behavior Tier 1 Blueprints • Finalize Academic Engagement Blueprint and install • Use of Problem Solving Model for data-based decision-making • Build capacity with focused professional learning: Academic Engagement 	<u>School MTSS Teams</u> <ul style="list-style-type: none"> • Full Implementation of 3-tiered Blueprints for Academic Engagement, SEL, and Behavior • Use of Problem Solving Model for data-based decision-making • Focused Professional Learning: based on need 	All teams – ongoing Problem-Solving Model to adjust the Multi-Tiered System of Support Ongoing braiding of initiatives – current and new, based on needs identified from teams Problem Solving Model

NORTH MASON WHOLE CHILD IMPLEMENTATION PLAN

Advanced Tiers MTSS Team



2017-2018 Objective: Readiness for change	2018-2019 Objective: Build 3-tiered Blueprints Installation prioritization: SEL and Behavior	2019-2020 Objective: Full Implementation of 3-tiered Blueprint for SEL and Behavior Installation of 3-tiered Academic Engagement	2020-2021 Objective: Full implementation of MTSS	2021 and beyond Objective: Sustain MTSS and ongoing initiative Braiding updates
	<u>Create District Advanced Tiers Teams (Academic/ Behavior/ SEL)</u> <ul style="list-style-type: none"> • Document already-established supports (Blueprints) <ul style="list-style-type: none"> ○ Focus on monitoring progress of Advanced Tiers ○ Create communication plan with School MTSS Teams • Use of the Problem-Solving Model for data-based decision making and updates to Blueprints 	<u>Advanced Tiers Teams</u> <ul style="list-style-type: none"> • Initial Implementation of Full Advanced Tiers Blueprint • Ongoing use of Problem-Solving Model for data-based decision-making • Ongoing professional learning and coaching plan to build capacity 	<u>Advanced Tiers Teams</u> <ul style="list-style-type: none"> • Full Implementation of Advanced Tiers with updates based on use of Problem Solving Model for data-based decision-making • Ongoing professional learning and coaching plan 	All teams – ongoing Problem-Solving Model to adjust the Multi-Tiered System of Support Ongoing braiding of initiatives – current and new, based on needs identified from teams Problem Solving Model