



NeMTSS FRAMEWORK



NeMTSS Continuous Improvement

Where do we want to be?

District Vision:

Embracing a vision of excellence, our school is committed to providing quality education that unlocks the vast potential within each student.

District Mission:

To educate every student for a lifetime of success.

District Beliefs:

- Seek out and use evidence-based practices that support student learning.
- Embrace a collaborative culture in which educators take collective responsibility to help all students learn at high levels.
- Enhance the collaborative team as the fundamental structure to improve instructional practices.
- Provide a guaranteed curriculum that meets or exceeds the state standards.
- Provide daily classroom formative assessment of student achievement to monitor progress.

- Ensure high expectations to inspire high levels of student learning.
- Support continuous learning and ongoing professional development for our educators.
- Enable all students to be prepared for post-secondary education and careers, and to become lifelong learners.
- Promote strong partnerships with parents and provide parents with the information to support their children's learning.
- Create a safe and secure environment that fosters mutual respect for all.
- Update technology and maintain facilities to enhance and promote student learning.

NeMTSS: Meeting the Needs of ALL Learners through Continuous Improvement



Kimball Public Schools Problem Solving Model

S:

- Use data to identify strengths, growth opportunities • What do you want to know?
- What data do you have to explore what you want to know?

- What data do you need to analyze what you want to know?

TO:

- Why do we believe we are seeing these results?
- What does your data tell you?
- How might we improve these results?
- What additional data do you need to verify/confirm your explanation?
- **Develop your plan**

M:

- How will staff be supported with implementation?
- What are the criteria for successful implementation? ● What data sources will you use?

P:

- This is the heart of continuous improvement
- **How will you know what you are doing is working?**

MTSS Defined:

NeMTSS is defined as an instructional system based on the concept that ALL students require early and powerful academic and behavioral core instruction with the potential for high-quality interventions of increasing intensity.

A Multi-Tiered System of Supports (MTSS) is a systematic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system to support student learning. MTSS is a way of doing business that utilizes evidence-based core practices, intervention strategies, and assessment tools to ensure that every student receives the appropriate level of support to be successful. MTSS organizes and prioritizes the strategies used by schools to meet the needs of learners into a system and is not a separate or standalone initiative.

Shared Leadership: MTSS Continuous Improvement Teams

Consists of individuals who analyze student and implementation data, and participate in progress monitoring to make decisions about the effectiveness of core instruction and interventions for a student, group of students, school, or district. Buildings have the autonomy to decide who they have on their MTSS team. Given the tight association between the MTSS model and already existing groups such as CIP and problem-solving teams, many buildings may align MTSS work. Stakeholder groups to consider having on the building-level MTSS team would include building leadership, general education teacher, special education teacher, school psychologist, and other staff that may play a prominent role in the student problem-solving process.

A document describing the potential roles of MTSS team members is linked [here](#) (NeMTSS Framework document, 2018)

District MTSS Continuous Improvement Team

Members:

Name	Position	Role
Heidi Chesley	Special Education Teacher/Assess Director	Develop and participate in high quality instruction at the core level. • Provide training, consultation, and support to schools in the development, implementation, and monitoring of the student problem solving process and the NeMTSS framework. • Provide consultation to individual school staff in an effort to increase team and staff capacity in addressing complex academic and social, emotional, and behavioral needs of students within the general education environment. • Support others in the development and communication of initiatives related to the MTSS framework. • Participate in school-based problem solving meetings to assist in data-based problem solving, individual student planning, and progress monitoring. • Collaborate with school administrators, teachers, and other school staff to identify, implement, and monitor schoolwide/universal and classroom interventions. • Review and analyze school-wide, classroom data, and individual student data to assist in identifying areas of need and necessary follow-up.

Kristi Hiles-Smith	Music Teacher	Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.
Amanda Culek	Elementary Principal/Sped Director	• Develop a system for monitoring and management of the process. • Facilitate access to data systems for collection and analysis. • Establish core and supplemental members of the school's MTSS leadership team and Identify roles and responsibilities for leadership team members. • Establish regular MTSS meetings to analyze data, problem solve and plan for multi-tiered approach for prevention, instruction and/or intervention based on identified needs of student and/or school. • Manage available resources (internal and/or external) needed to facilitate multi-tiered support. • Provide or coordinate connected and continuous professional development. • Conduct Classroom observations to monitor fidelity.

Danielle Reader	High School Principal	• Develop a system for monitoring and management of the process. • Facilitate access to data systems for collection and analysis. • Establish core and supplemental members of the school's MTSS leadership team and Identify roles and responsibilities for leadership team members. • Establish regular MTSS meetings to analyze data,
		problem solve and plan for multi-tiered approach for prevention, instruction and/or intervention based on identified needs of student and/or school. • Manage available resources (internal and/or external) needed to facilitate multi-tiered support. • Provide or coordinate connected and continuous professional development. • Conduct Classroom observations to monitor fidelity.
Trevor Anderson	Superintendent	• Facilitate implementation of NeMTSS process and ensure consensus, buy-in and support of all school personnel. • Involve key stakeholders as needed based on the function of the meeting.

Denelle Klosterman	Kindergarten Teacher	Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.
Cassady Malm	Kindergarten Teacher	Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.
Rhonda Hawthorne, Tabitha Behrend, Sarah Fuss	Parents	Provide student information and participate in individual problem solving. • Prioritize concerns. • Maintains an attitude of consensus building. • Participate in intervention development, implementation, and evaluation.

Tiffany Johnson	Jr/Sr High Special Education Teacher	Develop and participate in high quality instruction at the core level. • Provide training, consultation, and support to schools in the development, implementation, and monitoring of the student problem solving process and the NeMTSS framework. • Provide consultation to individual school staff in an effort to increase team and staff capacity in addressing complex academic and social, emotional, and behavioral needs of students within the general education environment. • Support others in the development and communication of initiatives related to the MTSS framework. • Participate in school-based problem solving meetings to assist in data-based problem solving, individual student planning, and progress monitoring. • Collaborate with school administrators, teachers, and other school staff to identify, implement, and monitor schoolwide/universal and classroom interventions. • Review and analyze school-wide, classroom data, and individual student data to assist in identifying areas of need and necessary follow-up.
Lani Heeg	3rd Grade Teacher	Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. •

		Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.
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Sarah Lewis	Elementary Counselor	Participate in the development of a social/emotional core curriculum. • Attend problem solving meetings for students referred for or not responding to instruction and/or intervention. • Participate in all levels of the problem solving process. • Conduct suicide risk and threat assessment. • Infuse social–emotional learning into the classroom/curriculum. • Facilitate individual and/or small group counseling and skill building groups. • Consult with teachers and/or families to address mental and behavioral health problems.. • Conduct and document group and individual counseling for behavior throughout the MTSS process. • Lead teams in designing and implementing school-wide universal screening systems and use data to guide core instruction, as well as to help identify students at-risk. • Collaborate with family members and other professionals who support students with academic and behavioral challenges throughout the MTSS process. • Advocate for the mental health needs of all students by leading efforts to incorporate regular instruction and progress monitoring (routine checks of student proficiency during the instructional year to verify growth) of student wellness at the universal level (NASP, 2015a). •
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		Assist teachers and school teams in selecting evidence-based interventions and progress monitoring tools matched to student need. • Support regular progress monitoring and data reviews, including reviews of treatment integrity. • Consult with teachers and other school staff to boost understanding and interpretation of progress data to determine if students are making adequate progress and whether intervention changes are needed. • Conduct small-group or individual interventions to support students' social skills and mental health (NASP, 2015b). • Facilitate and/or organize staff development in the identification of mental health concerns and referral processes.. • Provide consultation to teachers and/or families to address mental and behavioral health problems. • Participate in crisis intervention/crisis response. • Facilitate collaboration between school professionals and community agencies and other outside mental and behavioral health providers. Individual plans for students' interfering behaviors and development of appropriate behaviors and academic skills.
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Building Elementary MTSS Continuous Improvement Team:

Members:

Name	Position	Role
Amanda Culek	Elementary Principal	• Develop a system for monitoring and management of the process. • Facilitate access to data systems for collection and analysis. • Establish core and supplemental members of the school's MTSS leadership team and Identify roles and responsibilities for leadership team members. • Establish regular MTSS meetings to analyze data, problem solve and plan for multi-tiered approach for prevention, instruction and/or intervention based on identified needs of student and/or school. • Manage available resources (internal and/or external) needed to facilitate multi-tiered support. • Provide or coordinate connected and continuous professional development. • Conduct Classroom observations to monitor fidelity.

Heidi Chesley	Special Education Teacher/Assessment Director	Develop and participate in high quality instruction at the core level. • Provide training, consultation, and support to schools in the development, implementation, and monitoring of the student problem solving process and the NeMTSS framework. • Provide consultation to individual school staff in an effort to increase team and staff capacity in addressing complex academic and social, emotional, and behavioral needs of students within the general education environment. • Support others in the development and communication of initiatives related to the MTSS framework. •
		Participate in school-based problem solving meetings to assist in data-based problem solving, individual student planning, and progress monitoring. • Collaborate with school administrators, teachers, and other school staff to identify, implement, and monitor schoolwide/universal and classroom interventions. • Review and analyze school-wide, classroom data, and individual student data to assist in identifying areas of need and necessary follow-up.

Denelle Klosterman	Classroom Teacher	Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.
Cassady Malm	Classroom Teacher	Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.
Lani Heeg	Classroom Teacher	Use research-based core curricula and instruction in all subject areas. • Keep

		ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.
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Sarah Lewis	Elementary Counselor	Participate in the development of a social/emotional core curriculum. • Attend problem solving meetings for students referred for or not responding to instruction and/or intervention. • Participate in all levels of the problem solving process. • Conduct suicide risk and threat assessment. • Infuse social–emotional learning into the classroom/curriculum. • Facilitate individual and/or small group counseling and skill building groups. • Consult with teachers and/or families to address mental and behavioral health problems.. • Conduct and document group and individual counseling for behavior throughout the MTSS process. • Lead teams in designing and implementing school-wide universal screening systems and use data to guide core instruction, as well as to help identify students at-risk. • Collaborate with family members and other professionals who support students with academic and behavioral challenges throughout the MTSS process. • Advocate for the mental health needs of all students by leading efforts to incorporate regular instruction and progress monitoring (routine checks of student
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		proficiency during the instructional year to verify growth) of student wellness at the universal level (NASP, 2015a). • Assist teachers and school teams in selecting evidence-based interventions and progress monitoring tools matched to student need. • Support regular progress monitoring and data reviews, including reviews of treatment integrity. • Consult with teachers and other school staff to boost understanding and interpretation of progress data to determine if students are making adequate progress and whether intervention changes are needed. • Conduct small-group or individual interventions to support students' social skills and mental health (NASP, 2015b). • Facilitate and/or organize staff development in the identification of mental health concerns and referral processes.. • Provide consultation to teachers and/or families to address mental and behavioral health problems. • Participate in crisis intervention/crisis response. • Facilitate collaboration between school professionals and community agencies and other outside mental and behavioral health providers. Individual plans for students' interfering behaviors and development of appropriate behaviors and academic skills.
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Dane Wurdeman	PE Teacher	Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. •
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		Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.
Kelli Patterson	Classroom Teacher	Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.

Katie Fryda	Classroom Teacher	Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.
Jamie Murdoch	Classroom Teacher	Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. •
		Notify/contact parent when child is not responding to instruction.
Jennifer Lopez	School Psychologist	• Participate in functional behavior and academic assessments to customize individual plans for students' interfering behaviors and development of appropriate behaviors and academic skills. • Conduct social-developmental history interviews when requested

Justin Mohr	Elementary Special Education Teacher	Develop and participate in high quality instruction at the core level. • Provide training, consultation, and support to schools in the development, implementation, and monitoring of the student problem solving process and the NeMTSS framework. • Provide consultation to individual school staff in an effort to increase team and staff capacity in addressing complex academic and social, emotional, and behavioral needs of students within the general education environment. • Support others in the development and communication of initiatives related to the MTSS framework. • Participate in school-based problem solving meetings to assist in data-based problem solving, individual student planning, and progress monitoring. • Collaborate with school administrators, teachers, and other school staff to identify, implement, and monitor schoolwide/universal and classroom interventions. • Review and analyze school-wide, classroom data, and individual student data to assist in identifying areas of need and necessary follow-up.
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Building Jr/Sr High MTSS Continuous Improvement Team:

Members:

Name	Position	Role
Danielle Reader	Jr/Sr High School Principal	• Develop a system for monitoring and management of the process. • Facilitate access to data systems for collection and analysis. • Establish core and supplemental members of the school's MTSS leadership team and Identify roles and responsibilities for leadership team members. • Establish regular MTSS meetings to analyze data, problem solve and plan for multi-tiered approach for prevention, instruction and/or intervention based on identified needs of student and/or school. • Manage available resources (internal and/or external) needed to facilitate multi-tiered support. • Provide or coordinate connected and continuous professional development. • Conduct Classroom observations to monitor fidelity.

Tiffany Johnson	Jr/Sr High Special Education Teacher	Develop and participate in high quality instruction at the core level. • Provide training, consultation, and support to schools in the development, implementation, and monitoring of the student problem solving process and the NeMTSS framework. • Provide consultation to individual school staff in an effort to increase team and staff capacity in addressing complex academic and social, emotional, and behavioral needs of students within the general education environment. • Support others in the development and communication of
		initiatives related to the MTSS framework. • Participate in school-based problem solving meetings to assist in data-based problem solving, individual student planning, and progress monitoring. • Collaborate with school administrators, teachers, and other school staff to identify, implement, and monitor schoolwide/universal and classroom interventions. • Review and analyze school-wide, classroom data, and individual student data to assist in identifying areas of need and necessary follow-up.

Stephanie Kitchens	Jr/Sr High Counselor	Participate in the development of a social/emotional core curriculum. • Attend problem solving meetings for students referred for or not responding to instruction and/or intervention. • Participate in all levels of the problem solving process. • Conduct suicide risk and threat assessment. • Infuse social–emotional learning into the classroom/curriculum. • Facilitate individual and/or small group counseling and skill building groups. • Consult with teachers and/or families to address mental and behavioral health problems. • Conduct social-developmental history interviews when requested. • Conduct and document group and individual counseling for behavior throughout the MTSS process. • Lead teams in designing and implementing school-wide universal screening systems and use data to guide core instruction, as well as to help identify students at-risk. • Collaborate with family members and other professionals who support students with
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		academic and behavioral challenges throughout the MTSS process. • Advocate for the mental health needs of all students by leading efforts to incorporate regular instruction and progress monitoring (routine checks of student proficiency during the instructional year to verify growth) of student wellness at the universal level (NASP, 2015a). • Assist teachers and school teams in selecting evidence-based interventions and progress monitoring tools matched to student need. • Support regular progress monitoring and data reviews, including reviews of treatment integrity. • Consult with teachers and other school staff to boost understanding and interpretation of progress data to determine if students are making adequate progress and whether intervention changes are needed. • Conduct small-group or individual interventions to support students' social skills and mental health (NASP, 2015b). • Maximize access to school-based and community-based resources. • Facilitate and/or organize staff development in the identification of mental health concerns and referral processes. • Coordinate suicide risk and threat assessment. • Conduct individual and/or small group counseling and skill building groups. • Provide
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		consultation to teachers and/or families to address mental and behavioral health problems. • Participate in crisis intervention/crisis response. • Facilitate collaboration between school professionals
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		and community agencies and other outside mental and behavioral health providers.
Jenna Enevoldsen	Math Teacher	Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.
Kathy Robinson	English Teacher	Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.

Tammy Shields	High School Paraprofessional	Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Support interventions designed for students. • Deliver interventions and support with fidelity.
Kristi Hiles-Smith	Music Teacher	Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.

Mary Schutz	Family Consumer Science Teacher	Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.
Jennifer Lopez	School Psychologist	• Participate in functional behavior and academic assessments to customize individual plans for students' interfering behaviors and development of appropriate behaviors and academic skills. • Conduct social-developmental history interviews when requested
Mark Jefferis	Art Teacher	Use research-based core curricula and instruction in all subject areas. • Keep ongoing progress monitoring notes. • Attend grade level team and student problem solving meetings to collaborate on and monitor students who are struggling. • Implement and/or support interventions designed for students. • Deliver instruction, core and interventions with fidelity. • Notify/contact parent when child is not responding to instruction.

Data-Based Problem Solving and Decision Making

A detailed rubric has been provided for each essential element within the **NeMTSS District Self-Assessment**. The purpose of the rubric is to provide a clear signpost as to where your building is in the development of each element, and trajectory for continued improvement.

District Self-Assessment Summary Results:

Baseline: April 27, 2021

<u>Average by Component</u>	
Average Shared Leadership	1.83
Average Communication, Collaboration, and Partnerships	1.786666667
Average Evidence-Based Instruction, Intervention, and Assessment Practices	2.248
Average Building Capacity/Infrastructure for Implementation	1.56
Average Layered Continuum of Support	2.56
Average Data-Based Problem Solving and Decision Making	1.526666667

Follow-up: April 2023

<u>Average by Component</u>	
Average Shared Leadership	2.25
Average Communication, Collaboration, and Partnerships	2.53
Average Evidence-Based Instruction, Intervention, and Assessment Practices	1.96
Average Building Capacity/Infrastructure for Implementation	2.75

Average Layered Continuum of Support	2.67
Average Data-Based Problem Solving and Decision Making	2.15

April 2025

<u>Average by Component</u>	
Average Shared Leadership	3.525
Average Communication, Collaboration, and Partnerships	3.133
Average Evidence-Based Instruction, Intervention, and Assessment Practices	3.45
Average Building Capacity/Infrastructure for Implementation	2.975
Average Layered Continuum of Support	3.366
Average Data-Based Problem Solving and Decision Making	3.337

Foundational Practices:

The purpose of identifying foundational practices within the MTSS model is to focus limited resources and time towards those areas that have the greatest probability of supporting a strong core program and the capacity to systematize subsequent layers of support. The intent is to strive for quality implementation of a small number of high leverage strategies. As such, the fidelity of implementation of these strategies is monitored intentionally at the building and district level . The theory of action driving this approach is that as an organization, it is best to **do the most important things well**, rather than support many strategies with varying levels of implementation quality.

Foundational Practice: Teaming for Problem Solving (PLC Structure)

Describe Problem-Solving Plan for Implementation. (Includes Individual Student Problem Solving...See Teaming for Problem Solving)

Our focus for moving forward will be...

-Our Professional Development Plan is developed to assist teachers. We have meetings after school, during planning times, and when able one Friday a month during our professional development time.

-Problem Solving Teams (PLC's) take ownership for data collection, analysis, and dialogue and are starting to use this information to inform teaching and learning efforts.

-Problem Solving Teams (PLC's) have clarified the essential learning in each curriculum guide, common assessments to guide conversations about student learning, and teams are adjusting their use of resources, pacing, and instruction based on evidence of student learning.

Kimball TIPS (currently in progress)

https://docs.google.com/document/d/1vFxcwQV-PWBhhdXx1GC-bmSA-OUXD2YptnpWFA_nlYk/edit?tab=t.0

Kimball Elementary MTSS Documentation Paperwork

<https://docs.google.com/spreadsheets/d/1Y1eyfa6NGc3e6aFDnMZehuxAqbECU-LqKV89T-XpF0/edit?gid=1916831105#gid=1916831105>

Evidence-based Practices: Curriculum, Instruction, Intervention and Assessment

The use of evidence-based practices with fidelity increases the likelihood that students will have positive outcomes. When schools do not consider the research supporting a practice, they are taking a chance that the time and resources put into the practice could be wasted on ineffective practices that do not lead to desired outcomes. In addition, within the continuous improvement process schools are to include information regarding plan implementation (e.g., Targeted Improvement Plan, Continuous Improvement Plan). Schools will want to consider resources for implementation when building their electronic storage unit.

Link to Electronic Resource Storage Unit: <https://kpslonghorns.branchingminds.com/#/login>

Foundational Practice: Data-Based Decision Making

The District employs a balanced assessment system that includes an array of tools geared at understanding and monitoring student learning. These tools help to provide data to all educators to determine the degree to which students are learning the intended outcomes and to determine the success of an instructional practice or intervention strategy. Data is used by staff to navigate and monitor the continuum of supports within the MTSS model. Below is a brief summary of some of the various tools within a balanced assessment system. These unambiguous student learning outcomes are the priority for the organization. Success or failure to improve on these priorities over time will dictate the degree to which the School is achieving its purpose and direction.

Purpose of the Priority Outcome Data Profile:

The purpose of the profile is to provide unambiguous indicators that the school district can use to monitor its progress towards its focus priorities. Multiple indicators are selected for each priority area to provide a multidimensional view of performance. The intent from this point forward would be that priority outcomes change when compelled by the local strategic plan or external factors tied to accountability.

District:

The district will update and review the profile on an annual basis as outcomes in the indicator areas are made available. The data from the profile are reviewed comprehensively each year by the MTSS Continuous Improvement District Leadership Team to determine areas of strength and concern within priority areas using the identified problem-solving model. Findings from this needs assessment, along with the NeMTSS Self-Assessment, will drive targeted action steps at the district level to support teachers and administrators.

Building:

Buildings will maintain a living profile of their performance for the indicators in each priority outcome area. Buildings may add other priorities based upon the unique needs of their building. Each building maintains up-to-date action plans that capture its findings from the analysis of their data and the corresponding action steps they plan to take (or have taken) to continuously improve.

Principal/Central Office Collaboration:

The objective of the NeMTSS Continuous Improvement Framework is for it to serve as the instrument administrators use for goal setting and improvement. The objective for this approach at the district level is to further reinforce stated priorities and more deeply embed continuous improvement within the district in a collaborative manner. It is also intended to reflect a desire by building leaders to have a clear and consistent focus.

Demographic Categories	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
(PK-12) Student Enrollment	243/194	242/179	227/176	230/167	241/157	225/169	229/165
Special Education	41/38	38/39	39/32	38/31	36/27	48/29	75/27
High Ability Learners	7.0%/8.3%	9.9%/6.2%	4.4%/2.3%	12.6%/11.3%	No Data	13%/13%	20%/12%
White	200/154	205/142	194/136	194/136	197/134	328	182/141
Black	0	0	0	0	0	0	0
Hispanic	23/24	26/26	25/27	28/24	32/18	47	29/18
Asian	4/4	0/2	0/3	0/2	2/1	3	4/2
Two or More Races	11/9	6/7	4/9	3/4	5/3	10	4/3
Native Hawaiian/Other Pacific Islander	2/1	2/1	1/0	0/0	1/0	1	2/0
American Indian/Alaska Native	3/2	3/1	3/1	4/1	4/1	5	5/1
Free and Reduced	48%/46%	50%/44%	48%/50%	51%/49%	46%/35%	49%/37%	52%/46%
English Learners	<1%	<1%	<1%	<1%	<1%	7%/8%	<1%

Definitions:

Focused Priority: These represent the broad student outcomes the organization has the greatest interest in targeting for improvement. This is driven by your awareness study in Days 1-3, including Taking Stock of Data Resources, NeMTSS Self-Assessment results, along with student outcome data and fidelity data.

Indicators: These represent the specific measurement tools that will be used to monitor performance in the priority outcome areas each year. Multiple indicators are included within each priority area to provide a multidimensional perspective.

District Demographic Trends:

****Consider additional data such as Least Restrictive Environment (LRE) to determine whether all children have access to core instruction**

Elementary Focused Priority: The focused priority of Mary Lynch Elementary School is to increase math fact fluency through increasing our Number Sense scores on the NWEA and NSCAS tests.

DISTRICT ASSESSMENT:			
Assessment	Overview	Frequency (Example)	Role and Purpose
NWEA Map growth	k-2	<u>K-1: Fall, Winter, & Spring Administration</u> • Reading • Math <u>2: Fall, Winter, & Spring Administration</u> • Reading • Math	• Inform Classroom Instructional Planning • Monitor Student Growth Over Time • Understand Local Student Performance and Growth in Comparison to National Norms & NSCAS predictions • Universal Screener for Nebraska Reading Improvement Act

NSCAS	3-8	The NSCAS-ELA, Math & Science test is administered during a six-week window in the spring. Grades 3-8: ELA & Math Grades 5 & 8: Science	• Statewide Summative Assessment for Accountability • Comparison with Other Nebraska Schools & Districts
Formatives from Beyond Textbooks	1-12	The frequency of administration varies by grade level & content area	• Inform Student Progress Towards Mastering the Learning Objectives in the Intended Curriculum • Common Assessment to Inform PLC Conversations • Inform Instructional Planning

Benchmarks (Summative)	k-6	CSAs are administered throughout the year as a part of the guaranteed and viable curriculum. The frequency of administration varies by grade level & content area.	Tool to Understand Student Learning of the Intended Curriculum Inform Classroom Instructional Planning When Paired with Other Assessments in the Outcome Profile, CSAs Serve as an Indicator of Core Curriculum Alignment (e.g., Gap Analysis)
DIBELS	k-6	Benchmark- 3X/year Progress Monitor-monthly	• Understand Student Response to an Intervention • Often serves as a Decision-Point Tool to Inform Student Response to Instruction
Really Great Reading diagnostics	k-3	Annually	• Understand Student Response to an Intervention • Often serves as a Decision-Point Tool to Inform Student Response to Instruction
Student Risk Screener	k-6	Annually	• Inform programming at the CORE level. as well as the monitoring of interventions, implementation, and outcomes

ACT	11	Annually	• Inform Classroom Instructional Planning • Monitor Student Growth Over Time • Understand Local Student Performance and Growth in Comparison to National Norms
PreACT/PreACT8/9	9-10	Annually	• Inform Classroom Instructional Planning • Monitor Student Growth Over Time • Understand Local Student Performance and Growth in Comparison to National Norms
GOLD	pre-k	Pre-K: Fall, Winter, Spring	• Communicates Probability of College and Career Readiness • Statewide Summative Assessment for Accountability • Comparison with other Nebraska Schools & the Nation

Evidence-Based (EB) and High-Quality Instructional Materials and Programs: Social, Emotional, Behavioral, and Academic

PK-Elementary ELA				Secondary ELA			
Tier 1 Core (All)	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence	Tier 1 Core All	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence
ReadyGen	Yes	Really Great Reading	Yes	Quizlet	yes	Quizlet	yes
Really Great Reading	Yes	Rewards	Yes	My Perspectives (Savvas)	yes	My Perspectives (Savvas)	yes

		Language for Learning	Yes	Mastery Prep	yes	Mastery Prep??	
		Story Champs	Yes	Perfection Learning - Connections ELA Language Practice	yes	Perfection Learning - Connections ELA Language Practice	yes
		Heggerty	Yes		?		?
		Ready Up	Yes				
		Read Naturally	Yes				
		Six Minute Solutions	Yes				
		Mclass Intervention	Yes				
		Vocab Lit	Yes				
		ELA Companion	Yes				

PK-Elementary Math				Secondary Math			
Tier 1 Core (All)	Evidence	Tiers 2/3 Targeted/Intensified	Evidence	Tier 1 Core All	Evidence	Tiers 2/3 Targeted/Intensified	Evidence

		(Some/Few)				(Some/Few)	
Big Ideas	Yes	SpringMath	Yes		?		?
	?		?		?		?
	?		?		?		?
	?		?		?		?
	?		?		?		?

PK-Elementary SEBL				Secondary SEBL			
Tier 1 Core (All)	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence	Tier 1 Core All	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence
Paths	Yes	Zones of Regulation	Yes		?		?
PBIS	Yes	Interoception	Yes		?		?
	?	Second Step	Yes		?		?
	?		?		?		?

	?		?		?		?
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PK-Elementary Other				Secondary Other			
Tier 1 Core (All)	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence	Tier 1 Core All	Evidence	Tiers 2/3 Targeted/Intensified (Some/Few)	Evidence
	?		?		?		?
	?		?		?		?
	?		?		?		?
	?		?		?		?
	?		?		?		?

Indicators:

Reading & Writing (ELA)								
Indicator: % of students that are proficient on the NSCAS ELA assessment.	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
Grade 3	47%	58%	waived	35%	54%	37%	53%	
State Average	53%	56%	waived	50%	50%	62%	59%	

Grade 4	53%	46%	waived	45%	56%	52%	27%	
State Average	56%	58%	waived	54%	53%	55%	59%	
Grade 5	23%	46%	waived	35%	56%	58%	64%	
State Average	51%	48%	waived	46%	47%	57%	57%	
Grade 6	30%	33%	waived	43%	51%	53%	66%	
State Average	47%	49%	waived	45%	44%	55%	58%	
Overall District	36%	43%	waived	54%	54%	60%	64%	
State Average	51%	52%	waived	48%	47%	58%	59%	
Indicator: % of students that are at or above grade level benchmark in DIBELS	2017-2018 No data	2018-2019 No data	2019-2020 No data	2020-2021 No data	2021-2022 No data	2022-2023	2023-2024	
Kindergarten						81%	82%	
Grade 1						37%	71%	
Grade 2						60%	42%	
Grade 3						50%	52%	
Grade 4						-	33%	
Grade 5						-	54%	

Grade 6						-	57%	
Overall District						56%	57%	

Indicator: % of students receiving intervention beyond the CORE curriculum	2017-2018 No data	2018-2019 No data	2019-2020 No data	2020-2021 No data	2021-2022 No data	2022-2023 No data	2023-2024	
Kindergarten							No data	
Grade 1							67%	
Grade 2							69%	
Grade 3							59%	
Grade 4							63%	
Grade 5							47%	
Grade 6							59%	
Overall District							51%	
Math								
Indicator: % of students that are proficient on the NSCAS Math assessment.	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
Grade 3	41%	64%	Waived	29%	54%	58%	66%	
State Average	50%	55%	Waived	47%	50%	58%	61%	

Grade 4	57%	50%	Waived	35%	35%	65%	61%	
State Average	50%	52%	Waived	46%	46%	58%	60%	
Grade 5	37%	29%	Waived	33%	63%	53%	82%	
State Average	50%	54%	Waived	46%	49%	65%	61%	
Grade 6	39%	30%	Waived	32%	59%	53%	75%	
State Average	55%	55%	Waived	47%	46%	57%	57%	
Overall District	36%	38%	Waived	51%	51%	63%	73%	
State Average	51%	52%	Waived	46%	46%	61%	58%	
Indicator: % of students receiving intervention beyond the CORE curriculum	No data	No data	No data	No data	No data	No data		
Grade 1							54%	
Grade 2							47%	
Grade 3							45%	
Grade 4							63%	
Grade 5							63%	
Grade 6							35%	
Overall District							39%	

Elementary District Factual Data Bullets:

Middle Level Focused Priority: Area to be determined after data review and analysis; must align with Continuous Improvement Plan

Indicators:

Reading & Writing (ELA)								
Indicator: % of students that are proficient on the NSCAS ELA assessment.	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
Grade 7	29%	45%	waived	38%	39%	70%	52%	
State Average	47%	49%	waived	44%	42%	54%	58%	
Grade 8	21%	33%	waived	31%	33%	78%	88%	
State Average	51%	50%	waived	50%	46%	63%	63%	
Math								
Indicator: % of students that are proficient on the NSCAS Math assessment.	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
Grade 7	18%	24%	Waived	21%	35%	76%	61%	
State Average	49%	49%	Waived	46%	44%	65%	55%	
Grade 8	21%	26%	Waived	15%	30%	65%	84%	

State Average	50%	47%	Waived	45%	41%	61%	57%	
Science								
Indicator: % of students that are proficient on the NSCAS Science assessment.	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
Grade 5	70%	71%	Waived	-	81%	65%	89%	
State Average	69%	69%	Waived	-	71%	76%	83%	
Grade 8	52%	59%	Waived	-	57%	57%	65%	
State Average	66%	63%	Waived	-	63%	64%	66%	

District Middle School Factual Data Bullets:

 KPS - Data Walk ELA

 **KPS - Data Walk Spreadsheet Math and Science**

High School Focused Priority: Area to be determined after data review and analysis; must align with Continuous Improvement Plan **and consider** Graduation & Post-Secondary Preparedness

Indicators:

Four-Year Graduation Rate	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
4 Year Cohort	89%	92%	85%	100%	85%	91%	94%	
4 Year State Average	89%	88%	88%	88%	87%	87%	88%	

Junior ACT	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
Junior ACT English - % 18+			-	-	45%	45%	35%	
State Average			-	-	57%	46%	45%	
Junior ACT Math – % 18/22+			-	-		38%	45%	
State Average			-	-	44%	42%	42%	

State Average	50%/31%						
Junior ACT Reading - % 22+							
State Average	35%						
Junior ELA - % 18							
State Average	50%						
Junior ACT Science – % 19/23+							
State Average	54%/29%						
Junior ACT Composite							
State Average	19.4						
ACT Graduate Profile	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022		
Senior ACT English - % 18+							
State Average	56%						
Senior ACT Math - % 22+							
State Average	35%						
Senior ACT Reading - % - 22+							
State Average	40%						
Senior ACT Science - % 23+							
State Average	33%						
Senior ACT Composite							
State Average	20.1						
Additional Indicators of Post-Secondary Preparedness	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022		
(#/%) Graduating Cohort -Passing One or More AP Courses							
(#) Total School AP Credits Earned (3+)							
(#) AP Tests Completed							
(# Students) Six or More College Credits							
(% Students) Successful Completion of Four-Years of Math (Including ALG II)							
(# Students) Workplace Learning Experience (e.g., Academy)							
(#) Industry-Based Certifications Earned (e.g., CNA; CMA; OSHA 10)							
(%) Involvement in One or More Organized Extra/Co-Curricular Activities							

District High School Factual Data Bullets:

[District MAP Math and Science Data](#)

[District MAP Language Usage and Reading Data](#)

Foundational Practice: District Improvement Action Planning

Before going further, answer the question: Is CORE instruction meeting the needs of 80-85% of students without interventions?

Consider goal/priority in content areas of Reading, Math, or Behavior:

Goal: By 2028, 70% of 3rd-11th grade KPS students in Tier 2 or Tier 3 will show average growth in ELA scores, per cohort, as measured by ELA NSCAS, PreACT, and ACT testing.

Jr. Sr. High School Subgoal: KJH/HS students will improve vocabulary acquisition by 10% for all 7th and 8th grade students by the end of the school year.

Reasoning for this subgoal:			
Action Steps:	System/Structure:	Position Responsible:	Due Date:
Building wide word of the week	Done weekly using ACT word lists.	All Teachers	Continuous
Linguistic lessons in junior high English classes		Mrs. Shoemaker, Jr. High English Teacher	Continuous

Elementary Subgoal: Elementary students in the 3rd through 6th grade will increase their comprehension.

Reasoning for this subgoal:			
Action Steps:	System/Structure:	Position Responsible:	Due Date:
Increase student depth of knowledge	Asking higher-level DOK questions from the ReadyGen curriculum	ELA teachers	Continuous
Questioning Techniques	Currently researching	All grade level staff	Continuous
Stamina Building for longer reading passages	Silent Reading in Classrooms	ELA teachers	Continuous
Test taking skills	Currently researching	All grade level staff	Continuous

Implement, Act and Reflect (How will staff be supported with implementation, what are the criteria for successful implementation?)

Action Step:				
Activity	Staff Responsible	Timeline	Evaluation/ Reflection Formative Check (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
Action Step:				
Activity	Staff Responsible	Timeline	Evaluation/ Reflection Formative Check (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
			<u>End Quarter 1:</u> <u>End Quarter 2:</u> <u>End Quarter 3:</u>	

Action Step:				
Activity	Staff Responsible	Timeline	Evaluation/ Reflection Formative Check (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
			<u>End Quarter 1:</u> <u>End Quarter 2:</u> <u>End Quarter 3:</u>	

Action Step:				
Activity	Staff Responsible	Timeline	Evaluation/ Reflection Formative Check (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4

			<u>End Quarter 1:</u> <u>End Quarter 2:</u> <u>End Quarter 3:</u>	

Goal: KPS will improve transitions for students, staff, and parents as measured by perception surveys.

Reasoning for this goal:			
Action Steps:	System/Structure:	Position Responsible:	Due Date:
Vertical meetings/action plans for teachers		Administration and Teachers	Continuous
Aligning Handbooks for elementary and high school		Principals	Continuous
Communication	Rooms and Thrillshare	Administration and Teachers	Continuous
Post Grad Survey		Administration and DAC	Spring
Survey for K, 4th, 7th and 9th		Administration and DAC	Spring

Implement, Act and Reflect (How will staff be supported with implementation, what are the criteria for successful implementation?)

Action Step:		Increase math fluency through several activities for teachers and students.		
Activity	Staff Responsible	Timeline	Evaluation/ Reflection Formative Check (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
Action Step:				
Activity	Staff Responsible	Timeline	Evaluation/ Reflection Formative Check (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
			<u>End Quarter 1:</u> <u>End Quarter 2:</u> <u>End Quarter 3:</u>	

Action Step:				
Activity	Staff Responsible	Timeline	Evaluation/ Reflection Formative Check (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
			End Quarter 1: End Quarter 2: End Quarter 3: 	

Action Step:				
Activity	Staff Responsible	Timeline	Evaluation/ Reflection Formative Check (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4

			<u>End Quarter 1:</u> <u>End Quarter 2:</u> <u>End Quarter 3:</u>	
IDENTIFY	Goal/Priority Outcome: Improved Transitions			
	Strengths and Growth Areas in Priority Outcomes/Indicators (Including Student-Groups), Essential Core Practices			
	Strengths		Growth Areas	
ANALYZE	Why do we believe we are seeing these results and how might we improve them?			
When?What?Why?				

Action Step:				
Activity	Staff Responsible	Timeline	Evaluation/ Reflection <u>Formative Check</u> (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4

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Action Step:				
Activity	Staff Responsible	Timeline	Evaluation/ Reflection <u>Formative Check</u> (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
			<u>End Quarter 1:</u> <u>End Quarter 2:</u> <u>End Quarter 3:</u>	

Action Step:				
Activity	Staff Responsible	Timeline	Evaluation/ Reflection Formative Check (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
			<u>End Quarter 1:</u> <u>End Quarter 2:</u> <u>End Quarter 3:</u>	
Action Step:				
Activity	Staff Responsible	Timeline	Evaluation/ Reflection Formative Check (What worked/didn't? Interim Data Points?)	Result (Goal) Outcome End Quarter 4
			<u>End Quarter 1:</u>	

			<u>End Quarter 2:</u> <u>End Quarter 3:</u>	

Foundational Practice: Professional Learning Plan for Action Steps

Intended Participants	Training Topics and NeMTSS Essential Element	Training Dates
Teachers	WORDS Training	9/21/22, 10/12/22, 11/16/22, 1/25/23, and 3/22/23
	Math Training	2/15/23, 4/5/23
	Teach Like a Champion	8/24/22, 9/21/22, 10/12/22, 11/16/22, 1/25/23, 3/22/23, 4/12/23
	Ready Gen Training	1/11/23
Administrators	WORDS Training	9/21/22, 10/12/22, 11/16/22, 1/25/23, and 3/22/23
	Math Training	2/15/23, 4/5/23

	Ready Gen Training	1/11/23
Interventionists (Paraeducators, Title I, and SPED)	WORDS Training	9/21/22, 10/12/22, 11/16/22, 1/25/23, and 3/22/23
	Math training	2/15/23, 4/5/23
	Ready Gen Training	1/11/23
Coaches	We do not have coaches at this time.	
Individual student problem-solving	We are in the process of growing these groups	TBD
	and getting information set up to help them	

Professional learning is a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. The length and focus of professional learning opportunities directly impact teaching quality and student outcomes. Professional learning should be intentionally linked to the implementation of evidence-based practices. What professional development support is necessary for high-fidelity adoption, implementation, and sustainability of curriculum and interventions included within this plan?

	worthwhile.	
Building and district MTSS team members	MTSS trainings	Ongoing through regional MTSS coordinator
	Accreditation trainings	11/17/22
Assessment team		

Contents of this template are adapted from:

Nebraska Department of Education, NeMTSS Framework Document, 2019

Nebraska Department of Education, NeMTSS Implementation Support Team, Grant Project #19-96-0011-4415-P-62 (USDE grant #H027A027170079)

Papillion La Vista Community Schools, Teaching and Learning Team, 2019

University of Nebraska: Lincoln, NDE/UNL Implementation Support Team, Grant Project #19-94-2810-4415-M-37 (USDE grant #H027A027170079)