

18-19 SMART Goal #1	Goal 1: MTSS - Ensure Educational Excellence for Each and Every Student: By May 31, 2019, demonstrate progressed implementation of a Multi-Tiered System of Support (MTSS) framework that uses common and reliable data to provide academic and social emotional instruction that is culturally responsive, strength-based, and differentiated to meet the learning needs of all students. The MTSS framework guides the District's shift to prevention (tier 1) and monitoring of student growth.
Problem Statement	In finally establishing a coherent, coordinated district-wide plan in the Formula for Success, we need to continue a shared commitment to ensure fidelity and sustainability of Multi-Tiered System of Support. This will help move us from inconsistent services and student performance outcomes to consistent, high performing student outcomes that eliminate the opportunity gap.
Target, June 2019	Proficient
Committee	C&I Committee

WORST

BEST

Low Red	High Red	Low Yellow	High Yellow	Low Green	High Green
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Key Organizational Behaviors				
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	Baseline as of June 2018	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
MTSS Teams	BASIC	<p>School leaders and staff establish a MTSS team within their school that is representative, meets regularly and monitors school-wide tiered instruction and supports.</p> <p>Evidence/Outcome Measures: From 69 to 90 schools have an MTSS team that develops a plan for tiered instruction and supports at a school-wide level.</p>	<p>School leaders and staff establish a MTSS team within their school that is representative, meets regularly and monitors school-wide tiered instruction and supports using Homeroom and Atlas. The MTSS team monitors student progress to evaluate effectiveness of tiered instruction and supports.</p> <p>Evidence/Outcome Measures: From 56 to 75 schools have an MTSS team that reviews effectiveness of tiered instruction and supports.</p>	<p>School leaders and staff have clear MTSS protocols and standards that guide their MTSS team process. The MTSS team monitors student progress on academics AND behavior to evaluate the effectiveness of tiered instruction and supports, using Homeroom and Atlas, that align with CSIP goals.</p> <p>Evidence/Outcome Measures: From 23 to 49 schools have an MTSS team that reviews effectiveness of tiered supports for both academics and behavior.</p>
Tiered Supports	BASIC	<p>Staff and school leaders use an established decision-making process to tier supports for students.</p> <p>Evidence/Outcome Measures: From 70 to 85 schools make decisions on tiered supports for students.</p>	<p>Staff and school leaders use a decision-making process that includes multiple data points to tier supports for students based on student growth / performance benchmarks.</p> <p>Evidence/Outcome Measures: From 53 to 64 schools use multiple data points (i.e., F & P, District Interims, and/or missed instruction log reports) to make decisions on tiered supports for students.</p>	<p>Staff and school leaders consistently use a documented decision-making process that includes multiple academic and behavioral data points to tier supports for students based on student growth / performance benchmarks that align with CSIP goals.</p> <p>Evidence/Outcome Measures: From 18 to 30 schools use multiple academic AND behavioral data points (i.e., F & P, District Interims, and missed instruction log reports) to make</p>

	Baseline as of June 2018	Basic	Proficient (all the elements of Basic plus...)	Distinguished (all the elements of Proficient plus...)
Teacher Collaboration	BASIC	Structures (professional development, calendars, teaming opportunities) are in place to support a collaboration process within teacher teams focused on high-quality instruction for students above, at, and below grade level standards. Evidence/Outcome Measures: All schools demonstrate department or grade level Professional Learning Communities (PLCs).	Structures and procedures for collaboration are established so that teacher teams optimize learning and prevent problems as early as possible through the exchange of effective, culturally responsive instructional strategies that relate to students' stories, strengths, and needs. Evidence/Outcome Measures: From 75 to 82 schools demonstrate department or grade level Professional Learning Communities (PLCs) that review student data to inform their teaching.	Consistent use of structures and procedures for collaboration that capture teachers' reflections on culturally responsive instructional practices exists and is practiced across teacher teams. Evidence/Outcome Measures: From 33 to 39 schools demonstrate a PLC that includes review of student data with demonstrated action plans for students above, at, or below grade level standards.
High Quality Instruction	BASIC	School leaders and staff develop academic and social emotional lesson plans and instructional strategies for students above, at, and below grade level standards. Evidence/Outcome Measures: From 50 to 65 schools demonstrate instructional strategies for students above, at, and below grade level standards.	School leaders and teachers develop academic and social emotional lesson plans and culturally responsive instructional strategies for students above, at, and below grade level standards. Teachers work to revise lesson plans based on multiple measures of student growth data. Evidence/Outcome Measures: From 33 to 50 schools demonstrate instructional strategies for students above, at, and below grade level standards.	School leaders and teachers develop academic and social emotional lesson plans and culturally responsive instructional strategies for students above, at, and below grade level standards. Teachers work to revise lesson plans based on student growth, academics, and social emotional learning. Evidence/Outcome Measures: From 16 to 22 schools demonstrate instructional strategies for students above, at, and below grade level standards, including students needing both academic AND social emotional supports.