

Campus: West Valley 1

Subgroup: Black Students

Primary Need

Purposeful and intentional use MTSS principles to create an environment that empowers black students to be successful in their learning and reach expected levels of achievement and use of evidence of student learning to determine if sufficient progress is being achieved in order to make necessary adjustments.

~MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting black students~

Root Cause

Teachers lack knowledge and understanding of MTSS principles coupled with no formal schoolwide MTSS structure/process in place.

Needs Statement

A system of support is needed for teachers to learn, understand and use MTSS principles to meet the needs of black students in a schoolwide structure/process.

Desired Outcome (Needs statement restated in a positive)

A formal well designed and implemented school wide MTSS structure/ process resulting in improved outcomes for black students

SMART Goals

Process: All staff will participate in MTSS professional learning activities in August 2020 and August 2021.

Process: Impact: Reading achievement for black students will increase by 15% of this group moving from Level 1 to Level 2, or from Level 2 to Level 3, or from Level 3 to Level 4 on the RISE Language Arts between 2019 and 2021.

Process: Impact: Math achievement for black students will increase by 15% of this group moving from Level 1 to Level 2, or from Level 2 to Level 3, or from Level 3 to Level 4 on the RISE Math between 2019 and 2021.

<p>Strategy 1:</p> <p>MTSS professional learning for all staff</p>	<p>Implementation Action Steps:</p> <p>Provide week-long MTSS training in August prior to school year for all instructional staff Provide 1:1 coaching for any new instructional staff during the school year</p>
	<p>Monitor Implementation Action Steps:</p> <p>Collect training attendance for all instructional staff for August training Collect coaching records for all new instructional staff</p>
	<p>Evaluation Action Steps:</p> <p>Determine strategy impact by reviewing the following evidence: Classroom walkthrough data Summative achievement data</p>
<p>Strategy 2:</p> <p>Develop and implement a school-wide MTSS structure/process.</p>	<p>Implementation Action Steps:</p> <p>Administrators carefully consider the subgroup when establishing MTSS groups Administrators pull quarterly reports on the subgroup mastery rates and report to district administration Administrators make adjustments to subgroup members' instruction as needed based upon mastery reports</p>
	<p>Monitor Implementation Action Steps:</p> <p>MTSS report calendar District meeting agendas to review subgroups quarterly Formative assessment data collected by administrators weekly PLC Notes on students "not at mastery"</p>
	<p>Evaluation Action Steps:</p> <p>Determine strategy impact by reviewing the following evidence: MTSS data analysis Summative achievement data</p>

Campus: West Valley 1

Subgroup: Hispanic Students

Primary Need

Purposeful and intentional use MTSS principles to create an environment that empowers hispanic students to be successful in their learning and reach expected levels of achievement and use of evidence of student learning to determine if sufficient progress is being achieved in order to make necessary adjustments.

~MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting hispanic students~

Root Cause

Teachers lack knowledge and understanding of MTSS principles coupled with no formal schoolwide MTSS structure/process in place.

Needs Statement

A system of support is needed for teachers to learn, understand and use MTSS principles to meet the needs of hispanic students in a schoolwide structure/process.

Desired Outcome (Needs statement restated in a positive)

A formal well designed and implemented school wide MTSS structure/ process resulting in improved outcomes for hispanic students

SMART Goals

Process: All staff will participate in MTSS professional learning activities in August 2020 and August 2021.

Process: Impact: Reading achievement for hispanic students will increase by 15% of this group moving from Level 1 to Level 2, or from Level 2 to Level 3, or from Level 3 to Level 4 on the RISE Language Arts between 2019 and 2021.

Process: Impact: Math achievement for hispanic students will increase by 15% of this group moving from Level 1 to Level 2, or from Level 2 to Level 3, or from Level 3 to Level 4 on the RISE Math between 2019 and 2021.

<p>Strategy 1:</p> <p>MTSS professional learning for all staff</p>	<p>Implementation Action Steps:</p> <p>Provide week-long MTSS training in August prior to school year for all instructional staff Provide 1:1 coaching for any new instructional staff during the school year</p>
	<p>Monitor Implementation Action Steps:</p> <p>Collect training attendance for all instructional staff for August training Collect coaching records for all new instructional staff</p>
	<p>Evaluation Action Steps:</p> <p>Determine strategy impact by reviewing the following evidence: Classroom walkthrough data Summative achievement data</p>
<p>Strategy 2:</p> <p>Develop and implement a school-wide MTSS structure/process.</p>	<p>Implementation Action Steps:</p> <p>Administrators carefully consider the subgroup when establishing MTSS groups Administrators pull quarterly reports on the subgroup mastery rates and report to district administration Administrators make adjustments to subgroup members' instruction as needed based upon mastery reports</p>
	<p>Monitor Implementation Action Steps:</p> <p>MTSS report calendar District meeting agendas to review subgroups quarterly Formative assessment data collected by administrators weekly PLC Notes on students "not at mastery"</p>
	<p>Evaluation Action Steps:</p> <p>Determine strategy impact by reviewing the following evidence: MTSS data analysis Summative achievement data</p>

Campus: West Valley 1

Subgroup: Pacific Islander Students

Primary Need

Purposeful and intentional use MTSS principles to create an environment that empowers Pacific islander students to be successful in their learning and reach expected levels of achievement and use of evidence of student learning to determine if sufficient progress is being achieved in order to make necessary adjustments.

~MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting Pacific islander students

Root Cause

Teachers lack knowledge and understanding of MTSS principles coupled with no formal schoolwide MTSS structure/process in place.

Needs Statement

A system of support is needed for teachers to learn, understand and use MTSS principles to meet the needs of Pacific islander students in a schoolwide structure/process.

Desired Outcome (Needs statement restated in a positive)

A formal well designed and implemented school wide MTSS structure/ process resulting in improved outcomes for Pacific islander students

SMART Goals

Process: All staff will participate in MTSS professional learning activities in August 2020 and August 2021.

Process: Impact: Reading achievement for Pacific islander students will increase by 15% of this group moving from Level 1 to Level 2, or from Level 2 to Level 3, or from Level 3 to Level 4 on the RISE Language Arts between 2019 and 2021.

Process: Impact: Math achievement for Pacific islander students will increase by 15%15% of this group moving from Level 1 to Level 2, or from Level 2 to Level 3, or from Level 3 to Level 4 on the RISE Math between 2019 and 2021.

<p>Strategy 1:</p> <p>MTSS professional learning for all staff</p>	<p>Implementation Action Steps:</p> <p>Provide week-long MTSS training in August prior to school year for all instructional staff Provide 1:1 coaching for any new instructional staff during the school year</p>
	<p>Monitor Implementation Action Steps:</p> <p>Collect training attendance for all instructional staff for August training Collect coaching records for all new instructional staff</p>
	<p>Evaluation Action Steps:</p> <p>Determine strategy impact by reviewing the following evidence: Classroom walkthrough data Summative achievement data</p>
<p>Strategy 2:</p> <p>Implement the school-wide MTSS structure/process with fidelity, focusing monthly on the data for this subgroup.</p>	<p>Implementation Action Steps:</p> <p>Administrators carefully consider the subgroup when establishing MTSS groups Administrators pull quarterly reports on the subgroup mastery rates and report to district administration Administrators make adjustments to subgroup members' instruction as needed based upon mastery reports</p>
	<p>Monitor Implementation Action Steps:</p> <p>MTSS report calendar District meeting agendas to review subgroups quarterly Formative assessment data collected by administrators weekly PLC Notes on students "not at mastery"</p>
	<p>Evaluation Action Steps:</p> <p>Determine strategy impact by reviewing the following evidence: MTSS data analysis Summative achievement data</p>

Campus: West Valley 1

Subgroup: ELL Students

Primary Need

Principle 2.1 Our teachers maintain high academic expectations for ELL students
Purposeful and intentional use MTSS principles to create an environment that empowers ELL students to be successful in their learning and reach expected levels of achievement and use of evidence of student learning to determine if sufficient progress is being achieved in order to make necessary adjustments.
~MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting ELL students~

Root Cause

Teachers lack knowledge and understanding of MTSS principles coupled with no formal schoolwide MTSS structure/process in place.

Needs Statement

A system of support is needed for teachers to learn, understand and use MTSS principles to meet the needs of ELL students in a schoolwide structure/process.

Desired Outcome (Needs statement restated in a positive)

A formal well designed and implemented school wide MTSS structure/ process resulting in improved outcomes for ELL students

SMART Goals

Process: All staff will participate in MTSS professional learning activities in August 2020 and August 2021.
Process: Impact: Reading achievement for ELL students will increase by 15% of this group moving from Level 1 to Level 2, or from Level 2 to Level 3, or from Level 3 to Level 4 on the RISE Language Arts between 2019 and 2021.
Process: Impact: Math achievement for ELL students will increase by 15% of this group moving from Level 1 to Level 2, or from Level 2 to Level 3, or from Level 3 to Level 4 on the RISE Math between 2019 and 2021.

<p>Strategy 1:</p> <p>MTSS professional learning for all staff</p>	<p>Implementation Action Steps:</p> <ul style="list-style-type: none"> Establish planning committee Determine PL provider/s Calendar PL sessions Set expectations for learning and implementation Conduct PL sessions
	<p>Monitor Implementation Action Steps:</p> <ul style="list-style-type: none"> PL surveys Classroom observations PLC notes Staff meeting discussions
	<p>Evaluation Action Steps:</p> <p>Determine strategy impact by reviewing the following evidence:</p> <ul style="list-style-type: none"> Summative achievement data Classroom walkthrough data
<p>Strategy 2:</p> <p>Develop and implement a school-wide MTSS structure/process.</p>	<p>Implementation Action Steps:</p> <ul style="list-style-type: none"> Establish committee Determine meeting calendar Research MTSS structures/processes Gather resources Design schoolwide structure/process Present to total staff Calendar/schedule MTSS meeting dates
	<p>Monitor Implementation Action Steps:</p> <ul style="list-style-type: none"> MTSS calendar and minutes Staff meeting agendas Administrative/coach meeting agendas Formative assessment data Intervention schedules Lesson plans PLC notes
	<p>Evaluation Action Steps:</p> <p>Determine strategy impact by reviewing the following evidence:</p> <ul style="list-style-type: none"> Teacher evaluations MTSS data analysis Summative achievement data

Campus: West Valley 1

Subgroup: Students with Disabilities

Primary Need

Primary Need

Purposeful and intentional use of parent education and testing management to decrease the number of students who opt out of the test. Also ensure that special needs students are provided adequate training and exposure to the testing environment so they will feel comfortable participating in the test. Ensure that students who qualify for an alternate test are given the correct test under the direction of their Certified Special Education Teacher. Continue to monitor to ensure expected levels of achievement and use of evidence of student learning to determine if sufficient progress is being achieved in order to make necessary adjustments.

Root Cause

Teachers lack knowledge and understanding of MTSS principles coupled with no formal schoolwide MTSS structure/process in place.

Needs Statement

A system of support is needed for teachers to learn, understand and use MTSS principles to meet the needs of special needs students in a schoolwide structure/process.

Desired Outcome (Needs statement restated in a positive)

A formal well designed and implemented school wide MTSS structure/ process resulting in improved outcomes for special needs students

SMART Goals

Process: All staff will participate in MTSS professional learning activities in August 2020 and August 2021.

Process: Impact: Reading achievement for special needs students will increase by 15% of this group moving from Level 1 to Level 2, or from Level 2 to Level 3, or from Level 3 to Level 4 on the RISE Language Arts between 2019 and 2021.

Process: Impact: Math achievement for special needs students will increase by 15% of this group moving from Level 1 to Level 2, or from Level 2 to Level 3, or from Level 3 to Level 4 on the RISE Math between 2019 and 2021.

<p>Strategy 1:</p> <p><i>PR campaign for parents on the importance of testing</i></p>	<p><i>Implementation Action Steps:</i></p> <ul style="list-style-type: none"> Establish planning committee Determine parent trainers Calendar parent training sessions Set expectations for participation Conduct parent training sessions
	<p><i>Monitor Implementation Action Steps:</i></p> <ul style="list-style-type: none"> Attendance sheets for trainings Surveys for parents after trainings Training Notes and video Parent discussions
	<p><i>Evaluation Action Steps:</i></p> <p>Determine strategy impact by reviewing the following evidence:</p> <ul style="list-style-type: none"> Summative achievement data Classroom walkthrough data
<p>Strategy 2:</p> <p><i>Grade level at Mastery Program</i></p>	<p><i>Implementation Action Steps:</i></p> <ul style="list-style-type: none"> Establish grade level committees 180 day plan for test preparation designed Research student needs and ensure they are practicing for correct test Gather student data to determine needed tests. Design structure/process for taking alternate test Teachers and Certified Special Education Teacher provide practice opportunities
	<p><i>Monitor Implementation Action Steps:</i></p> <ul style="list-style-type: none"> 180 day plan Post-service minutes and presentation Administrative/SPED Cert Teacher meeting agendas Formative assessment data Intervention schedules Lesson plans
	<p><i>Evaluation Action Steps:</i></p> <p>Determine strategy impact by reviewing the following evidence:</p> <ul style="list-style-type: none"> Student Benchmark scores Accountability element reporting on homeroom tracker Summative achievement data