

**Early Warning System
(EWS) Team (CT.5)**

Secondary schools include an Early Warning System Team to identify students who are falling off-track and are at-risk of not graduating on time.

- We meet regularly (weekly recommended) and use structures and clear processes such as norms, roles, process protocols, and data documentation (CT.5.a)
- We include team members such as an administrator, counselor, general education teachers, interventionists, mental health staff (CT.5.b)
- We create and use a Resource and Intervention Map which is regularly updated and revised (CT.5.c)
- We use timely Attendance, Behavior, and Course Performance (ABC) data to identify students who are off-track, sliding, and on-track for graduation (CT.5.d)
- We include student interests, strengths, social-emotional survey data and post-secondary readiness information in developing and implementing interventions (CT.5.e)
- We gather and elevate student voice, choice, and agency (CT.5.f)
- We analyze, on a quarterly basis, ABC data and interventions to determine intervention effectiveness and adjust, increase, or discontinue usage based on effectiveness outcomes (CT.5.g)
- We develop and implement Opening and Finishing Strong Plans (CT.5.h)
- We use a continuous improvement process for assessing impact, need, and goal setting (CT.5.i)

Look fors are dynamic and may include such things as: resource map and intervention map, use of ABC data, meeting agenda and protocol utilized, student voice, opening strong plans, quarterly data and intervention analysis, etc.

Supporting resources can be found here: <https://www.d11.org/Page/12317>

	<p>Focus on Results:</p> <ul style="list-style-type: none"> • We measure PLCs and their effectiveness based on results rather than intentions (CT.3.j) • We continually assess all programs, policies, and practices based on their impact on students' learning (CT.3.k) • We ensure all staff members receive relevant and timely information and coaching around their effectiveness in achieving intended results (CT.3.l) <p><u>Look fors</u> are dynamic and may include such things as: establish quarterly and yearly goals, set school-wide expectations and protocols, provide differentiated professional developmental opportunities based on team needs, etc.</p> <p>Supporting resources can be found here: https://www.d11.org/Page/12317</p>
<p>Student Success Team (SST) (CT.4) <i>Previously known as Rtl, Problem Solving, Kid Talks, or Data Teams</i></p>	<p>Student Success Teams are established and conduct regular data meetings to improve outcomes for the whole student.</p> <ul style="list-style-type: none"> • We have representation of all key stakeholders to be empowered to support the whole student (CT.4.a) • We meet regularly (about weekly) (CT.4.b) • We use structures and clear processes (including PDSA cycles) to effectively and efficiently guide decision-making leading to improved student outcomes (CT.4.c) • We follow-up intentionally to monitor the impact of interventions/enrichment (CT.4.d) • We attend to data in a timely manner that is representative of the whole student (academic, behavioral, attendance, social-emotional) (CT.4.e) • We leverage the strengths and interests of the student to shore up areas of weakness (CT.4.f) • We include the students in the planning and monitoring of interventions and/or enrichment (builds empathy) (CT.4.g) • We involve the family at appropriate intervals (2-way communication, interviews, and empathy building) (CT.4.h) • We use timely data to help reduce risk factors for students (e.g., leveraging Early Warning Systems and other dashboards) (CT.4.i) • We utilize resource and intervention maps to match student needs with evidence-based practices (CT.4.j) • We follow state and district protocols for Special Education eligibility (CT.4.k) <p><u>Look fors</u> are dynamic and may include such things as: complete resource map inventory, meet regularly, discussion is focused on the whole child, parent involvement, etc.</p> <p>Supporting resources can be found here: https://www.d11.org/Page/12317</p>

- Empower action teams/task forces to improve school and student outcomes in a coherent and unified manner.
- Organize the team around a common understanding of team’s purpose and instructional priorities.
- Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
- Represent a balance of work styles (e.g., task-oriented, provides pushback, synthesizes, etc.)
- We establish a problem-solving culture that requires the usage of data to define the needs and strengths of the school; a clear process for sequencing action planning activities; and a process to monitor and evaluate implementation and outcomes. (CT.2.e)
 - Uses timely and relevant data/evidence sources with attention upon the whole student to engage in on-going inquiry (e.g., continuous improvement cycles) as a basis for improvement.
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses contributing factors.
 - Relentlessly ask, “Is it working?” about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
 - Engages in intentional problem-solving processes for selection and adoption of evidence-based practices.
 - Builds the capacity of teacher teams (PLC, Student Success Team, EWS etc.) to lead cycles of learning and problem solving focused on student learning data and student work.
- Establishes, monitors, and sustains a system of prevention-focused, hierarchical tiers of support matched to student need. (CT.2.f)
- Prioritizes systems for families to be active participants in the educational system and feel welcomed, valued, and connected to each other, to staff, and to what students are learning. The school community respects and includes every family. (CT.2.g)
- Encourages a culture of innovation and risk-taking focused on improving outcomes for the whole student. (CT.2.h)

Look fors are dynamic and may include such things as: utilize universal screening for goal setting, evaluate the equity, quality, and efficiency of universal supports, develop and continuously monitor the school improvement plan, etc.

Supporting resources can be found here: <https://www.d11.org/Page/12317>

Professional Learning Community (PLC) and Collaborative Teacher Teams (CT.3)

The school functions as a Professional Learning Community with collaborative teams focusing on the **3 Pillars of PLCs**:

Focus on Learning - To ensure high levels of learning for all students, educators work collaboratively to answer four critical PLC questions.

- What knowledge and skills should every student master as a result of this unit of instruction? (CT.3.a)
- How will we know when each student has mastered the essential knowledge and skills? (CT.3.b)
- How will we respond when some students do not learn? (CT.3.c)
- How will we extend, enrich, and personalize learning for students to help them reach their personal best?(CT.3.d)

Collaborative Culture - With a focus on improvement, teachers are provided time, support, and resources to collaboratively engage.

- We clarify essential learning outcomes by grade or course (CT.3.e)
- We monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments (CT.3.f)
- We analyze and use the results of common assessments to improve instruction and target intervention/enrichment,(CT.3.g)
- We establish and monitor progress on team goals (CT.3.h)
- We innovate responsibly based on action research (DuFour, 2016)(CT.3.i)



Collaborative Teaming

MTSS thrives through collaborative teams that share leadership, build collective efficacy, and anchor improvement through disciplined inquiry.

Commitments	Practices and Attributes
We share leadership and build collective efficacy (CT.1)	<p>We seek out, value, and meaningfully incorporate input from a diverse group of stakeholders in our collaborative teams.</p> <ul style="list-style-type: none">• We encourage teachers to be meaningfully involved in school leadership positions and share decision making on school-wide issues (CT.1.a)• We seek consensus in setting school goals (CT.1.b)• We are responsive to the needs of teachers (CT.1.c) <p>Expectations of teachers are high, and teachers are supported for success.</p> <ul style="list-style-type: none">• We support teachers to implement high-yield strategies (CT.1.d)• We encourage teachers to participate in evaluation of their practice and its effect on student learning and achievement (CT.1.e)• We validate improved student outcomes with data and success is recognized and celebrated (CT.1.f)• We explicitly identify teachers' practices leading to improved student outcomes (CT.1.g)• We use evidence of student learning to improve classroom instruction (CT.1.h)• We expect and set aside time, set clear expectations for, and hold time sacred for formal, frequent, and productive teacher collaboration (PLCs, Student Success Teams, action teams, etc.) (CT.1.i)• We foster empathy and effective interaction among teams (CT.1.j)• We have confidence, trust, and belief in one another's abilities to improve student outcomes (CT.1.k) <p><u>Look fors</u> are dynamic and may include things such as: team composition, clearly stated purpose of teams, team agendas, etc.</p> <p>Supporting resources can be found here: https://www.d11.org/Page/12317</p>
Building Leadership Team (BLT) (CT.2)	<p>Expectations:</p> <ul style="list-style-type: none">• We schedule and structure frequent meetings with clearly focused agendas (1-2) times per month) (CT.2.a)• We use protocols and ask probing questions (CT.2.b)<ul style="list-style-type: none">○ Ask questions focused on factors within sphere of control and avoid a focus on student factors.○ Use appropriate protocols and level of analysis (school-wide, grade, individuals) for meeting purpose.○ Systematically consider contributing factor(s) based on thorough review of evidence.• We collaborate effectively, value transparency, and inform and engage stakeholders (CT.2.c)<ul style="list-style-type: none">○ All team members have equity of voice and are actively engaged in asking questions.○ Celebrate small wins and improvements.○ Regularly inform and engage stakeholders of key data and work of the BLT.• We share leadership for improving teaching and learning with representative school members (CT.2.d)