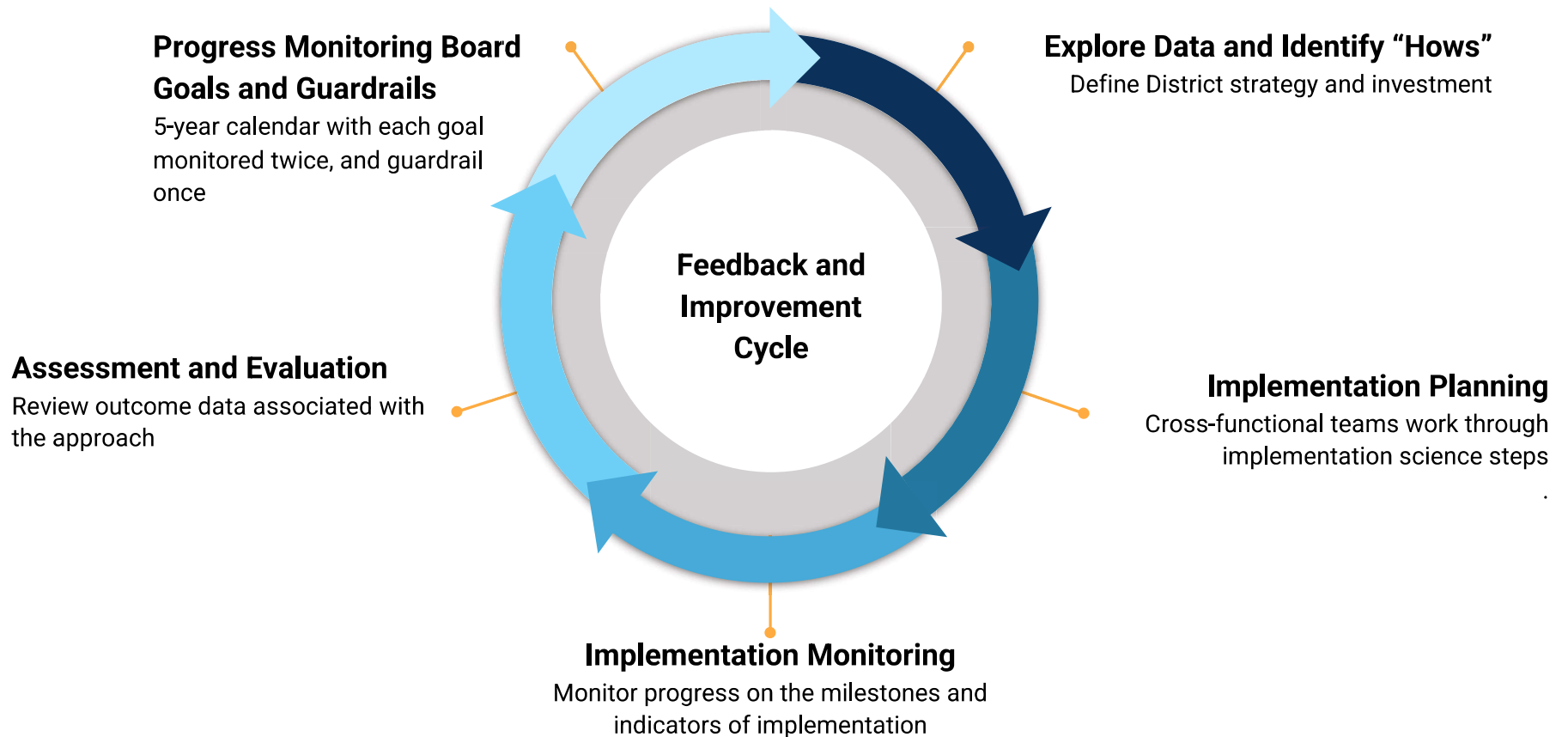


Progress Monitoring Update



SY2021-22 Strategies and Actions

STRATEGY 1 Implement the Multi-Tiered System of Supports (MTSS) framework

- **ACTION 1.1** Improve the implementation of an integrated, equity-focused MTSS by building leadership and staff understanding of the MTSS process and the critical functions of each Tier; developing school staff expertise on delivery of high-quality services at each Tier; and providing the systems, tools, time, and resources needed to support MTSS in every school.

STRATEGY 2 Develop leaders and teachers through the implementation of evidence-based cycles

- **ACTION 2.1** Develop evidence-based professional learning cycles that drive a District-wide calendar and school common planning time schedules and standardized expectations for how time is used during the school year to address competing professional learning priorities.
- **ACTION 2.2** Implement and refine Common Planning Time (CPT) as a regularly scheduled, structured time where teachers and leaders collaborate to support continuous learning, build capacity, inform instructional decision-making, and develop school cultures that promote belonging and achievement for both staff and students.

STRATEGY 3 Implement an academic framework that includes standards-aligned curriculum

- **ACTION 3.1** Implement a new, high quality, culturally and linguistically inclusive, standards-aligned curriculum for K-8 literacy and instructional guidance that integrates essential strategies to support access to grade-level instruction for ELs and Special Education.
- **ACTION 3.2** Implement a new, high quality, culturally and linguistically inclusive, standards-aligned curriculum for K-8 math and instructional guidance that integrates essential strategies to support access to grade-level instruction for ELs and Special Education.

Year 1 Approach to District-Wide Improvement

1. Ensure all schools and teachers have access to evidence-based Universal Screeners; the Academic Framework; grade-level (Tier 1) curriculum and related instructional guides; and school-wide climate programs (Tier 1).

- **Universal Screeners and Progress Monitoring Systems**
- **Grade-level (Tier 1) instructional expectations and curricula as described in the OAS Framework and Curriculum**
- **Evidence-based school-wide (Tier 1) climate programs**
- Academic instructional guidance for Tier 2 and 3 students
- Evidence-based climate, behavioral, and wellness Tier 2 & 3 interventions

2. Build the capacity of teachers and leaders to implement grade-level standards-based (Tier 1) instruction through District-wide professional learning cycles (in development) and weekly school-level Common Planning Time.

Pre-Professional Learning Cycle

Professional Learning

Individualized Feedback, Coaching, and Support

Common Planning Time

3. Use monthly school-based MTSS meetings to review progress on implementing Tier 1 strategies, analyze student data, and adjust approaches accordingly.

- **Assess implementation of Tier 1 instruction and climate programs and identify gaps**
- Match student academic, social-emotional, behavioral, attendance, and wellness needs with interventions
- Assess implementation of interventions and student response to intervention

Year 1 Approach to District-Wide Improvement

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MTSS Tier 1 Meetings

Areas of Progress

- Draft of Tier 1 Guidelines completed
- Data guide that will be pre-populated with monthly KPI data and can be used during the MTSS Tier 1 meeting developed
- Foundations of MTSS Leadership Series rolled out to the Acceleration Network
- Selection of Online Adaptive Programs for tiered instruction finalized by schools

Upcoming Actions

- Use feedback from Assistant Superintendents and the Acceleration Network to plan roll out of the Foundations of MTSS Leadership Professional Learning Series to all schools in late fall and early winter, which will support schools in running effective Tier 1 meetings
- Finalize the Tier 1 MTSS meeting inventory/self-assessment, which will provide schools with a tool to assess instruction, climate, and attendance (whole child)

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Academic Universal Screeners - Renaissance Star

Areas of Progress

- ~4,000 K-12 Reading and Math teachers attended training focused on Star testing in August
- 64 themed drop-in sessions held on 9/9 and 9/10 to provide additional support for school-based staff. ~750 people participated
- Cycle 1 of Star testing started on 9/8 and is scheduled to end on 10/8
- Initial participation reports sent to school and network leaders on 9/21
 - As of 9/20, 39% of students tested in Reading and 31% tested in Math

Upcoming Actions

- Meet with schools to provide ongoing training with administering tests and analyzing data
- Develop a support plan for further disseminating guidance to schools around progress monitoring
- Send participation reports weekly through the end of Cycle 1

Curriculum and Instructional Guides

Areas of Progress

- Academic Framework published, inclusive of new math and ELA curriculum units for Quarters 1 and 2; math, ELA, SPED, English Language Development instructional guides; Culturally & Linguistically Inclusive Foundation; and instructional expectations for teacher practices
- School leaders developed on ELA & math curricula, target look for areas for ELA and math instructional expectations, and intellectual prep during leadership convening
- Teachers developed on ELA & math curriculum, target look for areas for ELA guides, and framework during August PD

Upcoming Actions

- Collect implementation data using content-specific look fors:
 - ELA K-3: Direct, systematic, and explicit instruction on foundational skills
 - ELA 4-12: Major elements of intellectual prep
 - Math K-12: Opening routines
- Hire curriculum reviewers to review current units and provide revisions to units for Quarters 3 and 4
- Review feedback from stakeholders and provide support based on teacher's/leader's request
- Host ongoing PD on the implementation of the ELA and math Instructional guide and curriculum units
- Develop math (K-3) and ELA (4-12) curricula units for SY22-23

Tier 1 Climate Programming

Areas of Progress

- Individual school teams received training and planning support on climate approaches in their PDE school plans
- [School Climate Support Plans](#) provided to Assistant Superintendents, principals, and climate leads for all schools
- School leaders and staff trained on 3 Signature SEL Strategies and new community meeting supports
- Climate lead identified in each building
- District-wide supports for prosocial recess & lunch launched

Upcoming Actions

- Fill vacancies in key climate-support roles
- Progress-monitor implementation via Climate Support Plan Check-In Meetings and adjust supports as needed
- Collect Student Well-Being Survey monthly from all students in Grades 3-12
- Collaborate with other offices to align core programming (e.g. academics and SEL)

Year 1 Approach to District-Wide Improvement

2. Build the capacity of teachers and leaders to implement grade-level standards-based (Tier 1) instruction through District-wide professional learning cycles (in development) and weekly school-level Common Planning Time.

Pre-Professional Learning Cycle

Professional Learning

Individualized Feedback, Coaching, and Support

Common Planning Time

Professional Learning

Areas of Progress

- Cross-functional session design teams assembled to develop PD sessions
- Development of the Instructional Look Fors for the first teacher PD in August completed
- Strategy to collect and disseminate Network- and school-specific data to key stakeholders using Qlik and nPrinting reports developed
- Principals and teachers introduced to Look Fors and Academic Framework during August PDs
- Initial principal training on first set of Look Fors took place on September 15 & 17

Upcoming Actions

- Analyze principal and teacher feedback from the first and second PDs to plan future sessions and address feedback
- Adjust first data collection window based on available PD time
- Reflect on process of creating Look Fors and use this to enhance process for writing Look Fors for the next teacher PD session
- Redefine the professional learning design for this school year absent the strategy of professional learning cycles due to limited PD time

Common Planning Time (CPT)

Areas of Progress

- Reintroduced the goals and purpose of CPT and its relationship to other How strategies
- Developed [Common Planning Time Guide](#) and shared with school leaders and central office representatives
- Revised the CPT protocols
- Supported schools in scheduling to ensure time for CPT each week

Upcoming Actions

- Finalize CPT Look Fors
- Finalize STAR protocol
- Support school teams in facilitating sessions using CPT protocols
- Refine CPT protocols in support of District curriculum and professional learning