**Facilitating a culture of continuous improvement in your school:**

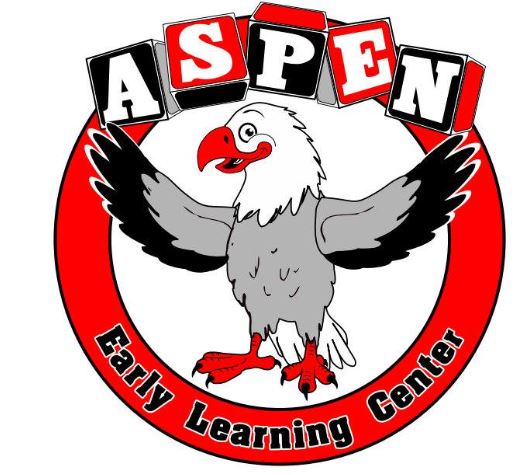
AELC has facilitated a culture of continuous improvement by giving everyone a voice. Weekly collaboration meetings with teachers have been open conversations around the needs of students and what our outcomes should look like. Similar meetings with paraprofessionals have been focused around the same topics, making sure they have the training necessary to support our naive learners and an opportunity to share out ideas. Building Leadership committees are held once a month and include the principal, classroom teachers, special education teachers, paraprofessionals and custodians around building and grounds issues and how they can be solved. Academic and behavioral committee meetings are also held with teacher input, Title I specialist, Social Worker, Behavior Analyst and principal to support the teachers in ideas for meeting the needs of students not making progress, plan parent engagement activities, review curriculum, and disaggregate data to identify PD needs for staff and parents. Employing the ideas from these different groups of stakeholders and honoring the discussion supports the overall culture of our continuous improvement. AELC’s MTSS is the framework for these discussions.

The MTSS framework was created to include: instructional practices, methods of re-teaching, and high-quality resources - outlined at each tier. Teams work to improve student skills using the MTSS guiding document to make decisions recommendations and plans to help teachers make the biggest impact on student success. Results indicators coupled with student and adult actions facilitate the success of each student with clearly identified reasons for the improvement. The cause of improvement is shared and replicated through our collaborative meetings to ensure success for all students.

AELC’s teachers work together on a continuum in math and reading skills that span the standards and beyond. They use this continuum to input data on students and make decisions about what skills they needed and how to best meet student needs. They also use this data to plan for staff professional development around student needs. Staff is identified by strength of skill instruction for groups of students. Groups of students are identified by where they fall in the continuum. Student interventions in reading skills are carried out in a schoolwide designated time on the campus daily called WIN (What I Need). Every available staff member is utilized to support small group instruction for intervention, on level and enrichment groups. Student interventions in math skills are carried out on a smaller scale using the same process. This decision was made on campus needs and priority focus.

Data is collected and reviewed after three weeks of WIN time in reading and math. Growth is charted for all students and teachers discuss successes and continued needs. Teachers then create a warehouse of ideas and materials that can be used to replicate success in the future. This sharing of data and idea of “our students” continues the cycle of improvement through the voices of our stakeholders.

**FROM OUR GOOGLE DOCUMENTS:**



Aspen Early Learning Center MTSS School Wide Plan

Academics

Principal Sheryl Esposito

School Counselor Capella Morris

Title I Specialist Courtney Hill

District Behavior Analyst Cheryl Coleman

\*Additional Staff on a case by case scenario

[**Tier I Structures**](https://docs.google.com/document/d/1ij7JvaAaI0x59Lp97p9Yq-9mI7XCKGaHTAaW4uQXNek/edit)

* **Universal Screeners** given to all students
* Use **curricula** and **instruction** that are research-based
* Frequency and intensity of **instruction** and intervention is matched to student needs.
* Implement instructional practices with **fidelity**
* **Monitor** progress

[**Tier I**](https://docs.google.com/document/d/1ij7JvaAaI0x59Lp97p9Yq-9mI7XCKGaHTAaW4uQXNek/edit?userstoinvite=chill@fremont25.org&ts=5b324d4f&actionButton=1)

[**Tier II**](https://docs.google.com/document/d/11TpzeJATdxVLA0oCz07SjL7SPIhNC7D6uhJcvA6r620/edit)

[**Tier III**](https://docs.google.com/document/d/14wLpTpNqP_o_ZuiVZIOmoGmmGiM8xksRMTMuw76VDhc/edit)

[**Using Data To Guide Instruction**](https://docs.google.com/document/d/1mw8mkvhUxiTwNAd0aJliuETr6KqLAkROSgQ9dehIHuQ/edit)

[**Universal Screening**](https://docs.google.com/document/d/1qjj8GITUUuCRbKxFpxOX6w4O5YSnxdTO0gW-hJpsphM/edit) - All students

* FastBridge screeners
  + aReading
  + aMath

**Progress Monitoring**

* FastBridge Subtests
  + Early Reading
  + Early Math
* WYTOPP interims
* F&P running records
* Strength in Numbers

**Summative Assessments**

* Unit Summatives
* WYTOPP

**Curriculum**

* Wyoming State standards
* [District Curriculum](http://www.fremont25.org/curriculum-and-instruction-cae6889c)
  + Units of Study
* Research based instructional support
  + Fountas and Pinnell guided reading
  + Lucy Calkins writing
  + Eureka Math
  + Strength in Number
  + Project Read

**Instruction**

* Workshop model
  + Math, Reading, Writing
* Cross curricular work
  + Math, Reading, Writing, Science, Social Studies
* Lab Classrooms
  + In classroom teacher Professional Development

**Instructional Fidelity**

* Walkthroughs
* Lab Classrooms
* Fidelity Checklists
* Instructional Facilitator
  + In classroom support/coaching
  + Professional Development
* Data team meetings
* Professional Learning Community data discussions
* Progress Monitoring

**Data Monitoring**

* Unit formatives
* Unit summatives
* Fastbridge
  + Universal screener
    - 3X year
  + Progress monitoring
    - 1X month or as needed
* Data team meetings

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**Tier I Core Structures**

**A. Universal Screening**

1. A reliable and valid universal screening system for academics is in place for all students.

2. Universal screening for academics/behavior occurs three times a year.

3. Procedures are in place to ensure implementation accuracy (i.e., all students are tested by appropriately trained test administrators, scores are accurate, cut points/decisions are accurate).

**B.** [**Tier I Core Curriculum (Academic)**](https://docs.google.com/document/d/1ol0xQwFcWlA0ZHjiJ3--BFVuL_Bwt4M69rllIZw1v50/edit?ts=5b325ba0)

1. Instructional curriculum materials are aligned with content standards for each content area.

2. Instructional curriculum materials are research-based.

3. Students receive high quality, research-based instruction in the general education setting that addresses the components of reading, math, writing, science and social studies.

4. Grade level skills and concepts are defined and quantifiable in reading, math, writing, science, social studies.

**C. Tier I Instruction**

1. Teachers differentiate instruction.

2. Teachers use students' assessment data to identify the needs of students.

3. Classroom teachers, special education teachers, specialists, and other related-services personnel collaborate to implement high quality, research-based instruction in the general education classroom.

4. Grade level skills and concepts are commonly understood by students and are the focus of instruction of teachers and administrators.

**D. Tier I Fidelity of Implementation**

1. Fidelity checks are used to gauge the implementation of the core curriculum.

2. The core program is implemented as intended (e.g., delivery, dosage, setting, audience, provider qualification aligned with program guidelines, continued professional development).

**E. Tier I Data Analysis**

1. Decisions about responsiveness to Tier I core instruction are based on reliable and valid benchmarking data to react to student needs.

2. Data are used to make decisions about necessary changes to the core curriculum to increase the percent of students who achieve benchmarks.

3. The decision making criteria are implemented accurately.

4. Decision rules are used to determine if student progress is sufficient or insufficient at Tier I.

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**Tier II Structures**

A. Universal Screening

1. A reliable and valid universal screening system for academics is in place for all students.

2. Universal screening for academics/behavior occurs three times a year.

3. Procedures are in place to ensure implementation accuracy (i.e., all students are tested by appropriately trained test administrators, scores are accurate, cut points/decisions are accurate).

B. Tier II Curriculum (Academic)

1. Instructional curriculum materials are aligned with content standards for each content area.

2. Instructional curriculum materials are research-based.

3. Students receive high quality, research-based instruction in the general education setting that addresses the components of reading, math, writing, science and social studies.

4. Grade level skills and concepts are defined and quantifiable in reading, math, writing, science, social studies.

C. Tier II Instruction

1. Teachers differentiate instruction.

2. Teachers use students' assessment data to identify the needs of students.

3. Classroom teachers, special education teachers, specialists, and other related-services personnel collaborate to implement high quality, research-based instruction in the general education classroom.

4. Grade level skills and concepts are commonly understood by students and are the focus of instruction of teachers and administrators.

5. Appropriate extra time is designated to students in small group or one on one that show educational need on the universal screener.

D. Tier II Fidelity of Implementation

1. Fidelity checks are used to gauge the implementation of the core curriculum.

2. The core program is implemented as intended (e.g., delivery, dosage, setting, audience, provider qualification aligned with program guidelines, continued professional development).

3. Lab Classroom visits

4. Progress monitoring more frequent

E. Tier II Data Analysis

1. Decisions about responsiveness to Tier I core instruction are based on reliable and valid benchmarking data to react to student needs.

2. Data are used to make decisions about necessary changes to the core curriculum to increase the percent of students who achieve benchmarks.

3. The decision making criteria are implemented accurately.

4. Decision rules are used to determine if student progress is sufficient or insufficient at Tier II.

5. Review of Progress Monitoring Data.

6. Data team meetings are used to determine student Tier II needs.