Bridgeport Public Schools
NeMTSS Continuous Improvement Plan

Where do we want to be? Meeting the academic, social-emotional, and physical needs of ALL students.

District Purpose/Vision: Dedicated to providing opportunities to generate success for all.

District Direction: Continue to implement the process of MTSS in a systematic format K-12 to incorporate the following: Danielson Instructional Model, PBiS, District Data Process, APL, Core-Curriculum, and individual student problem-solving.

District Beliefs:

District Culture: The culture is positive and strong resulting in a family-oriented, close-knit community, and safe environment for students, staff, and stakeholders.

NeMTSS: *Meeting the Needs of ALL Learners through Continuous Improvement*

GAUGE THE PROBLEM

1.
2.
3.

Define what is occurring

TEAM REFLECTION

Evaluate what is working

1.
2.
3.

RE-EVALUATE

Collect data and form plan

1.
2.
3.

IMPLEMENT

Act upon plan

1.
2.
3.

MTSS Defined:

NeMTSS is defined as an instructional system based on the concept that ALL students require early and powerful academic and behavioral core instruction with the potential for high-quality interventions of increasing intensity.

A Multi-Tiered System of Supports (MTSS) is a systematic, continuous-improvement framework in which data-based problem solving and decision-making are practiced across all levels of the educational system to support student learning. MTSS is a way of doing business that utilizes evidence-based core practices, intervention strategies, and assessment tools to ensure that every student receives the appropriate level of support to be successful. MTSS organizes and prioritizes the strategies used by schools to meet the needs of learners into a system and is not a separate or standalone initiative.

Shared Leadership: MTSS Continuous Improvement Teams

Consists of individuals who analyze student and implementation data, and participate in progress monitoring to make decisions about the effectiveness of core instruction and interventions for a student, group of students, school, or district. Buildings have the autonomy to decide who they have on their MTSS team. Given the tight association between the MTSS model and already existing groups such as CIP and problem-solving teams, many buildings may align MTSS work. Stakeholder groups to consider having on the building-level MTSS team would include building leadership, general education teacher, special education teacher, school psychologist and other staff that may play a prominent role in the student problem-solving process.

A document describing the potential roles of MTSS team members is linked here (NeMTSS Framework document, 2018)

District MTSS, Continuous Improvement Team, Target Improvement Plan, Title I
Members:

Name	Position	Role
Hayley Noonan	3-6 SPED	SPED Teacher
Michelle Stevens	K-6 Guidance Counselor	Guidance Counselor
Michaela Babic	K-12 Music	General Ed Teacher
Chelsea Beyer	4th General Education	General Ed Teacher

Julie Nein	6th General Education	General Ed Teacher/Parent
Jaylene Lambert	Specials	General Ed Teacher
Lisa Lussetto	Speech-Language Pathologist	SPED
Jerrod Dean	PE K-6	General Education
Erin Reynolds	Administrator SPED Director	Admin

Building MTSS Continuous Improvement Team:
Members:

Name	Position	Role
George Schlothauer	Administration 7-12 Principal	Admin
Kathy Baxter	7-12 Guidance Counselor	7-12 Guidance Counselor
Amy Retchless	SPED 10-12	SPED
Jeremy Reimers	9-12 Science/Math	General Education
Tony McGrath	Social Sciences 9-12	General Education/Parent
Joey Dohse	11-12 English	General Education/Parent
Erin Reynolds	Admins/SPED Director	Administrator

Data-Based Problem Solving and Decision Making:

A detailed rubric has been provided for each essential element within the **NeMTSS District Self-Assessment**. The purpose of the rubric is to provide a clear signpost as to where your building is in the development of each element, and trajectory for continued improvement.

Insert District Self-Assessment Summary Results:

Average by Component	
Average Shared Leadership	2.43
Average Communication, Collaboration, and Partnerships	2.093333333
Average Evidence-Based Instruction, Intervention, and	2.344

Assessment Practices	
Average Building Capacity/Infrastructure for Implementation	1.79
Average Layered Continuum of Support	2.32
Average Data-Based Problem Solving and Decision Making	2.073333333

Essential Elements:

The purpose of identifying essential elements within the MTSS model is to focus limited resources and time towards those areas that have the greatest probability of supporting a strong core program and the capacity to systematize subsequent layers of support. The intent is to strive for quality implementation of a small number of high leverage strategies. As such, fidelity of implementation of these strategies is monitored intentionally at the building and district-level. The theory of action driving this approach is that as an organization, it is best to **do the most important things well**, rather than support many strategies with varying levels of implementation quality.

Essential Element, Shared Leadership and Infrastructure for Implementation: Teaming for Problem Solving (PLC Structure)

Describe Problem-Solving Plan for Implementation. (Includes Individual Student Problem Solving...See Teaming for Problem Solving)

Our focus for moving forward will be…

-Bridgeport Public Schools will have 70%-75% of all students proficient in ELA and Math.

-Data teams will meet after each benchmark test to determine areas of concern, instructional shifts, and strengths.

-ELA Committee will select a high-quality evidence-based curriculum in the Spring of 2022. Once selected professional development will be scheduled for the following year.

-ELA Committee will develop the scope and sequence for K-12 ELA.

-Math Committee will be formed 2021-2022 to research new math curriculum, state standards, and instructional shifts.

-Administrators will select an instructional model to follow 2022-2023.

-Intervention blocks will use flexible grouping, benchmark tests, evidence-based intervention programs, and progress monitoring.

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Elementary SAT Referral Form

Example Individual Student Problem Solving Form

Example Secondary Individual Student Problem Solving Form

Essential Element, Evidence-based Practices: Curriculum, Instruction, Intervention and Assessment

The use of evidence-based practices with fidelity increases the likelihood that students will have positive outcomes. When schools do not consider the research supporting a practice, they are taking a chance that the time and resources put into the practice could be wasted on ineffective practices that do not lead to desired outcomes. In addition, within the continuous improvement process schools are to include information regarding plan implementation (e.g., Targeted Improvement Plan, Continuous Improvement Plan). Schools will want to consider resources for implementation when building their electronic storage unit.

Insert Link to Electronic Resource Storage Unit:

https://sites.google.com/s/1P3DYw0EHz0EGt3HYiGFpbUssJBYQZgjc/p/1K1tq-wvN2JBfqaBjnpNQmriMjM_4Ivju/edit

Essential Element, Data-Based Decision Making:

The District employs a balanced assessment system that includes an array of tools geared at understanding and monitoring student learning. These tools help to provide data to all educators to determine the degree to which students are learning the intended outcomes and to determine the success of an instructional practice or intervention strategy. Data is used by staff to navigate and monitor the continuum of supports within the MTSS model. Below is a brief summary of some of the various tools within a balanced assessment

system. These unambiguous student learning outcomes are the priority for the organization. Success or failure to improve on these priorities over time will dictate the degree to which the School is achieving its purpose and direction.

Purpose of the Priority Outcome Data Profile:
The purpose of the profile is to provide unambiguous indicators that the school district can use to monitor its progress towards its focus priorities. Multiple indicators are selected for each priority area in order to provide a multidimensional view of performance. The intent from this point forward would be that priority outcomes change when compelled by the local strategic plan or external factors tied to accountability.

District:
The district will update and review the profile on an annual basis as outcomes in the indicator areas are made available. The data from the profile are reviewed comprehensively each year by the MTSS Continuous Improvement District Leadership Team to determine areas of strength and concern within priority areas using the identified problem-solving model. Findings from this needs-assessment, along with the NeMTSS Self-Assessment, will drive targeted action steps at the district-level to support teachers and administrators.

Building:
Buildings will maintain a living profile of its performance for the indicators in each priority outcome area. Buildings may add other priorities based upon the unique needs of their building. Each building maintains up-to-date action plans that capture its findings from the analysis of their data and the corresponding action steps they plan to take (or have taken) in order to continuously improve.

Principal/Central Office Collaboration:
The objective with the NeMTSS Continuous Improvement Framework is for it to serve as the instrument administrators use for goal setting and improvement. The objective for this approach at the district-level is to further reinforce stated priorities and more deeply embed continuous improvement within the district in a collaborative manner. It is also intended to reflect a desire by building leaders to have a clear and consistent focus.

Definitions:

Focused Priority: These represent the broad student outcomes the organization has the greatest interest in targeting for improvement. This is driven by your awareness study in Days 1-3, including Taking Stock of Data Resources, NeMTSS Self-Assessment results, along with student outcome data and fidelity data.

Indicators: These represent the specific measurement tools that will be used to monitor performance in the priority outcome areas each year. Multiple indicators are included within each priority area in order to provide a multidimensional perspective.

District Demographic Trends:

Demographic Categories	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
(PK-12) Student Enrollment	464	456	450	470	
Special Education					
High Ability Learners					
White	360	349	334		
Black	3	1	1		
Hispanic	98	100	108		
Asian	2	4	3		
Two or More Races	1	2			
Native Hawaiian/Other Pacific Islander	-	-			
American Indian/Alaska Native	-	-	2		
Free and Reduced					
English Learners					
Gender					

**Consider additional data such as Least Restrictive Environment (LRE) to determine whether all children have access to core instruction

Elementary Focused Priority: Area to be determined after data review and analysis; must align with Continuous Improvement Plan

<u>Indicators</u>:

Reading & Writing (ELA)								
Indicator: % of students that are proficient on the NSCAS ELA assessment.	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 3	62%	64%		58%				

State Average	53%	56%	waived	50%				
Grade 4	44%	59%		57%				
State Average	56%	58%	waived	53%				
Grade 5	52%	54%		49%				
State Average	51%	48%	waived	46%				
Grade 6	56%	45%		57%				
State Average	47%	49%	waived	46%				
Overall District	52%	56%		59%				
State Average	51%	52%	waived	48%				
Indicator: Fall %tile rank of students on the MAP Reading test.	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Overall District								
Indicator: Fall-to-Fall Student Median Conditional Growth %tile–MAP Reading	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 1								
Grade 2								
Grade 3	24%	46%		46%				
Grade 4	55%	54%		28%				
Grade 5	69%	59%		62%				
Grade 6	57%	45%		54%				
Overall District								
Indicator:	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			

% Met Fall-to-Fall MAP Reading Projected Growth								
Grade 1								
Grade 2								
Grade 3	19%	48%		44%				
Grade 4	60%	60%		38%				
Grade 5	65%	61%		68%				
Grade 6	60%	45%		55%				
Overall District								
Indicator: Fall %tile rank of students on the MAP Language Usage Test	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Overall District								
Indicator: Fall-to-Fall Student Median Conditional Growth %tile on the MAP Language Usage	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 1								
Grade 2								
Grade 3				34%				
Grade 4	53%	50%		40%				
Grade 5	12%	65%		52%				
Grade 6	68%	42%		76%				
Overall District								
Indicator: % Met Fall-to-Fall MAP Language Usage Projected Growth	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			

Grade 1								
Grade 2								
Grade 3				36%				
Grade 4	59%	53%		36%				
Grade 5	68%	68%		69%				
Grade 6	71%	45%		71%				
Overall District								
Indicator: % of students receiving intervention beyond the CORE curriculum								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Overall District								
Math								
Indicator: % of students that are proficient on the NSCAS Math assessment.	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 3	48%	75%		66%				
State Average	50%	55%		47%				
Grade 4	57%	59%		43%				
State Average	50%	52%		46%				
Grade 5	30%	45%		60%				
State Average	50%	54%		46%				
Grade 6	67%	68%		76%				
State Average	55%	55%		47%				
Overall District				63%				
State Average	51%	52%		46%				

Indicator: Fall %tile rank of students on the MAP Math test.	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Overall District								
Indicator: Fall-to-Fall MAP Math Student Median Conditional Growth %tile	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 1								
Grade 2								
Grade 3	18%	63%		60%				
Grade 4	54%	55%		68%				
Grade 5	57%	69%		81%				
Grade 6	74%	51%		74%				
Overall District								
Indicator: % Met Fall-to-Fall MAP Math Projected Growth	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 1								
Grade 2								
Grade 3	38%	72%		69%				
Grade 4	63%	62%		62%				
Grade 5	65%	67%		68%				
Grade 6	80%	50%		76%				
Overall District								
Indicator: % of students receiving intervention beyond the CORE curriculum								
Grade 1								

Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Overall District								
Behavior								
Indicator: Number of Out of School Suspensions	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Overall District								
Indicator: Number of Office Referrals	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Overall District								

Indicator: Positive Attendance								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Overall District								

Elementary District Factual Data Bullets:

Middle Level Focused Priority: Area to be determined after data review and analysis; must align with Continuous Improvement Plan

<u>Indicators</u>:

Reading & Writing (ELA)								
Indicator: % of students that are proficient on the NSCAS ELA assessment.	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			

Grade 7	33%	65%		58%				
State Average	47%	49%		44%				
Grade 8	68%	47%		35%				
State Average	51%	50%		50%				
Indicator: Fall %tile rank of students on the MAP Reading test.	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 7								
Grade 8								
Indicator: Fall-to-Fall Student Median Conditional Growth %tile-MAP Reading	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 7								
Grade 8								
Indicator: % Met Fall-to-Fall MAP Reading Projected Growth	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 7								
Grade 8								
Indicator: Fall %tile rank of students on the MAP Language Usage Test.	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 7								
Grade 8								
Indicator: Fall-to-Fall Student Median Conditional Growth %tile – MAP Language Usage	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 7								
Grade 8								
Indicator: % Met Fall-to-Fall MAP Language Usage Projected Growth	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 7								

Grade 8								
Indicator: Internal District Writing TBD	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 8								
Math								
Indicator: % of students that are proficient on the NSCAS Math assessment.	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 7	45%	62%		49%				
State Average	49%	49%	waived	46%				
Grade 8	75%	44%	waived	46%				
State Average	50%	47%		45%				
Overall District				49%				
State Average				46%				
Indicator: Fall %tile rank of students on the MAP Math test.	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 7								
Grade 8								
Indicator: Fall-to-Fall MAP Math Student Median Conditional Growth %tile	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 7								
Grade 8								
Indicator: % Met Fall-to-Fall MAP Math Projected Growth	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 7								
Grade 8								
Science								

Indicator: % of students that are proficient on the NSCAS Science assessment.	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 8								
State Average	67%							
Behavior								
Indicator: Number of Out of School Suspensions	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 7								
Grade 8								
Overall District								
Indicator: Number of Office Referrals	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 7								
Grade 8								
Overall District								
Indicator: Positive Attendance								
Grade 7								
Grade 8								
Overall District								

District Middle School Factual Data Bullets:

High School Focused Priority: Area to be determined after data review and analysis; must align with Continuous Improvement Plan **and consider** Graduation & Post-Secondary Preparedness

Indicators:

Four-Year Graduation Rate	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
4 Year Cohort								
4 Year State Average	89%							
Junior ACT	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Junior ACT English - % 18+								
State Average	50%							
Junior ACT Math – % 18/22+								
State Average	50%/31%							
Junior ACT Reading - % 22+								
State Average	35%							
Junior ELA - % 18								
State Average	50%							
Junior ACT Science – % 19/23+								
State Average	54%/29%							
Junior ACT Composite								
State Average	19.4							
ACT Graduate Profile	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Senior ACT English - % 18+								
State Average	56%							
Senior ACT Math - % 22+								
State Average	35%							
Senior ACT Reading - % - 22+								
State Average	40%							
Senior ACT Science - % 23+								
State Average	33%							
Senior ACT Composite								
State Average	20.1							
Additional Indicators of Post-Secondary Preparedness	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			

(#/%) Graduating Cohort -Passing One or More AP Courses								
(#) Total School AP Credits Earned (3+)								
(#) AP Tests Completed								
(# Students) Six or More College Credits								
(% Students) Successful Completion of Four-Years of Math (Including ALG II)								
(# Students) Workplace Learning Experience (e.g., Academy)								
(#) Industry-Based Certifications Earned (e.g., CNA; CMA; OSHA 10)								
(%) Involvement in One or More Organized Extra/Co-Curricular Activities								
Behavior								
Indicator: Number of Out of School Suspensions	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 9								
Grade 10								
Grade 11								
Grade 11								
Overall District								
Indicator: Number of Office Referrals	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**			
Grade 9								
Grade 10								
Grade 11								
Grade 12								
Overall District								
Indicator: Positive Attendance								
Grade 9								
Grade 10								
Grade 11								
Grade 12								

Overall District								

District High School Factual Data Bullets:

Essential Element, Building Capacity and Infrastructure: District Improvement Action Planning

Before going further, answer the question: Is CORE instruction meeting the needs of 80-85% of students without interventions?

Consider goal/priority in content areas of Reading, Math, or Behavior:

Example Goal: Improve student performance in Reading Comprehension, through a multi-tiered system of support, grades 3-8, from 59% meeting growth expectations to 75% meeting growth expectations as measured by NSCAS, by spring of 2023.

Action Steps Related to NeMTSS Essential Elements
Examples:

- Complete alignment study of ELA instructional materials to Ne State Standards; develop plan to address gaps
- Provide real-time data for teachers to use in bi-weekly, grade level problem solving meetings
- Use documented selection process to choose an evidence-based intervention for students identified as having characteristics of dyslexia or one word decoding issues
- Evaluate access to CORE instruction for students with disabilities
- Provide specific training to teachers on CORE delivery with emphasis on student engagement
- Assure fidelity of ELA Instruction at the core and intervention levels, beginning with appropriate time alloted in daily schedules
- Establish decision-making rules for the addition and intensification of intervention for individual students
- Provide timely updates to parents regarding student progress and meaningful home-school collaboration
- Increase the percentage of time students with disabilities spend in a general education setting accessing core instruction

Example: Improve student behavior school-wide, through a multi- tiered system of support, grades K-12, from 60% to 80% total implementation as measured through fidelity instruments, e.g., Self -Assessment Survey, Tiered Fidelity Inventory, SWIS or other behavioral data systems, by spring of 2022.

Action Steps Related to NeMTSS Essential Elements
Examples:

- Provide real-time data for teachers to use in monthly grade level problem solving meetings
- Use documented selection process to choose an evidence-based multi-tiered preventative intervention process (i.e. PBIS) for schoolwide behavior improvement.
- Provide specific training to building level teams and staff on core features of a behavior improvement process, with emphasis on teaching and reinforcing expectations, following a consistent plan for responding to behavior and active supervision.
- Assure fidelity of behavior implementation process by providing time for staff development (at a minimum monthly).

- Establish referral and data-based decision-making rules for advancement of student to tier 2 or 3 problem solving team as needed.
- Provide information about school-wide positive behavioral improvement process to parents and community regarding student progress and meaningful home-school collaboration

IDENTIFY	**Goal/Priority Outcome:** **Reading**	
	Strengths and Growth Areas in Priority Outcomes/Indicators (Including Student-Groups), Essential Core Practices	
	Strengths	**Growth Areas**
	● ●	● ●
ANALYZE When? What? Why?	**Why do we believe we are seeing these results and how might we improve them?**	
	● ●	

Implement, Act and Reflect (How will staff be supported with implementation, what are the criteria for successful implementation?)

Action Step:	Complete alignment study of ELA instructional materials to Ne State Standards; develop plan to address gaps			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
			End Quarter 1:	
			End Quarter 2:	
			End Quarter 3:	
Action Step:	Train all elementary reading teachers in the science of Reading			
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
			End Quarter 1:	

			End Quarter 2: End Quarter 3:	
Action Step:				
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
			End Quarter 1: End Quarter 2: End Quarter 3:	
Action Step:				
Activity	**Staff Responsible**	**Timeline**	**Evaluation/ Reflection** **Formative Check** (What worked/didn't? Interim Data Points?)	**Result (Goal) Outcome** End Quarter 4
			End Quarter 1: End Quarter 2: End Quarter 3:	

Essential Element, Building Capacity for Implementation: Professional Learning Plan for Action Steps

Professional learning is a comprehensive, sustained, and intensive approach to improve teachers' and principals' effectiveness in raising student achievement. The length and focus of professional learning opportunities directly impact teaching quality and student outcomes. Professional learning should be intentionally linked to implementation of evidence-based practices. What professional development support is necessary for high-fidelity adoption, implementation, and sustainability of curriculum and interventions included within this plan?

Intended Participants	Training Topics and NeMTSS Essential Element	Training Dates
Teachers		
Administrators		
Interventionists (Paraeducators, Title I, and SPED)		
Coaches		
Individual student problem solving team members		
Building and district MTSS team members		
Assessment team		

Contents of this template are adapted from:

Nebraska Department of Education, NeMTSS Framework Document, 2019

Nebraska Department of Education, NeMTSS Implementation Support Team, Grant Project #19-96-0011-4415-P-62 (USDE grant #H027A027170079)

Papillion La Vista Community Schools, Teaching and Learning Team, 2019

University of Nebraska: Lincoln, NDE/UNL Implementation Support Team, Grant Project #19-94-2810-4415-M-37 (USDE grant #H027A027170079)