

District Success Plan

2021-2022

Goals

- **Goals:**
 - Strengthen our Tiered Systems of Prevention and Support
 - Implement Evidence-Based Problem-Solving with an equity lens
 - Focus on Standards-Based Instruction and Learning
 - Provide Professional Development and Growth Opportunities in Universal Design for Learning and Inclusionary Practices

The North Mason School District MTSS framework includes these essential components:



Team-Driven Shared Leadership



Data-Based Problem Solving and Decision-Making



Layered Continuum of Supports



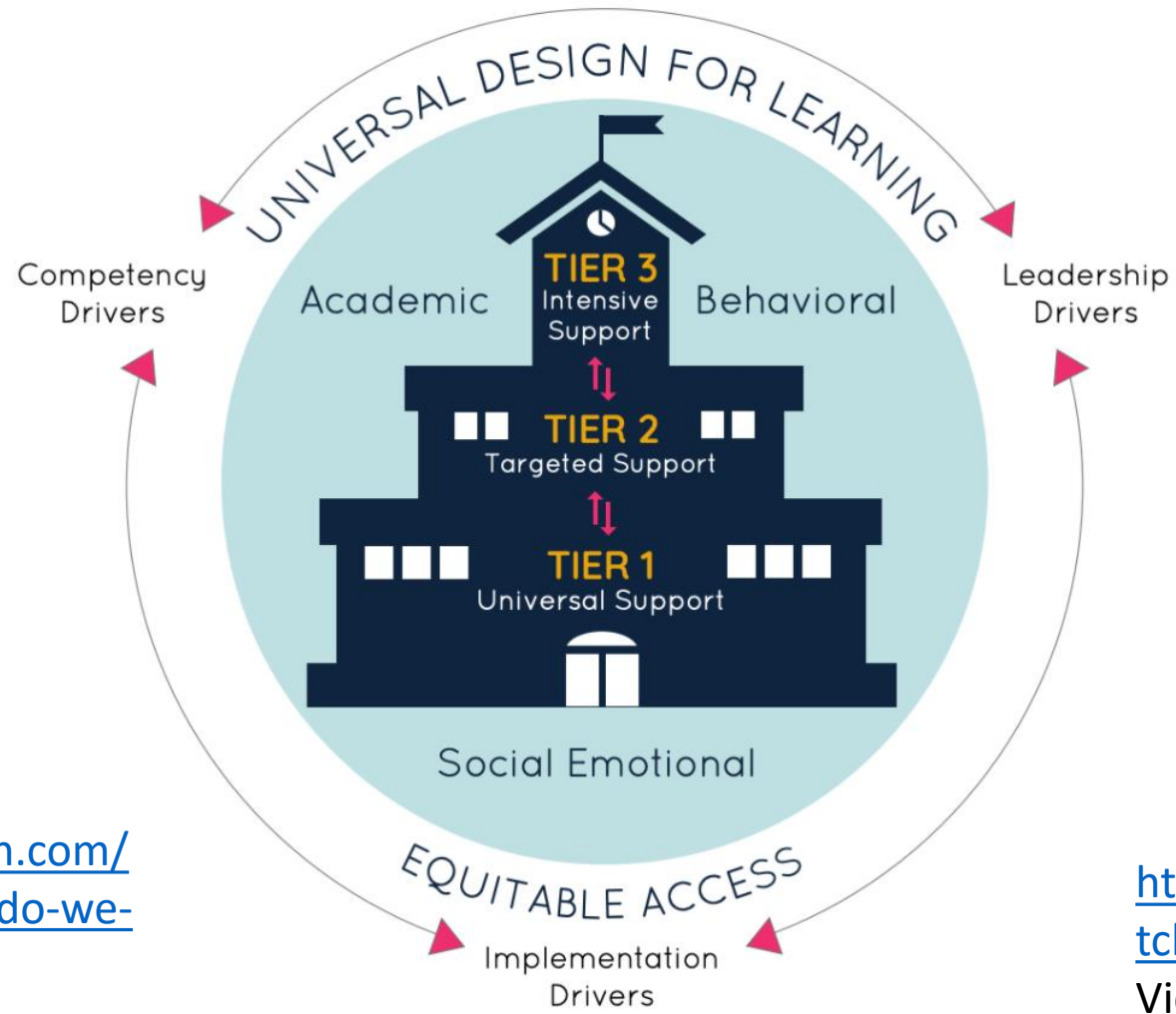
Evidence-Based Practices



Family, School, and Community Partnering

MTSS is intended to be a structured, systematic process involving the following activities:

- 1) core instruction with fidelity,
- 2) universal screening,
- 3) school-wide planning,
- 4) standard-protocol interventions with fidelity
- 5) progress monitoring,
- 6) teaming/data-based decision making, and
- 7) individual problem solving/intensifying interventions



<https://www.novakeducation.com/blog/what-is-mtss-and-why-do-we-need-it>

Blog Explaining Graphic

<https://www.youtube.com/watch?v=sQ19HRJvLtA>

Video Explaining Graphic

Strengthen Systems for Learning	Actions	Measurable Outcomes
	<ul style="list-style-type: none"> • Targeted planning for school improvement through the need's assessment process • Implement MTSS expanding strength in the key components: leadership, data informed decision making, school-family-community partnerships, layered supports, evidence-based practices • Engage all instructional administrators in improved tier 1 commitments which include a better understanding of Universal Design for Learning and Inclusionary Practices 	<ol style="list-style-type: none"> 1. MTSS Implementation Blueprint Self-Assessment will reach 70% by June, 2021 and 90% by June, 2022. 2. TFI (Tiered Fidelity Inventory) will reach a 70% implementation rate at the end of 2021 and 90% at the end of 2022. 3. DSFI (District Systems Fidelity Inventory) will show improvement in identified areas.
Strengthen Culture for Learning	Actions	Measurable Outcomes
	<ul style="list-style-type: none"> • Implement non-negotiables in blueprints for academic, social emotional and behavioral expectations and supports • Train staff on Tier 2 and 3 social-emotional and behavioral supports • We will increase family engagement activities and ensure required training for paraprofessionals 	<ol style="list-style-type: none"> 1. 90% of our students will attend 90% or more of each school year. 2. Data will reflect increased positive responses by parents on questions of engagement and connection. 3. Number of students reporting they do not feel like they belong at Belfair Elementary will decrease from 44.3% in 2021 to less than 20% in 2022. 4. 80% of Sand Hill students will earn a satisfactory as reported on report card characteristics of a successful learner and "no risk" for academic behaviors in SAEBRS in spring.
Strengthen Academic Engagement	Actions	Measurable Outcomes
	<ul style="list-style-type: none"> • Utilize AVID 6-12 • Create a robust remote learning environment utilizing LMS • Establish Academic screening and monitoring tools in grades K-8 • Monitor student credit acquisition and create tiered supports 	<ol style="list-style-type: none"> 1. ELPA 21 60% of identified students will show progress toward proficiency. 2. 80% of Sand Hill students will meet or exceed growth goals and level up in norms in reading and math on Fast Bridge assessments. 3. Belfair Elementary will reduce the number of students reported below grade level in reading from 49% in spring 2021 to less than 20% in spring 2022 on report cards. 4. Belfair walk throughs will show an increase in rubric scores on mathematical discourse from fall to spring. 5. Hawkins will see a 10% increase in number of proficient for both ELL and students with disabilities in reading from Fast Bridge. There will be a 20% increase in proficiency rates in math from fall to spring. 6. Dual Enrollment/ Advanced course participation rates will increase from 66% to 80%. 7. The high school will decrease students who are credit deficient from 24% to 9% by spring 2022. 8. James Taylor and HomeLink students in grades 9-12 will increase the number of credits earned from 3.5 credits per year for those students continually enrolled from September to June measured by participating in learning activities 28 hours per week, and progress monitoring tools that show student targets each week of on-track or behind for all students who are on track for their intended year of graduation.

Exploration and Installation of Universal Design for Learning Practices

20-21

- Task Force Read, UDL Now!
- Introduce UDL to all staff: The Case for UDL: "Equality, Equity and Inclusive Practices"
- UDL Explorers engage in book study "UDL Now!"
- All staff revisit priority standards and identify method or product Standards

21-22

- District and NMEA commit to 15 clock hours of study dedicated to Inclusive Practices from a menu of options
- K-8 buildings create a master schedule that allows for dedicated WIN time flooding resources for ALL students committing to 6 week intervention cycles
- High school creates a tiered program for credit acquisition
- K-8 uses Fastbridge as a screener and progress monitoring tools

22-23

- Conduct learning walks to monitor the fidelity of Inclusive Practices
- Continue data cycles