VTmtss Driver Diagram - EXAMPLE
Directions for Use
September 2020

Purpose

The VTmtss Driver Diagram helps educators plan for addressing a priority problem of practice through a VTmtss Framework lens.

Teams of educators should engage with this tool after completing the VTmtss System Screener which provides a clear understanding of the strengths and areas of improvement of their system.

The VTmtss Driver Diagram uses the Framework Components as the primary drivers for continuous improvement conversations. This tool should be used as part of the Comprehensive Needs Assessment (CNA) process. A glossary of term can be found in the CNA toolkit. In addition, relevant connections to the Act 173 Theory of Action are noted in the Component tabs.

Although the VTmtss Driver Diagram can be completed without a trained facilitator, having someone present in this role who is familiar with both the CNA process and the VTmtss Framework free SU/school team members to focus on the improvement conversations. To request facilitation from the VTmtss Team, please complete the TA Request Form or contact the VTmtss Program Manager at Tracy.Watterson@vermont.gov.

PLEASE NOTE: When implicit bias and systemic inequities are identified in your system during the Comprehensive Needs Assessment (CNA) process, or if your school system has been identified for Equity Supports, the team should include representatives who can authentically speak to the perspective of the marginalized group(s)* being discussed.

> *students from different racial and ethnic groups, students with disabilities, students in poverty, migrant students, homeless students, and English learners, as well as students who identify as lesbian, gay, bisexual, transgender, or queer.

Directions

1. Open the VTmtss Driver Diagram tab. In the first box on the left, write your Priority Problem of Practice (column A). For your convenience grey shaded boxes are fillable.

2. On the VTmtss Driver Diagram tab, in the box to the right of the Priority Problem of Practice, write the S.M.A.R.T. goals for a S.M.A.R.T. goal for the Priority Problem of Practice. (column C).
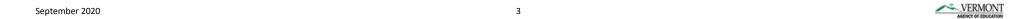
Note: Column E is pre-populated with the VTmtss Framework Components as the primary drivers. This is a unique feature of this tool. It is recommended that you consider your VTmtss System Screener data for each Component of your system when addressing your Priority Problem of Practice in column A.

3. To populate columns G (Secondary Drivers), I (Change Ideas), and K (Measures) open a Component Tab (e.g., Systemic and Comprehensive Approach-SCA- tab).
    a. Read each **Characteristic** (three for each Component), its **Indicators** and **Questions to Consider**. NOTE: Some indicators have an Act 173 component identified in column A: The Educational Support Team (EST) lever is identified. Coordinated Curriculum (CC), Local Comprehensive Assessment System (LCAS), and/or Needs-based Professional Learning (NBPL) will be added when available.
    b. Type in your responses to **How do we know?** (column C). NOTE: **Possible evidence/data sources** are provided for each characteristic.
    c. Type in your responses to **Why is this happening?** (column D)
    d. Use the **Notes** column to list other VTmtss components that connect or overlap with root causes identified in column D as well as for remaining question or additional data. Refer to these notes as you identify root causes in other component areas.
    e. Type in your response(s) to **Identify and define a secondary driver/hypothesis** in column A. **NOTE:** Yellow shaded boxes are fillable and auto-populate from the Component tabs to their corresponding column in the VTmtss Driver Diagram.

        Secondary drivers may connect to more than one primary driver and should be copied and pasted in the corresponding Component tab (e.g., SCA and Effective Collaboration-EC).
    f. Type in your responses for change ideas in the far-left grey cell.
    g. Type in your responses(s) to **Measures** in column A**.** NOTE: This information will auto-populate to column K of the VTmtss Driver Diagram tab.
        - Select one key change idea and write your response in the far-left yellow cell. This entry will auto-populate to column E of the Driver Diagram.
    h. Check that the correct column letter is used.

4. Write your Theory of Improvement.
    This Driver Diagram can be used as a theory of improvement and to inform continuous improvement work in Phase 2 of the CNA process.

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Identified from Stages 1, 2, & 3 of the Comprehensive Needs Assessment (CNA) process.	What is the desired outcome?	Components of VTmtss	Determine the critical improvement idea for each component.	What is the key change your system can make in this component?	What outcome, process, and balancing measures will be use to determine the effectiveness of your change idea?
Priority Problem of Practice	S.M.A.R.T. Goal	VTmtss Framework Component Primary Drivers	Secondary Drivers (This column auto-populates.)	Change Ideas (This column auto-populates.)	Measures (This column auto-populates.)
'This cell is intentionally left blank.	'This cell is intentionally left blank.	Systemic and Comprehensive Approach (SCA)	Scheduling		
'This cell is intentionally left blank.	'This cell is intentionally left blank.	Effective Collaboration (EC)	Effective use of the Educational Support Team (EST)	The Educational Support Team plans and monitors interventions to provide equitable access to opportunities available to all students.	OUTCOME: Sttudents with EST plans will demonstrate proficiency in ELA and Math classes. PROCESS: All EST plans will be based on measurable classroom performance, have specific goals, and timeframe for meeting those goals. BALANCING: SCA-schedule time for EST to meet regularly. CBAS-progress monitoring.
Significant gap between proficiency between less affluent and more affluent students as captured by FRL and between students with and without disabilities.	In order to create equitable opportunities for all students at least 50% of those students who are eligible for FRL and not proficient in ELA and math will demonstrate proficiency in Language Arts and mathematics as measured by spring benchmarks.	High-quality Instruction and Intervention (HQII)	Differentiation and Intervention Practices		

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'This cell is intentionally left blank.	'This cell is intentionally left blank.	**Comprehensive and Balanced Assessment System (CBAS)**	Data Literacy: progress monitoring and formative assessment will be used to inform instruction and intervention.	Exit Tickets	OUTCOME: Students in ELA and Math classes will make progress toward proficiency. PROCESS: All teachers will use an exit ticket two times a week to formatively assessment student understanding and differentiate further instruction. BALANCING: How many teachers are prepared to use exit tickets?
'This cell is intentionally left blank.	'This cell is intentionally left blank.	**Expertise (E)**	Professional Learning: PLC (CBAS)		

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Primary Driver: Systemic and Comprehensive Approach (SCA)

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Possible evidence/data sources for Characteristic 1:

- Established mission/vision

- Climate Committee - notes/agendas

- Climate survey results

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Charactertistic #1: Culture of growth and improvement that includes a vision for student success.

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Indicators	Questions to Consider *Review summary responses from Reflection Tools, if completed.*	How do we know? *What sources of evidence/data are you using or will need to gather?*	Why is this happening? *What are the identified root causes?*	Notes *Example: Are there any ideas that overlap with more than one component?*
The collective vision of growth and improvement is characterized through the structures and modes of operation. **(EST)**	Does our system generate equitable outcomes for all?	No, students eligible for FRL are not achieving proficiency; significant gap between affluent and non-affluent students.	Intervention not coordinated with classroom instruction. Lack of systemic data collection for intervention block and call-back time.	
An effective system for supporting professional expertise is in place and includes professional learning plans and regular evaluation processes.	Is our evalutation system increasing teacher expertise?	Yes, professional learning community.	To support a focus on PLP.	
We have a process for checking on the quality and appropriateness of instructional practices for behavior and academics across all settings.	We systemically and regularly consider the quality and appropriateness of our instructional and behavioral practices across settings?	No system in place for monitoring progress.	Formative assessment is not adequate for early identification or to inform instruction.	
Professional expectations are clear and supported with appropriate coaching, mentoring or professional learning.	Has our system embraced a culture of high expectations?	Yes, administration demonstrates trust and distributive leadership.		
A shared understanding of VTmtss and its processes.	Do we evaluate the effectiveness of our overall mtss?	No, only used for intervention identification.	Not evaluating for efffectiveness at this time.	

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Possible evidence/data sources for Characteristic 2:

- Continuous improvement plan that articulates VTmtss components/actions and ways to capture the results

- Evidence of leadership commitment to a sustained focus which includes allocation of resources which is reflected in decision

making as evidenced in agendas, meetings, minutes

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Characteristic #2: Leadership at all levels is committed to a sustained focus over time.

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Indicators	Questions to Consider *Review summary responses from Reflection Tools, if completed.*	How do we know? *What sources of evidence/data are you using or will need to gather?*	Why is this happening? *What are the identified root causes?*	Notes *Example: Are there any ideas that overlap with more than one component?*
Coherent and comprehensive plan that outlines our approach to developing, implementing, monitoring, and sustaining the VTmtss Framework.	Do we have a clear idea about what the leadership roles and responsibilities are for these systemic responsibilities?			
The leadership emphasizes the use of data to inform decisionmaking for the focus and sustainability of VTmtss.	How does the system ensure that data is used for decisionmaking?	Used for identification of who needs an intervention but progress in not monintored to inform instruction or exit intervention.	Comprehensive assessment system is lacking.	
Leaders employ expertise across their system to inform and sustain a focus over time.	Is there a distributed leadership model for using the VTmtss Framework for instruction and intervention?	Yes.		

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Possible evidence/data sources for Characteristic 3:

• Evidence of the appropriate expertise assigned to the appropriate priority

• Data review to determine continued improvement for all students

• Use of a data system that allows all stakeholders to assess across the academic program, access data for analysis and review, and to show growth trends over time

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Characteristic #3: Systems and structures are in place to support VTmtss.

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Indicators	Questions to Consider *Review summary responses from Reflection Tools, if completed.*	How do we know? *What sources of evidence/data are you using or will need to gather?*	Why is this happening? *What are the identified root causes?*	Notes *Example: Are there any ideas that overlap with more than one component?*
Equity is considered and addressed at every level.	Does our culture support continuous improvement and decision-making for excellence and equity?	No.	Students remain in intervention for the entire school year due to lack of progresss monitoring to inform instruction and system-level data.	

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We regularly consider the quality and appropriateness of our instruction and intervention.	Have we deliberately considered what is needed to ensure that we are providing high quality instruction and intervention (professional learning, assessment calibration, collaboration among educators, etc)?	No.		No common planning time or coordination between intervention and universal instruction.	
Systems and structures are in place to support a comprehensive and balanced assessment system.	Are there systems and structures in place to support a comprehensive and balanced assessment system?	No.		Lack of progresss monitoring to inform instruction and system-level data.	

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Secondary Driver: Systemic and Comprehensive Approach

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Identify and define a secondary driver/hypothesis that will function as a critical lever for improvement in your systemic and comprehensive approach work:

Scheduling

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Change Idea(s):

What are the things you can change that will address your improvement hypothesis in your systemic and comprehensive work?

1. Intentionally schedule shared planning time for interventionists and classroom teachers. 2. Professional learning for data literacy especially regarding formative and summative assessments. 3. Expand EST to include progress monitoring. 4. Develop and share system-level data.

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Select one key change idea from above that will have the strongest impact on your systemic and comprehensive approach as it relates to your S.M.A.R.T. Goal.

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Measures:

What outcome, process, and balancing measures will be use to determine the effectiveness of your change idea?

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Primary Driver: Effective Collaboration (EC)

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Possible evidence/data sources for Characteristic 1:

- Any documents that articulate collaborative structures
- Norms and identified team roles/responsibilities
- Belief statements/guiding principles
- Decision-making protocols

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Charactertistic #1: Culture of growth and improvement that includes a vision for student success.

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Indicators	Questions to Consider *Review summary responses from Reflection Tools, if completed.*	How do we know? *What sources of evidence/data are you using or will need to gather?*	Why is this happening? *What are the identified root causes?*	Notes *Example: Are there any ideas that overlap with more than one component?*
There is genuine and mutual respect for the knowledge and skills of participants in all collaborations.	Do our collaborations interact in respectful ways that encourage the participation of all colleagues?	Yes, there is a collaborative process - PLCS (with a focus on personalized learning) - so structure is in place.	Distributive leadership process is in place.	
Leaders foster positive relational trust and a shared vision for the system.	Is there a shared vision within our school/district that promotes relational trust within our collaborations?	Probably, effective PLC structure, distributive leadership model. There is a need to look up indicators of "relational trust" within current Vision Statement.	*Need to look for more data on vision.	
Administrators share leadership responsibilities and empower others to participate in decision making about substantive issues.	Do you have distributed leadership that allows for others to be part of decision-making processes?	Probably, distributed leadership model is in place.	*Need more evidence on specific decision-making process within our model.	
There is a growth mindset developed through collective and focused work.	Do our collaborations allow for multiple perspectives and voices to broaden understanding of the issues being addressed?	No, multiple stakeholder perspectives not included, and year long interventions for students indicates student growth is not considered.		

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Possible evidence/data sources for Characteristic 2:

- PLC/data team agendas and minutes
- Defined, written EST process and reporting
- Parent communications, engagement and participation, agendas and minutes
- SEL and behavior meeting team agendas and minutes
- Parent/community participation in school events, conferences and open houses

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Characteristic #2: Intentional, ongoing collaborations to improve outcomes for all students.

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Indicators	Questions to Consider *Review summary responses from Reflection Tools, if completed.*	How do we know? *What sources of evidence/data are you using or will need to gather?*	Why is this happening? *What are the identified root causes?*	Notes *Example: Are there any ideas that overlap with more than one component?*
There are purposeful collaborations formed to meet specific needs, have defined norms, roles, responsibilities, and processes. **(EST)**	Do we have the right collaborations formed to meet specific needs with defined roles, responsibilities and processes?	The current EST team is used to approve access to intervention blocks, but is not currently serving identify specific academic needs.	*Lack of collaboration between classroom teachers and interventionists, lack of use of data for individual student progress monitoring.	
School structures support ongoing collaborative engagement focused on improving student outcomes in behavior, academics, and social-emotional learning. **(EST)**	Do our school structures support collaborative engagement focused on improvied student outcomes in academics, behavior and social-emotional learning?	Current collaborative structures are not currently placing any focus on improving outcomes in behavior, academics or SEL.	Intervention is seen as an outcome of collaborative structures currently.	
There are respectful school-family and school-community partnerships that include participation in decision making, input into improved student learning, and culturally responsive teaching. **(EST)**	Are our school-family and school-community partnerships responsive to specific strengths and concerns of these groups? Is decision-making and input part of the partnerships work?	No, we currently have no evidence of school-family or school-community partnerships - no input in decision making.		

Possible evidence/data sources for Characteristic 3:

• Internal student data use is evidenced in school collaborations

• Access to school-level assessment data is evidenced on district/school website, informal and formal community publications, etc.

Characteristic #3: Collaborative problem solving uses data to improve teaching and learning.

Indicators	Questions to Consider *Review summary responses from Reflection Tools, if completed.*	How do we know? *What sources of evidence/data are you using or will need to gather?*	Why is this happening? *What are the identified root causes?*	Notes *Example: Are there any ideas that overlap with more than one component?*
Collaborative teams adopt a problem solving approach.	Do our collaborations centered around investigating and solving problems of practice or instruction?	No collaborative teams are not currently investigating problem of practice to inform instruction.	Current collaborations are formed for PLCs on proficiency-based learning, and intervention assignment.	

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School-level assessment data is openly shared with the communities served.	Do our collaborations use the available assessment data to make decisions and explain those decision to communities served?	Only looking at SBAC data to inform intervention assignments - No evidence of using data when collborating with various stakeholders or communities beyond that	No data available to collaborative groups for problem solving focus.	

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Secondary Driver: Effective Collaboration

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Identify and define a secondary driver/hypothesis that will function as a critical lever for improvement in your collaboration work:

Effective use of the Educational Support Team (EST)

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Change Idea(s):

What are the things you can change that will address your improvement hypothesis in your effective collaboration work?

1. Educational Support Team can monitor interventions and limit the time students are assigned to intervention blocks. 2.Classroom /intervention teachers collect formative assessment data. 3. EST includes diverse voices in meetings and decision making.

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Select one key change idea from above that will have the strongest impact on effective collaboration as it relates to your S.M.A.R.T. Goal.

The Educational Support Team plans and monitors interventions to provide equitable access to opportunities available to all students.

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Measures:

What outcome, process, and balancing measures will be use to determine the effectiveness of your change idea?

OUTCOME: Sttudents with EST plans will demonstrate proficiency in ELA and Math classes. PROCESS: All EST plans will be based on measurable classroom performance, have specific goals, and timeframe for meeting those goals. BALANCING: SCA-schedule time for EST to meet regularly. CBAS-progress monitoring.

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Primary Driver: High-quality Instruction and Intervention (HQII)

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Possible evidence/data sources for Characteristic 1:

• Climate survey results

• Evidence of work towards collective goals for instruction for all children

• HQT teachers

• Evaluation system protocol

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Charactertistic #1: Culture of instructional excellence and engagement.

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Indicators	Questions to consider *Review summary responses from Reflection Tools, if completed.*	How do we know? *What sources of evidence/data are you using or will need to gather?*	Why is this happening? *What are the identified root causes?*	Notes *Example: Are there any ideas that overlap with more than one component?*
Committed educators who believe all children can learn at high standards.	Do all students have equitable opportunities and appropriate access to demanding content standards, high expectations, and excellent instruction?	No, students are identified for intervention and remain in those intervention groups for the entire school year.	Lack of progress monitoring to inform instruction and design of intervention block being year long.	
The system supports a structural and interpersonal climate to allow for meaningful work.	Does our leadership and staff have opportunities to work together to plan, learn, and communicate with families and students in a cohesive manner?	School climate survey	Families and students are told of the intervention block placement yet are not updated on students' progress throughout the year.	

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Possible evidence/data sources for Characteristic 2:

• Observations and walkthrough data

• Aligned Curriculum and Assessment plan

• Formal opportunities for teachers, interventionists, and student support services to collaborate and use data to inform instruction

• Defined and systematized intervention processes that articulate student progress and movement

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Characteristic #2: Intentional, ongoing collaborations to improve outcomes for all students.

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Indicators	Questions to consider *Review summary responses from Reflection Tools, if completed.*	How do we know? *What sources of evidence/data are you using or will need to gather?*	Why is this happening? *What are the identified root causes?*	Notes *Example: Are there any ideas that overlap with more than one component?*

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High quality, evidenced-based, and standards-driven instruction in every classroom and every setting.	Is instruction and intervention guided by aligned currriculum, instruction, and assessment frameworks that are standards-based?	Within the different disciplines, especially ELA and math, departments have worked to align common assessments based on CCSS for content and transferable skill proficiencies.	PLC were focused on PLPs in past. Intervention block is not yet a part of the common assessment alignment for ELA and Math & transferable skills.	
Responsive decision-making based on on-going assessment.	Do teachers use relevant assessment data to differentiate and provide instruction that is responsive to students diverse needs and strengths?	Students remain in the intervention block for an entire year instead of moving fluidly in and out of the intervention as needed and	No exit criteria and no collaborative planning time among educators to make decision based on the data collected and there is not a system to track how often students and teachers are using this time as an opportunity for additional instruction and assessment and EST is not used to monitor progress.	
All instruction and intervention approaches and supports respond to student need and ensure equity of opportunity and outcome.	Is there an emphasis on accelerating academic success and or enhancing social emotional/behavior so that all students meet expectations?	PLC have focused on Act 77 components: so that students will be prepared to graduate in a proficiency-based graduation system.	There is not a system to track how often students and teachers are using this time as an opportunity for additional instruction and assessment and the assessment alignment does not indicate SELB data.	

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Possible evidence/data sources for Characteristic 3:

- Aligned Curriculum and Assessment plan
- Teacher evaluation system
- Classroom/Intervention/Special Education Schedules
- Observations and walkthrough data
- Performance Assessments

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Characteristic #3: Collaborative problem solving uses data to improve teaching and learning.

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| Indicators | Questions to consider
Review summary responses from Reflection Tools, if completed. | How do we know?
What sources of evidence/data are you using or will need to gather? | Why is this happening?
What are the identified root causes? | Notes
Example: Are there any ideas that overlap with more than one component? |
|---|---|---|---|---|

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Instruction is provided by expert teachers, informed by research/evidence, and is focused on important and appropriate outcomes.	Are all teachers knowledgeable about current research on effective teaching practices in the fields they teach and apply those proactices skillfully, flexibly and responsively?	Have been actively engaged for several years in conversations about how to achieve equity and excellence using a multi-tiered system of supports yet proficiency gap continues for students who are eligible for FRL.	To improve ELA/math outcomes for all students and content teachers in the universal setting have not received enough professional learning to feel comfortable in developing additional support and extension opportunities in the classroom.	
Instruction promotes engagement and is responsive to the needs of diverse students.	Are all teachers aware of the differing types of diversity within our school/district? How is implicit bias addressed with faculty and staff? Are all learning situations equitable in nature?	Although the school has identified a way to provide additional instructional opportunities for students, they have also set up (unintended) inequitable practices and student climate survey indicates diversity and implicit bias incidences occur.	Intervention block assigned to students for year and some students have double the math and literacy time but decreased opportunity to access other classes like music, art, physical education and technology.	
Intervention is based on evidence of effectiveness in accelerating students' performance.	Do students who require intensive or specialized instruction receive supports and intervention services that are designed to accelerate their performance?	Students in intervention blocks are not accelerating at the pace needed to close proficiency gaps.	Lack of progress monitoring to inform instruction and design of intervention block being year long.	
Intervention is tailored to specific student needs and uses progress monitoring and other high-quality assessment information to inform decisions. **(EST)**	How do we monitor student needs as well as student success from the use of our intervention system?	Struggling to create and manage a systemic approach to: (a) assess or gather information about students' current proficiency, (b) support student learning in content proficiencies, and (c) identify next steps for instruction.	No systemic approach currently exists to show needs and successes and EST used to identify need but not monitor interventions.	
Intervention is supplemental to universal instruction, assures that program integrity is balanced and responsive to students' backgrounds and experience, and provided by the most expert professional available.	Is our intervention system supplemental to universal instruction in the classroom? Is it balanced and responsive to student needs? Is instruction delivered by those with the most expertise?	Intervention block established yet not monitored to respond to student needs and some instruction is delivered by staff with the appropriate expertise.	No common planning time for general ed and interventionist to discuss student performance data and intervention block are built into the master schedule without fluidity to always match teacher expertise with student need.	

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Secondary Driver: High-quality Instruction and Intervention

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Identify and define a secondary driver/hypothesis that will function as a critical lever for improvement in your high-quality instruction and intervention work:

Differentiation and Intervention Practices

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Change Idea(s):

What are the things you can change that will address your improvement hypothesis in your high-quality instruction and intervention work?

1. Increase focus on developing shared instructional practices, including the use of formative assessment. 2. professional learning on formative assessment 3. common planning time to discuss formative assessment data 4. use formative assessment to inform interventions (schedule, entrance/exit, staff expertise).

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Select one key change idea from above that will have the strongest impact on high-quality instruction and intervention as it relates to your S.M.A.R.T. Goal.

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Measures:

What outcome, process, and balancing measures will be use to determine the effectiveness of your change idea?

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Primary Driver: Comprehensive and Balanced Assessment System (CBAS)

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Possible evidence/data sources for Characteristic 1:

• Data for social emotional, behavioral, and academic success

• Schedules, agenda, notes for data informed collaborations

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Charactertistic #1: Culture of data informed decision-making.

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Indicators	Questions to consider *Review summary responses from Reflection Tools, if completed.*	How do we know? *What sources of evidence/data are you using or will need to gather?*	Why is this happening? *What are the identified root causes?*	Notes *Example: Are there any ideas that overlap with more than one component?*
Strong leadership and an underlying systemic structure in place to facilitate and support the use of data.	Do we have a strong leadership structure to facilitate the use of data?	Yes, tracking high level data, but not yet results of intervention block.	There is not any PD around data analysis of new programs.	
A focus on improving social emotional, behavioral, and academic outcomes for all students.	Do we have systems in place that focus on improving social, behavioral, and academic outcomes for all students?	Yes, effort is being made, such as intervention blocks, but unclear of the comprehensive nature of the system.		
A shared focus on using assessment information to improve instructional practices and outcomes. **(EST)**	Does our shared focus on assessment information help us to examine and inform the systems that support student achievement, including the quality of instruction and intervention?	Yes, within the different disciplines, especially ELA and math, departments have worked to align common assessments based on content and transferable skill proficiencies.	There is a commitment to expand and improve their assessment system.	
Ongoing collection, examination, analysis and interpretation of data.	Do we have a system for ongoing analysis and interpretation of our data?	No	Educators in disciplinary courses and intervention blocks don't have common time to look at data and plan for students across different classes. There has also been too little professional learning in how to use formative and summative assessments of proficiencies to plan instruction for diverse students.	
A range of trustworthy and relevant data used to solve problems and make decisions. **(EST)**	Is our professional staff well-prepared to engage in continuous assessment as they work with students?	No	There has also been too little professional learning in how to use formative and summative assessments of proficiencies to plan instruction for diverse students.	

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Possible evidence/data sources for Characteristic 2:

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- Comprehensive Local Assessment Plan

- Student academic results

- Benchmarked assessments to a targeted score

- Scheduled calibration for administering and analyzing assessments used
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Characteristic #2: Comprehensive and balanced assessment system that ensures student success across the school/district.
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Indicators	Questions to consider *Review summary responses from Reflection Tools, if completed.*	How do we know? *What sources of evidence/data are you using or will need to gather?*	Why is this happening? *What are the identified root causes?*	Notes *Example: Are there any ideas that overlap with more than one component?*
Periodic benchmark progress monitoring system aggregated by class, grade, school, and system level with diagnostic assessments used to plan for individual/group needs.	Does our assessment system inform us as to which students improve in their knowledge, performance, behavior, self-control, etc. as a result of instructional opportunities and support?	No, students stay in intervention block for a full year. Educators do not receive PD around data use.	There is no progress monitoring system to support students moving in and out of intervention block based on their needs.	
Our system identifies students who need more support, extensions or challenges.	Do our assessment tools and approaches provide data that are valid, reliable, accurate and useful?	Y/N, data is valid and reliable, and accurate, and useful. But not comprehensive or consistently used and analyzed appropriately based on students' needs.	The lack of a progress monitoring system and eductor understanding/ PD around using data.	

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Possible evidence/data sources for Characteristic 3:

- Leadership and faculty meeting agendas and minutes

- Defined, written EST process and reporting

- PLC/team/grade level, etc. meeting agendas and minutes
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Characteristic #3: Data is intentionally collected, analyzed, and interpreted at the classroom, grade, school, and system levels.
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Indicators	Questions to consider *Review summary responses from Reflection Tools, if completed.*	How do we know? *What sources of evidence/data are you using or will need to gather?*	Why is this happening? *What are the identified root causes?*	Notes *Example: Are there any ideas that overlap with more than one component?*
Collaborative structures are in place for data discussions on essential standards, common assessments, systemic interventions, and extended learning.	Does our faculty and leadership frequently and systematically make regular and effective use of the data we collect to make decisions?	No, students stay in intervention block for a full year. Educators do not receive PD around data use.		

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Data determines instructional response at classroom, grade, program level.	Do we effectively identify students who need closer monitoring and (potentially) interventions?	No, content teachers in the universal setting have not received enough professional learning to feel comfortable in developing additional support and extension opportunities in the classroom.	There has also been too little professional learning in how to use formative and summative assessments of proficiencies to plan instruction for diverse students.	

Secondary Driver: Comprehensive and Balanced Assessment System

Identify and define a secondary driver/hypothesis that will function as a critical lever for improvement in your comprehensive and balanced assessment systems work:

Data Literacy: progress monitoring and formative assessment will be used to inform instruction and intervention.

Change Idea(s):

What are the things you can change that will address your improvement hypothesis in your comprehensive and balanced assessment system work?

1. Professional development for all staff around data use and anaylysis. 2. Review and update of a progress monitoring system.

Select one key change idea from above that will have the strongest impact on comprehensive and balanced assessment System as it relates to your S.M.A.R.T. goals.

Exit Tickets

Measures:

What outcome, process, and balancing measures will be use to determine the effectiveness of your change idea?

OUTCOME: Students in ELA and Math classes will make progress toward proficiency. PROCESS: All teachers will use an exit ticket two times a week to formatively assessment student understanding and differentiate further instruction. BALANCING: How many teachers are prepared to use exit tickets?

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Primary Driver: Expertise

Possible evidence/data sources for Characteristic 1:

- Professional learning plans
- Teacher/staff evaluation goals
- Community educational event participation
- Parent/family/caretaker event participation
- Communications with family and community partners

Charactertistic #1: Culture that cultivates, develops, and expands expertise.

Indicators	Questions to consider *Review summary responses from Reflection Tools, if completed.*	How do we know? *What sources of evidence/data are you using or will need to gather?*	Why is this happening? *What are the identified root causes?*	Notes *Example: Are there any ideas that overlap with more than one component?*
All educators, staff, family and community members view themselves as lifelong learners. **(EST)**	In what ways are our educators, staff, family and community engaged in learning of their own?	Staff are engaged in PLCs but we need more evidence around parent/family/community participation (events, meetings, etc.).	Primary focus on PLCs for teacher professional development around PBL and personalization.	

Possible evidence/data sources for Characteristic 2:

- Budgets and grant documents
- Resumes, CVs, experience of faculty and staff
- CIP, CNA, action plans
- Recruitment and retainment plan

Characteristic #2: Expertise used flexibly and efficiently to develop, maintain, and employ resources to ensure success for all students.

Indicators	Questions to consider *Review summary responses from Reflection Tools, if completed.*	How do we know? *What sources of evidence/data are you using or will need to gather?*	Why is this happening? *What are the identified root causes?*	Notes *Example: Are there any ideas that overlap with more than one component?*
Expertise resides in every aspect of the comprehensive system.	Do we have experts who can inform decision making in all areas of our system?	Lack of systems/comprehensive expertise for overall planning, and lack of inclusion of non-academic departments when informing decisions.	Teacher coaching model is in place, PLCs are in place for learning around proficiencies and personalization, and departments aligning curriculum across grade level.	

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| Programs, policies, and resource allocation decisions allow access to the appropriate expertise. **(EST)** | Does our decision making, policies, and alotment of funds and personnel allow for our expertise to be used where it is needed most? | Need more data, need data on CNA/CIP process and on budget and grant plans. | | |
| There is a system in place for identifying the expertise that exists in the school/district. | Do we regularly review our collective and individual expertise to support problem solving and decision making? | Need more data on how coaching model, PLCs, and distributive leadership model are being utilized for problem solving and decision making. | | |

Possible evidence/data sources for Characteristic 3:

• Data results: academic, social emotional, & behavioral

• Staffing policies and allocations

Characteristic #3: All students have access to the expertise needed when they need it.

Indicators	Questions to consider *Review summary responses from Reflection Tools, if completed.*	How do we know? *What sources of evidence/data are you using or will need to gather?*	Why is this happening? *What are the identified root causes?*	Notes *Example: Are there any ideas that overlap with more than one component?*
The appropriate expertise is allocated and aligned to targeted areas of need. **(EST)**	Do we continuously review and assign our experts to meet areas of need?	No, referring to "when they need it" in characteristic - there are a number of students being assigned to intervention blocks outside of regular class.	Necessary expertise is not available in the general classroom. (*This might be good reason for 5-Why's Activity to further develop root cause.)	
Expertise is used flexibly and efficiently to develop, maintain, and employ resources as needed to ensure success for all students. **(EST)**	Are we able to access the right expertise at the right time to ensure that students receive the best support possible for success?	No, students are assigned to general intervention, instead of staff being assigned to address students' specific needs.	Students are placed in intervention throughout the year, there is a lack of formative assessment and individual progress monitoring to provide timely supports (staffing policy and allocation).	

Secondary Driver: Expertise (E)

Identify and define a secondary driver/hypothesis that will function as a critical lever for improvement in your expertise work:

Professional Learning: PLC (CBAS)

Change Idea(s):

What are the things you can change that will address your improvement hypothesis in your expertise work?

1. Interventionists providing more support in the classrooms 2. Build teacher expertise through use of formative assessment 3. Refocus PLC to address student performance.

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Select one key change idea from above that will have the strongest impact on expertise as it relates to your S.M.A.R.T. Goal.

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Measures:

What outcome, process, and balancing measures will be use to determine the effectiveness of your change idea?

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