

Collecting Data

Data Communication Flow

Important MTSS School Contacts

LEA Teams/School Reps

NEW

New Student Entering School Process

NEW

BOY New Student (Before FB Rostering)

ELA MTSS Components (HS, MS, Elem)

Data Communication Flow

Turtle Mountain Community School
(EA #12) (Case Number: 1204)

Team Type	Description	Link
IGA MTSS Teams	Students: Grade 5-8 Teacher: Grade 5-8 Meeting frequency: once a week	IGA MTSS Teams
IGA MTSS (School MT) Teams	Students: Grade 5-8 Teacher: Grade 5-8 Meeting frequency: once a week	IGA MTSS (School MT) Teams
IGA MTSS (School Level) Teams	Students: Grade 5-8 Teacher: Grade 5-8 Meeting frequency: once a week	IGA MTSS (School Level) Teams
Individualized Content Teams	Students: Grade 5-8 Teacher: Grade 5-8 Meeting frequency: once a week	Individualized Content Teams
Individualized Problem Solving Teams	Students: Grade 5-8 Teacher: Grade 5-8 Meeting frequency: once a week	Individualized Problem Solving Teams



New Student Process

[illegible]

Table 1 *University High School - User Business Process*

1. Students are notified and informed by the assigned advisors about course and fee.
2. They register and complete the registration process by the given deadline (registered to University and UHMS platform, UGA, UHMS, UHMS/UGA).
3. Parents should complete their duty and complete documents.
4. They register and complete the registration process by the given deadline and submit their payment and complete the process.
5. They register and complete the registration process by the given deadline and submit their payment and complete the process.
6. They register and complete the registration process by the given deadline and submit their payment and complete the process.
7. They register and complete the registration process by the given deadline and submit their payment and complete the process.
8. They register and complete the registration process by the given deadline and submit their payment and complete the process.
9. They register and complete the registration process by the given deadline and submit their payment and complete the process.
10. They register and complete the registration process by the given deadline and submit their payment and complete the process.

ELA MTSS Components

Trento Montebelluna School - MFLS (LA) Comparison			
	Year 1 (LA) (Montebelluna)	Year 1 (LA) (Trento)	Year 1 (LA) (Montebelluna)
English	English (LA) (Montebelluna)	English (LA) (Trento)	English (LA) (Montebelluna)
Mathematics	Mathematics (LA) (Montebelluna)	Mathematics (LA) (Trento)	Mathematics (LA) (Montebelluna)
Science	Science (LA) (Montebelluna)	Science (LA) (Trento)	Science (LA) (Montebelluna)
History	History (LA) (Montebelluna)	History (LA) (Trento)	History (LA) (Montebelluna)
Geography	Geography (LA) (Montebelluna)	Geography (LA) (Trento)	Geography (LA) (Montebelluna)
Art	Art (LA) (Montebelluna)	Art (LA) (Trento)	Art (LA) (Montebelluna)
Music	Music (LA) (Montebelluna)	Music (LA) (Trento)	Music (LA) (Montebelluna)
Physical Education	Physical Education (LA) (Montebelluna)	Physical Education (LA) (Trento)	Physical Education (LA) (Montebelluna)
Religion	Religion (LA) (Montebelluna)	Religion (LA) (Trento)	Religion (LA) (Montebelluna)
Foreign Languages	Foreign Languages (LA) (Montebelluna)	Foreign Languages (LA) (Trento)	Foreign Languages (LA) (Montebelluna)
Other	Other (LA) (Montebelluna)	Other (LA) (Trento)	Other (LA) (Montebelluna)

Math MTSS Components (HS, MS, Elem)

NEW

Pre - K FastBridge Assessments

NEW

Data Handbook

NEW

TMCS Assessment 101

Math MTSS Components

[illegible]

Data Handbook

Turtle Mountain Community Schools
Data Plan

Copyright © 2001



NEW

Assessment Graphic

NEW

TMCHS Student Intervention Log

Student Data Tracking Sheet (Example)
Elem SPED Inclusion Log

Assessment	Frequency	Responsible Party	Assessment Dates
Statewide Assessment	Once per year	State Department of Education	March - April
Local Assessment	Once per year	Local School District	May - June
Formative Assessment	Ongoing	Classroom Teacher	Throughout the year
Summative Assessment	End of year	Classroom Teacher	May - June



Student Intervention Log

Student Name	Intervention Type	Frequency	Duration

Example Student Tracking Sheet Assessment Calendar

		 
Analyzing Data Data Analysis Video Series What data is being collected at a LEA Level? How do I analyze the information (Classroom/content Teacher)? Additional areas should I look into?	ELA Data Decision Charts Fastbridge CBM FastBridge a-Reading Math Data Decision Charts NEW Do We Need More Diagnostic Data? Secondary Reading Data Based Decision Chart <i>Diagnostic Assessments (Reading)</i> Quick Phonic Screener Phonic Diagnostic Assessment QPS - Test Back Teacher (Shannon Harken/Sheila Fry) QPS - Test Back Student (Shannon Harken/Sheila Fry) Primary Spelling Inventory Spelling Inventory Feature Guide Phonemic Awareness Diagnostic Assessment	ELA Data Decision Charts  Math Data Decision Charts  Secondary Data Decision Chart 

Calendar and Description of Data Meetings

Teacher Data Analysis Worksheets

BOY Data Sheet

MOY Data Sheet

EOY Data Sheet

4 Top Reports for 2012: 127,000

- **Group Exercise (5 min):**
 - What is the difference between a **group** and a **team**? (2 min)
 - Group = 3 or more people who are together, but not necessarily working together (e.g. family, friends, class)
 - Team = group of people who work together to achieve a common purpose, often with specific roles and responsibilities (e.g. sports team, project team)
- **Summing Up (5 min):**
 - A **group** is a collection of people who are together, but not necessarily working together
 - A **team** is a group of people who work together to achieve a common purpose, often with specific roles and responsibilities
 - A **group** can be a **team** if the members are working together to achieve a common purpose
 - A **team** can be a **group** if the members are not working together to achieve a common purpose
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 - A **team** can be a **group** if the members are not working together to achieve a common purpose

BOY/MOY/EOY Data Analysis Worksheet

[illegible]Turtle Mountain Elementary School BOY Data Analysis

¹⁰⁰ This document is to be read in conjunction with the LEA MOU Data Reporting and Reporting Agreement. ¹⁰¹

School-Wide Data

[illegible]

TEACHER BOY Data Meeting “How to” Find Data Handbook

School Level Progress Monitoring Sheets

Video Series

- What data is being collected at an LEA Level?
- How do I analyze the information? What Now?
- **Additional areas to look into?**

Teacher – [Student Progress Monitoring Sheets](#)
[Teacher PM Analysis Sheet](#) **[Video](#)**

Data Find Handbook



School Level Progress Monitoring Sheet

[illegible]

Student PM Sheet

 Student Name: _____ Classmate (Course Teacher): _____ Subject: _____

Programs (Marking): Data collection (KAS)

Student Personal Learning Target (Please indicate if Done, Not Done or N/A):

Identify									
Classify									
Identify									
Classify									
Identify									
Classify									
Identify									
Classify									

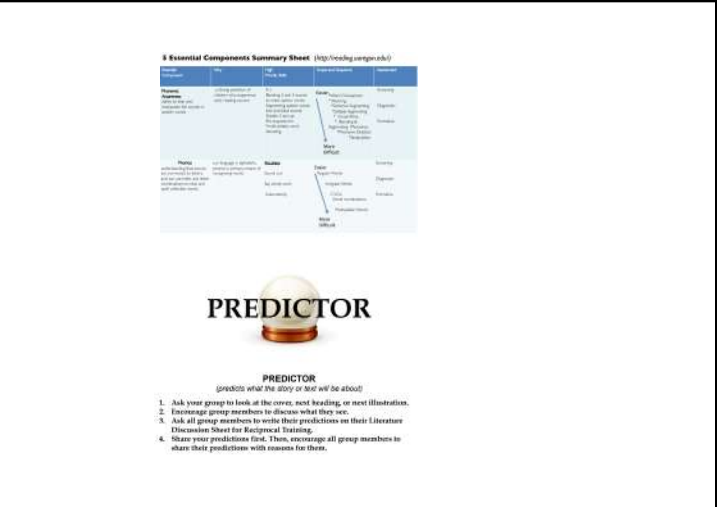
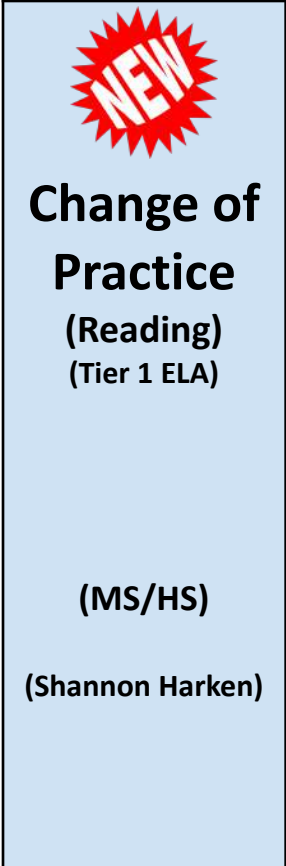
Did the student meet the learning target? ... Yes ... No ... Partial

Teach PM Analysis Sheet

Progress Monitoring: Teacher Analysis

Student Performance Referral Flowchart

Student Performance Referral Flowchart

[illegible][illegible][illegible][illegible][illegible]

**Change of
Practice**
(Reading)
(Tier 1 ELA)

(MS/HS)

(Shannon Harken)



**Change of
Practice**
(Reading)
(Tier 1 ELA)

(MS/HS)

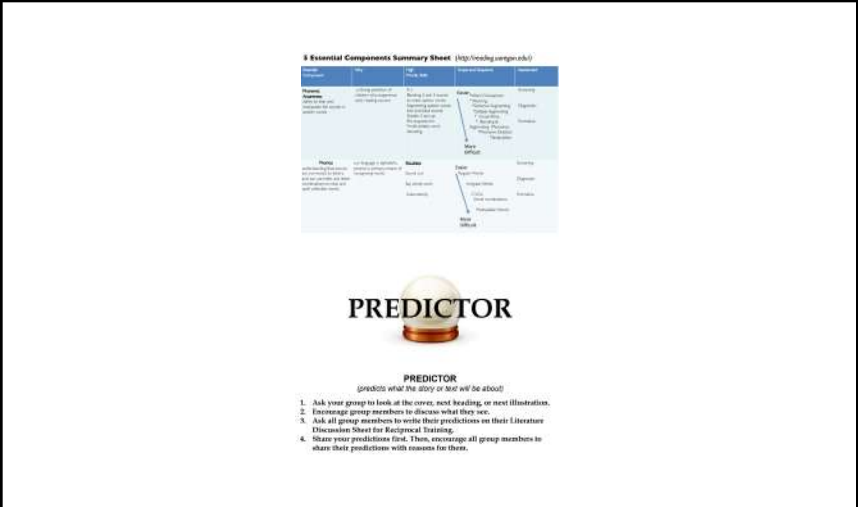
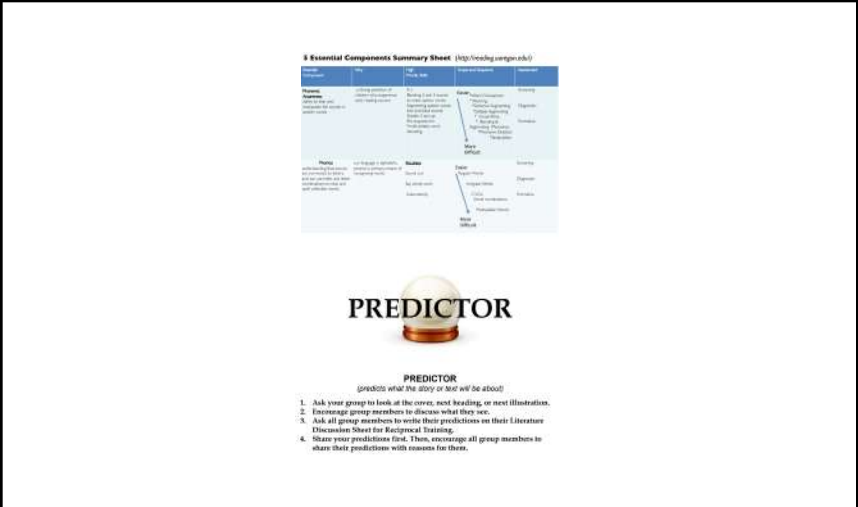
(Shannon Harken)



**Change of
Practice**
(Reading)
(Tier 1 ELA)

(MS/HS)

(Shannon Harken)



8 Essential Components Summary Sheet (<http://teaching.utoronto.edu/>)

Component	Why	How	Student Outcomes	Assessment
Relevance Students understand why the content is important and how it relates to their lives and the world.	Connect content to students' lives and interests. Use real-world examples and applications.	Relating topic to students' lives and interests. Identifying real-world examples and applications. Exploring the relevance of the content to students' lives and interests.	Identifying the relevance of the content to students' lives and interests. Exploring the relevance of the content to students' lives and interests.	Classroom discussion Group work Individual work Self-reflection Peer review
History Students understand the historical context of the content and how it has evolved over time.	Use historical examples and applications. Explore the evolution of the content over time.	Identifying historical examples and applications. Exploring the evolution of the content over time.	Identifying the historical context of the content and how it has evolved over time. Exploring the evolution of the content over time.	Classroom discussion Group work Individual work Self-reflection Peer review
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PREDICTOR

PREDICTOR

(predicts what the story or text will be about)

1. Ask your group to look at the cover, next heading, or next illustration.
2. Encourage group members to discuss what they see.
3. Ask all group members to write their predictions on their Literature Discussion Sheet for Reciprocal Learning.
4. Share your predictions first. Then, encourage all group members to share their predictions with reasons for them.

8 Essential Components Summary Sheet (<http://teaching.utoronto.edu/>)

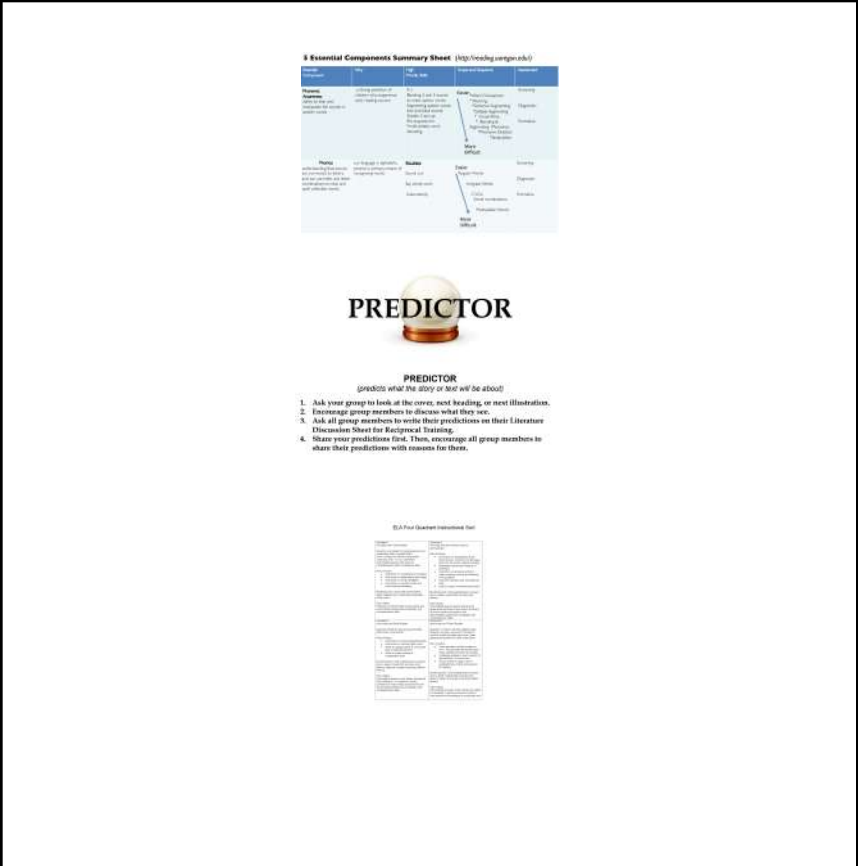
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4. Share your predictions first. Then, encourage all group members to share their predictions with reasons for them.



Comprehension Focused Fluency Routine

Vocabulary Instructional Routines - Base words and Prefixes - FCRR.org

Prefix Suffix Roots - The Reading Teacher's Sourcebook

Vocabulary Instruction Routine - New Words

Structuring Academic Language for the Classroom

Expository Writing



Comprehension Focused Fluency Instructional Routine

First Read

1. Students read the text. Have them make predictions about what they think they will learn. Have them read the passage to see if they were right or not.
2. Students answer questions about the passage.
3. Students write down what they learned about the passage.

Second Read

1. Students read the passage and the student's main idea is to be shared with the class. Have them discuss the main idea of the passage.
2. Students write down what they learned about the passage.

Third Read

1. Students write down what they learned about the passage.
2. Students write down what they learned about the passage.



Elementary School
(Shannon Harken)

Something for
EVERYONE!

Alternative Reading Strategies

Reading Strategies BookMarks

k-2 Phoneme Blending/Segmenting Routines

3rd Grade Phonological Instruction

Letter Name and Sound Routine

Tap it, Map it and Zap it

Phonics 101

Student Name: _____

Teacher Name: _____

Classroom: _____

Grade: _____

Phonics 101

Student Name: _____

Teacher Name: _____

Classroom: _____

Grade: _____

Phonics 101

Student Name: _____

Teacher Name: _____

Classroom: _____

Grade: _____

Phonics 101

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Classroom: _____

Grade: _____

Phonics 101

Student Name: _____

Teacher Name: _____

Classroom: _____

Grade: _____

Phonics 101

Student Name: _____

Teacher Name: _____

Classroom: _____

Grade: _____

Model: Phoneme Blending

Model: Phoneme Segmentation

Phonics 101

Student Name: _____

Teacher Name: _____

Classroom: _____

Grade: _____

Phonics 101

Student Name: _____

Teacher Name: _____

Classroom: _____

Grade: _____

Phonics 101

Student Name: _____

Teacher Name: _____

Classroom: _____

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Phonics 101

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Classroom: _____

Grade: _____

Phonics 101

Student Name: _____

Teacher Name: _____

Classroom: _____

Grade: _____

Phonics 101

Student Name: _____

Teacher Name: _____

Classroom: _____

Grade: _____

Graphic – Laminate and Use

Step 11

Map 11

Graph 11

Zip 11

Site Word Instructional Routine

Repeating Reading with Partner Routine Reading Rockets

Comprehension Focused Fluency Instruction

Anita Archer Vocabulary Routine

Site Word Instructional Routine

1. Read the word.
2. Say the word.
3. Write the word.
4. Draw a picture of the word.
5. Write a sentence about the word.
6. Write a definition of the word.
7. Write a synonym of the word.
8. Write an antonym of the word.

Step 11: Read the word, say the word, write the word, draw a picture of the word, write a sentence about the word, write a definition of the word, write a synonym of the word, write an antonym of the word.

Word	Definition	Synonym	Antonym
happy	feeling good	joyful	sad
angry	feeling mad	furious	calm
scared	feeling afraid	frightened	courageous
excited	feeling happy	thrilled	bored
tired	feeling sleepy	fatigued	energetic
hungry	needing food	starving	full
thirsty	needing water	quenched	sated
cold	feeling chilly	chilled	warm
hot	feeling warm	boiled	cool
heavy	weighing a lot	burdensome	light
light	weighing a little	weightless	heavy

Site Word Instructional Routine

1. Read the word.
2. Say the word.
3. Write the word.
4. Draw a picture of the word.
5. Write a sentence about the word.
6. Write a definition of the word.
7. Write a synonym of the word.
8. Write an antonym of the word.

Comprehension Focused Fluency Instruction Routine

Pre-Read

1. Read the word.
2. Say the word.
3. Write the word.
4. Draw a picture of the word.
5. Write a sentence about the word.
6. Write a definition of the word.
7. Write a synonym of the word.
8. Write an antonym of the word.

Read Aloud

1. Read the word.
2. Say the word.
3. Write the word.
4. Draw a picture of the word.
5. Write a sentence about the word.
6. Write a definition of the word.
7. Write a synonym of the word.
8. Write an antonym of the word.

[ELA Protocol](#)
[Math Protocol](#)

Overview Parent Information

What students should know and be able to do by the end of grade level.

[MTSS Parent Information](#)

[Pre-K Parent Guide](#)

[Kindergarten Academic Snapshot](#)

[1st Grade Academic Snapshot](#)

[2nd Grade Academic Snapshot](#)

[3rd Grade Academic Snapshot](#)

[4th Grade Academic Snapshot](#)

[5th Grade Academic Snapshot](#)

[6th Grade Academic Snapshot](#)

[7th Grade Academic Snapshot](#)

[8th Grade Academic Snapshot](#)

[HS Academic Snapshot](#)

Student Level Communication - Examples

- [Elementary Letter to Parents](#)
- [MS Letter to Parents](#) [Attachment](#)
- [HS Letter to Parents](#)

Parent Info – [Student Progress Monitoring Sheets](#)

NEW

[Change in Tier Status – Form \(MS/HS\)](#)

MTSS Parent Information



Academic Snap Shots (k-5)

Kindergarten Parent Academic Guide			
Our Expectations The student will be able to:			
What are Power Standards? Power standards are the skills and knowledge that all students are expected to learn by the end of the year.	ELA Power Standards Reading: Understand and analyze what is read. Writing: Write for a purpose and audience. Speaking and Listening: Engage in effective communication.	Math Power Standards Number and Operations: Understand numbers, ways of representing numbers, relationships between numbers and operations, and problems involving all of these concepts. Geometry and Measurement: Develop spatial understanding and reasoning about shapes and sizes in the world.	Science Power Standards Science: Understand the natural world and how it changes over time. Social Studies: Understand the social world and how it changes over time.
Social Emotional Learning Social Emotional Learning (SEL) is the process of developing and using social and emotional skills to achieve personal and academic goals.	MTSS Multi-Tiered System of Supports (MTSS) is a framework for providing targeted interventions and supports to students who are struggling.	Partnerships Partnerships are the relationships between schools and families, community organizations, and other stakeholders that work together to support student learning.	

Parent Letters



Student Progress Monitoring

(Update at Parent Teacher Conferences)

Student Name: _____
 Progress Monitoring: Data Collection Sheet
 Student's Annual Learning Target: (Please use specific, measurable, and observable learning targets)

Learning Target	Q1	Q2	Q3	Q4
Reading: Understand and analyze what is read.				
Writing: Write for a purpose and audience.				
Speaking and Listening: Engage in effective communication.				

For the student meet the learning target: _____ Yes _____ No _____ Partial

Change in Tier Status - Parent Notification

	Parent Teacher Conference Reporting Parent Meeting Invitation Spring Transition Meetings • Transition Guide (5th and 8th Grade) • Transition Guide (TT Pre-k - Kindergarten)	 Parent Teacher Conference – Information to Cover  Parent Meeting Invitation  Spring Transition Meetings 
School Improvement	Cognia Cognia Standards (July 1, 2022) Performance Standard Cards	Self Assessment Tool

**Cognia - District
Plan 4 Learning - BIE**

[Cognia Self Assessment Workbook](#)
[Continuous Improvement](#)
[Cognia Continuous Improvement Cycle](#)
[What Makes A Good School](#)
[TMCS Self Assessment Document](#) (Completed Yearly)

Strategies

My Plan - Yearly create a “new plan” - Label it
 (Year) School Continuous Improvement Plan

Example

“2022-23 Turtle Mountain Middle School Continuous
 Improvement Plan”

1. Envisioning Phase

- [Determine Current Reality](#)
- [Explore the Future](#)
- [Synthesize Results](#)

Upload this document for all the components in Cognia. You use the
 same document for **Learners Achievement, Learners Perspective,**
Learners Behavior.

[Narrative Template for Envisioning/Set Direction](#)

[Template](#) - [Learners Achievement, Learners Perspective, Learners Behavior](#)

NEW

[Example](#) Complete by (May 1st) yearly

NEW

[Institute Profile Example](#) (May 1st)

Envisioning/Set Direction Template – Current Reality



This is a template for the 'Envisioning/Set Direction' phase, specifically for 'Current Reality'. It features a table with columns for 'The Learner', 'The Teacher', and 'The Community'. The table is designed to capture data for various components of the school's current state.



This is a template for the 'Envisioning/Set Direction' phase, specifically for the 'Institute Profile'. It features a table with columns for 'The Learner', 'The Teacher', and 'The Community'. The table is designed to capture data for various components of the school's current state.

Institute Profile

NEW [Stakeholder Perceptions Example](#) (May 1st)

NEW [Student Observations Template](#)

NEW [Community Profile Data](#)

NEW [Community Involvement Template](#)

2. Planning
[Planning Template](#) - Objective, Critical Initiative, Outcomes, Key Measures

- [Create Objectives and Critical Initiatives](#)



TURTLE MOUNTAIN COMMUNITY HIGH SCHOOL PROFILE

Contact Information

Principal: Mr. [Name]
Phone: [Number]
Fax: [Number]
Email: [Email]
Website: [Website]

Co-Principal: Mrs. [Name]
Phone: [Number]
Fax: [Number]
Email: [Email]
Website: [Website]

Assistant Principal: Mr. [Name]
Phone: [Number]
Fax: [Number]
Email: [Email]
Website: [Website]

Assistant Principal: Mrs. [Name]
Phone: [Number]
Fax: [Number]
Email: [Email]
Website: [Website]

Assistant Principal: Mr. [Name]
Phone: [Number]
Fax: [Number]
Email: [Email]
Website: [Website]

Assistant Principal: Mrs. [Name]
Phone: [Number]
Fax: [Number]
Email: [Email]
Website: [Website]

School Information

Enrollment: [Number]
Staff: [Number]
Students per Teacher: [Ratio]
School Year: [Year]
School Colors: [Colors]
School Mascot: [Mascot]

Stakeholder Perception



Stakeholder	Yes	No	NA
Students	100	0	0
Teachers	100	0	0
Parents	100	0	0
Community	100	0	0
Business	100	0	0
Government	100	0	0
Media	100	0	0
Other	100	0	0

Student Observations



Student	Yes	No	NA
Student 1	100	0	0
Student 2	100	0	0
Student 3	100	0	0
Student 4	100	0	0
Student 5	100	0	0

Community Profile and Involvement



Community	Yes	No	NA
Community 1	100	0	0
Community 2	100	0	0
Community 3	100	0	0
Community 4	100	0	0
Community 5	100	0	0

Planning Template

- [Identify Outcomes and Key Measures](#)
- [Develop Strategy Map](#)
- [Develop Annual Plan](#)

Use the planning template to fill out the objectives and critical initiatives in the Strategies and Planning portion of Cognia.

Completed strategic maps need to be done by May 1 annually.

3. Implementing [Planning Template](#)

- [Design and Implementation Plan](#)
- [Assign and Communicate Responsibility](#)
- [Enact and Monitor Progress](#)

4. Evaluating/Checking Progress [Planning Template](#)

- [Determine Impact of Critical Initiatives](#)
- [Judge Success of Annual Plan](#)
- [Address Implications of Future Work](#)

Due Dates – Cognia

May 1st - Cognia

Strategies - Envisioning and Planning must be complete.

When they are complete you will have a complete Strategy Map.



Implementation/Success Cycle

Year	2023	2024	2025	2026	2027	2028	2029	2030
Strategic Initiative								
Key Measure								
Target Value								
Actual Value								
Notes								

Evaluating Template

Year	2023	2024	2025	2026	2027	2028	2029	2030
Strategic Initiative								
Key Measure								
Target Value								
Actual Value								
Notes								

May 31st – Cognia

Diagnostic -

Create “New Diagnostic” each year.

Title it “School name/Schoolwide Title 1 Plan (Year)

Example - Turtle Mountain Middle School Schoolwide Title 1 Plan 2022-23

Attachments Required to be Included

Demographics and Coordinated Programs - Example

School Wide Continuous Improvement/Title 1 Plan - Example

Strategic Map

Demographics and Coordinated Programs

BLAETZ COUNTY COMMUNITIES

1. Demographics

2. Coordinated Programs

3. Schoolwide Title 1 Plan

4. Schoolwide Title 1 Plan

5. Schoolwide Title 1 Plan

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Turtle Mountain Middle School (K-8)

Coordinated Improvement Plan / Title 1 Plan

2022-23

School Information

1. School Name

2. School Address

3. School Phone

4. School Email

5. School Website

6. School District

7. School Year

8. School Enrollment

9. School Staff

10. School Budget

11. School Facilities

12. School Transportation

13. School Nutrition

14. School Health

15. School Safety

16. School Climate

17. School Culture

18. School Leadership

19. School Governance

20. School Accountability

21. School Improvement

22. School Innovation

23. School Research

24. School Practice

25. School Evaluation

26. School Assessment

27. School Monitoring

28. School Reporting

29. School Communication

30. School Collaboration

31. School Partnership

32. School Engagement

33. School Involvement

34. School Participation

35. School Contribution

36. School Impact

37. School Effectiveness

38. School Efficiency

39. School Quality

40. School Excellence

41. School Achievement

42. School Success

43. School Growth

44. School Development

45. School Progress

46. School Change

47. School Transformation

48. School Evolution

49. School Revolution

50. School Innovation

51. School Creativity

52. School Imagination

53. School Inspiration

54. School Motivation

55. School Commitment

56. School Dedication

57. School Devotion

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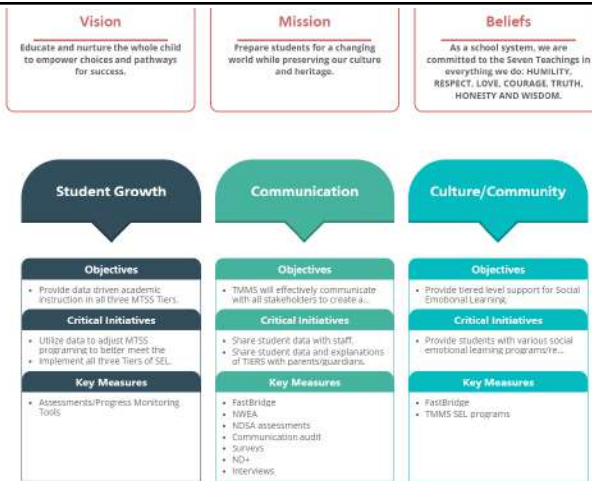
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System Quality Factors