

**Grew Elementary School**

**Video Facilitation Guide**

***Guiding Question:***What can we learn from Grew about effectively implementing multi-tiered systems of support (MTSS) so that all students in a school receive high-quality educational experiences in a safe and supportive learning environment?

An integral aspect of Turnaround Practice 3 (Student Specific Supports and Instruction for all Students) is implementing a strong [multi-tiered system of support](http://www.doe.mass.edu/sfss/) (MTSS) to meet all students’ academic and non-academic needs. As you watch the Grew Elementary School video, identify how educators incorporated key characteristics of Turnaround Practice 3 into their practice.

**Using data to identify student-specific academic and nonacademic needs:**

“... classroom teachers work together on grade levels and identify a student who may be struggling in a certain area. They would create a plan during their common planning time, identify what the needs are for each student, and come up with a plan to intervene either academically or socially, for six weeks.” (Maureen, 5:55)

**Providing targeted interventions and monitoring for effectiveness:**

“And we’ll talk about as an ILT what needs to be done either for specific students, or at specific grade levels.  We’ll generally do some kind of inquiry cycle where we’ll implement some kind of intervention for students over a period of six to eight weeks, collect data again at the end of that inquiry cycle, and bring it back to ILT to see what kind of progress was made.” (Emmanuel, 1:59)

**Creating teams that make adjustments based on regular data reviews:**

“To be able to improve core instruction across all areas in the building you really have to create systems and teams that can work together to be a part of that improvement process, so we've had four different leadership teams in the building that work together on different components  to ensure that students are growing academically, social-emotionally, behaviorally, and just overall, to create happy and engaged learners.” (Christy, 1:23)

**Detailed Reflection Questions:** Throughout the video the three Improvement Drivers: Leadership, Competency, and Implementation are dovetailed into and illustrated through the work of Grew Elementary leaders and staff as they implement the tiered academic, behavioral, and social emotional support systems of the school. The following sections of the video illustrate salient points that the Grew team identified as critical to their success and highlight both the Improvement Drivers and the tiered systems model.  As you watch the video, consider pausing after viewing the indicated times, and reflecting on the following questions.

**Leadership Driver: Resource Allocation** (2:56-3:12) How is resource allocation integral to providing a continuously responsive system of tiered instruction for all students?

**Competency Driver: Professional Development and Coaching** (3:14-3:57) How has Grew utilized professional development to establish academic, behavioral, and social emotional expertise among its staff?

**Implementation Driver: Tiered Continuum of Evidence-Based Practices** (5:13-6:30) How does the work of the Student Support Team (SST) illustrate key components of implementing evidence-based practices within a tiered systems model?

**Leadership Driver: Student, Family and Community Engagement** (6:38 -7:22) At Grew, the Family and Community Team takes responsibility for focusing on this school improvement strategy. What does this entail for them?

**Implementation Driver: Data Based Decision Making** (7:23-7:58) In what ways does data influence how Grew attends to student-specific needs, supports, and interventions?

**Additional Reflections for Your Context**

* What strategies, insights, or specific actions from the video most resonate with you?
* What questions do you have about the video?
* What strategies or actions did you see in the video that you are already doing in your classroom, school, or district?
* What strategies or actions did you see that you could consider implementing in your classroom, school, or district?
* What are the next steps for your classroom, school or district planning?

***Related Resources***

|  |
| --- |
| [MTSS Resources](http://www.doe.mass.edu/sfss/) – Access the MTSS [Blueprint](http://www.doe.mass.edu/sfss/mtss-blueprint.pdf), Self-Assessment, and other resources designed to help districts and schools that ensure all students receive a high quality educational experience.  [Research on Effective Practices in School Turnaround](http://www.doe.mass.edu/turnaround/howitworks/turnaround-practices-508.pdf) - Learn more about the four key practices that characterize effective sustainable improvement efforts in Massachusetts schools. |