

Focus Area: Strengthening Instructional Quality

Solution Tree's approach to improving learning outcomes begins with educators working in collaboration to achieve higher levels of learning for all students. Effectiveness is measured through student outcomes and educators' growth in knowledge, skills, and mindset. Evidence of our impact is captured in published success stories, Model PLC recognitions, whitepapers, and research studies.

Solution Tree's High-Quality Professional Learning (HQPL) approach offers a multi-layered system with targeted, customizable support for schools and districts. The content design and delivery are flexible, dynamic, and collaborative. By fostering a culture of continuous improvement and collaboration, Solution Tree empowers educators to create lasting, positive changes in their schools and districts. These tailored, evidence-based solutions ensure that every student has the opportunity to succeed.

PLCs Focused on Collaborative Planning

Solution/Approach: Teachers collaborate with colleagues to build shared knowledge regarding state standards, curriculum guides, trends in student achievement, and identify expectations for the next course or grade level. Team members clarify what all students need to know and be able to do for units of instruction. Teachers establish common criteria for student work success and determine instructional strategies for best results.

Outcomes

- Understand how to build a solid foundation for your collaborative efforts.
- Study strategies for developing a guaranteed and viable curriculum, common formative assessments, and remediation and extension opportunities.
- Understand how to collaboratively gather, analyze, and take action on data.

Resources

- [The Big Book of Tools for Collaborative Teams in a PLC at Work](#) by William Ferriter
- [Charting the Course for Collaborative Teams: Lessons from Priority Schools in a PLC at Work](#) by Sharon Kramer

High-Quality Intervention Practices Aligned to Core Instruction

Solution/Approach: Collaborative teacher teams use assessment data to identify and intervene when students are struggling. This data is used to identify student needs and align appropriate interventions. Students are provided with the time and support necessary to promote success.

Outcomes

- Using defined essential learnings and aligned assessments, teachers are able to identify student needs and deliver differentiated instruction.
- Create a toolbox of effective response to intervention strategies and practices.
- Determine time/schedules that ensure access to core grade level curriculum, interventions, and extensions.

Resources

- [Taking Action: A Handbook for RTI at Work™](#) by Austin Buffum, Mike Mattos, and Janet Malone
- [Best Practices at Tier 1: Daily Differentiation for Effective Instruction, Elementary](#) by Gayle Gregory, Martha Kaufeldt and Mike Mattos

Using Assessment Data to Drive Instruction

Solution/Approach: Collaborative teacher teams regard ongoing analysis of evidence of student learning as a vital component of the teaching and learning process. Teachers use frequent and timely information regarding the achievement of their students to support struggling students, enrich and extend learning, and measure progress toward goals.

Outcomes

- Understand the types of assessments, when to use them, and what the data from each reveals.
- Identify and implement strategies to support students in setting goals and monitoring their own learning.

Resources

- [The Handbook for Collaborative Common Assessments: Tools for Design, Delivery and Data Analysis](#) by Cassandra Erkens

Building Leadership Capacity to Support Implementation of HQIM

Solution/Approach: Ensure your school district is doing the right work, the right way, for the right reasons. Learn how to align the efforts of every PLC team districtwide—from the boardroom to the classroom.

Outcomes

- Learn about the essential role of district leadership in supporting successful PLC at Work efforts.
- Observe how collaborative teams at every level align their work districtwide to ensure high levels of learning.

Resources

- [Leading PLCs at Work Districtwide: From Boardroom to Classroom](#) by Robert Eaker, Mike Hagadone, Janel Keating and Meagan Rhodes

Increasing Acceleration Opportunities and Student Outcomes

Solution/Approach: Using defined essential learnings and aligned assessments, teachers identify needs of all students and provide differentiated instruction based on those needs.

Outcomes:

- Understand how to analyze student data to identify individual needs for differentiated instruction.
- Provide students a variety of options for processing information and demonstrating their learning.

Resources:

- [Doable Differentiation: Twelve Strategies to Meet the Needs of All Learners](#) by Jane Kise
- [Acceleration for All: A How-to Guide for Overcoming Learning Gaps](#) by Sharon Kramer and Sarah Schuhl

Access to Core HQIM for All Learners | Effective IEP Development and Implementation

Solution/Approach: A collaborative approach to writing and implementing individualized education plans creates stronger understanding of the support necessary for learning to occur.

Outcomes

- Discover what tailored instruction does and does not mean.
- Gain practical working knowledge of IEPs and steps for collaboration between classroom teachers and Special Education teachers.
- Recognize how to meaningfully engage students' parents and guardians in the IEP process.
- Learn how to monitor progress through embedded and aligned assessments to ensure rigorous and appropriate grade-level instruction for all students including those entitled to special education services.

Resources

- [Yes We Can!: General and Special Educators Collaborating in a Professional Learning Community](#) by Heather Frizziellie, Julie A. Schmidt, and Jeanne Spiller
- [The Collaborative IEP: Working Together for Life-Changing Special Education](#) by Kristen Bordonaro and Megan Clarke

Specialized Support for Quality Access

Solution/Approach: Teachers are better able to support students' learning needs through increased understanding and strengthening student self-efficacy and self-monitoring practices.

Outcomes

- Understand how a positive attitude fosters successful students.
- Learn strategies and gather new tools to accommodate students' diverse learning needs.

Resources

- [The ADMIRE Framework for Inclusion: Positive Strategies that Pave the Way for Students of All Abilities](#) by Toby J. Karten
- [The General Education Teacher's Guide to Autism: Essential Answers to Key Questions](#) by Barbara Boroson

Focus Area: MTSS- Behavioral/Mental Health Services

Solution Tree’s approach to improving learning outcomes begins with educators working in collaboration to achieve higher levels of learning for all students. Effectiveness is measured through student outcomes and educators’ growth in knowledge, skills, and mindset. Evidence of our impact is captured in published success stories, Model PLC recognitions, whitepapers, and research studies.

Solution Tree’s High-Quality Professional Learning (HQPL) approach offers a multi-layered system with targeted, customizable support for schools and districts. The content design and delivery are flexible, dynamic, and collaborative. By fostering a culture of continuous improvement and collaboration, Solution Tree empowers educators to create lasting, positive changes in their schools and districts. These tailored, evidence-based solutions ensure that every student has the opportunity to succeed.

Training for School Staff on MTSS

Solution/Approach: Explore the fundamentals of the MTSS framework including a continuum of practice, rapid response, and consistent use of data.

Outcomes

- Identify the fundamentals of MTSS, using data to drive decision-making and interventions.
- Learn how to create a system of behavioral supports in multiple tiers—prevention, intervention, and remediation.

Resources

- [Behavior Solutions: Teaching Academic and Social Skills Through RTI at Work](#) by John Hannigan, Jessica Djabrayan Hannigan, Mike Mattos, Austin Buffum
- [The Road to Success with MTSS: A Ten-Step Process for Schools](#) by Chris Weber and Tom Hierck

Training for School Staff on Behavioral Systems and Interventions

Solution/Approach: Explore evidence-based practices for creating a system of behavioral supports in multiple tiers—prevention, intervention, and remediation. Educators receive guidance to integrate and apply essential behavior standards, processes, tools, and resources to provide behavior support at all tiers.

Outcomes

- Assess the current reality to create a system of behavioral support aligned to essential behavior and academic standards.
- Utilizing existing PLC and RTI structures, educators address and respond to the emotional, behavioral, and social needs of students.

Resources

- [Demystifying MTSS: A School Framework for Meeting Student’s Academic and Social-Emotional Needs](#) by Matt Navo and Amy Williams
- [The Big Book of Tools for RTI at Work: Targeted Tools to Create a Highly Effective Multitiered System of Supports](#) by William Ferriter, Mike Mattos, and Rob J. Meyer

Development of Support Systems for Students

Solution/Approach: Deepen understanding of systems of support based on PLCs, RTI, and MTSS that include teacher teams, the leadership team (guiding coalition), and the intervention team.

Outcomes

- Educators will be able to identify and implement systems at each level of support to address student learning and behavioral needs utilizing existing PLC and RTI structures.
- Educators will establish teams to implement interventions for each solution/approach.

Resources

- [Behavior Academies: Targeted Interventions That Work](#) by Jessica Djabrayan Hannigan and John Hannigan
- [Taking Action: A Handbook for RTI at Work](#) by Austin Buffum, Mike Mattos, and Janet Malone
- [Uniting Academic and Behavior Interventions: Solving the Skill or Will Dilemma](#) by Austin Buffum and Mike Mattos