Secondary MTSS…
The Final Frontier

ESU #3

bit.ly/ESU3SECMTSS

Welcome & Introductions

- McKayla LaBorde, Executive Director of Student Services
- Kala Peyton, NeMTSS Regional Support Lead

ESU #3 supports 4 counties, 18 school districts, 5000+ educators, and 85,000+ students.

Captain's Log

- Why MTSS at the Secondary?
- Partnership with Dr. Judy Elliott
- Support from NeMTSS
- Building capacity of the ESU staff
- Driven by General Education
- Structure for the series

This work would not be possible without the brilliance and guidance of Dr. Judy Elliott!!!
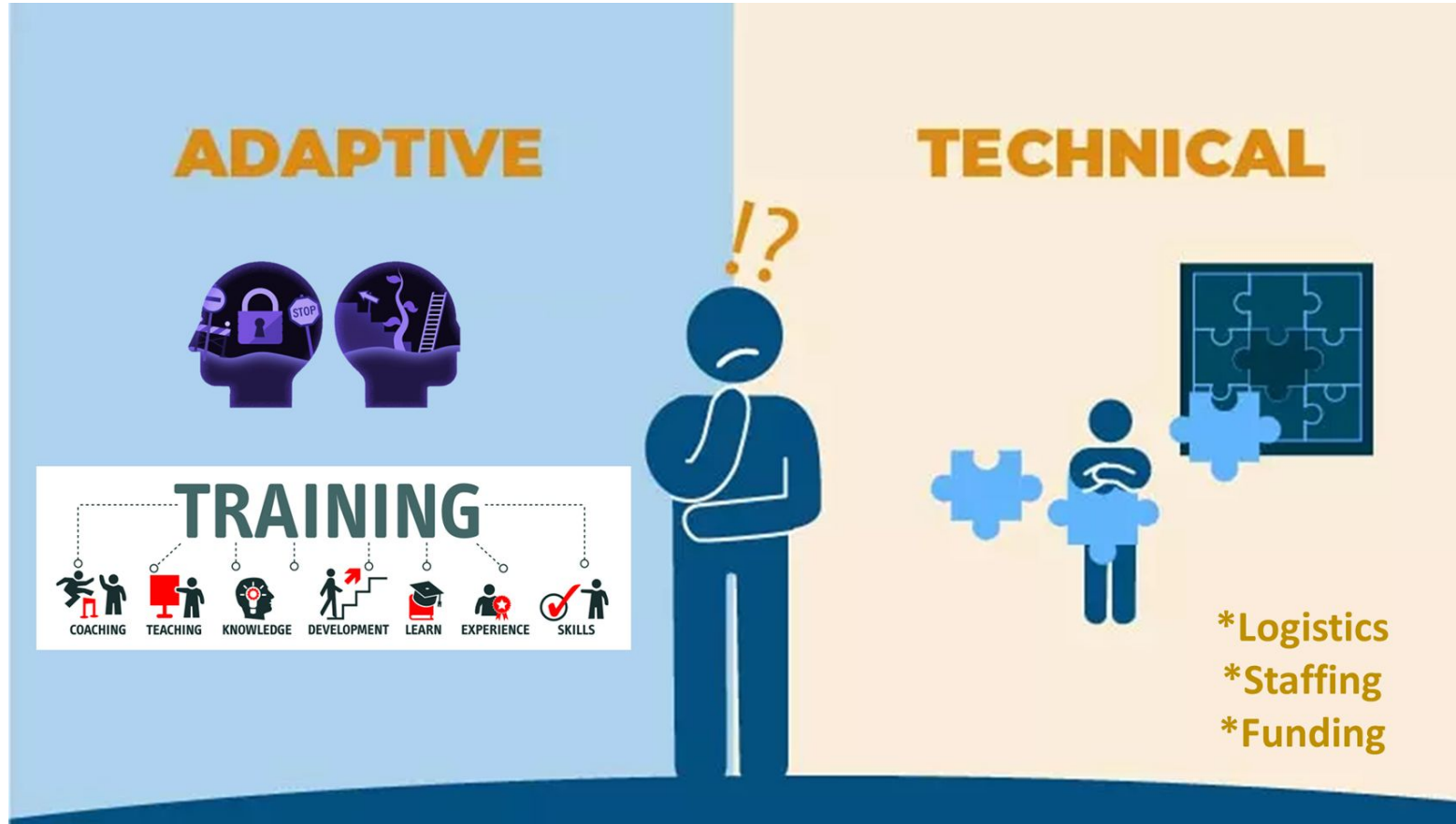
NeMTSS FRAMEWORK

What are the barriers to implementing MTSS at the secondary level?

Reflect on... Challenges to Overcome

Mythbusters...Secondary MTSS Edition

Myth 1: Secondary staff won't buy in.

- MTSS Mindset
  - Teachers care about kids and want them to be successful.
  - Measured and monitored with the [Belief Survey](#)
  - Two Basic Questions (Judy Elliott)
    - Data Driven Dialogue versus Narrative Driven
  - Shared Understanding and Shared Commitment
    - SLT -> Building staff
    - Not Selling Something
  - An MTSS Mindset means debunking the [Myth of Average](#)

NeMTSS FRAMEWORK

Reflect & Share

*Why might there be no such thing as an "average student"?

*Do our practices generally tend to "teach to the middle"

*What is the current reality of your district/school?

The average student is a myth
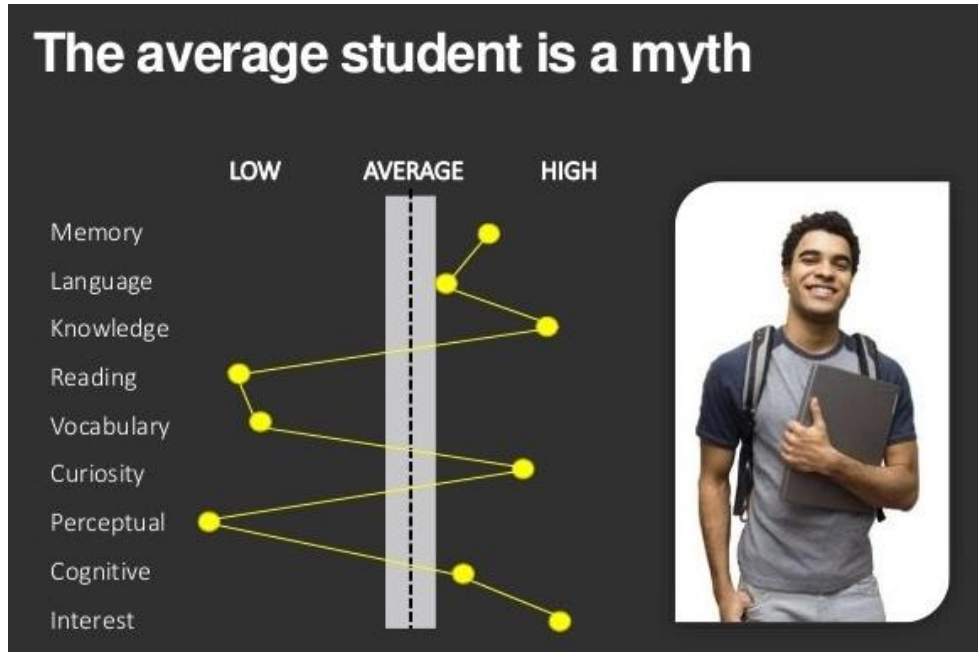
Shared Leadership

NeMTSS FRAMEWORK

Myth 1: Secondary staff won't buy in.

- School Leadership Team Membership
  - Includes Principal and District Representative
    - Building Team Lead
  - Membership can be fluid...so counting on that!
  - More emphasis on training teams to be functional
    - Trained with processes rather than outcomes
  - Teaming Inventory Activity

Shared Leadership

Data Coach

Administration
Principal/
Asst. Principal

Facilitator

SLT

Teacher
General
Education

Student
Services

Teacher
Special
Education

Specialized
Teacher
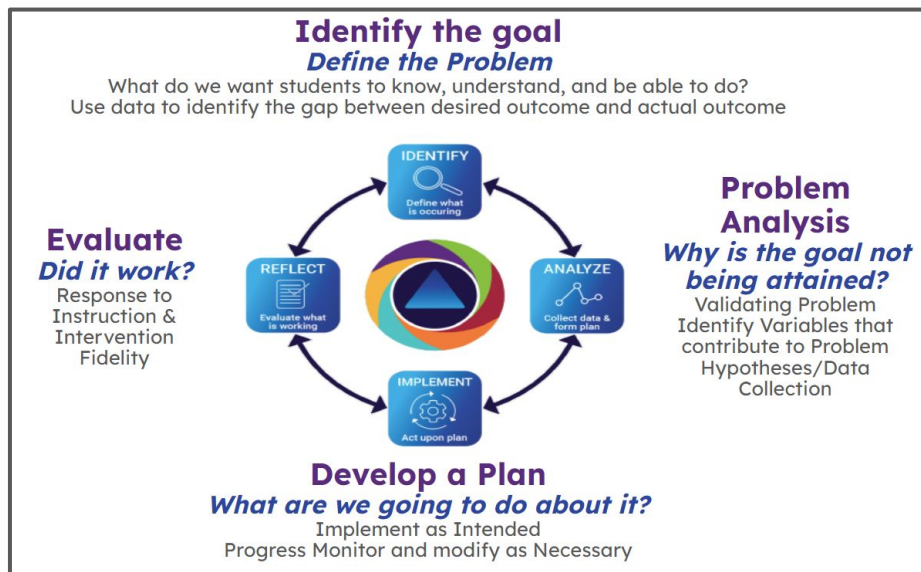Reading, math,
gifted

Teacher
English
Learners

Build your school leadership team.
The School Leadership Team focuses on the Health and Wellness of the School

Myth 1: Secondary staff won't buy in.

- No one likes to be told what to do…
  - Processes allow for voice and choice
  - EXAMPLE: NeMTSS Self Assessment & 4 Step Problem Solving

Identify the goal
Define the Problem
What do we want students to know, understand, and be able to do?
Use data to identify the gap between desired outcome and actual outcome

IDENTIFY
Define what is occuring

Problem Analysis
Why is the goal not being attained?
Validating Problem
Identify Variables that contribute to Problem
Hypotheses/Data Collection

ANALYZE
Collect data & form plan

Evaluate
Did it work?
Response to Instruction & Intervention Fidelity

REFLECT
Evaluate what is working

IMPLEMENT
Act upon plan

Develop a Plan
What are we going to do about it?
Implement as Intended
Progress Monitor and modify as Necessary

4-Step Problem-Solving Protocol

Step 1: Define the Problem/Identify Goal *(What is the Goal?)*

GOAL: All MCSD schools will achieve an Average Daily Attendance (ADA) rate of 97% or greater in the 2017-2018 school year.

Identify initial concern (What data raised concerns?)	
What is the desired replacement behavior?	
Using data, what is the current level of performance?	
Using data, what is the benchmark level?	
Using data, what is the peer performance?	
What is the gap?	

Step 2: Problem Analysis *(Why is the goal not occurring?)*
Generate multiple hypotheses addressing why the goal is not occurring.

Hypothesis sentence frame: *The goal is not occurring because _____.*	
HYPOTHESIS 1 I C E L	
Prediction When… , then…	
Relevant Data R I O T	

J. Elliott, 2017

1

NeMTSS FRAMEWORK

MTSS

-This is *not* about another new "initiative"

-This *is* about integrating what we know works.

-It **is** the work!

Myth 2: Secondary Kids Should Already Know

- Shouldn't students come to secondary having mastered the content and skills needed to be successful? (TURN and TALK)

- Practices that <u>SUPPORT</u> Tier 1 instruction
    - Year 1 is Tier 1
    - Universal Design for Learning
    - Differentiation
    - PLC = Tier 1 Problem Solving Team
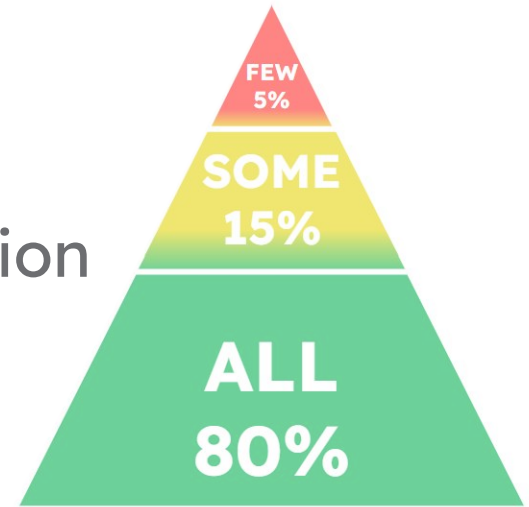
Myth 2: Secondary Kids Should Already Know

- There ARE ways to support students with lagging academic or behavioral deficits.
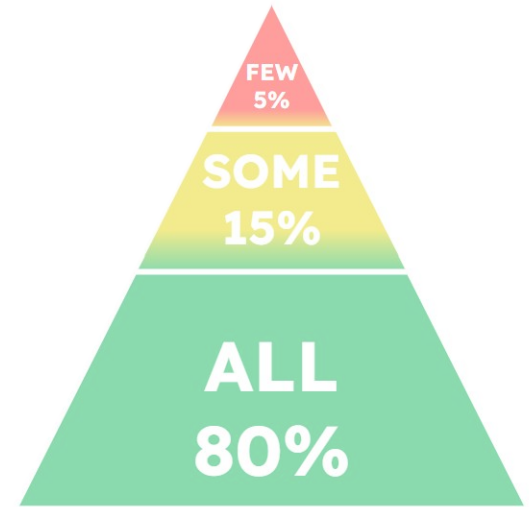 - Tighten up Tier 1 (don't forget the F word!)
  - Increase academic engaged time.
  - Try an Extra Scoop.
  - Tier 1+ = CLASSROOM Tier 2 practices
- Don't blame the student.
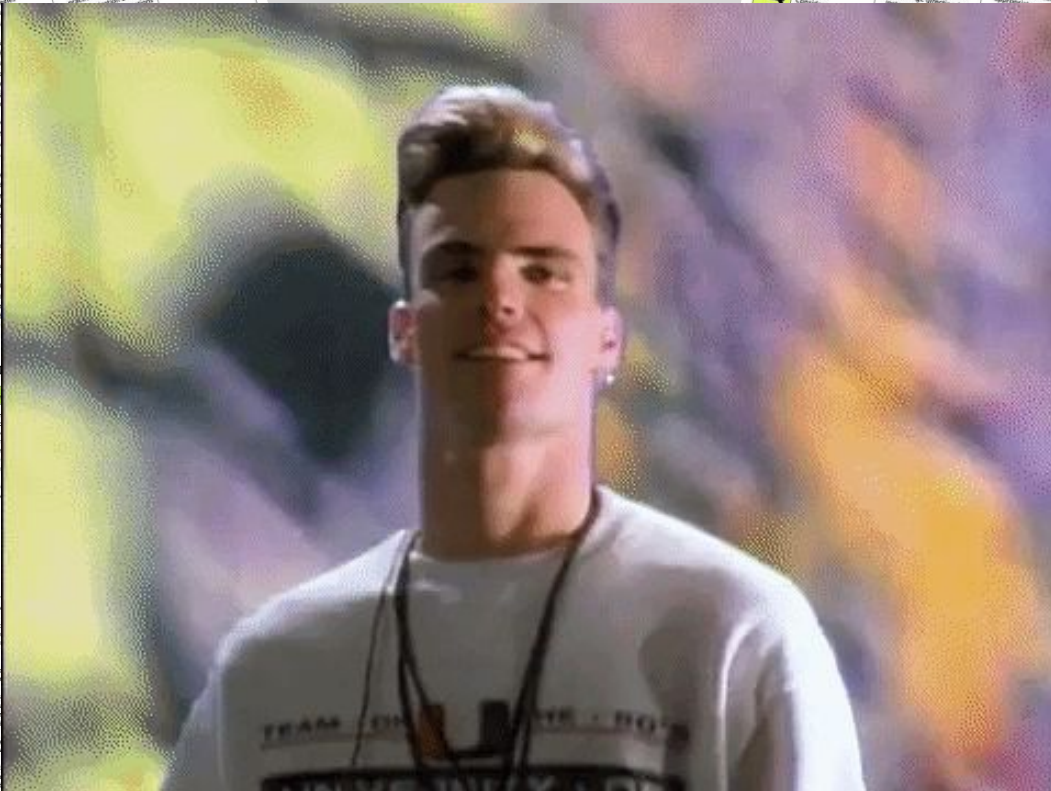 - Get to the bottom of the issue (4SPSP)
  - ICEL x RIOT

FEW
5%

SOME
15%

ALL
80%

NeMTSS
FRAMEWORK

Testing and Validating Hypotheses using the ICEL/RIOT Matrix

Domain	Variables	Review	Interview	Observe	Test
Instruction Instruction is how curriculum is taught. The content is presented to students can vary in students in many different ways: Level of instruction Rate of instruction Presentation of instruction Is the curriculum being differentiated to meet the needs of the learners? Consider: • instructional techniques • presentation style • clarity of instruction • monitoring • feedback technique • cooperative learning • use of graphic organizational • instructional conversations	**Group/System** • Instructional decision making regarding selection and use of materials • Use of progress monitoring • Explicit Instruction • Differentiated Instruction • Sequencing of lesson designs to promote success • Use of a variety of practice and application activities • Pace and presentation of new content • Block of time allotted per subject **Individual** • Instructional decision making regarding placement of the student • in groups • Use of progress monitoring • Communication of expectations and criteria for success • Differentiated instruction with direct instruction and cues	• Unit/Lessons Plans • Permanent products (e.g. written pieces, worksheets, projects) for skill/degree of difficulty requirements • Summaries / standards • Assignments (calculate % of assign turned in, average amount % of assignments completed), • Length/time required to complete assignments	Stakeholders about: • Effective teaching practices • Instructional decision making regarding selection of materials, instruction of strategies, students, influencing of student choices • Choice of assessments / formative assessments • Product methods (e.g. oral, retell, paper pencil, art) • Grouping structures used • Accommodations/ modification • Reinforcement strategies engagement strategies • Allowable repetition • Student/group understanding • Who is providing the intensive intervention • Use of supporting technology • Student/group/ class peers • Patterns of errors • Setting(s) where the problem occurs • Significant differences	• Teachers' instructional styles/preferred styles of presenting • Clarity of instructions/ directions • Effective teaching practices in areas of	Classroom environment survey Develop checklists on effective instruction "Things to Look For" and "Ask About"

Testing and Validating Hypotheses using the ICEL/RIOT Matrix

Domain	Variables	Review	Interview	Observe	Test
Curriculum Curriculum refers to what is taught. Scope and sequence would be included here as well as pacing within and between topics. Is curriculum appropriate for student?	**Group/System** • Presence of Core Curriculum • Universal behavior expectations/PBIS • Staff training in curriculum • Percentage of students at benchmark/meeting grade level expectations • Long-range dir...	Curriculum selected • scientific researched based • implemented with integrity • integration of supplemental and intensive curriculum, as approp...	Stakeholders about: • Core curriculum • Support curricula used for supplemental and intensive instruction • Supplemental teaching materials • Expanded core curriculum (e.g. • Community skills, study skills) • Flexibility for teacher to modify curriculum • Use of data-based decision making • Philosophical orientation (e.g. whole language, phonics, direct instruction) • Expectations of district for pacing /coverage of curriculum • Context/outcomes of course • Modifications of benchmarks made for students • Readability of textbook and other resources • Prerequisite skills/prior understanding needed for success • Allowable repetition for mastery/understanding • Technology integration • Cultural competency/relevance of the curricular content	• Peer group response to curricular demands • Target student group response to curricular demands • Variety of practice opportunities • Allowance for peer sharing/ mentoring during work time • Student/peer response to curricular materials • Types of student performance options: how are students expected to demonstrate the skill/standards?	Readability level of text books and other resources Readability level/difficulties of texts "Things to Look For" and "Ask About" Note: Direct assessments may not be available for this Domain

Testing and Validating Hypotheses using the ICEL/RIOT Matrix

Domain	Variables	Review	Interview	Observe	Test
Environment **Classroom/School** The classroom/school environment is where instruction takes place. How is the environment impacting learning? Consider: • what may distract or inhibit student learning • peers • safety • seating • classroom management • noise level • technology • class size	• Physical arrangement of the classroom or other problem location • Furniture/equipment • Rules • Management Plans • Routines • Expectations • Peer context • Peer and family influence • Task pressure • Adult supervision	• School/ classroom • Physical layouts of classrooms, propor... buses as appropr... • Daily schedule—an... time allocated to instruction in are... concern. • Out of classroom other instruction supports	...ent about: • Self-perceived strengths/talents • Self-perceived challenges • Ideas about what s/he needs • Personal adjustment • Beliefs, self-determination • Peer group/friends • Mentoring opportunities • Club involvement • Community Involvement • Home responsibility • Goals and aspirations Parents about: • Health issues impacting learning • Orthopedic or neurological issues • Hearing/vision checks • Perception on learning, behavior, speech, or motor difficulties • Family engagement in school activities (e.g. homework support)	Student's learning style match for instruction • Use of supportive technology • Target behavior, antecedents, conditions, consequences • Dimensions and nature of the problem • Student/group instruction • Large group instruction • Small group instruction • Independent work time • group work time • Time on task • External supports necessary to sustain engagement • Processing directions • Cultural factors • Access barriers • Interactions	"Things to Look For" and "Ask About" • Standardized academic assessments • Cognitive assessments • Preference/ interest inventories • Motivation scales • Personal adjustment & behavior rating scales • Progress monitoring • Response to interventions • FBA - nature and dimensions of behavior (frequency, duration, latency, intensity), including anecdotal notes • Physical fitness • Physical health • Social emotional well-being • Student effort checklist
Family/Community The family/community environment is where student spends time outside of the classroom environment. How is the environment impacting learning? Consider: • what may distract or inhibit student learning • social /family support • nutrition • responsibilities in the home • family expectations • travel time to school • safety in the community • time demands	• Resources to support learning • Parent involvement including talking to students about school, checking homework, attending events, and volunteering at school • Rules and expectations at home • Routines • Peer and family influence • Adult supervision • Cultural factors	• Student attendance • Parent/guardian participation in s... open house, parent conferences, volu... opportunities • Mobility rate • Transportation f... to school (e.g., ti... bus) • Discipline records • Student support s... being delivered (di... integrated, coord... offered) • Parent availability support (parent w... schedule) • Other siblings in t... and their performa... • Student support avai... support/mentor to get student • Level of family/school engagement			

Myth 3: We can't...Master Schedule

"The master schedule is to a school what grading policies are to teachers and classrooms.

It reveals the true beliefs, attitudes, values and priorities of the school.

The school's master schedule is like looking at an MRI of the inner workings of a school.

It is the window to the soul of the school."

"The Master Schedule: A Culture Indicator", (NASSP)

Myth 3: We can't…Master Schedule

- Timing of the training
  - Building the MTSS Mindset BEFORE schedules are set for the next year
  - REVISITED in every session
    - Teams have TIME to discuss master schedule and be creative with solutions

- Student Driven versus Adult Driven schedules
  - Use Data to develop Master schedules AROUND student need

Adult vs. Student Focused Schedule

Adult-Focused

- Reflects the wants of the staff.
- Few or no interventions.
- All students are expected to complete courses in the same time frames.
- No double block classes
- The strongest, most experienced teachers are teaching the top students.
- Best students are in the smallest classes.

  -NASSP

Student Focused

- Reflects the needs of all students.
- Intensified instruction for all and both ends of learning spectrum.
- Opportunities for extension and remediation/support are built into the schedule
- Strongest teachers are teaching the students with the most need.
- Teachers teach both higher level & support courses.
- Students most in need are in the smallest classes.

Myth 3: We can't...Master Schedule

- Optimizing CURRENT schedule
  - Is your WIN time maximized?
  - Where are there ALREADY opportunities for interventions?
  - What data do we already have to support these decisions?
- Examples and ideas are provided + shared
  - WIN time or 9th hour, "skinnies" in the block, team composition for middle school, interventions for elective credit, rolling schedules, when students take certain courses.

NeMTSS FRAMEWORK

Just get started improving the master schedule. You may not be able to implement all the changes you want to see, but...

THE BEST TIME TO **PLANT** A TREE WAS TWENTY YEARS AGO.

THE SECOND BEST TIME IS **NOW.**

CHINESE PROVERB

GARDENSALL COM

Reflect & Share

Time	Period 1	Period 2	Period 3	Period 4	Period 5	WIN	Period 6	Period 7	Period 8
Regular	8:00 - 8:52	8:56 - 9:48	9:52 - 10:44	10:48 - 11:40	11:44 - 12:36	12:36 - 1:00	1:00 - 1:30 (Lunch)	1:34 - 2:30	2:34 - 3:30
2PM Dismissal	8:00 - 8:42	8:47 - 9:29	9:34 - 10:16	10:21 - 11:03	11:08 - 11:50	N/A	11:55 - 12:37	12:37 - 1:13 (Lunch)	1:18 - 2:00
10 AM Start	10:00 - 10:38	10:43 - 11:21	11:26 - 12:04	12:09 - 12:47	12:47 - 1:21 (Lunch)	N/A	1:26 - 2:04	2:09 - 2:47	2:52 - 3:30

Bell Schedule

*How can you optimize time in your current schedule?
*Where do you have wiggle room to provide targeted or intensified support for struggling students?
*What changes could be made to your master schedule in 23-24?

NeMTSS FRAMEWORK

Myth 4: Secondary is TOO big

- Systems increase efficiency
  - Leading with data
  - Don't stop at collecting the data…analyze it!
  - Having decision rules and identified progress monitoring
- Early Warning Systems
  - Should be customized to the school's context
  - Should focus on data you already have.

NeMTSS FRAMEWORK

High School EWS Indicators

On - Track Indicators	Course Performance	GPA	Credits	Attendance	Office Discipline Referrals	Out of School Suspensions	In School Suspensions	Assessments
On-Track	C's or better in all classes	2.5 or higher	Meeting credits to move to next grade level	0-2 absences in a quarter <hr> 4% or less absences in a year	O ODR's in a quarter <hr> 2 or fewer ODR's in a year	O OSS's in a quarter <hr> O OSS's in a year	O ISS's in a quarter <hr> O ISS's in a year	Level 3 - 5
At-Risk	1 or more D's in any class	2.0 to 2.49	1 credit behind	3 to 4 absences in a quarter <hr> 5% - 9% absences in a year	1 ODR In a quarter <hr> 3 ODR's in a year	N/A	N/A	Level 2
Off-Track	Failing 1 or more classes (F's)	Less than 2.0	2 credits behind	5 or more absences in a quarter <hr> 10% or more absences in a year	2 or more ODR's in a quarter <hr> 4 ODR's in a year or 2 ODR's in a semester	1 or more OSS's for the year	1 or more ISS's for the year	Level 1

Myth 4: Secondary is TOO big

- Make it personal!
  - Scale shouldn't be a barrier to improving outcomes
  - Tiers 2 & 3 - include the learner into the development of the plan for intensified instruction

- 4 Step Problem Solving Process
  - Data-based problem solving
  - Helps schools stay focused and be on target (rather than exploring every rabbit hole)

NeMTSS FRAMEWORK

Individualized IDEAL Process (IIP)

- Teacher or team identifies concern(s) based on available data in academic, social, and/or behavioral areas that is (are) preventing student from being successful at Tier I.
- Consider: Was Tier I, including all appropriate classroom-based strategies, implemented with fidelity?
  - **YES!** Continue to Problem-Solving Team Discussion.
  - **NO!** Improve fidelity of supports and monitor progress.
- Notify administrator and parents; discuss Tier II level interventions in context of problem-solving team meeting. **Determine the following....**

IDENTIFY, DESCRIBE, & EVALUATE:
- What is the concern, and why?
- What have we tried (Tier I); what was the outcome?
- What is our **goal**?

ACT:
- What will we do (evidenced-based intervention) and how will we do it?
- What will use to monitor progress?

- Begin **evidenced-based intervention** and monitor progress.

C. LEARN:
Monitor progress (collect data) **every two weeks** and document in IIP form.

After **6 weeks**, review data and progress with problem-solving team (PLC) to determine next steps.

Based on your data, is the plan working?

Choose one of the following....

- Not determined at this time.
- Yes, **student meets goal and no longer requires intervention** – dismiss to Tier I for continued academic monitoring.
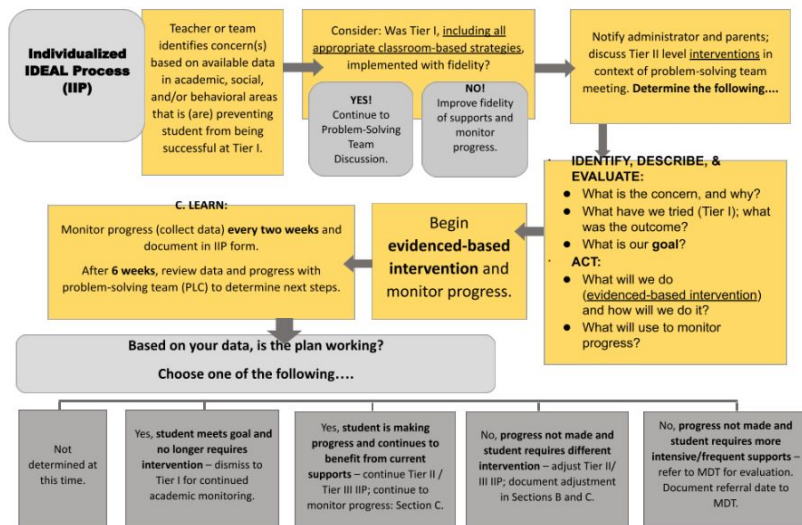- Yes, **student is making progress and continues to benefit from current supports** – continue Tier II / Tier III IIP; continue to monitor progress: Section C.
- No, **progress not made and student requires different intervention** – adjust Tier II/ III IIP; document adjustment in Sections B and C.
- No, **progress not made and student requires more intensive/frequent supports** – refer to MDT for evaluation. Document referral date to MDT.

Student	Grade Level	Gender	Race/Ethnicity	SpEd	ESOL	FRL	On-Track Status	Attendance	ODR	OSS	ELA	Math	Social Stu	Science
Emily	6	F	W	Y	N	Y	Off-Track	88%	0	0	D	F	C	C
Dominiqu	6	F	B	N	N	Y	On-Track	97%	0	0	A	B	A-	A
Ryan	6	M	B	N	N	N	On-Track	98%	0	0	A	B+	A	A
Raul	6	M	H	N	Y	Y	Off-Track	96%	13	3	B	C	B	B
Precious	6	F	B	Y	N	N	On-Track	99%	0	0	B+	B-	A-	C
Luis	6	M	H	Y	N	Y	At-Risk	93%	1	0	D	D	B	C+
Jordan	6	M	W	N	N	Y	At-Risk	91%	0	0	C-	D	C	B-
Aiden	6	M	W	Y	N	Y	Off-Track	78%	4	0	F	F	C-	D+
Jaysen	6	M	B	N	N	Y	Off-Track	89%	8	2	D	F	F	D
Andres	6	M	H	N	Y	Y	Off-Track	86%	0	0	D	C	B-	C+
Sarie	6	F	W	N	N	Y	Off-Track	94%	2	0	C	D	C-	F
Isabella	6	F	H	N	N	N	On-Track	98%	0	0	B	A	A	A
Ava	6	F	W	N	N	N	At-Risk	94%	0	0	A	C	B	D
Will	6	M	B	Y	N	N	On-Track	96%	0	0	A	B+	B	A
Jennifer	6	F	H	N	Y	Y	On-Track	97%	0	0	C	B	A	A
Dejane	6	F	B	N	N	Y	Off-Track	82%	0	0	D	D-	C	B
Kelly	6	F	H	N	N	N	On-Track	98%	0	0	A	B	A	B+
Tyson	6	M	W	N	N	Y	Off-Track	90%	7	1	D	F	B	B
Charley	6	F	B	N	N	N	On-Track	97%	0	0	A	A	A-	A
Quinn	6	M	W	N	N	Y	Off-Track	91%	4	0	B	B	C	B+
Kyle	6	M	B	N	N	N	On-Track	96%	1	0	C	B-	B+	A
Chris	7	M	B	Y	N	Y	At-Risk	95%	3	0	A	A	A-	C
Jack	7	M	W	N	N	N	At-Risk	91%	0	0	D	D+	B-	C
Josue	7	M	H	N	Y	Y	Off-Track	89%	10	2	F	F	D-	D
Celeste	7	F	W	N	N	N	On-Track	98%	0	0	A-	A	A	A
Eric	7	M	W	Y	N	Y	Off-Track	78%	3	0	D	F	D-	F
Frankie	7	F	W	N	N	Y	On-Track	99%	0	0	B	B+	A	B
Bea	7	F	H	N	Y	N	Off-Track	91%	0	0	D	F	C-	D
Liz	7	F	H	N	N	N	On-Track	97%	0	0	A	A	A	A
Simon	7	M	H	N	N	N	At-Risk	91%	1	0	D	C+	C	C
Rodolfo	7	M	H	Y	Y	Y	Off-Track	75%	3	0	C-	F	D-	F
Anna	7	F	B	N	Y	Y	At-Risk	91%	0	0	C	D	C	C
Justice	7	F	W	N	Y	Y	Off-Track	81%	5	0	D	D	D+	D
Nola	7	F	B	N	N	N	On-Track	99%	0	0	B+	B+	A-	A-
Ashley	7	F	B	N	N	N	On-Track	96%	0	0	A	A-	A	A
Carmen	7	F	W	N	N	Y	On-Track	97%	0	0	B	B	A	A
Ajah	7	F	B	N	N	N	At-Risk	98%	0	0	B	D	B-	C
Martina	7	F	H	N	N	N	On-Track	99%	0	0	B+	B+	B	B+
Michael	7	M	B	N	N	N	Off-Track	82%	6	0	D	F	D	C-
Bryan	7	M	PI	N	N	N	Off-Track	89%	0	0	D	D+	C	D
Philep	8	M	H	N	Y	Y	Off-Track	95%	0	0	B-	F	B	B
Leilani	8	F	PI	N	N	N	On-Track	97%	0	0	B	A	A	A
Mya	8	F	W	Y	N	Y	Off-Track	88%	3	0	D	F	C	C
Valerie	8	F	B	N	N	N	On-Track	99%	0	0	A-	A	A	A
Yolie	8	F	H	N	N	N	On-Track	98%	0	0	A	A	A	A
Samuel	8	M	B	N	N	N	On-Track	99%	0	0	C	C	B+	B
Jayden	8	M	W	N	N	Y	At-Risk	97%	1	0	C	D	C+	C
Beth	8	F	W	N	N	N	At-Risk	98%	0	0	B	B	B-	D
Johanne	8	M	W	N	N	N	On-Track	99%	0	0	B	B+	B	A
Shaun	8	M	B	Y	N	N	On-Track	96%	0	0	A	B	A	A
Freddy	8	M	W	N	N	Y	Off-Track	84%	0	0	D	C	C	D
Alma	8	F	H	Y	N	Y	Off-Track	68%	0	0	F	F	F	F
Sedona	8	F	W	N	N	Y	On-Track	99%	0	0	A	A	A	A
Brooklyn	8	F	W	N	N	N	At-Risk	96%	0	0	C	D+	C	B-
Marco	8	M	H	N	N	Y	On-Track	98%	0	0	B	B+	A	A
Danny	8	M	H	Y	N	Y	Off-Track	94%	6	0	A	B	A-	B+

Myth 5: Secondary is TOO complex

- ## Monthly Team time to "eat the elephant"
  - Plan out meetings for the year
    - With MTSS Consultant (guide by the side)
- ## Inventory current reality
  - Teams, Tiered Instruction
  - De-implementation

NeMTSS FRAMEWORK

Myth 5: Secondary is TOO complex
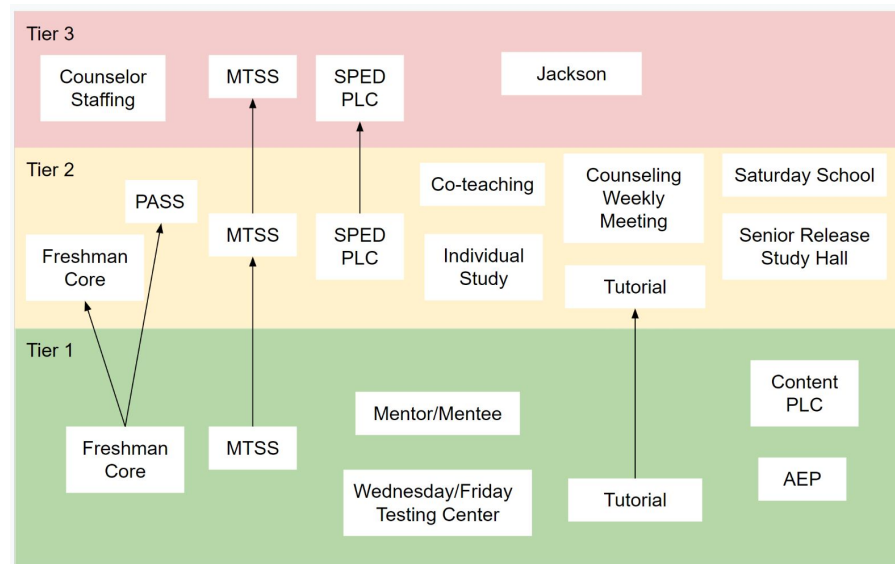
- Targeted action plans for sustainable growth
  - "Spend A Buck" activity to identify priorities on NeMTSS Self Assessment
  - LIMIT Action Steps to identified priorities
    - Because secondaries are big and complex

- Go slow to go fast
  - Do this process annually for continuous improvement of implementation
  - Using MTSS to do MTSS

Component	Category									
Component #1: Shared Leadership	1. MTSS leadership team membership				6		5	5	4	2
	2. Building staff engagement in MTSS	10	7	10	5		5		5	
	3. Resource allocation for MTSS implementation	5		4	1		6	10	5	
	4. MTSS implementation planning	5	8	4	1	5	3		1	
Component #2: Communication, Collaboration, & Partnerships	5. Systematically sharing data with staff to ensure collaboration		3	2	1		2	5	1	
	6. Sharing the MTSS procedures and process for communicating imp	10	10	2	7	5	5		1	
	7. Family engagement			4	1		1	10	5	
Component #3: Evidence-Based Instruction, Intervention, and Assessment Practices	8. Evidence-based programs and practices		15	2	7	5	7		1	
	9. Evidence-based effective instructional practices			7		2	10	1		
	10. Effective school schedules	10	20	8	7	20	10	10	10	
	11. Universal screening process			4	5		4		4	
	12. Progress monitoring	10	1	6	5	10	5	5	5	
Component #4: Building Capacity/Infrastructure for Implementation	13. Professional development and coaching for data-based problem	5		2	7	5	3	5	3	
	14. Professional development plan		5	2	1		3		2	
	15. Systems-level coaching				7		3		1	
	16. Fidelity data collection and use	5	1	6	1	5	3	5	3	
Component #5: Layered Continuum of Support	17. Core academic practices	10		10	7		3		2	
	18. Core behavior and social-emotional practices	5		10	7		3	7	5	
	19. Supplemental academic intervention practices	10	10	6	4	10	5	5	5	
	20. Supplemental behavior and social-emotional intervention practices				4		5		4	
	21. Systematic problem-solving process for intensified intervention	5		6	4	15	5	2	5	

NeMTSS FRAMEWORK

Training Topics Timeline

Year 1

- **MTSS Mindset**
  - Belief Survey
  - Data Driven Dialogue
- **NeMTSS Essential Elements**
  - Self Assessment Survey
  - Consensus Conversation
- **Emphasis on Tier 1**
  - Universal Design for Learning
  - Dynamical Systems
- **Inventory of Current Practices**
  - Teaming, Tiered Instruction, Master Schedule
- **4 Step Problem Solving Process**
  - ICEL x RIOT
- **Action Planning**
  - Spend-A-Buck
  - Action Plan
  - Professional Development Plan

Year 2

- **Early Warning Systems**
  - Localized Indicators
- **Decision Rules**
- **Progress Monitoring**
- **Fidelity**
- **4 Step Problem Solving Process AGAIN!**
  - ICEL x RIOT
- **CIP & MTSS**
- **Action Planning**
  - Self Assessment Survey
  - Consensus Conversation
  - Spend-A-Buck
  - Action Plan
  - Professional Development Plan
  - Running Agenda

Year 3

- **MTSS Mindset Growth**
  - Belief Survey
  - Data Driven Dialogue
- **Emphasis on Tier 2**
- **Emphasis on Tier 3**
- **Team Identified Outcomes Work Time**
- **4 Step Problem Solving Process AGAIN!**
  - ICEL x RIOT
- **Action Planning**
  - Self Assessment Survey
  - Consensus Conversation
  - Spend-A-Buck
  - Action Plan
  - Professional Development Plan
  - Running Agenda

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NeMTSS FRAMEWORK

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