

# Structured Systems within an MTSS at Wahoo Public Schools

*Wahoo Public Schools*

*Wahoo, NE*

@wahoopublic

#GoWahooBlue

#ExcellenceEverywhere

Multi-Tiered Systems of Support (MTSS) help ensure students and staff are provided the support they need to be successful (academic & social-emotional). A structured system aids in the decision-making process, protects time to engage in these discussions and uses data tools to help ensure students are provided with necessary support. Wahoo Public Schools will walk you through their MTSS journey and current systems they have in place (and are developing) to meet the needs of their school community.

**Presenters:**

Josh Snyder, Vernon Golladay, Jen Johnson, Cindy Klepper, Staci Simonsen

# Who We Are

## WPS Mission: “Inspiring our Students to Thrive”

- Growing school district located 30 minutes west of Omaha and 30 minutes north of Lincoln (over 60 newly opened lots & over 100 more slated for development)
- The Wahoo area is home to two strong school systems: Wahoo Public Schools & Saunders County Catholic Schools
  - Strong academics and activities (Fine Arts & Athletics)
- Offer numerous dual credit courses and Career Exploration Opportunities (CEOs) for high school students (work-based learning)

*Relationships - Communication - Accountability*

# Team Members

Shelley Maass

*(Director of Student Services)*

Josh Snyder

*(Director of Learning)*

Ben Kreifels

*(Elementary Principal)*

Marc Kaminski

*(MS Principal)*

Vernon Golladay

*(HS Principal)*

Robert Barry

*(AD/Asst 6-12 Principal)*

Jennifer Johnson

*(School Psychologist)*

Kim Forbes

*(HS Math/WEBSS)*

Staci Simonsen

*(Elem Art/WEBSS)*

Andrea Beaver

*(Kindergarten)*

Lindsey Greenfield

*(Reading Specialist)*

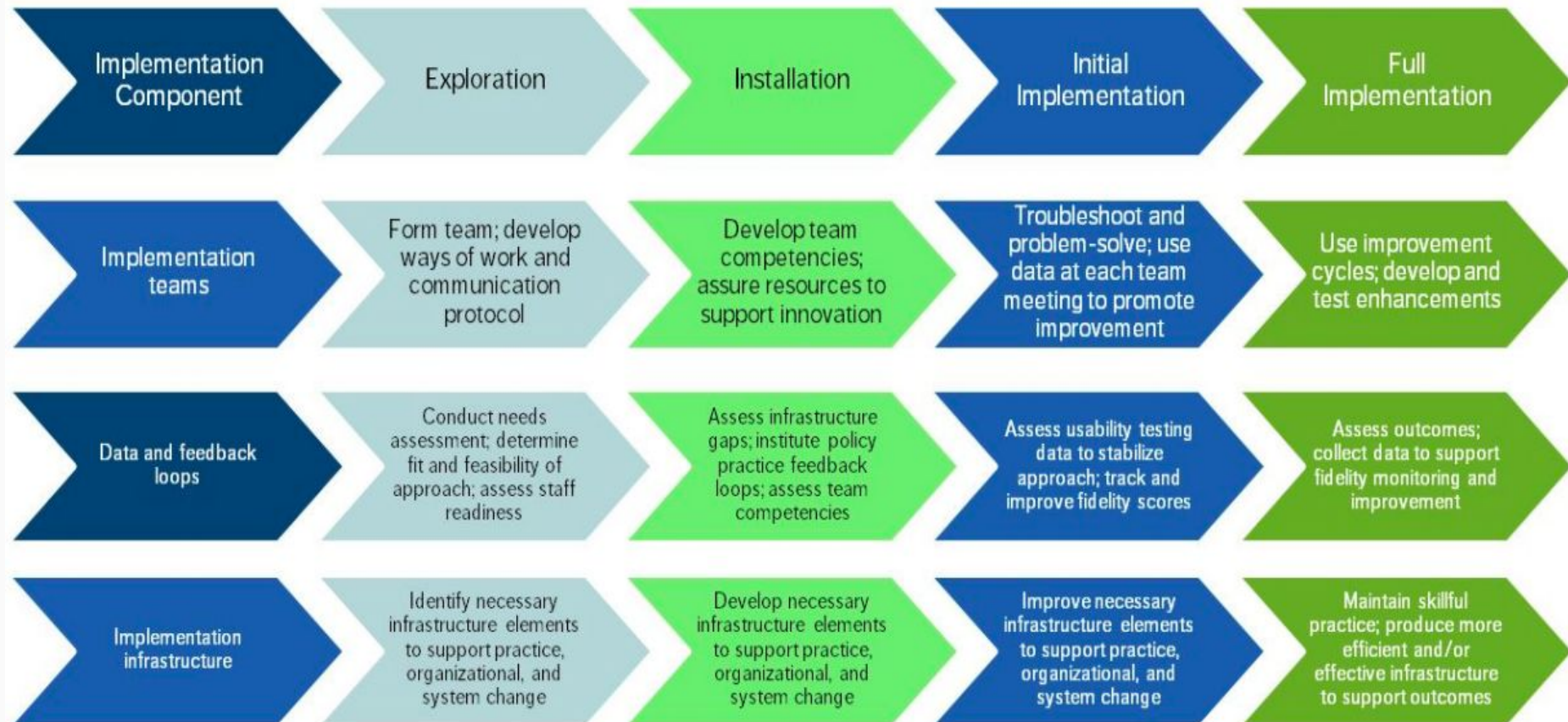
Cindy Klepper

*(School Counselor)*

Eileen Barks

*(ESU2)*

# NIRN ~ Implementation Stages (2-4 years)



# MTSS Defined...

MTSS is a framework that **promotes an integrated system connecting general education and special education**, along with all components of teaching and learning, into a **high quality, standards-based instruction and intervention system** that is matched to a student's academic, social-emotional and behavior needs. ~ NeMTSS

# Common Elements Across Systems...

Continuous Improvement Process (CIP)

Professional Learning Communities (PLC)

Targeted Improvement Plan (TIP)

Positive Behavioral Intervention Supports (PBiS)

# Roles of District Leadership...

- 1) Ensure a common-language, common-understanding around the rationale & purpose of implementation
- 2) Clearly identify who has responsibility for what & what accountability looks like (MTSS Action Plan)
- 3) Ensure district policies support the initiative
- 4) Provide appropriate professional development/technical assistance to support the implementation



# Where does MTSS fit?

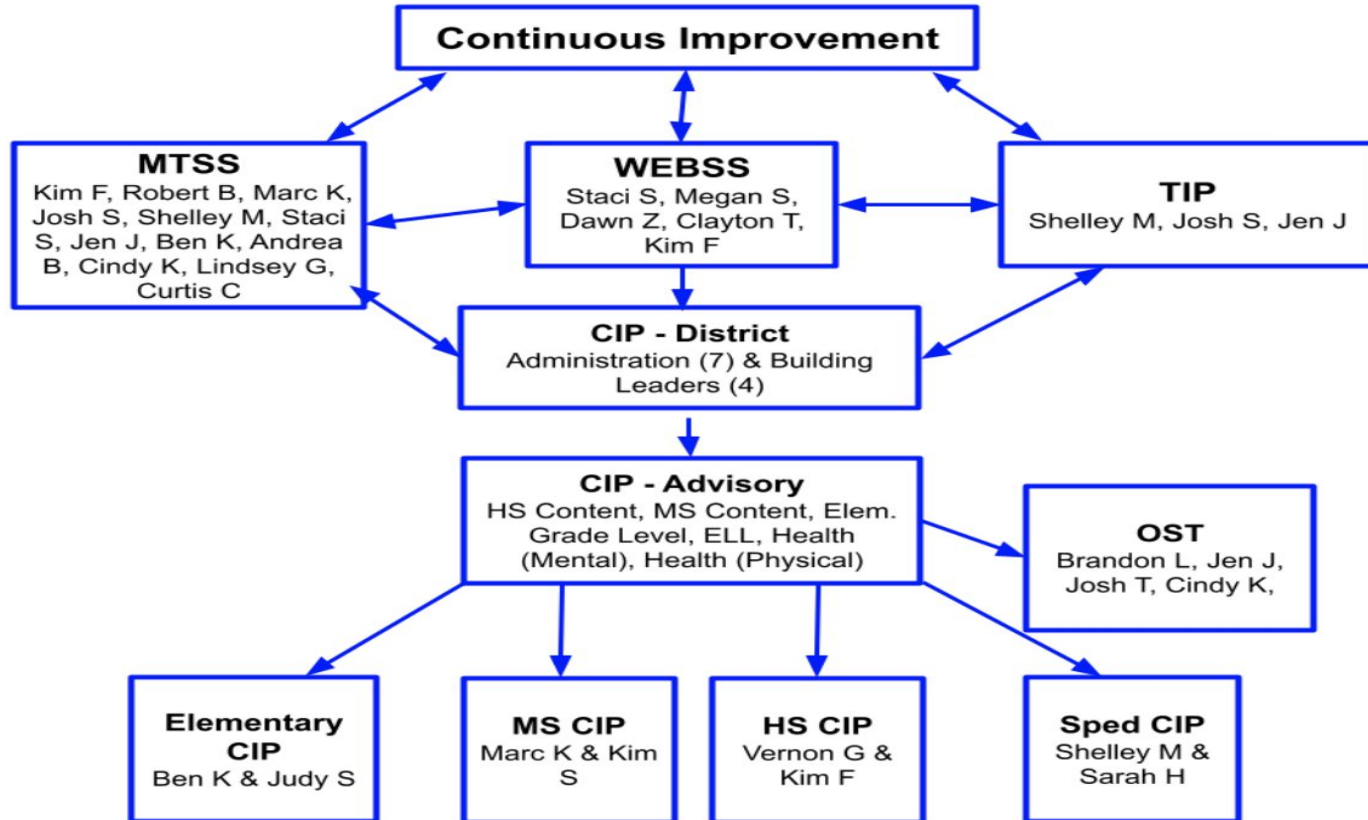
How does MTSS align with CIP, WEBSS & TIP?

Problem Solving Model →

*This is NOT just another initiative.  
It IS the framework/glue.*



# Flowchart (CIP Leadership)



# OUR JOURNEY

## Starting in 2017-18...

- Wahoo Public Schools begins implementing a multi-tiered system of support (MTSS)
- Continued focus on systems development
- Vision: Strengthening of our Core Practices



Shared Leadership

[LEARN MORE](#)



Communication,  
Collaboration & Partnerships

[LEARN MORE](#)



Evidence-Based Practices:  
Curriculum, Instruction,  
Intervention & Assessment

[LEARN MORE](#)



Building Capacity &  
Infrastructure for  
Implementation

[LEARN MORE](#)



Layered Continuum of  
Supports

[LEARN MORE](#)



Data-Based Problem-Solving  
& Decision-Making

[LEARN MORE](#)

# MTSS Self-Assessment Results

<u>Average by Component</u>	1/4/22	11/11/20	1/3/20	12/18/18	4/8/18
Average Shared Leadership	3.33	3.06	2.86	2.64	1.50
Average Communication, Collaboration, and Partnerships	3.07	2.88	2.86	2.39	1.67
Average Evidence-Based Instruction, Intervention, and Assessment Practices	2.96	2.96	2.60	2.32	2.00
Average Building Capacity/Infrastructure for Implementation	2.90	2.79	2.68	2.35	1.75
Average Layered Continuum of Support	3.15	3.10	2.79	2.65	1.20
Average Data-Based Problem Solving and Decision Making	2.86	3.00	2.45	2.40	1.30

# WPS MTSS

[Reading](#)

[SELB](#)

[Math](#)

## Tier 3 (Special Programs & Services)

## Tier 2 (Tier 1 & Tier 1+ & Specialized Support)

Students are in the general core curriculum & classroom teacher is providing extra support in the area(s) of improvement. Student also receives extra support outside the classroom (intervention). Classroom teachers provide interventions & PM to determine effectiveness. Tier 2 is documented in eduCLIMBER as a PS - parent permission needed.

## Tier 1+ (Core & Classroom Support)

Students are in the general core curriculum & classroom teacher is providing extra support in the area(s) of improvement. Tier 1+ interventions are documented in eduCLIMBER following the WEBSS PS process. Students who fail to meet both screening benchmarks (MAP & FAST) will have an automatic PS WEBSS log entry.

## Tier 1 (Core Instruction)

Students are in the general core curriculum and progressing without extra support.

## Essential Practices of WPS

- Board Policy
- WPS MTSS Decision Rules
- [Nebraska READS](#)
- [CIP](#) (Canvas)
- Data Solution ([eduCLIMBER](#))
- District Communication
- Grading Policy
- [WEBSS & Flow Chart](#)
- [CEOs \(Career Exploration\)](#)

## Wahoo Instructional Model (WIM)

- [Marzano Instructional Elements](#)
- [PD Plan](#)
- [District Assessment Plan/Guidelines](#)

## Core Instruction

### Academic Core Curriculum

- [Curriculum Cards](#)
- [Lesson Design](#)

### Screening

- [Fastbridge Decision Rules](#)
- MAP Growth

### Enrichment

- [HAL](#) & HAL Website

### Student Wellness

- [Social/Emotional Curriculum/Resources](#)

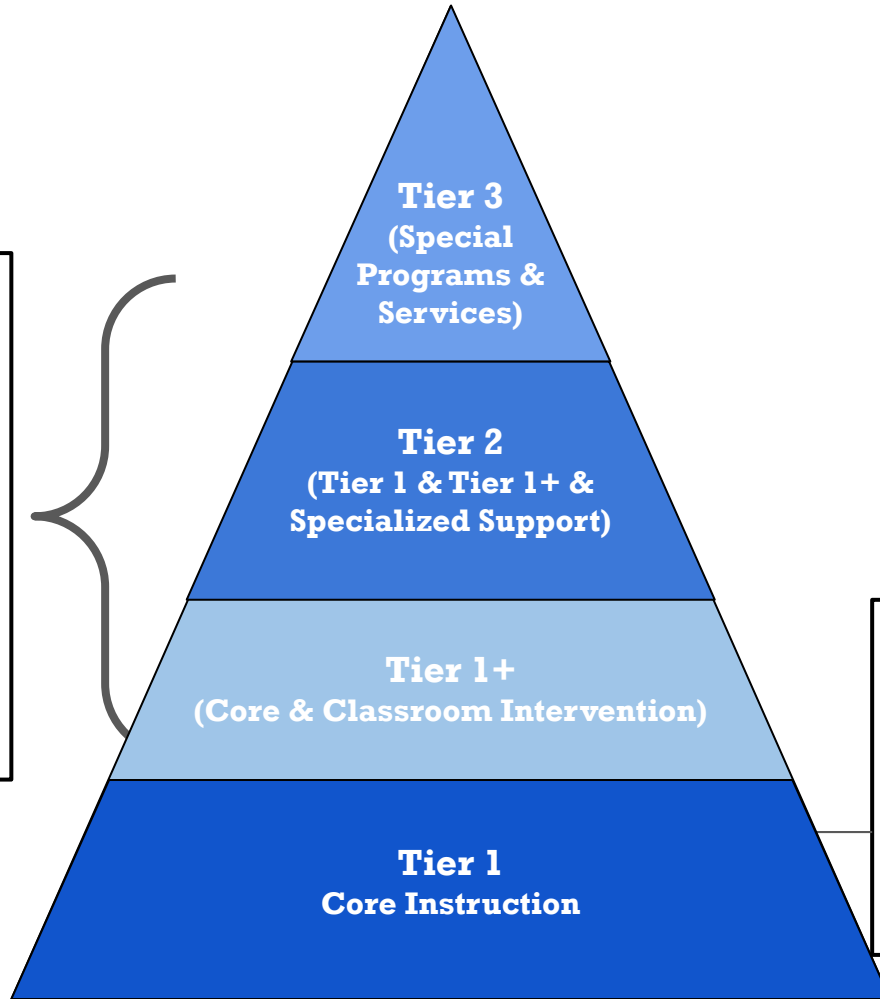
### Student Recognition

- [Extra Curriculars](#)
- Warriors Awards (Elementary)
- Awesome Board (MS)

# Reading

## Classroom Supports/ Interventions

- [Elementary Reading Decision Rules](#)
- [WEBSS \(MS/HS\)](#)
  - [WEBSS \(MS/HS Flow Chart\)](#)
- [Tier 1+ & Tier 2 Reading Support](#)
- [EL Supports & Flow Chart](#)
- [NDE Dyslexia Guide](#)



WPS MTSS

## Core Instruction

- Kth - 5th EL Education (Reading)
- 6th - 8th Locally Developed
- 9th - 12th Locally Developed

## Screening Assessment

- Fastbridge (earlyReading & CBMReading)
- MAP Growth Reading (1st - 11th)

# Social-Emotional Learning/Behavior

WPS MTSS

## Classroom Supports/ Interventions

### TIER 3

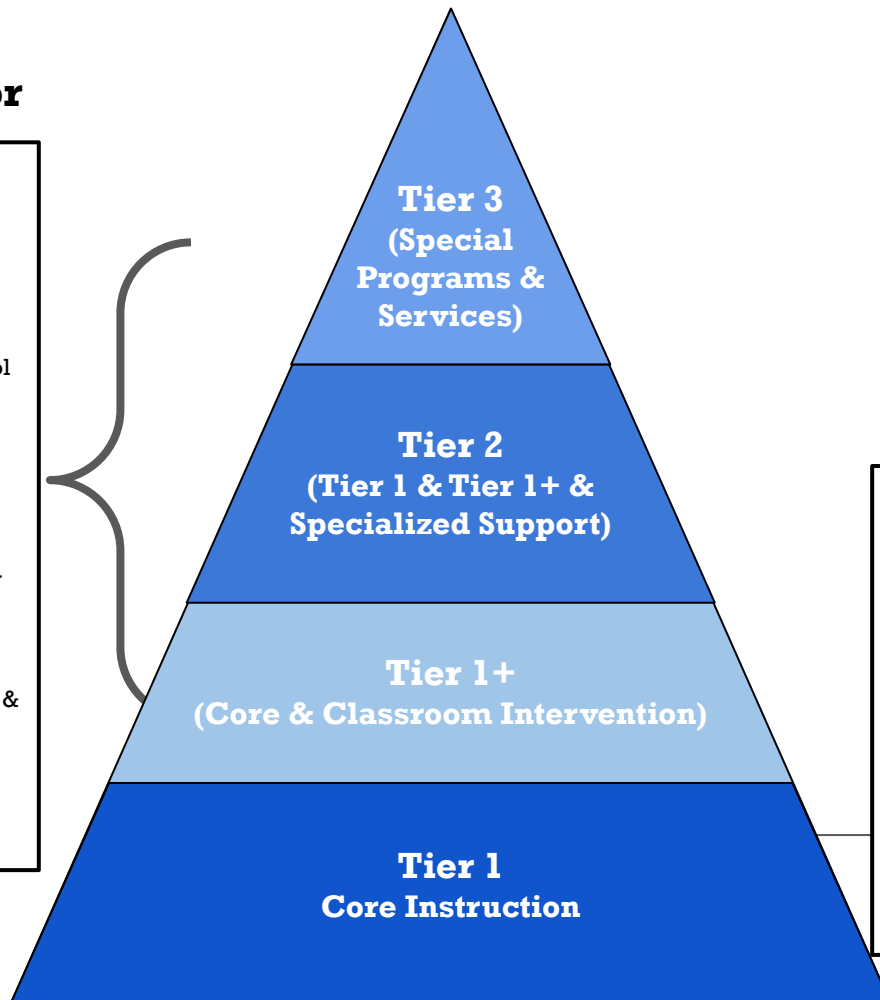
- [SCIP](#)
- [YAP](#)
- SELB IEP Goals
- SELB IEP Related Services (School Psych)
- [Saunders County Youth Services](#)

### TIER 2

- Individual Counseling w/School Counselor or Psychologist
- SELB groups w/School Counselor

### TIER 1+

- Individual Behavior Plans
- [Mentoring Supports](#) (TeamMates & Junior Mates)
- [PBIS World](#)



## Core Instruction

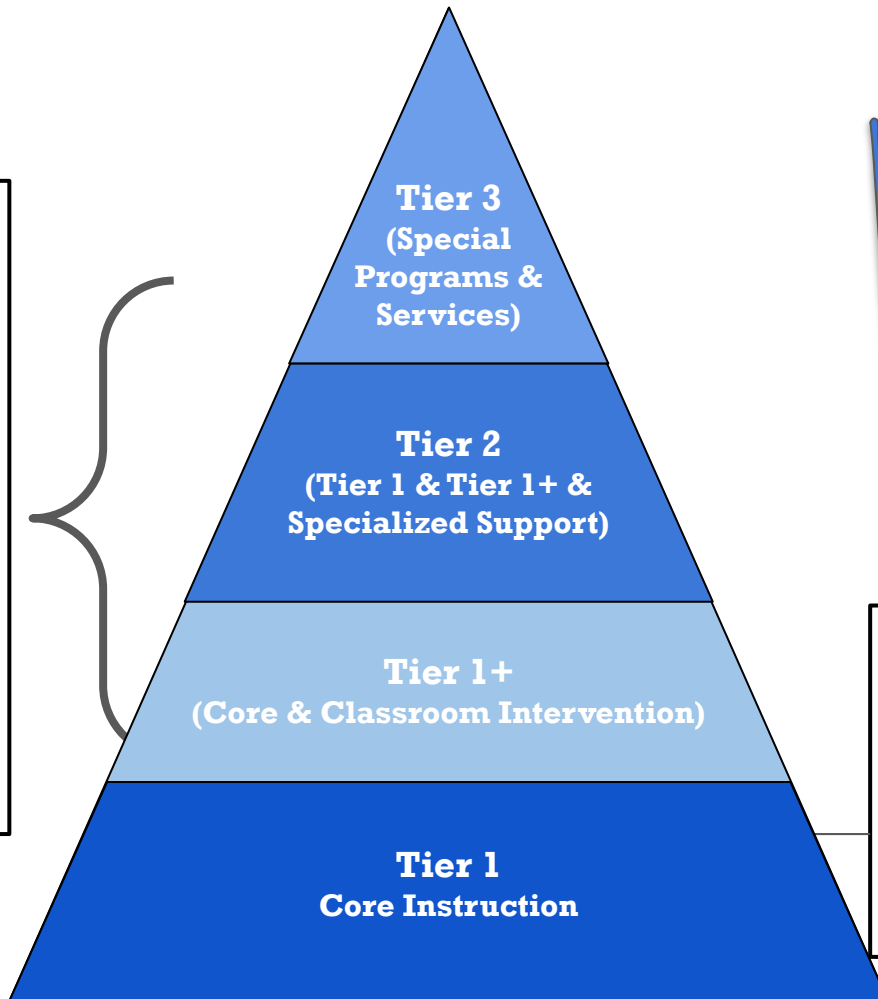
- [WEBSS \(MS/HS\)](#)
  - [WEBSS \(MS/HS Flow Chart\)](#)
- [Counseling Services](#) & Second STEP (K-8)
- Classroom Behavior Mgmt System
- D.A.R.E Program (Elem)
- Student Wellness
  - [Social/Emotional Curr Resources](#)
- Student Recognition
  - Warrior Awards (Elem)
  - Awesome Board (MS)

# Mathematics

## Classroom Supports/Interventions

- [WEBSS \(MS/HS\)](#)
  - [WEBSS \(MS/HS Flow Chart\)](#)
- [Tier 1+ & Tier 2 Math Support](#)

**UNDER CONSTRUCTION**



WPS MTSS

## Core Instruction

- K - 3rd Eureka Math Squared
- 4th - 8th GoMath
- 9th - 12th Content Specific Texts

## Screening Assessment

- MAP Growth Math (1st - 12th)



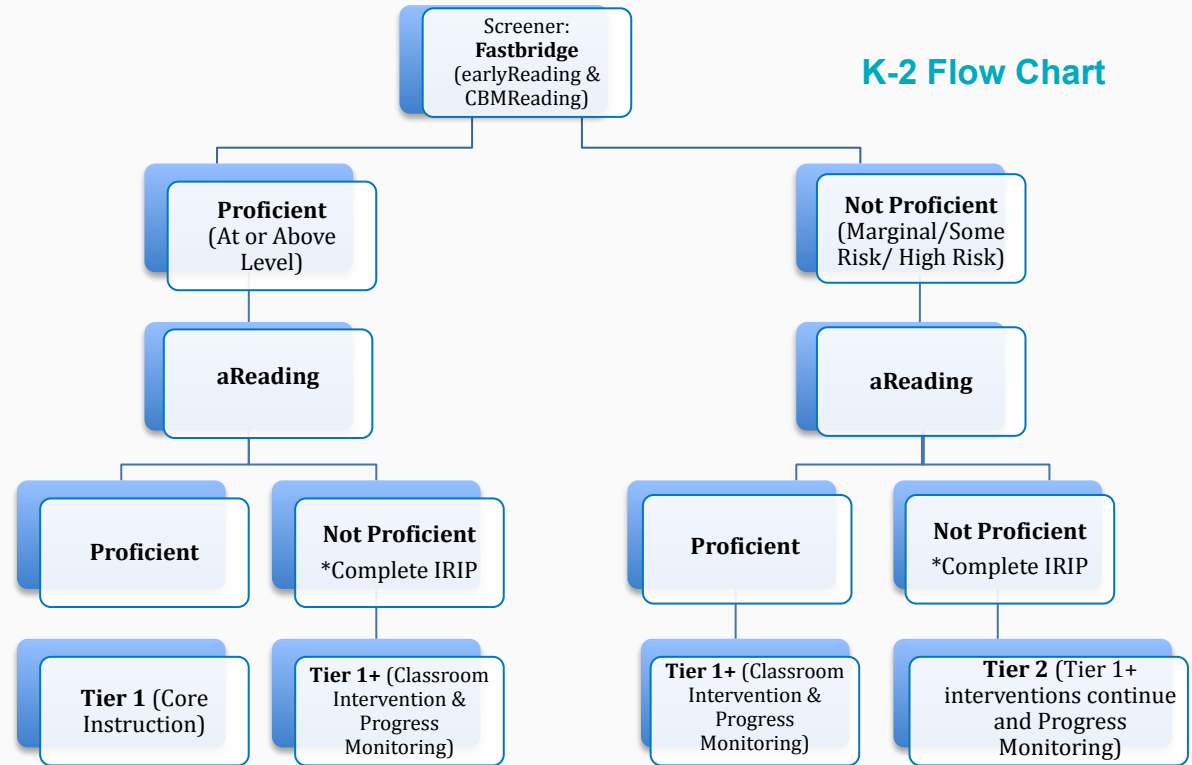
DATA USE

# WPS - DATA SOURCES

- 1) PowerSchool (SIS)
- 2) eduCLIMBER - Data Warehouse (*Data & CIP Leaders*)
  - a) Attendance
  - b) Behavior - Big 5 (Who, What, When, Where, How Often)
  - c) MAP
  - d) NSCAS
  - e) ACT & PreACT
  - f) FAST (CBMReading & SAEBRS)
- 3) Power of ICU (assignments)
- 4) WEBSS (*Wahoo Educational and Behavioral Support System*)
  - a) *Our version of Student Assistance Teams (SAT)*
- 5) TeachBoost - Walkthrough & Classroom Observation Tool
- 6) Perceptual Data - 2x during a 5 year CIP cycle

# WES DECISION RULES (K-2)

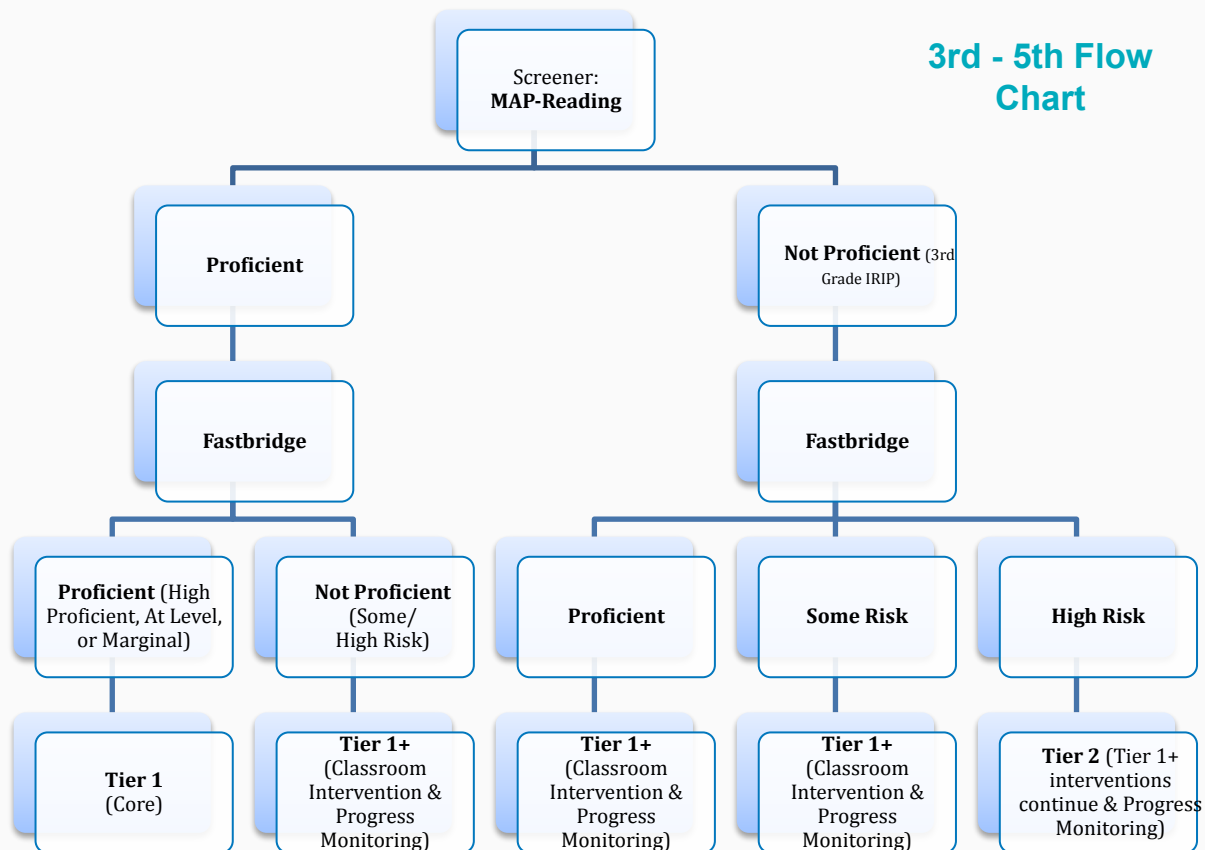
- Decision Rules at Kind-2nd guide decisions around resources and supports
- Serves as a guide for data meetings



# WES DECISION RULES (3-5)

- Decision Rules at 3rd-5th guide decisions around resources and supports
- Serves as a guide for data meetings

## 3rd - 5th Flow Chart



# QUARTERLY DATA MEETINGS

## Informing decisions where they matter the most: the classroom

Where are our students?

What does our fall/winter/spring screening data tell us?

How do we know if we're impacting instruction between benchmarks?

How effective is our core?

Are our interventions effective?

How are students growing?

## **Data Meeting General Agenda (Quarterly)**

**Who:** Teachers, Reading Specialist, Sped, Principal

**When:** Quarterly

**What:** Review the current academic and social, emotional, and behavioral status of every student

- What progress have students made in the above areas?
- “Red Flag” students who are not succeeding, not making progress, or whose classroom-based (Tier I, Tier I+), strategic (Tier 2), or intensive (Tier 3) instructional or intervention supports, strategies, services, or programs do not appear to be working.

### **Student Groups:**

Group 1 - Students who are succeeding and making good progress in all academic and behavioral areas (relative to state and grade-level expectations).

Group 2 - Students who are making progress, but are behind in one or more academic areas, or who are demonstrating mild to moderate behavioral difficulties.

Group 3 - Students who are making no or limited progress in one or more academic areas, or who are demonstrating significant or extreme behavioral difficulties.

Group 4 - Students who are losing academic or behavioral ground, have stopped engaging in the learning process, or are demonstrating behavioral reactions (either acting out or withdrawal/apathy) because of academic failure or frustration.

## **Student Group Considerations:**

Group 1 -- Team agrees to accept the status of this group

Groups 2, 3, 4 --


- a) there is a legitimate academic or behavioral concern
- b) existing instructional or intervention supports, strategies, services, or programs are working or need more time to work
- c) there is a need to further clarify the existing problem(s) and begin a functional analysis to determine why they are occurring
- d) design intervention strategies
- e) design progress monitoring strategies
- f) establish & follow up on timelines

## Questions to Consider (Data Analysis):

<i><b>This Role...</b></i>	<i><b>should ask these questions...</b></i>	<i><b>and look for answers here...</b></i>
Teachers	<ul style="list-style-type: none"><li>• How many of my students achieved proficiency by standard?</li><li>• How do these results compare to past data?</li><li>• What are the skills/standards where my students need more help?</li><li>• What is the overall student growth from one assessment to another?</li><li>• What students need intervention?</li></ul>	<ul style="list-style-type: none"><li>• Curriculum Guides</li><li>• Data showing proficiency levels across multiple years</li><li>• Standards alignment</li><li>• Student lists of those at risk in various areas</li><li>• Breakdown of learning targets mastered</li></ul>
Reading Specialist & Principal	<ul style="list-style-type: none"><li>• Are we meeting school goals for proficiency?</li><li>• Is our assessment performance trend improving or declining?</li><li>• Are students mastering state standards?</li><li>• Are there differences in student performance by teachers that can be used to inform professional development?</li><li>• Are there specific student groups doing well/poorly?</li><li>• How are our parents engaged in the learning of their child(ren)?</li><li>• What students need interventions?</li></ul>	<ul style="list-style-type: none"><li>• Curriculum Guides</li><li>• Data showing proficiency levels across multiple years</li><li>• Standards alignment</li><li>• Student lists of those at risk in various areas</li><li>• Student subgroup analysis</li><li>• Examples of how parents are engaged in parent teacher conferences as well as regularly</li></ul>



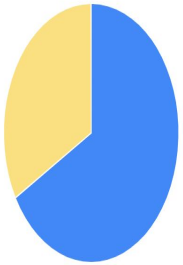
# THRESHOLD REPORTS

Early Warning System 8/30/2018 

## School Year

2017-2018 

## Students



 No Risk  
 Some Risk  
 High Risk  
 Minimal Risk  
 Moderate Risk

## Run History

Started on 09/10/2019 at 5:19 pm

Duration: 5s

Started on 08/08/2019 at 9:23 am

Duration: 0s

Started on 08/08/2019 at 9:21 am

Duration: 7s

## By School

Climberville JR/SR High School 36 Students

## By Gender

F 16 Students

M 20 Students

## By Ethnicity

Black/African American 2 Students

Hispanic 3 Students

White not Hispanic origi 31 Students

## By Grade

7th 12 Students

8th 12 Students

9th 11 Students

10th 1 Students

Edit

- Tiered System
  - Decision Rules
- Nebraska READS
- Activities Eligibility
- Early Warning Systems

# USE OF THRESHOLDS (WPS)

## Threshold Groupings

[Create](#)

1st Grade NE Reads (FALL)

Snyder, Josh

1st Grade NE Reads (SPRING)

Snyder, Josh

1st Grade NE Reads (WINTER)

Snyder, Josh

2nd Grade NE Reads (FALL)

Snyder, Josh

2nd Grade NE Reads (SPRING)

Snyder, Josh

2nd Grade NE Reads (WINTER)

Snyder, Josh

3rd Grade NE Reads (FALL)

Snyder, Josh

3rd Grade NE Reads (SPRING)

Snyder, Josh

3rd Grade NE Reads (WINTER)

Snyder, Josh

Attendance (Tardy List)

Snyder, Josh

Boys Basketball Academic Watch List

Snyder, Josh

Code of Conduct

Krecklow, Michelle

Football Academic Watch List

Snyder, Josh

Girls Basketball Academic Watch List

Snyder, Josh

HAL ID Pathway 1

Snyder, Josh

HAL ID Pathway 2

Snyder, Josh

HS – Athletic Eligibility (F Watch List)

Snyder, Josh

Kind NE Reads (FALL)

Snyder, Josh

Kind NE Reads (SPRING)

Snyder, Josh

Kind NE Reads (WINTER)

Snyder, Josh

MS – Athletic Eligibility (F Watch List)

Snyder, Josh

PBIS

Snyder, Josh

Softball Academic Watch List

Snyder, Josh

Tier I+ (1st Read) FALL

Snyder, Josh

Tier I+ (1st Read) Winter

Snyder, Josh

Tier I+ (2nd Read) FALL

Snyder, Josh

Tier I+ (2nd Read) Winter

Snyder, Josh

Tier I+ (3rd Read) FALL

Snyder, Josh

Tier I+ (3rd Read) Winter

Snyder, Josh

Tier I+ (4th Read) FALL

Snyder, Josh

Tier I+ (4th Read) Winter

Snyder, Josh

Tier I+ (5th Read) FALL

Snyder, Josh

Tier I+ (5th Read) Winter

Snyder, Josh

Tier I+ (Kind Read) FALL

Snyder, Josh

Tier I+ (Kind Read) Winter

Snyder, Josh

Volleyball Academic Watch List

Snyder, Josh

Wrestling Academic Watch List

Snyder, Josh

XC Academic Watch List

Snyder, Josh

# Turning SMART Goals into Progressions

- WPS is working to shift SMART Goals away from 3 times per year check ins
- Reading Improvement (K-5) = SMART Goals as a series of progressions
  - Foundational skills: How are students progressing? What gains are being made? (EL Cycle Assessments & Fastbridge as monitoring tool)

## Emphasis and Action - 4 Essential PLC Questions:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

# Tapping into our Community of Supports



# WES SEL/B PROCESS

A SEL/B team meets to discuss individual students with more intensive counseling needs.

Several in-school options are available to students:

- **Partnership with ESU #2 Mental Health Coordinators**
  - ESU #2 provides a LMHP/LCSW for one day per week.
  - The counselor provides therapeutic supports to identified students.
  - The counselor coordinates and collaborates with the student's teachers, school staff, and parents to develop a therapy plan.
  
- **Partnership with Family Services**
  - Family Service provides two LMHP's to our district to provide therapeutic supports to identified students
    - One of the counselors is designated to see elementary students one full day/week
  
- **Partnership with YAP (Youth Assistance Program)**
  - A counselor through Blue Valley Behavioral Health (in Wahoo) provides 6 free counseling sessions to students.
    - Sessions are during the school day at the school.
  - At the conclusion of the 6 sessions, the counselor makes a recommendation for either further counseling or discontinuation of counseling services.

## WES SEL/B PROCESS

## Partnership with Saunders County Youth Services

- **Community Response**
  - Supports and services for children and families to prevent risk of further system involvement
- **Family Support**
  - A service where a provider enters the family home and provides education, through a coaching model utilizing evidence-based practices, in order to strengthen the needs of the families.
- **In-Home Therapy**
  - Therapeutic services offered in the home to address the therapeutic needs of youth and families. Services may be provided in schools and/or other locations if needed for optimal therapeutic intervention.
- **ARRIVE Program**
  - Voluntary Truancy Services



# WEBSS

Wahoo Educational and Behavioral  
Support System

# Wahoo Public Schools (WEBSS) Flow Chart

ALL Students & CORE Curriculum/Materials + Professional Learning Community (PLC) Discussions = **Tier I**

PS 1 - w/student  
PS 2 - w/student & phone call home  
PS 3 - Parent/Teacher/Student Mtg.

*You are encouraged to access support team members at any time during the process. We don't need to have a WEBSS meeting to discuss potential Classroom Based Interventions.*

**Additional Support  
(Academic/Behavioral) or  
Challenge**

**Tier II**  
(some students)

**Significant  
(Academic/Behavioral)  
Support or Challenge**

**Tier III**  
(few students)

**Tier I Plus**  
(all students)



# Elementary WEBSS Forms



*Wahoo Educational and Behavioral Support System acts as the Wahoo Elementary School student assistance program. WEBSS is used within tiers I+ and II of the MTSS framework to help students receive the support they need to be successful.*

## What is a Problem Solving?

A problem solving (PS) should take place any time a student is struggling in the classroom academically, behaviorally, or socially within their tier I core instruction. A PS will also occur when a student scores in the "not proficient" or "high risk" categories, or if they receive tier II support through Title I as determined by the decision rules. **The classroom teacher will document each PS in Educlimber, including Title referrals.**

## What does a PS look like?

- **PS1: Teacher and student** meet to make a plan together to implement a tier I+ intervention. If qualifying for tier II intervention (Title I), notify parents that permission will be sent home.
- **PS2: Contact parents** to discuss concerns, and modify the existing intervention or try a new tier I+ intervention.
- **PS3: Teacher, student, and parent will meet** in person or via phone to discuss the problem, adjust the plan, or try a new tier I+ intervention.
- Monitor and document PS plans in Educlimber and

## What comes after PS3?

If the strategies used in the PS process have not met the needs of the student, the WEBSS team will meet. The WEBSS coordinator will find a date that works to meet with all necessary team members. Continue to document notes and updates related to the problem-solving plan on Educlimber.

## What is a WEBSS meeting?

The WEBSS meeting will include the **classroom teacher, a WEBSS coordinator, and a parent/guardian.**

The team may also include any of the following: administrator, counselor, school psychologist, support staff and additional teachers, intervention specialists, the student, etc.

### **The goal of the WEBSS team is to:**

- Brainstorm additional tier I+ interventions to try with the student.
- Discuss ways to support the student with academic

# Middle School WEBSS Forms

## HS/MS WEBSS PROCESS

### OBSERVE PROBLEM BEHAVIOR



### WARNING TO STUDENT



### OFFICE MANAGED??

#### IF NO

1. Classroom Managed Consequence
2. Track behavior with documentation form of minor incidents. *\*Please submit each form to the office.*
3. If a student receives 3 minor documentation forms (Problem Solving - PS) for the same incident, the student is automatically referred to the office.

#### MINOR - PROBLEM BEHAVIORS

Cell Phone Violation  
Dress Code  
Inappropriate Language  
Consistently Unprepared  
Property Misuse  
Disruption  
Off-Task

#### IF YES

1. Send the student to the office immediately
2. Complete documentation form for a major incident. *\*Submit to office.*
3. Log description of behavior and/or incident in PowerSchool. Please label the entry as "Teacher - Behavior".
4. Administration considers consequences and contact parent or guardian.

#### MAJOR - PROBLEM BEHAVIORS

Academic Dishonesty  
Abusive Language  
Defiance  
Fighting/Physical Aggression  
Electronic Violation

*WEBSS is a three-level system. Each level consists of different steps and procedures for dealing with academic and behavioral problems.*



## Wahoo Public Schools

Wahoo, Nebraska

## Documentation Form

### Middle School - WEBSS

STUDENT: \_\_\_\_\_



Date: \_\_\_\_\_ Time: \_\_\_\_\_

Referring Staff: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Location: Classroom Hallway Cafeteria Outside Bathroom Before/After School

Other: \_\_\_\_\_

Parent/Guardian Contacted: YES NO

*\*\*Parent/Guardian should be contacted on the second offense.*

#### MINOR - Problem Behavior

Inappropriate Language  
Consistently unprepared  
Property Misuse  
Disruption  
Off Task  
Other: \_\_\_\_\_

#### MAJOR - Problem Behavior

Abusive Language  
Defiance  
Fighting/Physical Aggression  
Electronic Violation  
Other: \_\_\_\_\_

Comments (Behavior Observed/Action Taken)

All referrals are filed with classroom teacher (WEBSS Process).  
Three (3) referrals equal one (1) major. Office referral should be noted.

# High School WEBSS Forms



## Wahoo Educational/Behavioral Support System Contract (Study Hall)

1. On \_\_\_\_\_ (date), this student, \_\_\_\_\_ has been assigned to the WEBSS Study Hall.

2. Student will attend the WEBSS Study Hall on the following days:

\_\_\_\_\_ Monday    \_\_\_\_\_ Tuesday    \_\_\_\_\_ Wednesday

\_\_\_\_\_ Thursday    \_\_\_\_\_ Friday

3. Absence or Excusal from WEBSS study hall will require notification of the high school office by a parent or guardian.

4. Unexcused absences from the WEBSS study hall will be reported to the high school principal and may result in being assigned to Saturday school, ISS, or OSS, as determined by the high school Principal.

5. Student will attend WEBSS study hall until the following academic goals have been achieved:

Signed \_\_\_\_\_ (WHS student)

Signed \_\_\_\_\_ (WEBSS representative)



## Wahoo Educational/Behavioral Support System Contract (Academic Eligibility)

On \_\_\_\_\_ (date), this student, \_\_\_\_\_ has been placed on the Academic Ineligible list in accordance with the WHS Student Handbook.

\_\_\_\_\_ is currently failing the following classes:

\_\_\_\_\_  
(Class)

\_\_\_\_\_  
(Grade)

\_\_\_\_\_  
(Class)

\_\_\_\_\_  
(Grade)

\_\_\_\_\_  
(Class)

\_\_\_\_\_  
(Grade)

In order to regain academic eligibility, the above named student agrees to visit with teachers and request that an academic plan be established for the classes listed above. A copy of this plan will be placed on file in the Principal's office and a copy will be made available to the student and the student's parents/guardians.

After one week, if the above-named student remains academically ineligible and has not made measurable progress in accordance with an academic plan, the student will be scheduled to attend mandatory WEBSS study hall sessions from 3:30-4:30 pm until eligibility has been restored.

The following opportunities are also available to help assist you in reaching your academic goals: ICU Lunch, WOW, assistance before school.

Failure to abide by this contract may result in additional administrative consequences.

Signed \_\_\_\_\_ (WHS student)

Signed \_\_\_\_\_ (WEBSS representative)

## Bi-Weekly MTSS Grade Level Mtgs

### Grouped by grade:

9th

10th

11th

12th

### Team Members:

All certified staff members

Principal

HS Counselor

# District Developed Materials/Resources

# Improvement Plan Alignment (WPS Example)

## NeMTSS Improvement Plan Alignment Activity:

Essential Element	Plan Name:	
<b>Shared Leadership</b>	Evidence: <u><b>District Level Teams:</b></u> <ul style="list-style-type: none"> <li>● CIP Team (Building Leaders, Advisory &amp; Buildings)</li> <li>● WEBSS Team</li> <li>● MTSS</li> <li>● TIP</li> <li>● PLCs</li> <li>● Operations and Safety Team (OST)</li> </ul>	Missing: <ul style="list-style-type: none"> <li>● Structure for teams (defined roles)</li> </ul> <b>Communication within the System:</b> <ul style="list-style-type: none"> <li>● Description of each CIP Team Layer  <del>*Role &amp; Responsibilities</del> *Who has decision making power?</li> <li>● <del>Visuals for teams (flowchart)</del></li> </ul>
<b>Communication, Collaboration and Partnerships</b>	Evidence: <ul style="list-style-type: none"> <li>● PowerSchool &amp; ICU List Communication</li> <li>● Website, Facebook, Twitter, Phone &amp; Email</li> <li>● IEPs, WEBSS, Academic Plans</li> <li>● Parent/Student Handbook</li> <li>● Parent-Teacher Conferences</li> </ul>	Missing: <ul style="list-style-type: none"> <li>● <del>Parent Involvement on the Level Described</del></li> <li>● Mutual Commitments within the system (What school will do and what families will do)</li> <li>● Consistent Parental Perceptual Survey (Yearly as part of CIP)</li> </ul>

# WPS - MTSS Action Plan

## MTSS Work Session Action Plan

**DISTRICT: Wahoo Public Schools**

**Targeted Goal: Strengthen our Core Instructional Model**

Action Step Description	Resources or Training Needed	Who will lead this action step?	How will it be evaluated?	Target Completion Date
1. Identify a District Problem-Solving Model (CIP Model) 1.a. comparison of plans from CIP, EBA/AQuESTT, MTSS, TIP	None  Completed Documents	MTSS Team & TIP Team	Does it meet our core values? Is it followed with fidelity?	6/21/18
2. Core Reading Curriculum Alignment & Essential Learnings Identification (at the elementary level)	-Time to complete w/grade level teams  -Updated curriculum cards (K-5, 6th - 12th)	Josh & Ben  Josh	-Utilization of Pacing Guide -Walk-through data -Use of Essential Learning Assessments (ELAs) for each quarter for data analysis	in progress  initial steps done by 6/2019
3. Prioritizing Marzano Strategies	- Pre-service training	Admin Team Eileen B.	- iObservation/ walk-through data	initial steps by end of 1st quarter <b>(COMPLETED 8/31/18)</b>

Go As Slow As Needed, But Go!





2022 NeMTSS SUMMIT

# CREATING COHERENCE

*October 13-14, 2022*



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# NeMTSS Essential Elements

Check out the [Nebraska MTSS Website](#)

# Questions?

Contact Information & Further Questions

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