Connecting the Dots:
## Bridging MTSS Implementation & Intervention Supports into the Secondary Level

Karin Mussman, EdS, NCSP: WCS MTSS Facilitator
Amber Biegler, EdS, NCSP: School Psychologist

Overview

- Why Connecting the Dots
- Background & District Continuity
- Start of Our Journey Across the Tiers
- Interventions & Progress Monitoring
- Team Structures & Data Management
- Success & Growth in MTSS

Why Connecting the Dots?!?
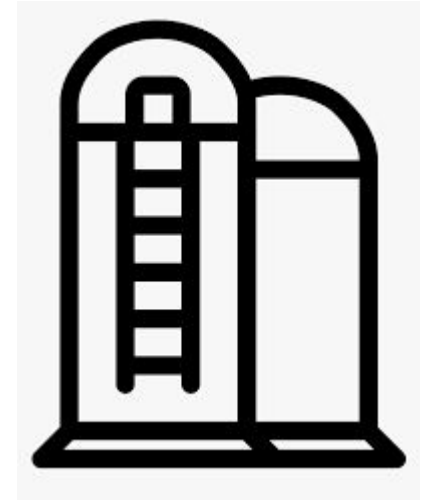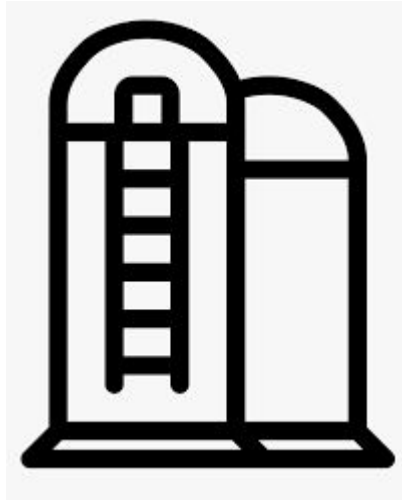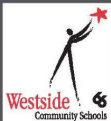
Westside Community Schools Strategic Plan 2021-2026

Mission
The Mission of The Westside Community School District, as an Innovative Educational System, is to Ensure Academic Excellence and to Serve the Unique Needs of All Learners.

Student Achievement and Well-Being

Supported and Engaged Staff

Community, Collaboration, and Partnerships

Finance, Safety, and Infrastructure

ACADEMIC EXCELLENCE · INCLUSION FOR ALL · FINANCIAL STABILITY AND EFFICIENCY · LEADERS IN INNOVATION · STUDENT-FIRST CULTURE
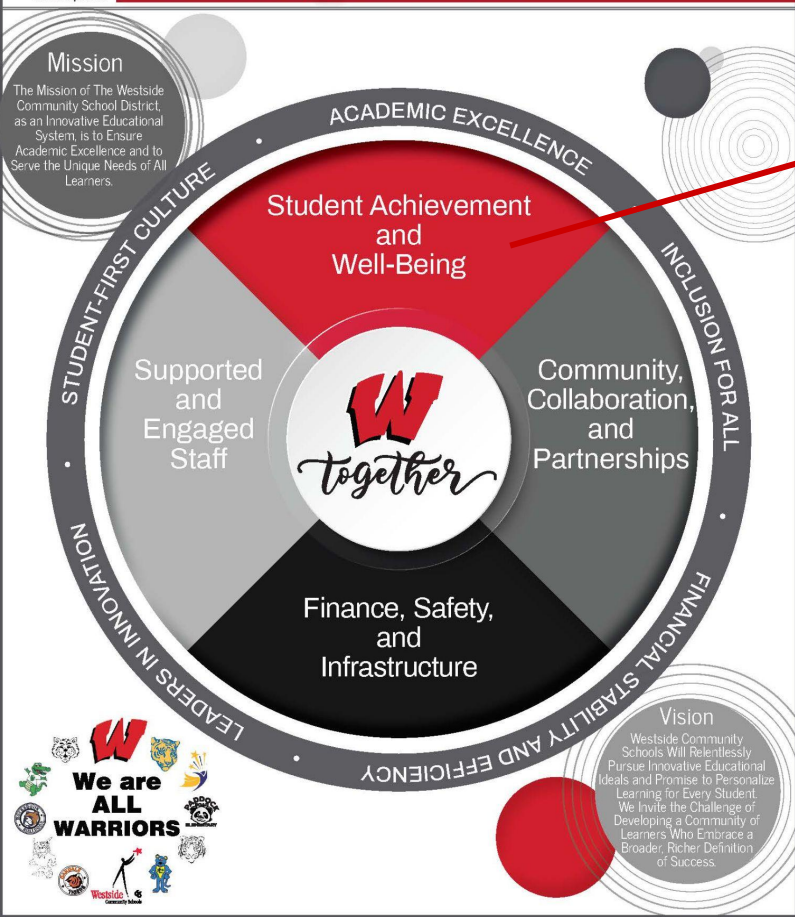
W together

We are ALL WARRIORS

Vision
Westside Community Schools Will Relentlessly Pursue Innovative Educational Ideals and Promise to Personalize Learning for Every Student. We Invite the Challenge of Developing a Community of Learners Who Embrace a Broader, Richer Definition of Success.

THE FRAMEWORK FOR TEACHING

DOMAIN 1: PLANNING AND PREPARATION

1a Demonstrating Knowledge of Content and Pedagogy
- Content and the structure of the discipline · Prerequisite relationships
- Content-related pedagogy

1b Demonstrating Knowledge of Students
- Child and adolescent development · Learning process
- Students' skills, knowledge, and language proficiency
- Students' interests and cultural heritage · Students' special need

1c Setting Instructional Outcomes
- Value, sequence, and alignment · Clarity · Balance
- Suitability for diverse students

1d Demonstrating Knowledge of Resources
- For classroom use · To extend content knowledge and pedagogy
- Resources for students

1e Designing Coherent Instruction
- Learning activities · Instructional materials and resources · Instructional groups
- Lesson and unit structure

1f Designing Student Assessments
- Congruence with instructional outcomes · Criteria and standards
- Design of formative assessments · Use for planning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2a Creating an Environment of Respect and Rapport
- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and action

2b Establishing a Culture for Learning
- Importance of content and of learning
- Expectations for learning and achievement · Student pride in work

2c Managing Classroom Procedures
- Instructional groups · Transitions · Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations · Monitoring of student behavior
- Response to student misbehavior

2e Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4a Reflecting on Teaching
- Accuracy · Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments · Student progress in learning
- Non-instructional records

4c Communicating with Families
- Information about the instructional program · Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community
- Relationships with colleagues · Involvement in culture of professional inquiry
- Service to the school · Participation in school and district projects

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues

4f Showing Professionalism
- Integrity and ethical conduct
- Decision-making

DOMAIN 3: INSTRUCTION

3a Communicating With Students
- Expectations for learning · Directions for activities
- Explanations of content · Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions/prompts · Discussion techniques
- Student participation

3c Engaging Students in Learning
- Activities and assignments · Grouping of students
- Instructional materials and resources · Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria · Monitoring of student learning

© 2019 The Danielson Group

Westside Community Schools INSTRUCTIONAL MODEL

We ensure an instructional model that values…

| thoughtful & deliberate instructional planning | rich learning environments | high quality, evidence-based instruction | strong & supportive collaboration |

Principle 1: POSITIVE CLASSROOM CLIMATE
High Expectations ⊙ Culture of Belonging, Equity & Inclusion ⊙ Positive Interactions

Principle 2: EFFECTIVE CLASSROOM MANAGEMENT
Clear Routines & Procedures ⊙ Organized Learning Environment ⊙ Managing Classroom Behaviors ⊙ Pacing

Principle 3: DATA-INFORMED INSTRUCTIONAL PRACTICES
Clear Learning Goal ⊙ Lesson Design ⊙ Teaching to Mastery ⊙ Differentiation ⊙ Check for Understanding ⊙ Feedback to Learners

Principle 4: ACTIVE STUDENT ENGAGEMENT
Active Participation ⊙ Opportunities to Respond
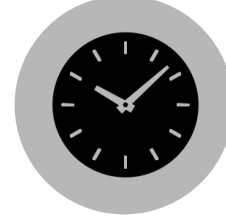
May 2022

NPBiS

MTSS CORE BELIEFS

Efforts must focus on PREVENTION within Core/Tier 1 Instruction.

We must maintain high expectations for ALL students. All students can learn and achieve.
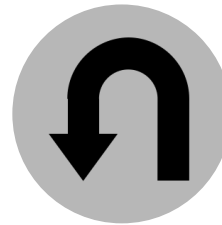
What we've been doing has not been working for ALL students. There is an urgency to make a change to meet the needs of all students, especially struggling students.

Student performance is influenced most by the quality of the instruction & intervention we deliver, and fidelity to this is important.
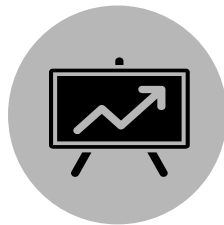
Decisions are best made based on data.

If students are not successful, we must ALL be willing to make the necessary changes to what *we're* doing, as indicated by the data.

Student performance improves when they are actively engaged in their learning and feel like they belong.

"SYSTEMIZE THE PROCESS, CUSTOMIZE THE IMPLEMENTATION"

WMS Structure

All the THINGS

SAEBERS

Interdisciplinary teams

Professional Learning Goals

Start on Time

Warrior Time

FBA/BIP

Second Step Lessons

Map Data

ZAPs

Math Support

PLC

10th Hour

Power UP Reading

Counseling Lessons

EduCLIMBER
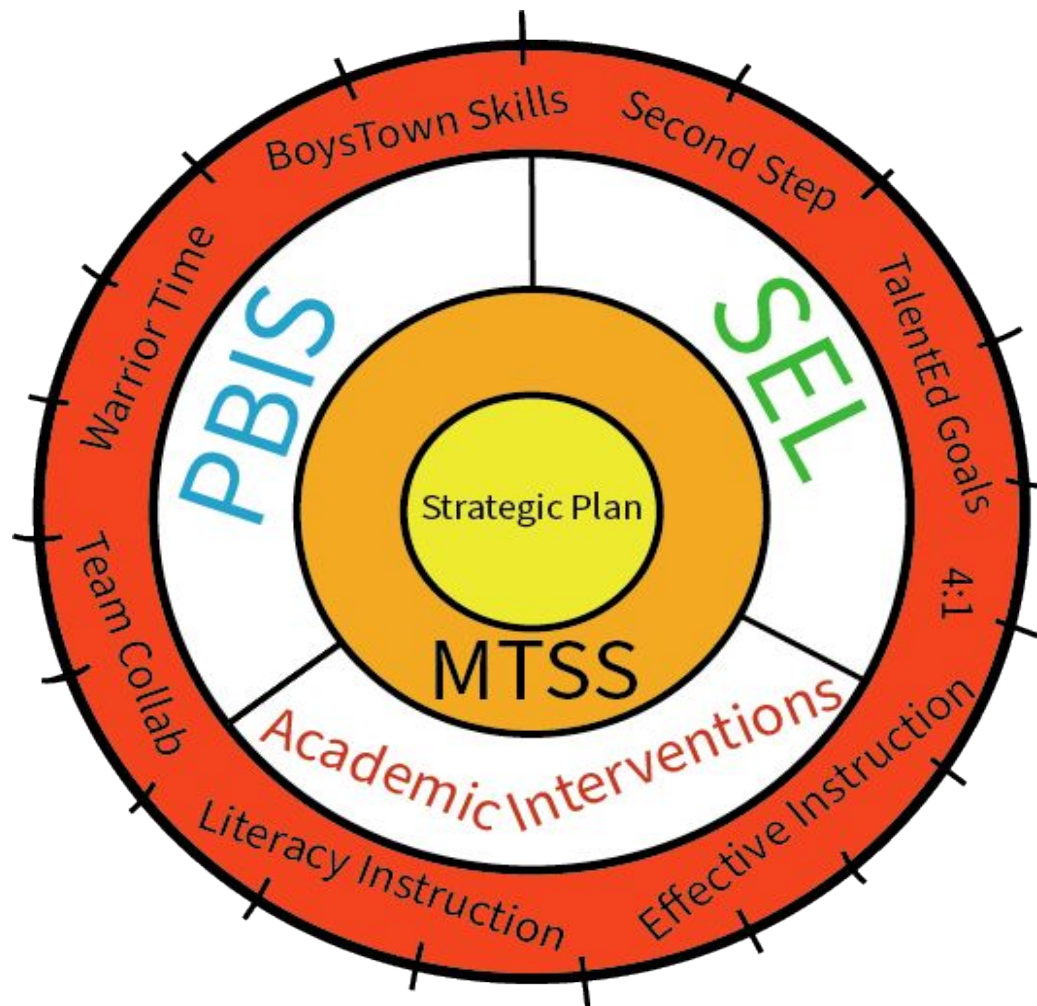
Universal Screening

PBIS

Instructional Model

Boys Town

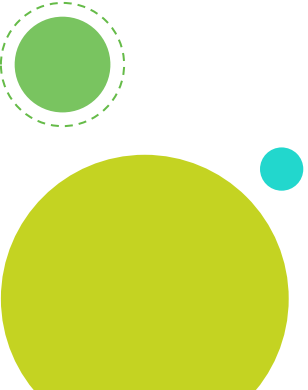WeSIDE

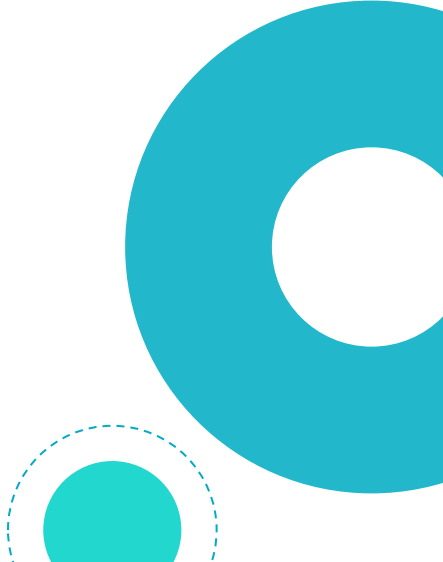Tier 3 Team

These 6 Things

Spark Homeroom Lessons

mySAEBERS

Step 1: Prep Work

- ◎ NeMTSS Self-Assessment
- ◎ Belief Survey
- ◎ Staff PD about MTSS
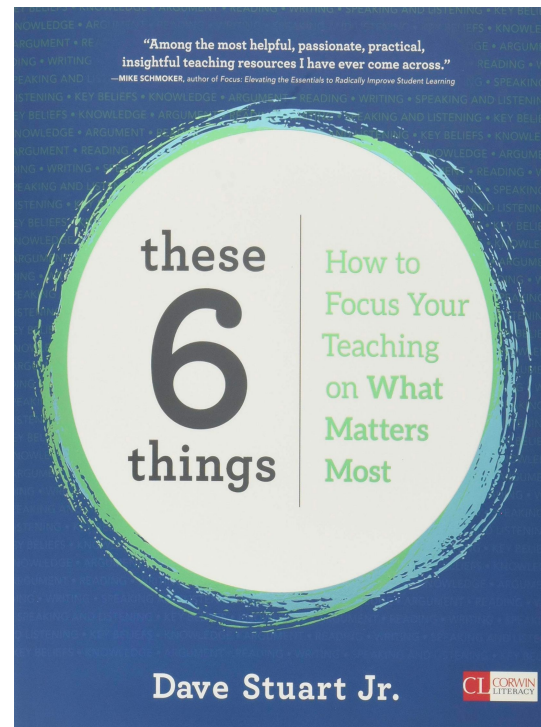- ◎ Examining current structures
- ◎ Reviewing current schedule

Tier 1

- Professional Development
- Team Meeting Revamp
- Warrior Time

Professional Development

1. **Cultivating Key Beliefs**
2. **Build knowledge** purposefully & often
3. **Argue** purposefully & often
4. **Read** purposefully & often
5. **Write** purposefully & often
6. **Speak & Listen** purposefully & often

"Among the most helpful, passionate, practical, insightful teaching resources I have ever come across."
—MIKE SCHMOKER, author of *Focus: Elevating the Essentials to Radically Improve Student Learning*

these
6
things

How to
Focus Your
Teaching
on **What**
Matters
Most

Dave Stuart Jr.

CI CORWIN LITERACY

Team Meeting Revamp

- Additional Team Leader Training
- Universal agendas: weekly data review
  - Behavior & Academic
- ALL members in attendance
- Common Problem Solving Process

Problem Solving Form

Concerns (Be as specific as possible)

Previously Attempted Strategies & Results

Target Behavior for Intervention & Baseline Data

Data Collection Plan (Who, How, When)

Parent Communication of Plan (Who, When, How)

Periodic Data Review (4-6 Weeks Later)

Intervention Plan (Who, When, What)

Brief Data Summary (Did it work? How do you know?)

Next Steps (Continue, Fade, Modify, Discontinue)

Carving Out Time

8:00-8:43 1st period

8:47-9:30 2nd period

9:34-10:17 3rd period

10:21-11:04 4th period

11:08-11:51 5th period

11:55-12:55 LUNCH/HR

12:59-1:42 7th period

1:46-2:29 8th period

2:33-3:15 9th period

8:00-8:40 1st period

8:43-9:23 2nd period

9:26-10:06 3rd period

10:09-10:49 4th period

10:52-11:32 5th period

11:35-12:15 6th period

12:18-1:18 LUNCH/HR

1:21-2:01 8th period

2:04-2:44 9th period

2:47-3:15 Warrior Time

Westside Middle School
Warrior Time Scheduling System

Edficiency
SCHEDULE SUCCESS

MANAGE ▾　　REQUESTS ▾　　MY PROFILE
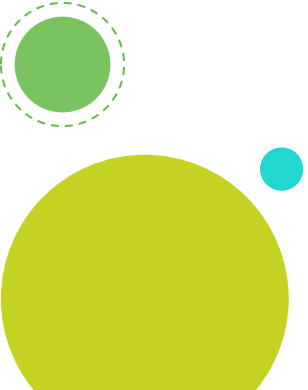
◎ Flexible Intervention Period

◎ Content PLCs reviewing data

◎ Data-based grouping for re-teaching or extension

◎ Tier 2 skill groups

Tier 2

- Data Informed Small Groups
- Universal Problem Solving Process
- Reading & Math Interventions

Intervention Enhancements

◎ Benchmarking for entry & exit

◎ Student goal setting & reinforcement

◎ Progress monitoring & data review

◎ Increased family communication

◎ Increased fidelity of intervention

Decision Rules

◎ Screening for students below the 35th percentile

◎ Identification of needs and intervention history

◎ Placement into intervention classes

No Disability (40%, 12)

Specific Learning Disability (36.7%, 11)

Speech Language Impairment (6.7%, 2)

Other Health Impairment (6.7%, 2)

Autism (3.3%, 1)

Hearing Impaired (3.3%, 1)

Emotional Disturbance (3.3%, 1)
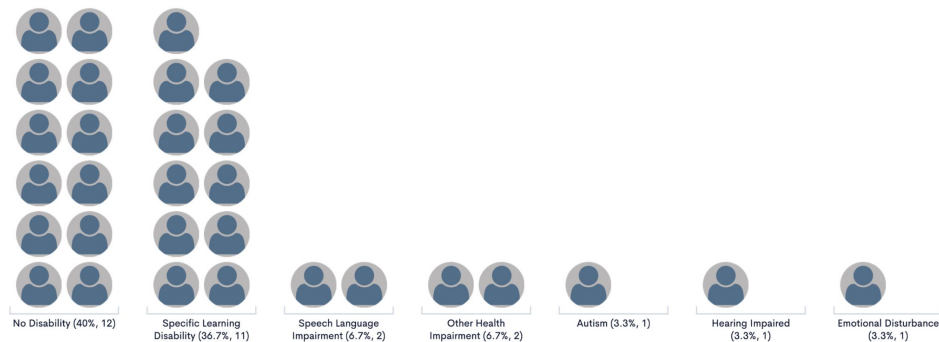
| Current Grade Level	aReading %ile at Nation	CBM-R %ile at Nation	CBM-R Risk Level	CBM-R Risk Level Text	CBM-R Words Read Correct	AUTOreading %ile at Nation	MAP Fall %ile	Student Is Special Ed?	Recommended Placement
7	1						45	T	CR-Level 2
7	1						1	T	CR-Level 2
7	2						1	F	CR-Level 2
7	8						1	T	CR-Level 2
7							4	T	CR-Level 2
7	1					16	8	T	CR-Level 2
6	6	6	highRisk	High Risk	96	34		T	Rewards
6	1	7	highRisk	High Risk	104	10		T	CR-Level 2
6	3	3	highRisk	High Risk	79	7		T	CR-Level 2
6	1	7	highRisk	High Risk	102	11		T	CR-Level 2
6	1	7	highRisk	High Risk	103	6		T	CR-Level 2
6	5	26	someRisk	Some Risk	143	13		T	Rewards
6	6	6	highRisk	High Risk	97			T	CR-Level 2
7	4					7	8	F	CR-Level 2
7	7						27	T	defer for eval
7	4					39	6	T	Power up
7	36					29	23	F	Power up
7	11					23	25	T	Power Up
7	9						10	T	PowerUp

K-12 Progression of Interventions: Word Recognition
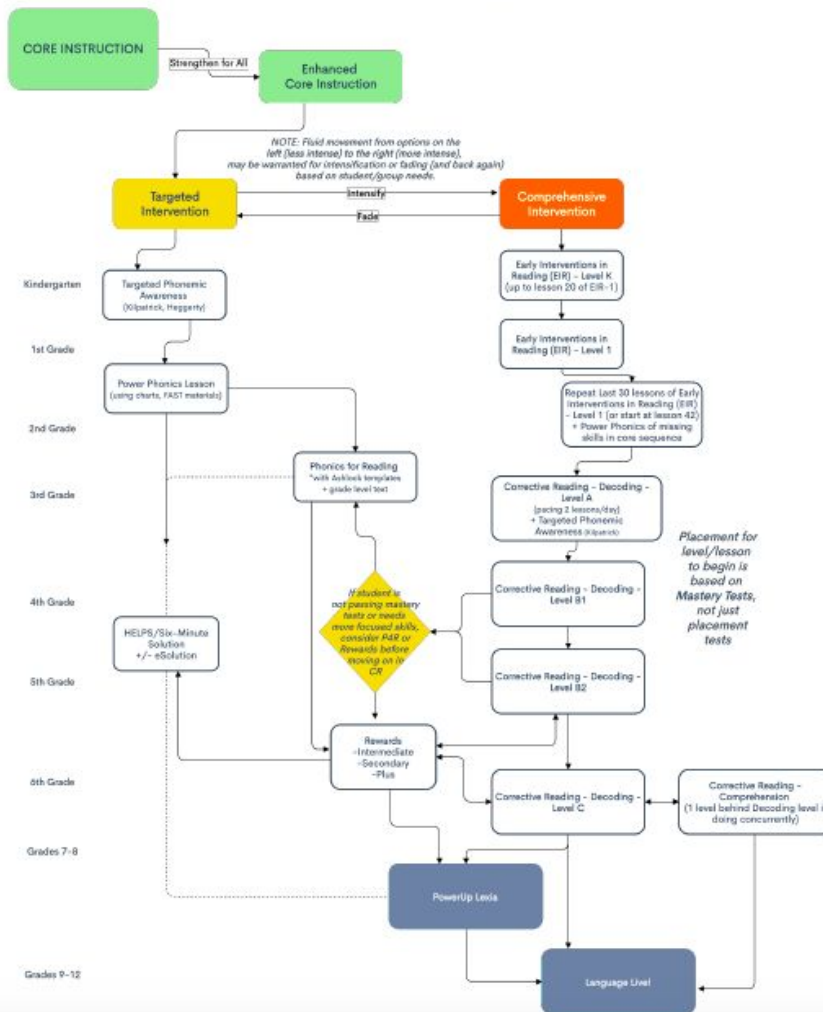
Decision Rules For SEB

- ◎ High Risk on Screener
- ◎ 5 Major ODR within 4 weeks
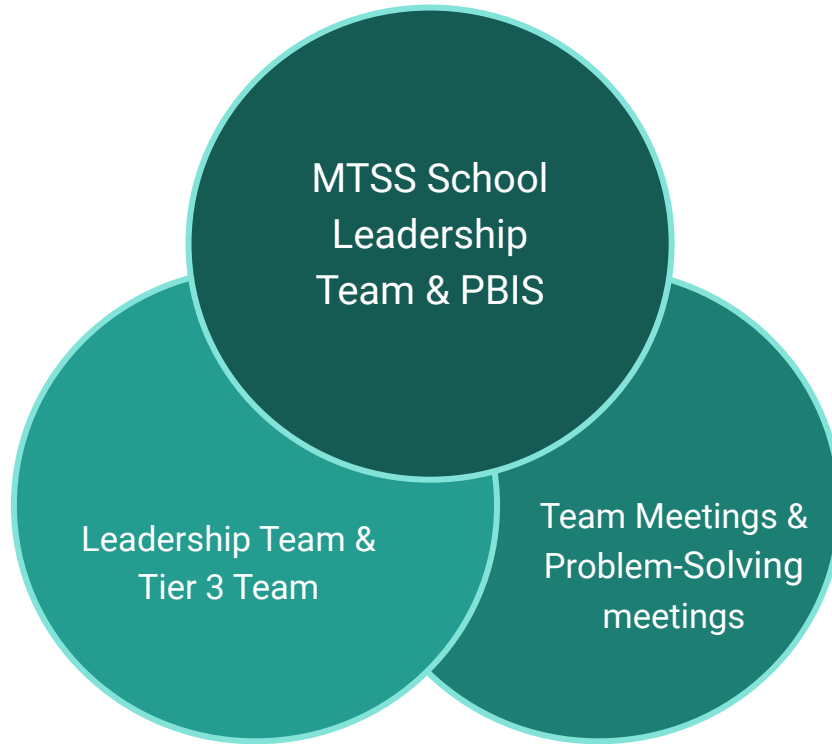- ◎ Validate with other data
- ◎ Building capacity

eduCLIMBER ODR (K-12)	SAEBRS - Teacher (K-12)	mySAEBRS (Students in 5th-12th)	Other
• Drill Down for ODR • Incidents Reports • 3D • Thresholds • Tags	• **Screening Resources Links** • FAST & eC reports • Alignment to Second Step	• **Screening Resources Links** • FAST & eC reports	• Progress Monitoring Data • Teacher Nomination Google Form • EWS/teacher referral

Data Management

◎ FAST Reports
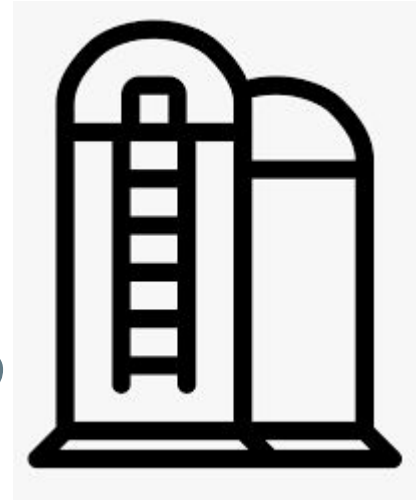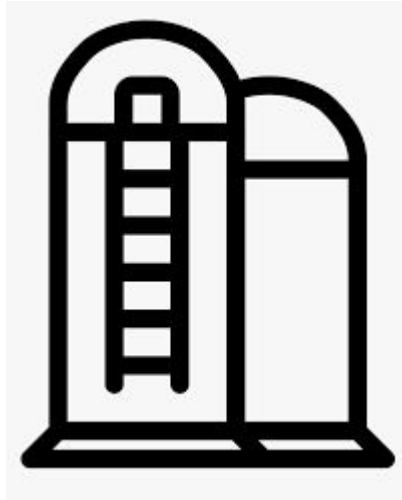◎ Progress Monitoring
◎ Reading PLC
◎ eduCLIMBER thresholds

WMS Indicators	On-Track	At-Risk	Off-Track
1. ODR- Majors	0-1 ODRs in a quarter; 2 or fewer ODRs in a year	2 ODRs in a quarter; 3-5 ODRs in a year	3 or more ODRS in a quarter; 6+ ODRS in a year or 3+ ODRS in a semester
2. Attendance (U, E, OSS)	0-1 full-day absences in a quarter; 3% or less absences in a year	2-3 full-day absences in a quarter; 4%-9% absences in a year	4 or more full-day absences in a quarter; 10% or more absences in a year
3. Total mySAEBRS	40%ile or above	4-39%iles	<4%ile; and/or Emotional subscale of raw score 11 or below
4. Total SAEBRS	40%ile or above	4-39%iles	<4%ile; and/or Emotional subscale of raw score 11 or below
5. Course Performance	C's or better in all classes	1-2 D's in any class	3+ D's OR Failing 1 or more classes (F's)
6. NSCAS Growth & Other Standardized Assessments	On-track or College & Career Ready; or 40%ile or above	+/- 10 of Developing cut score; or 25%ile	Developing or <16%ile
OTHER	• Non-responsive to Tier 2 interventions implemented with fidelity • Student presents a significant pattern of behavior that causes or threatens to cause physical injury to student or others		

MTSS School Leadership Team & PBIS

Leadership Team & Tier 3 Team

Team Meetings & Problem-Solving meetings

Success &
Growth in
Connecting the
Dots
of
MTSS

Thanks!

Any questions?