

MTSS



Elementary Collaborative

May 2016



Agenda

- Welcome
- Updates
 - Website
 - Staff Survey
- Review of District Goals
 - Building Action Plans
- Upcoming for next year
- Questions



WELCOME





Updates

- Website
 - New items added
 - Updated manual with new vocabulary
 - Articles
 - Articles of interest
 - Reducing behavior problems in the elementary classroom
 - Assisting students struggling with math
 - Assisting students struggling with reading
 - Teaching elementary students to be effective writers
 - Staff Survey
 - Please make sure to complete and have colleges complete https://www.surveymonkey.com/r/Marshfield_MTSS



New Vocabulary

Tier I:	Tier II:	Tier III:
High Quality Core Instruction (Best Practices) (Support for students)	Supplemental Instruction (Intervention) (Treatment for students)	Individualized Intensive Instruction (Intervention) (Treatment for students)

-----Intensity of Intervention----->



New Vocabulary

- **Tier 1** – high-quality, research-based instruction made up of a standards driven curriculum. It is made up of the following:
 - **High Quality Instruction** – engaging, standards-based, data-driven, and research-based instruction which are grounded in culturally responsive practices
 - **Culturally Responsive Practices** – account for and adapt to the broad diversity of race, language and culture in Wisconsin schools and prepare all students for a multicultural world
 - **Curriculum** – is what is taught, including scope, sequence, pacing, materials, rigor, format, relevance (provide examples, such as, Imagine It! of our curriculums)



New Vocabulary

Tier 2 – is made up of curriculum and instructional practices that are provided to some students and in addition to the routine (same definition as supplemental intervention). This implies a small group of three to five students for 20-40 minutes, at least three to five days a week. (Shinn, M. R., PhD, & Walker, H. M., PhD (Eds.). (2010). *Interventions for Achievement and Behavior Problems in a Three-Tier Model Including RtI*. Bethesda, MD: National Association of School Psychologists.)

- **Intervention** – a systematic use of a technique, practice, or program designed and shown to improve learning in specific areas of student need. An intervention teaches skills to help students overcome specific deficits or maladaptive response patterns. Interventions require a targeted assessment, planning, and data to be effective; consideration is given to the nature of the problem (skill deficit vs. performance deficit).



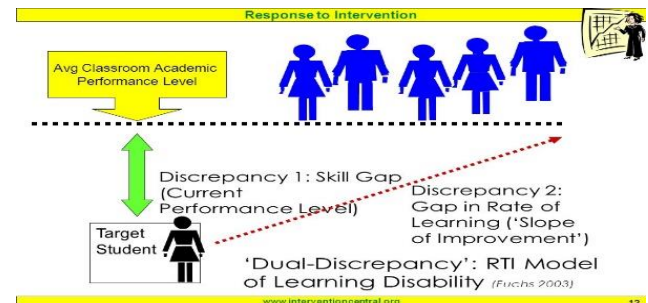
New Vocabulary: Tier 2

Supplemental Instruction – curriculum and instruction practices that are provided to some students in addition to the routine

Performance Discrepancy – how a student's level of achievement compares to the expected level of achievement, norm-based. (see graphic).

Progress Discrepancy – how a student's rate of improvement (ROI) compares to the expected level of ROI of achievement with norm-based criteria

Rate of Improvement - is a numerical index that reflects how rapidly raw scores on a measure increase during a given school year



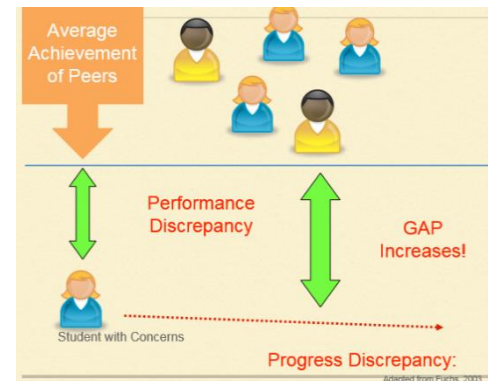


New Vocabulary

Tier 3 – individualized, intensive instruction for students with significant underachievement; intensive, skill specific interventions in one-on-one or small group instruction that is either supplemental or supplanted. This implies smaller instructional group sizes, longer daily sessions and intervention over a longer term

(Shinn, M. R., PhD, & Walker, H. M., PhD (Eds.). (2010). *Interventions for Achievement and Behavior Problems in a Three-Tier Model Including RtI*. Bethesda, MD: National Association of School Psychologists.)

- **Progress Discrepancy** – how a student's rate of improvement compares to the expected level of rate of improvement of achievement with norm-based criteria (see graphic)
- **Rate of Improvement** - is a numerical index that reflects how rapidly raw scores on a measure increase during a given school year
- **Intensive Intervention** – a systematic use of a technique, program, or practice designed to improve learning or performance in a specific area of need





Review of District MTSS Goals

- Main focus was Tier 1 and implementation of PS Teams
- Created MTSS vision statement
- Developed building action plans
- Identified building level team members and roles/function
- Revised PLP forms
- Determined how implementation will be monitored
- Established PLP guiding data document
- Reviewed current universal screening processes
- All members have received training on Alpine
- Developing training on the Problem Solving Process through collaborative meetings
- Establishing a manual for procedural guidelines – tier 1 complete and part of tier 2 is complete
- Reviewed current Tier 2 and 3 practices within the district
- Review district data to determine needs
- Sent out year one staff survey
- Beginning to develop an intervention bank



Building Action Plans

- Step 1 – Establish a Building MTSS Team
 - Building Teams established
 - Dates for meetings established
 - Training was provided about Problem Solving Teams
 - Data to monitor:
 - Meeting agendas/notes
 - Evidence from action plan
 - PLC notes
- Evaluate year of implementation – currently doing through survey



Building Action Plans

- Step 2 – Provide Training to Entire Building Staff
 - Protocol for resource dissemination - usually faculty meetings
 - Continually outline expectations of tier 1
 - Participation in collaborative meetings
 - Tier 2 interventions were reviewed and discussed (Triangle activity)
 - Problem solving training to staff (teams have been conducting problem solving meetings)
 - Year one survey to staff is out



Building Action Plans

- Step 3 – Provide Feedback to District MTSS Team
 - First part of manual disseminated
 - Implementing tier 1 practices (daily- good instruction)
 - Information has been shared via administrators and district MTSS members
 - Manual was shared with staff (where to find on the website)
- Upcoming:
 - Analyze implementation survey results



Building Action Plans

- Step 4 – Roll-out Action Plan for Implementation
 - Action plan was reviewed
 - District vision was shared with staff (beginning staff meeting)
 - Standing MTSS agenda item for faculty meetings
 - Collect and evaluate student data, staff survey, and other program indicators to monitor program effectiveness
 - Many building teams have been using various sorts of data to determine continued needs



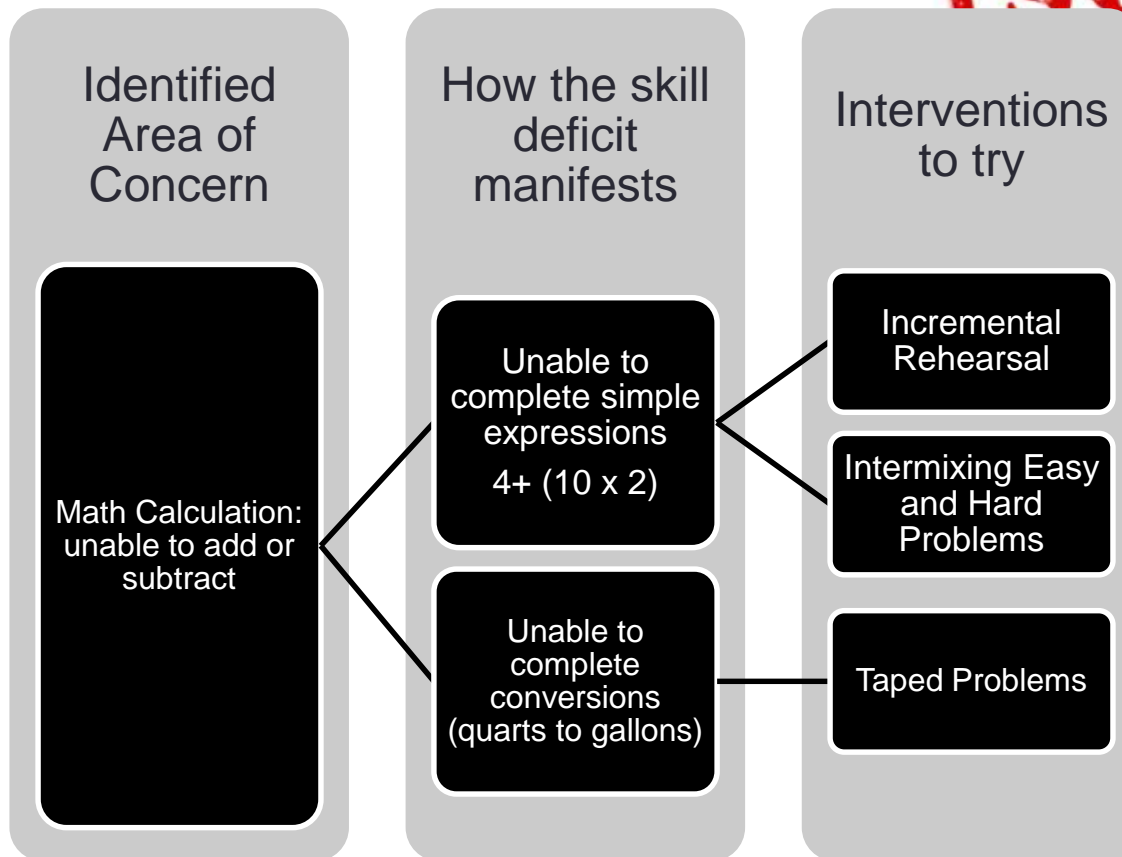
Building Action Plans

- Step 5 – Data Warehouse
 - Alpine training
 - Data coaches are established/ being established
 - Began using Alpine (or parts of Alpine) during MTSS meetings
- Step 6 – Change Assessment Methods
 - No new assessment changes will occur



Upcoming for 16-17 School Year

- Focus will be on Tier 2
 - Intervention bank will be created





Upcoming for 16-17 School Year

- Focus on Tier 2
 - Updating building action plans to address Tier 2 implementation
 - New vocabulary
 - Develop a common understanding of best practices in Tier 2
 - Instruction = Intervention
 - Assessment = Progress Monitoring
 - Problem Solving = Problem Solving in PLC or PS Teams
- Update Manual
 - Address Problem Solving at Tier 2 = Plan Evaluation



Questions

- Any questions you want to discuss with other teams?

