

Suzanne McKibbon  
Assistant Superintendent

and

Haley Maxfield  
Assistant Principal

# Deer Park School District

# Successes Cohort 2

---

**\*Impactful professional development and support from the experts in the implementation of MTSS.**

**1**

## **Universal Screener**

Academic  
and Social  
Emotional

**2**

## **Progress Monitoring**

Aimsweb  
Tier II bi-monthly  
Tier III-weekly

**3**

## **Schedules**

More alignment  
built around  
grade-level  
intervention  
for reading  
and math

**4**

## **Core**

Schedule  
supports all  
students  
accessing  
core  
instruction

**5**

## **Increased Intervention Staff**

Added four  
Certificated  
interventionists  
K-5

# Successes Cohort 3

Continued the work from Cohort 2.

**1**

## **Universal Screeners**

Data based decision making and conversation in PLCs. Once per month late start PLC

**2**

## **Progress Monitoring**

Consistent data collected, and increased communication with classroom teachers.

**3**

## **Schedules**

Increased alignment, increased time for 2nd grade data showed highest need

**4**

## **Core Instruction**

Focus on fidelity of implementing adopted core curriculum. Tied to SGGs

**5**

## **Intervention**

One more year of 4 extra interventionists prepare teachers for effective intervention in the classroom.

# MTSS Rubric

---

## Who completed the rubric?

- District Office Administrators
- Building administrators
- One classroom teacher per grade level
- Interventionist from K-2 and 3-5 buildings

## Areas of Improvement

Alignment Tier I, II, III

Schedules

Progress Monitoring

## Areas of Improvement

Fidelity

Data based decisions

MTSS Teams

# Alignment

---

- Universal Screeners
- Schedules
  - Intervention
- Next Steps/Action Plan
- Handbook
- Including Special Education

# **Systems & Processes**

---

- Entrance and Exit criterion for intervention
- Progress Monitoring Protocols/schedules
- Transparent communication with teachers and families
- Data collection
  - intervention
  - classroom data
- MTSS Handbook will document these systems and processes

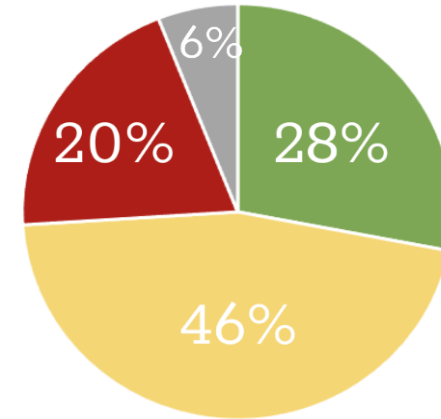


# Reading Data

-Increase of 46% of students meeting or exceeding grade level expectations. (252 students to 552 students)

-Decrease of 9% of students that are two or more years behind grade level expectations. (177 students to 95 students)

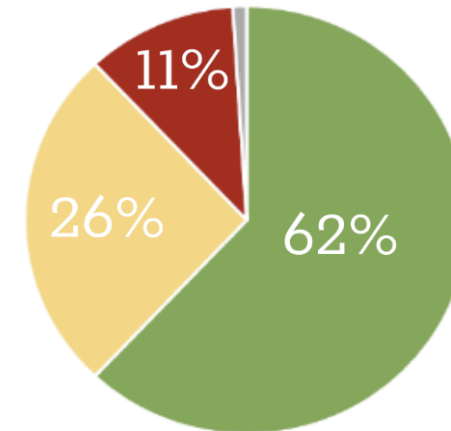
Fall I-Ready K-5



■ At or Above Grade Level      ■ One Grade Level Behind  
■ Two or More Grade Levels Behind      ■ Students Not Assessed

Spring I-Ready Reading K-5

Chart Area



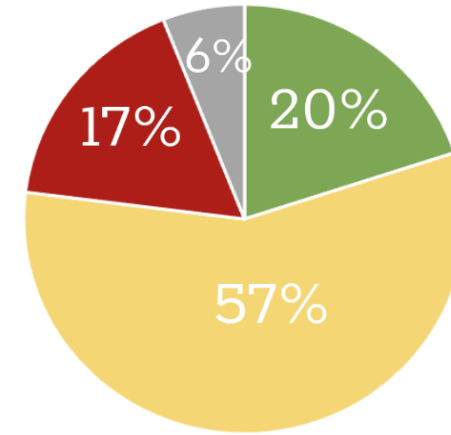
■ At or Above Grade Level      ■ One Grade Level Behind  
■ Two or More Grade Levels Behind      ■ Students Not Assessed

# Math Data

-Increase of 43% of students meeting or exceeding grade level expectations. (174 students to 556 students)

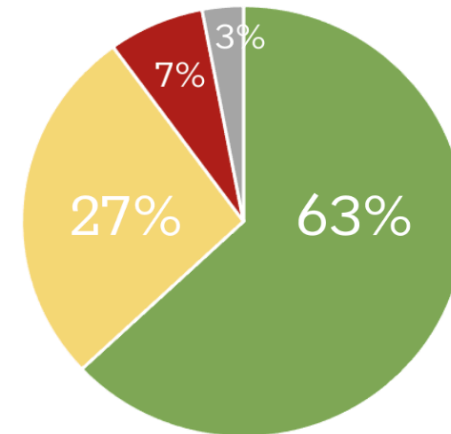
-Decrease of 10% of students that are two or more years behind grade level expectations. (150 students to 65 students)

Fall I-Ready Math K-5



■ At or Above Grade Level      ■ One Grade Level Behind  
■ Two or More Grade Levels Behind      ■ Students Not Assessed

Spring I-Ready Math k-5



■ At or Above Grade Level      ■ One Grade Level Behind  
■ Two or More Grade Levels Behind      ■ Students Not Assessed



**Thank  
You!**

---

Questions?