



VIKINGS

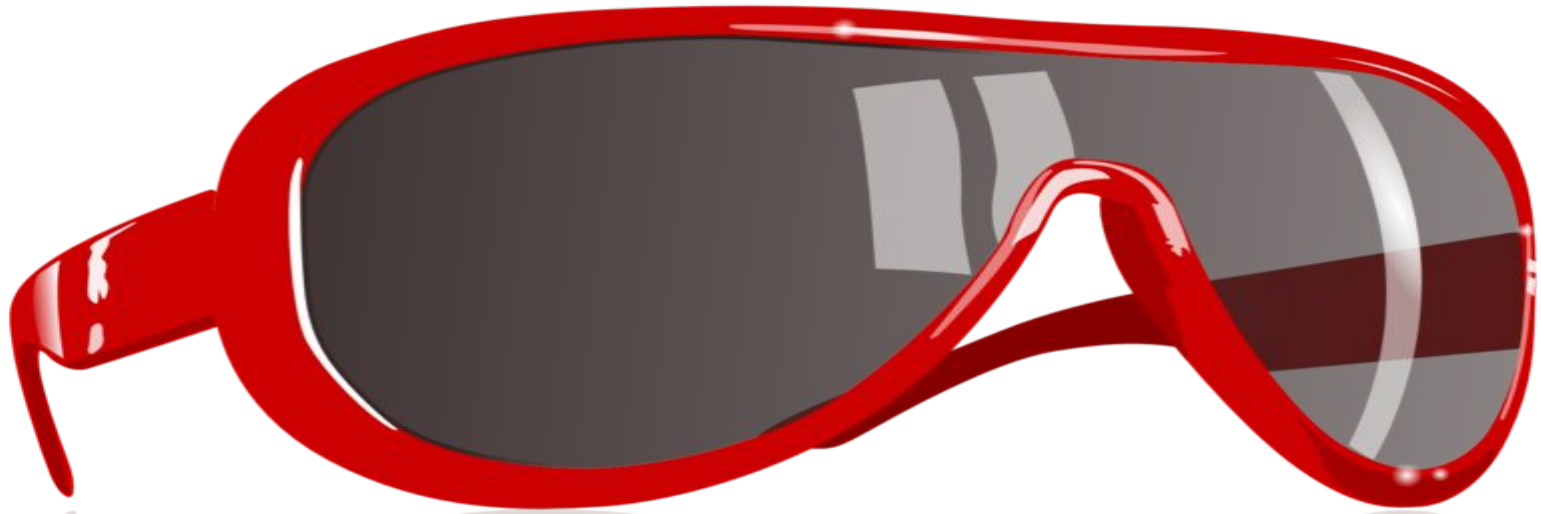


# MTSS: Shortening the road to our goal through a cohesive system

Selah School District  
6/28/22



**SCHOOL DISTRICT**  
*Cultivating life-long learners*



# Connection Question...

What is the most embarrassing fashion trend you used to wear with pride?

# A Little Bit About the Selah School District

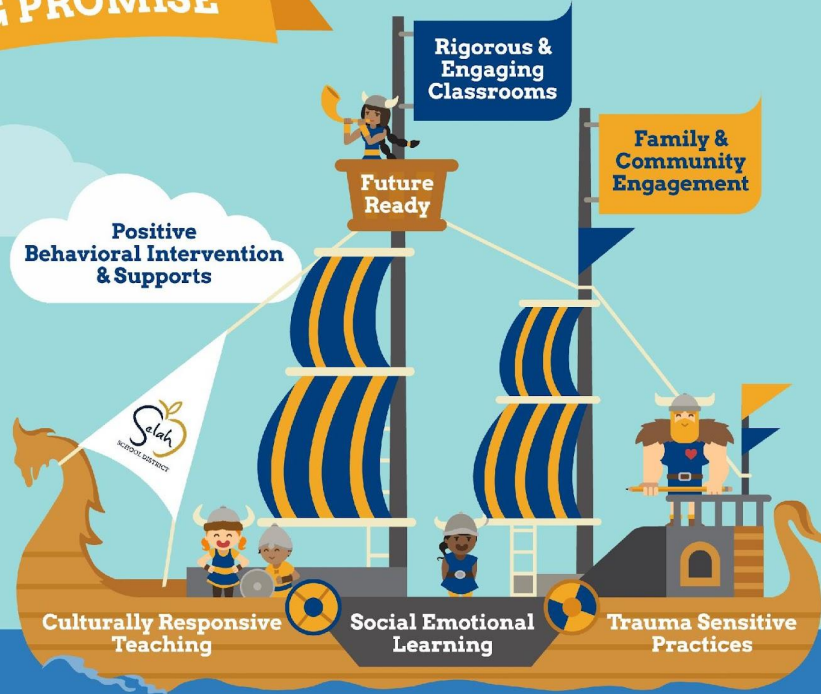
- Nearly 3600 Students
- 5 main campuses (PreK-K, 1-2, 3-5, 6-8 and 9-12 along a Homelink program, Sundown partnership, Big Picture Learning School and a K-12 online school)
- 530 employees including 243 classroom teachers with an average of 13.3 years of experience
- \$55 Million dollar annual budget
- 55% free and reduced lunch, 34% Hispanic and 62% white





Why we exist	Our Core Purpose	To ensure high levels of learning for all students.
What we do	Our Mission	SSD, in partnership with students, parents and community cultivates a culture of lifelong learning for all.
What we want	Our Vision (Portrait of a Graduate)	Every student future ready by being able to collaborate, innovate, communicate, show empathy and resilience.
What we believe	Our Core Beliefs	<ul style="list-style-type: none"><li>-Strong <b>character</b> is at the heart of preparing our students for lifelong success</li><li>-Every student is worthy and <b>capable</b> of making meaningful contributions to their communities</li><li>-Every student graduates on time prepared for <b>college &amp; career</b></li></ul>
What we will accomplish	Our Pledge	The goal of the <b>Viking Promise</b> is to meet the needs of the whole child by creating an equity centered, engaging and personalized learning experience in an emotionally and physically safe environment for each child.

## THE VIKING PROMISE



The goal of The Viking Promise is to meet the needs of the whole child by creating an **equity** centered, **engaging** and **personalized** learning experience in an emotionally and physically **safe** environment for each child in Selah.



*The Selah School District - Cultivating Lifelong Learners*



**The goal of *The Viking Promise* is to meet the needs of the whole child by creating an equity centered, engaging and personalized learning experience in an emotionally and physically safe environment for each child in Selah.**

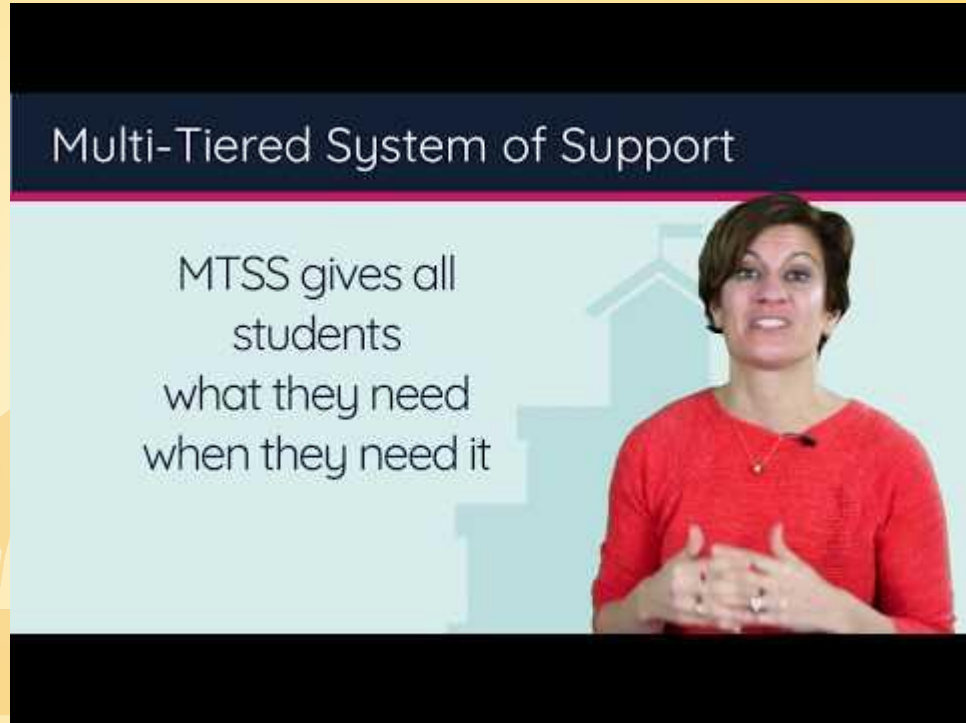


# Creating Clarity through Theories of Action

- If we build and maintain strong, growth producing relationships then we will create a sense of belonging leading to positive outcomes for students and staff.
- If we have effective implementation and monitoring of MTSS systems at each building focused through The Viking Promise, then we will be able to provide timely, equitable support for each student regardless of their background.
- If we create rigorous and engaging classrooms built on a foundation of inclusion through a lens of Universal Design for Learning then we can remove barriers to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

# Setting the Stage

How does Katie Novak's [description of MTSS](#) align with your district's work? How does it differ?







# MTSS: Multi-Tiered Systems of Support

# Our System....

**is perfectly designed to produce  
the results we are obtaining.**



# Prior Work

MTSS is an all encompassing framework in partnership with staff, family & students, to make decisions based on data to meet individual, and small group, and whole group needs through the use of intentional systems to increase impact growth, achievement, and to close gaps.

A school-wide framework involving each staff member, no matter their role, that contributes to addressing barriers and biases that drive inequitable outcomes and opportunities for each student, regardless of race, SES, ability, or language by collecting & analyzing data, providing timely supports that are individualized while monitoring & adjusting accordingly.

Framework to ensure all students receive what they need academically, emotionally, & socially to ~~reach~~ <sup>successfully</sup> reach their full potential.

MTSS done well includes:

- Clarity - common purpose  
Common expectations  
Common processes
- Knowledge of available resources
- Holistic team-focused on authentic indicators
- Whole child, strength-based approach
- Flexibility & agility in supports  
Staff & students

Staff  
families  
teams

support  
provide  
receive  
collection  
maximize  
implementation

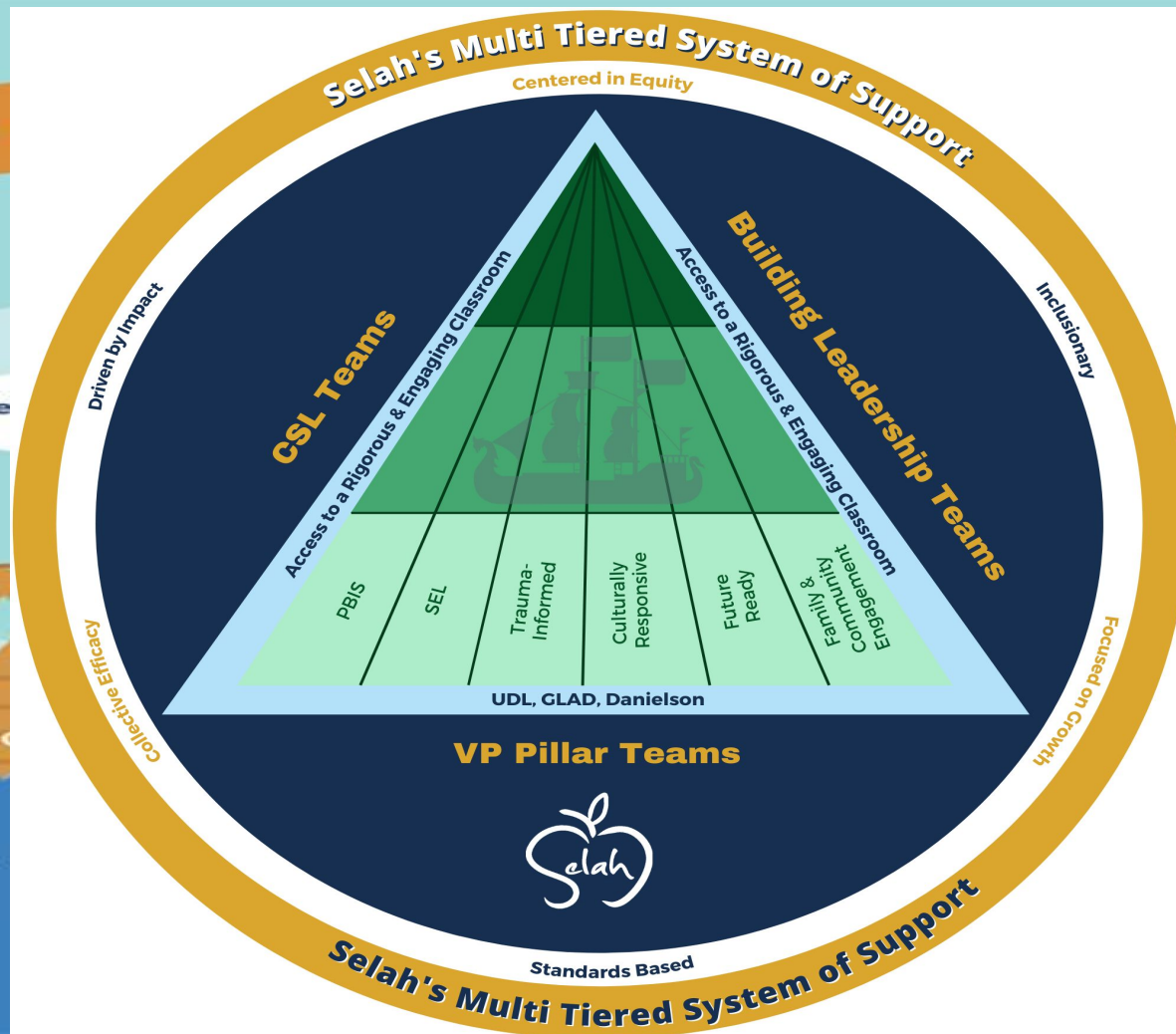
intervene  
enrich  
resources  
data  
needs met  
fluid  
close gaps

MTSS is ensuring all students get what they need, when they need it. Teams monitor implementation of Tier 1 (grade level standards), identify gaps using PM tools, provide intervention/enrichment, maximize resources in order to close gaps and meet student needs academically, emotionally + behaviorally.

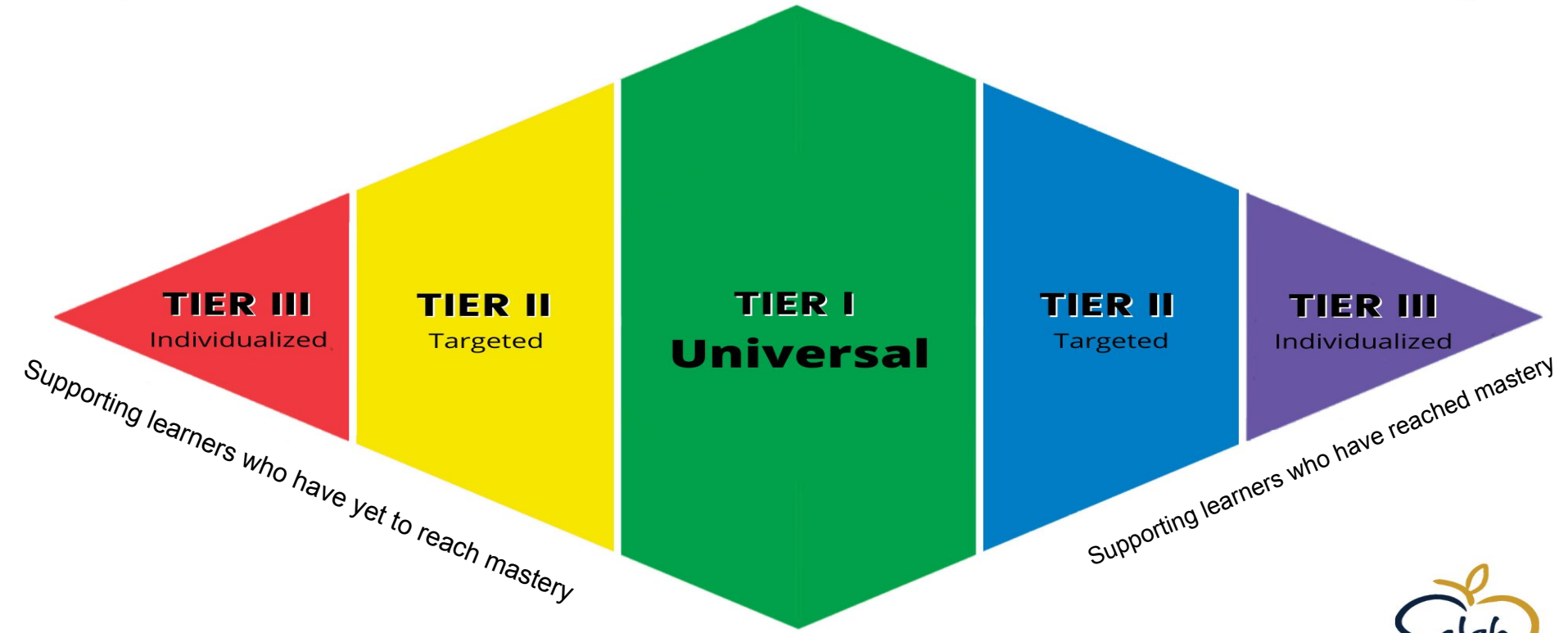
A collaborative, systematic, data-driven approach to identify needs of students by using efficient targeted interventions to support growth & eventually close gaps.





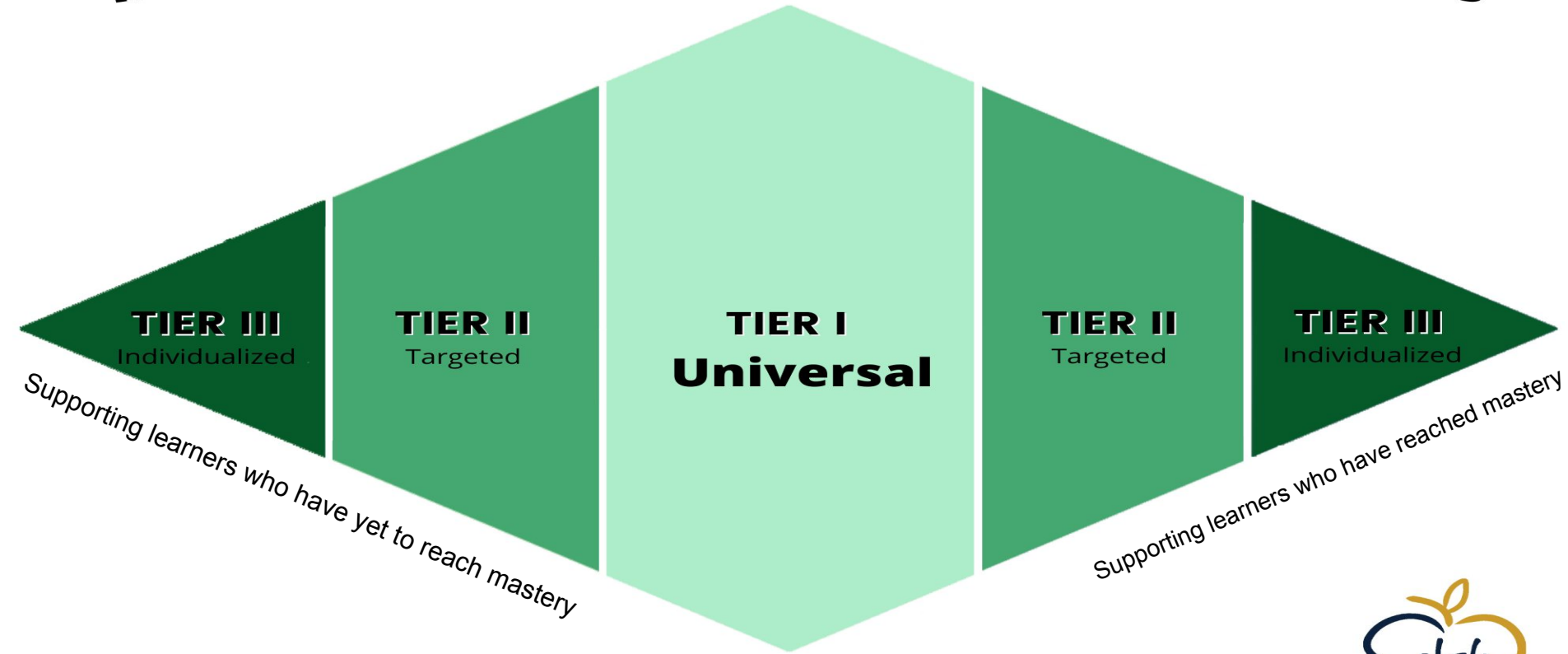


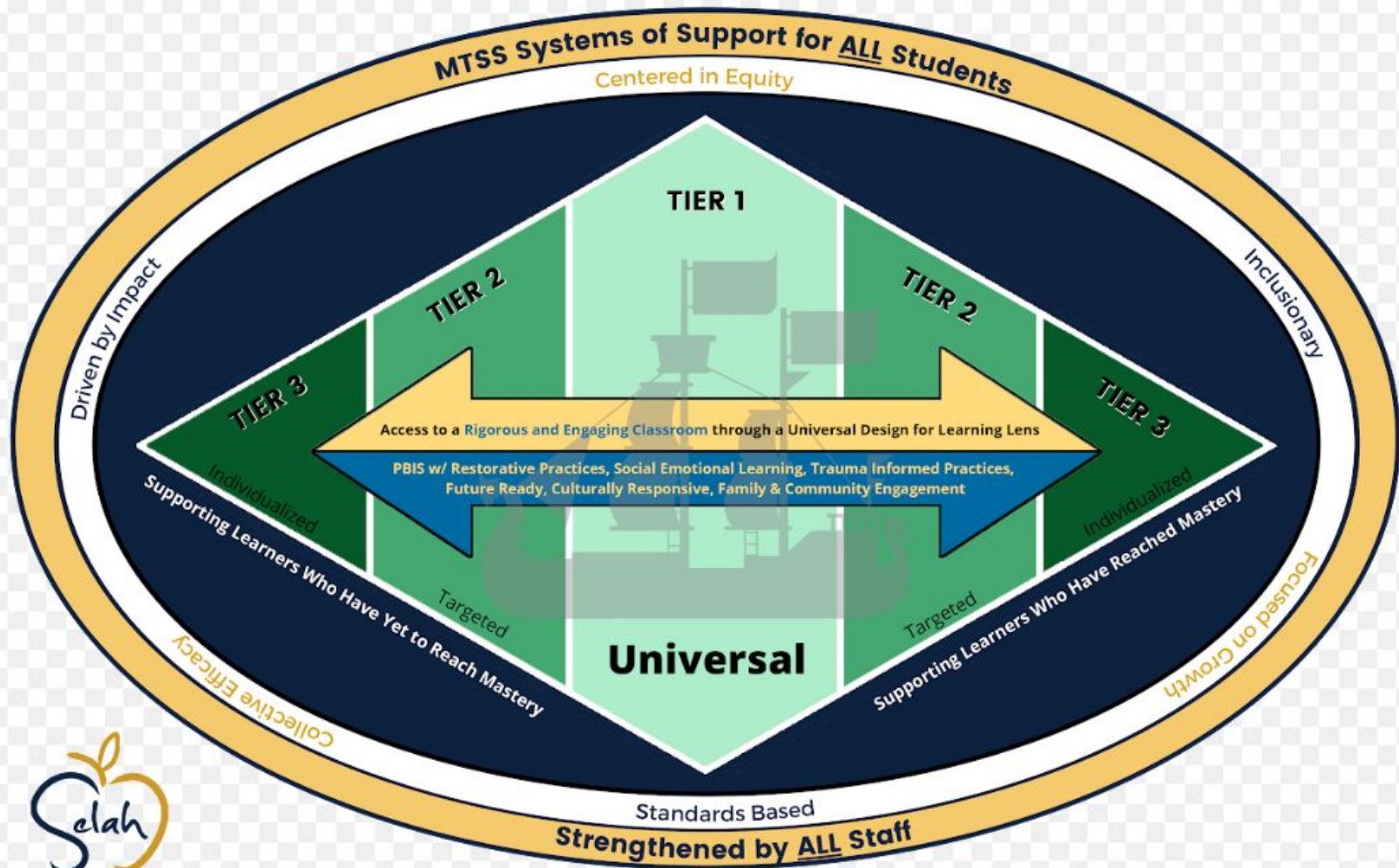
# MTSS Systems of Support for ALL Students





# MTSS Systems of Support for ALL Students





### Definition:

**MTSS is a framework that removes barriers for each child by giving them what they need, when they need it, to produce equitable outcomes.**

### Key Components:

- Objective indicators are used to inform decisions
- Ownership by all in the system
- Least restrictive needs based approach
- Clarity of purpose, expectations, process and roles
- Utilized evidence based practices
- Systematic documentation and data collection
- Flexibility and agility to meet student needs
- Consistent communication with all stakeholders



**OVERVIEW**



	<u>Which Students</u>	<u>Which Staff</u>	<u>Location of Support</u>	<u>Duration</u>	<u>Resources</u>
Tier 1	Universal for all	All	Full school, classroom	Daily	Core instructional materials and strategies

	<u>Which Students</u>	<u>Which Staff</u>	<u>Location of Support</u>	<u>Duration</u>	<u>Resources</u>
Tier 2	Targeted groups based on objective indicators	Classroom staff, intervention staff, other non-classroom staff	Classroom (if occurring during core instruction), small group outside of classroom (if outside of core).	6 week intervals based on progress monitoring data	Supplemental instructional materials, strategies, and services



# Funding

- BEA
- Title I & LAP - Paras
- LAP - Interventionists
- LAP - Supplemental Instructional Material
- LAP - Professional Development (Instructional Strategies)
- TBIP - Multilingual Learner Interventionist & Paras

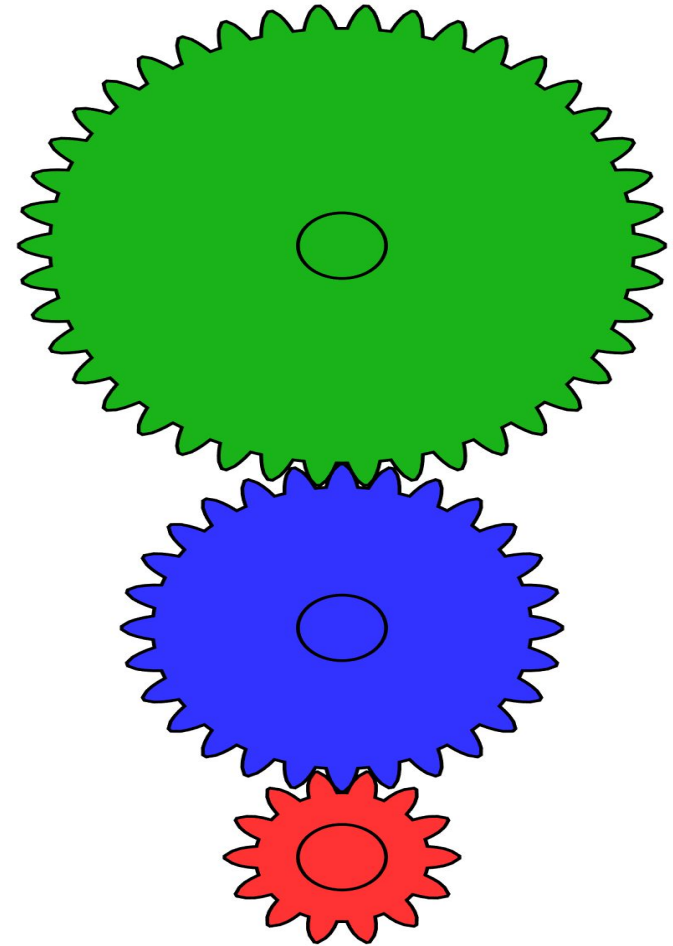


	<u>Which Students</u>	<u>Which Staff</u>	<u>Location of Support</u>	<u>Duration</u>	<u>Resources</u>
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# MTSS Teams-Expectations

Team	Purpose	Frequency	Staff Representation
Tier 1 (BLT)	To review schoolwide data and identify strengths and areas of need. Monitor SIP plans and develop PD and create feedback loops with grade level and/or departmental teams on adjustments.	At least once a month.	Grade level teachers (w/ @ least 1 dual rep) Admin Counselor SPED Specialist Classified





1

**What is it we want our students to know and be able to do?**

2

**How will we know if each student has learned it?**

**Four guiding questions of PLC work**

3

**How will we respond when some students do not learn it?**

4

**How will we extend the learning for students who have demonstrated proficiency?**

# CSL Process: Simultaneously loose and tight

## Structure

- Team agreements
- Goals for the team
- Defined roles
- Collective responsibility



**SCHOOL DISTRICT**

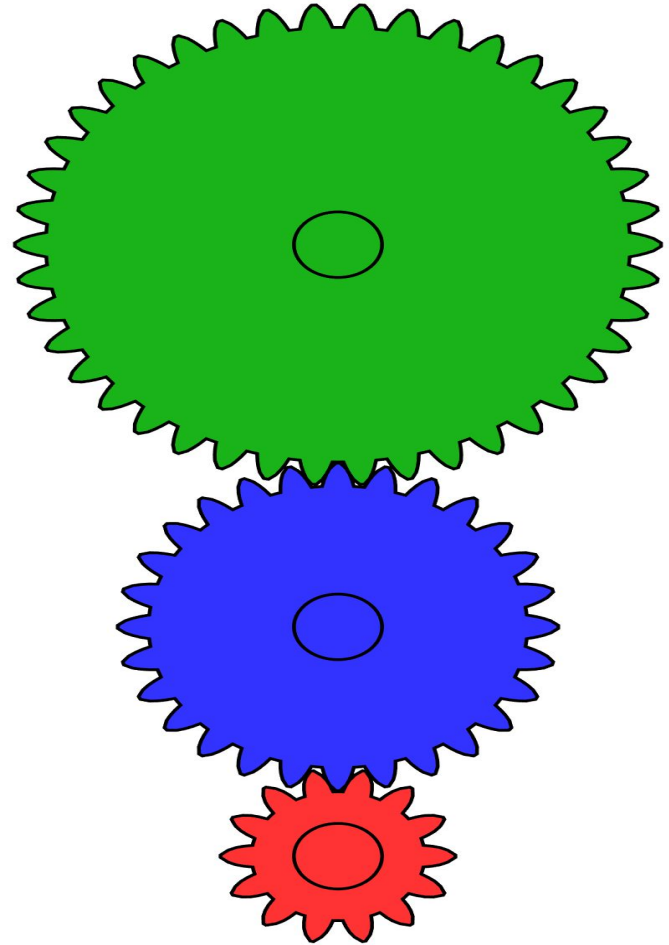
*Cultivating life-long learners*

## Expectations

1. **Determine Essential Outcomes**
  - a. Prioritize standards
  - b. Unpack the standards
  - c. Create learning intentions
  - d. Create success criteria for each
  - e. Determine sequencing and pacing of content
2. **Common Assessments**
  - a. Monitor and ensure student learning
  - b. Formative and Summative

# MTSS teams-Expectations

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<b>Tier 2</b>	To review data for groups of students to plan interventions/extensions. Identify the types of groups needed based on the data and determine qualifying decision cut points based on staff available.	Approximately once every 6 weeks (dependent on the assessment calendar).	Intervention staff Admin Counselor SPED Classified Psych





# MTSS Tier 2: How do we serve?



## Parameters to consider

- Staffing available to serve students
- Model and schedule

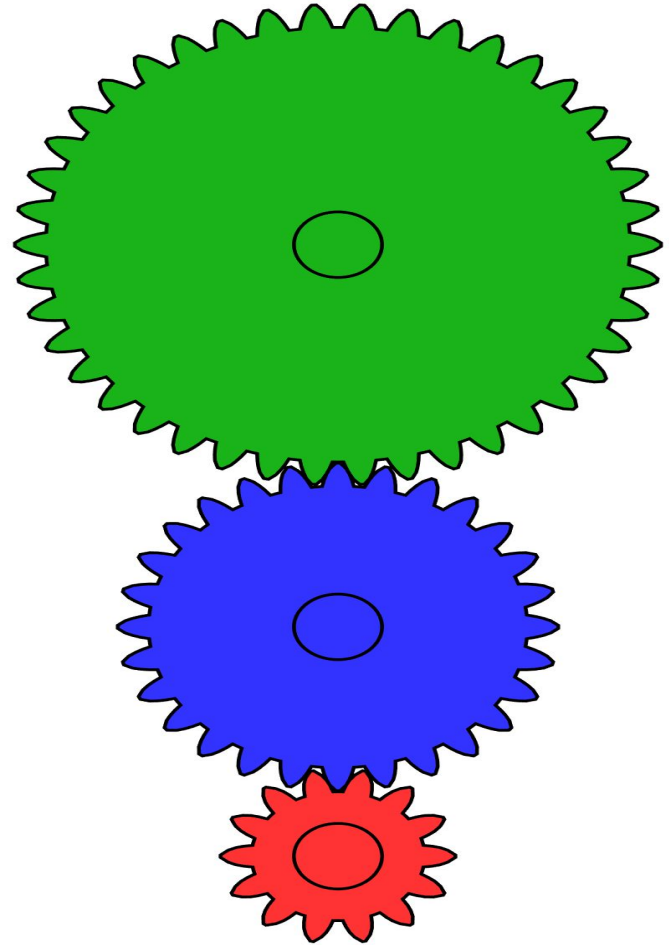
## Data expectations

Process for determining students to serve (objective data):

1. Diagnostic data
2. Progress Monitoring data
3. Supplemental assessment data
4. Qualitative data, if needed

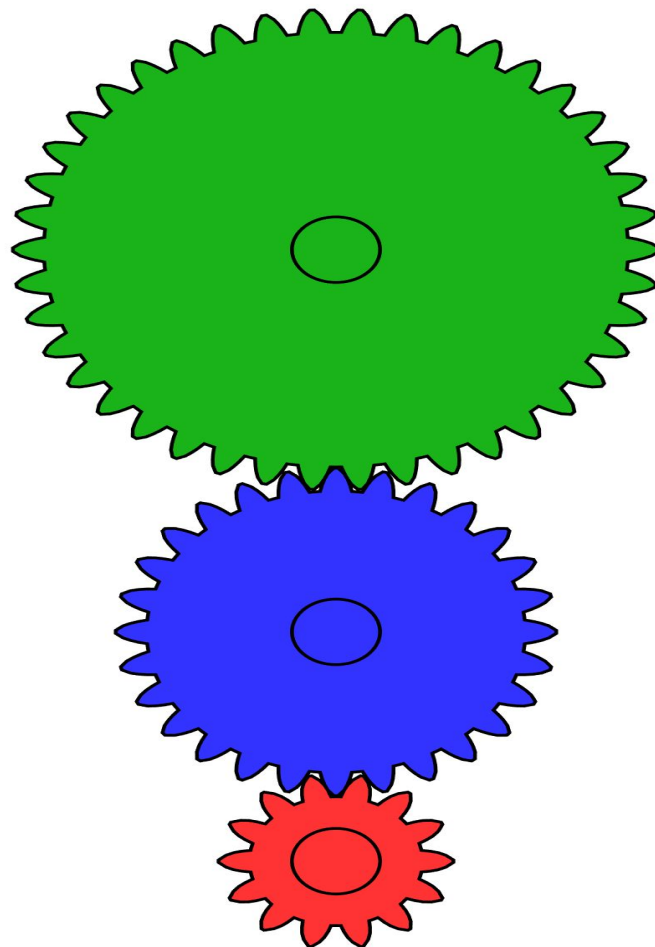
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# Mapping MTSS meetings

- Make sure you have your Tier 1, 2, and 3 teams staff identified.
  - Tier 1: Coordinate BLT with other buildings
  - Tier 2: Reference assessment calendar to determine cycle meetings.
  - Tier 3: Coordinate with other buildings on day and time.



# PLC+ Work

Improving PLCs

PLC+ Shared Doc (comparing The Four Questions/PLC+ Guiding Questions)

CSL/PLC+ Guiding Questions

The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives.

-Robert John Meehan



<b><u>Question 1:</u></b> Where are we going?	<b><u>Question 2:</u></b> Where are we now?	<b><u>Question 3:</u></b> How do we move learning forward?	<b><u>Question 4:</u></b> What did we learn today?	<b><u>Question 5:</u></b> Who benefited and who did not benefit?
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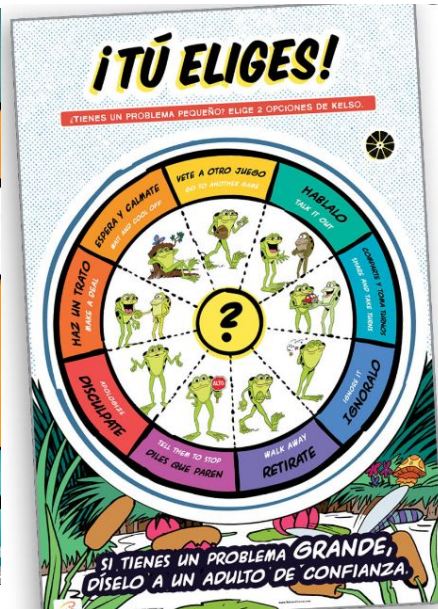
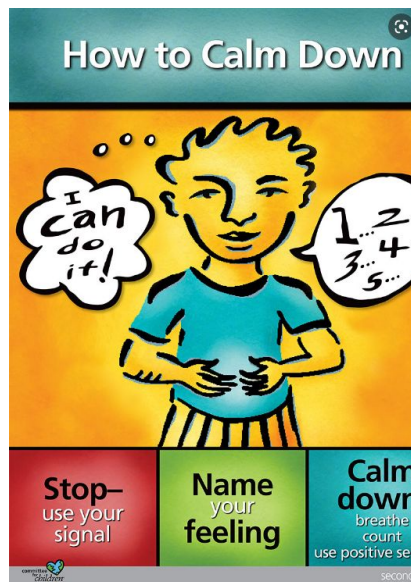
# Tier One

SEL at JCP

- Second Steps
- Kelso's Choice
- Harmony Class Meetings

English/Spanish Language Arts

- Year 5 of ARC
- Heggerty
- Addition of Saxon at 1st grade
- Standards mapping and pacing guides at each grade level
- Identified Essential Learnings



Reading	Dual Language Reading	Writing	Language	Speaking/Listening	Assessments & Resources
<b>Week 1</b> <b>(3 weeks) First week: Parent/Teacher Back to School Conferences</b>					
<b>RL.2.1</b> I can ask and answer who, what, where, when, why and how questions to show that I understand stories. <ul style="list-style-type: none"> <li>• Answer</li> <li>• Text</li> <li>• Details</li> <li>• Question</li> <li>• Who</li> <li>• What</li> <li>• When</li> <li>• Where</li> <li>• Why</li> <li>• How</li> </ul>	<b>ELD Standards</b> <ul style="list-style-type: none"> <li>• ELP.1 Construct meaning from an oral presentation and literary and informational text through grade-appropriate listening, reading, and viewing.</li> </ul> <a href="#">Review K-1 Non-transferrable skills all quarter</a> (Spanish only. Can we assess these?)  Spanish Standard: RL.2.1, SL.2.3	<b>W.2.3</b> Narrative I can write to tell an organized story with details about events, thoughts and feelings. <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Characters</li> <li>• Setting</li> <li>• Emotion</li> </ul>	<b>L.2.1a (K-1)</b> Nouns A noun is a _____. <ul style="list-style-type: none"> <li>• Person</li> <li>• Place</li> <li>• Thing</li> </ul> <b>L.2.1e (K-1)</b> Verb Adverb Adjective A verb is _____.	<b>SL.2.1a</b> I can listen, wait to take my turn and be respectful when I am having conversations.  <b>SL.2.3</b> I can ask and answer questions about what a speaker says to help me understand the information better.	<b>ASSESSMENTS</b> <ul style="list-style-type: none"> <li>• IRLA Initial Leveling</li> <li>• Reading Engagement Data</li> <li>• W.2.3 Summer Personal Narrative (pre)</li> </ul> <b>BOOKS</b> <ul style="list-style-type: none"> <li>• <a href="#">Inclusion Library EPIC!</a></li> <li>• Back to School Books</li> <li>• Anchor Texts (ARC)</li> <li>• <a href="#">Hispanic Heritage Month</a></li> </ul> <b>READING RESOURCES</b>

Second Grade Online Learning Standards of Focus Progression					
Equivalent 2019-2020					
Reading	ELA	Writing	Math	Science	History
W.2.1 (Planning) W.2.1 (Drafting) W.2.1 (Revising) W.2.1 (Publishing) W.2.1 (Assessing)	W.2.1 (Planning) W.2.1 (Drafting) W.2.1 (Revising) W.2.1 (Publishing) W.2.1 (Assessing)	W.2.1 (Planning) W.2.1 (Drafting) W.2.1 (Revising) W.2.1 (Publishing) W.2.1 (Assessing)	W.2.1 (Planning) W.2.1 (Drafting) W.2.1 (Revising) W.2.1 (Publishing) W.2.1 (Assessing)	W.2.1 (Planning) W.2.1 (Drafting) W.2.1 (Revising) W.2.1 (Publishing) W.2.1 (Assessing)	W.2.1 (Planning) W.2.1 (Drafting) W.2.1 (Revising) W.2.1 (Publishing) W.2.1 (Assessing)

2nd Grade Essential Standa...



# Tier One Cont.

## Math

- New Adoption - Illustrative Math
- Continued work with District math consultant



I can partition a shape into equal shares of 2, 3 and 4.

**partition** → divide into parts

being the same size ← **equal**



## Science

- Kits
- Mystery Science

### Science Lesson 3

Focus Question: *What changes will I observe in the seed I planted?*

- I can plant a seed.
- I can predict what happens when I plant a seed.
- I can record my seeds' growth and changes over time in drawing in words.

#### Grades K-2



##### Weather Conditions

K • Have you ever watched a storm?

✂ Lesson + Activity    ☑ Standards Aligned



##### Camouflage & Animal Survival

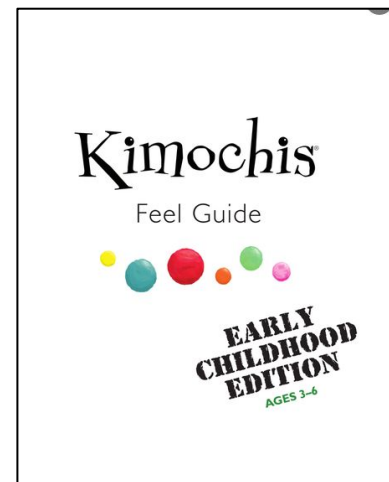
1st • Why are polar bears white?

✂ Lesson + Activity    ☑ Standards Aligned

# Tier Two

## Social Emotional Learning (SEL)

- Time built into the Master Schedule for SEL
- SEL Interventions 4X per week
  - Serving 95 kids (19% of the student body)
  - Lunch time groups, morning groups, afternoon groups
    - Focused on Self Management, Emotional Regulation and Social Awareness
    - Based on screening and behavior data (Panorama and SWIS)
  - 2-4 students per group based on need
  - Weekly Data Meeting - behavior



Emotion Regulation ⓘ

75%



Social Awareness ⓘ

72%



Engagement ⓘ

66%



Self-Management ⓘ

58%



Self-Efficacy ⓘ

56%



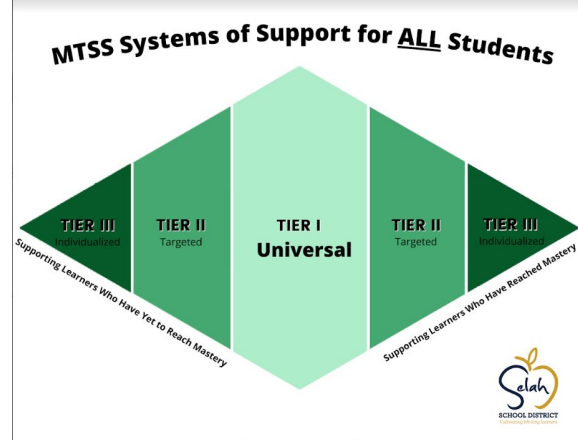
kimochis.com



# Tier Two

## Accelerated Learning and Academic Growth - Tier 2

- ELA/SLA GO (Growth Opportunity) Time
- Math GO Time
- Targeted Skill Focus to fill the holes and close the gap
- 4X per week
- 6 week cycles
- Screening and diagnostic date - plus teacher input



H	I	J	K	L	M	N	O	P	Q	R	S
1 Rhyming (RF.K.2a) 20 pts	2 Rhyming (RF.K.2a) 20 pts	1 Syllables (RF.K.2b) 20 pts	2 Syllables (RF.K.2b) 20 pts	1 Onset and Rime (RF.K.2c) 20 pts	2 Onset and Rime (RF.K.2c) 20 pts	1 Phoneme Segmentat ion Parts 1-3 (RF.K.2d) 15 pts	2 Phoneme Segmentat ion Parts 1-3 (RF.K.2d) 15 pts	1 Phoneme Segmentat ion Part 4 (RF.K.2d) 10 pts	2 Phoneme Segmentat ion Part 4 (RF.K.2d) 10 pts	1 Phoneme Substituti on (RF.K.2e) 15 pts	2 Phoneme Substituti on (RF.K.2e) 15 pts
10	18	10	20	1	20	6	15	10		1	2
12	18	16	19	20	20	9	15	6	10	4	6
11	18	10	20	10	20	14	14	10	10	1	10
16	16	16	10	6	19	15	8	10	8	6	1
10	18	18	20	19	20	5	15	1	10	3	7

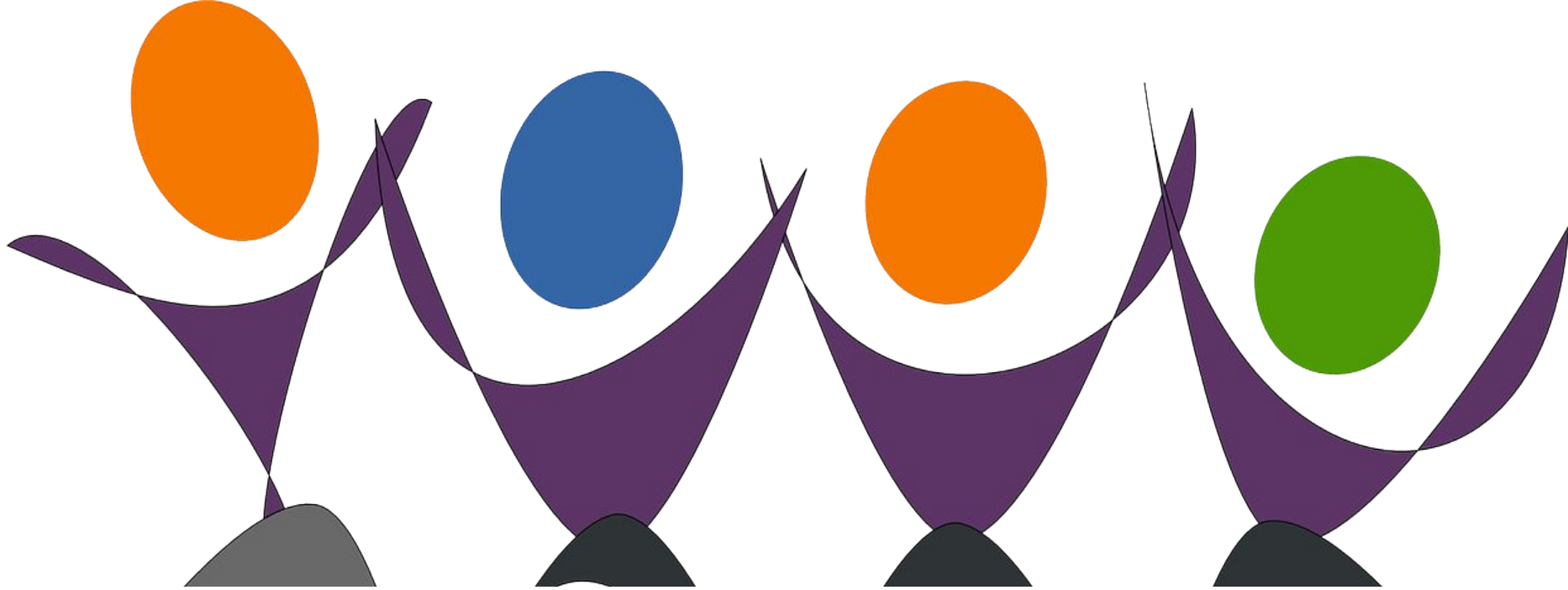
# Tier Three

- Consistent template for students on a behavior plan
- Students receiving Tier 3 reading support also get Tier 2 and Tier 1
- Students on IEPs - Inclusionary Practices
- Clustering to Maximize Resources
- Continuum of Services - utilizing supports from supportive learning and resource room
- MTSS Tier 3 Team make the majority of referrals for SPED assessment



Collective Teacher  
Efficacy...1.57





“We now have compelling evidence that when teachers team up with their colleagues they are able to create a culture of success in schools, leading to teaching improvements and student learning gains. The clear policy and practice implication is that teaching is a team sport!

*Kathleen Fulton & Ted Briton, 2011*