

VIKINGS



Inclusionary Practices Through Systems Alignment

3/6/25



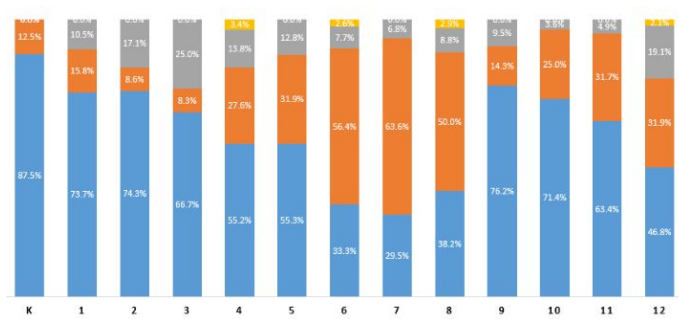
SCHOOL DISTRICT
Cultivating life-long learners

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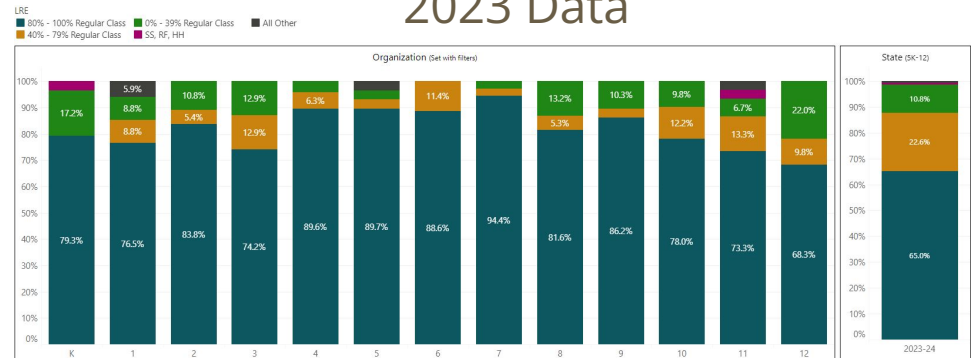
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LRE Data

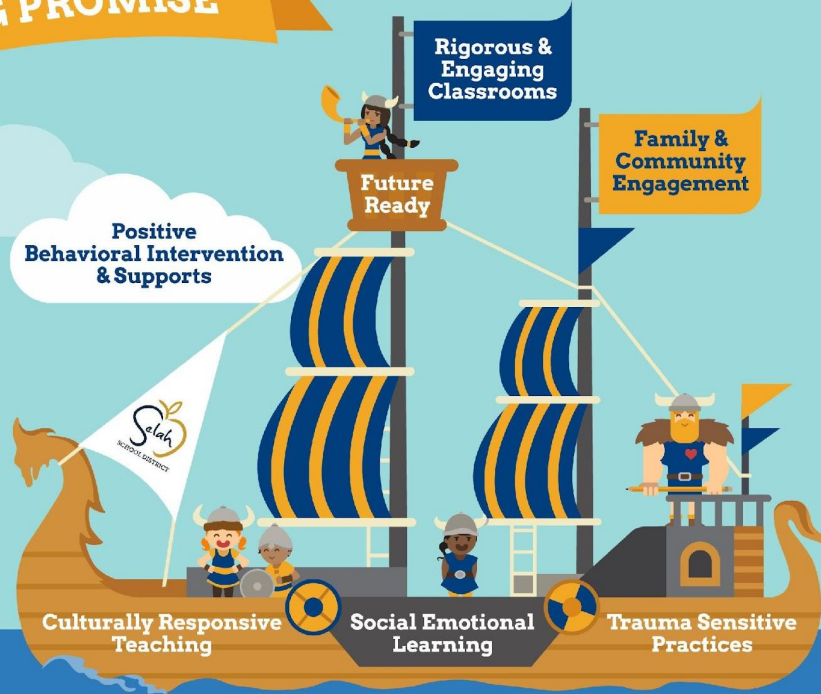
2019 Data



2023 Data



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.

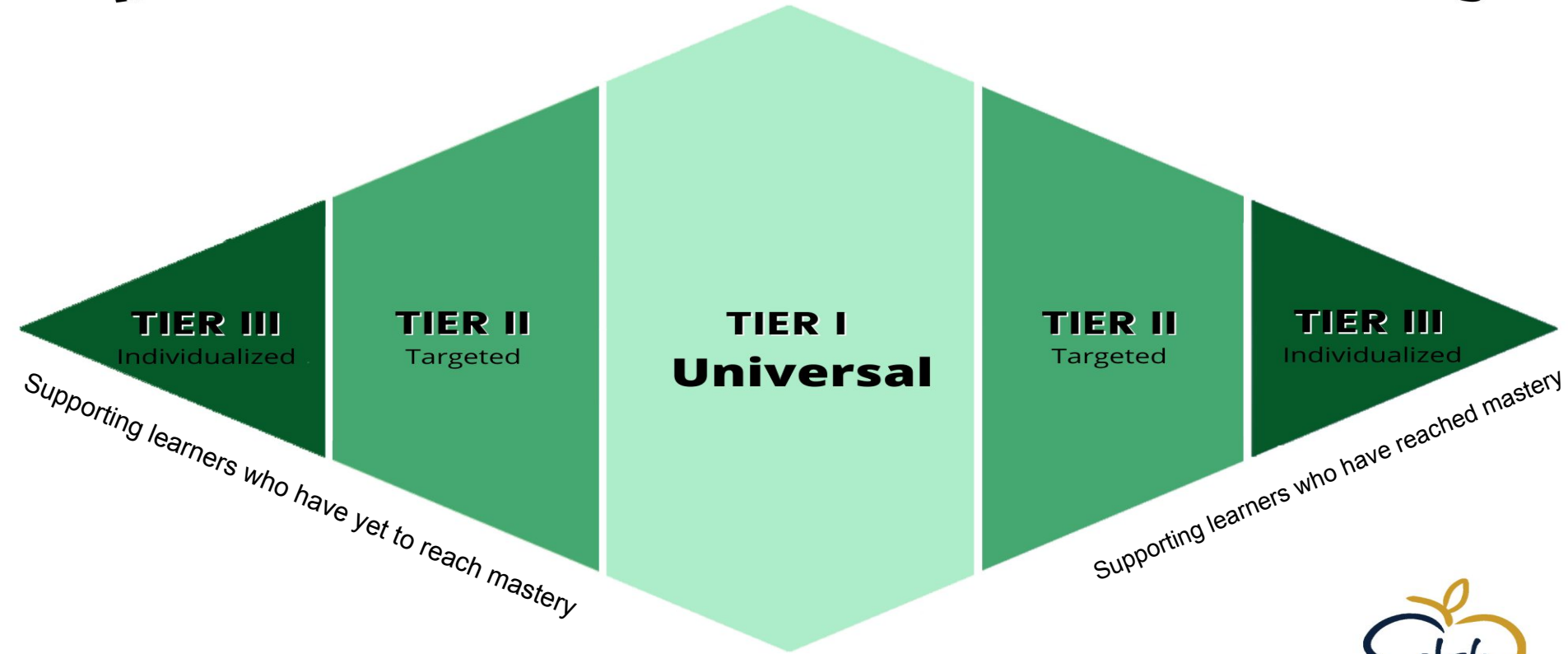


The Selah School District - Cultivating Lifelong Learners

Creating Clarity Through a Theory 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.

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

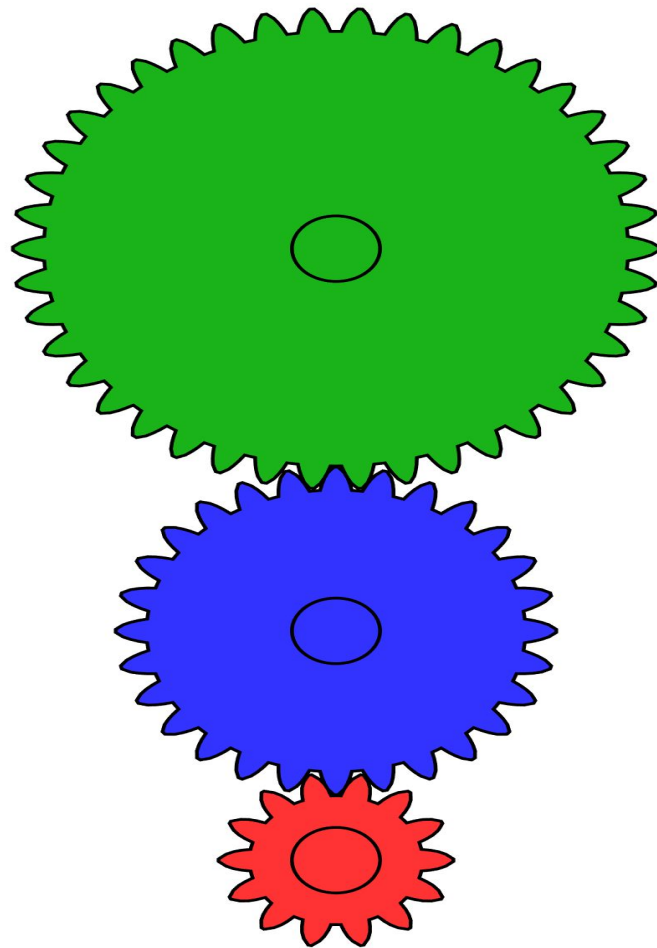


OVERVIEW

	<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
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
Tier 3	Individual	Intervention staff, other non-classroom staff	Small groups, 1:1 in or outside of classroom	Based on need and available resources	Intensive instructional materials, strategies, and services (including community based resources as needed)

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
Tier 2	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
Tier 3	To review data and create plans for individual students.	Weekly, with the specific team that works directly with the student	Classroom teacher (for the content that is of concern) Admin Counselor Intervention staff SPED Psych



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?

MTSS Tier 2 Cycle Timeline

September	Early Nov & Middle Dec	Late Jan./Early Feb	Mid Mar & Late Apr/Early May	June
BOY: Diagnostic/ Benchmark Set initial groups based on diagnostic and/or benchmark data (iReady, Panorama, etc.). Groups run for 6 weeks at initial levels	Re-calibrate: Progress monitoring Shuffle/tweak initial groups based on progress monitoring data. 6 week cycle(s).	MOY: Diagnostic/ benchmark Create new groups based on diagnostic and/or benchmark data. Re-calibrating may have had more than one cycle. 6 week cycle.	Re-calibrate: Progress monitoring Shuffle/tweak initial groups based on progress monitoring data. 6 week cycle(s)	EOY: Diagnostic/ Benchmark Review growth data for the year, make recommendations for Tier 2 system changes for the following year. Re-calibrating may have had more than one cycle.

Tier One

English/Spanish Language Arts

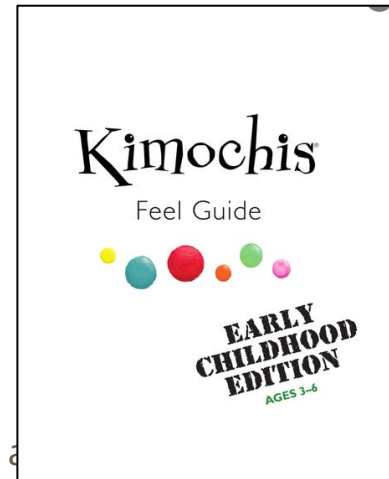
- Year 6 of ARC
- Heggerty
- Addition of Saxon at 1st/2nd grade
- Standards mapping and pacing guides at each grade level
- Identified Essential Learnings
- Common Formative Assessments/Rubrics
- Initial look through a UDL Lense

Reading	Dual Language Reading	Writing	Language	Speaking/ Listening	Assessments & Resources
Week 1 (3 weeks) First week: Parent/Teacher Back to School Conferences					
<u>RL.2.1</u> 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"> • Answer • Text • Details • Question • Who • What • When • Where • Why • How 	ELD Standards <ul style="list-style-type: none"> • ELP.1 Construct meaning from an oral presentation and literary and informational text through grade-appropriate listening, reading, and viewing. Review K-1 Non-transferable skills all quarter (Spanish only. Can we assess these?) Spanish Standard: RL2.1, SL2.3	W.2.3 Narrative I can write to tell an organized story with details about events, thoughts and feelings. <ul style="list-style-type: none"> • Narrative • Beginning • Middle • End • Characters • Setting • Emotion 	L.2.1a (K-1) Nouns A noun is a _____. <ul style="list-style-type: none"> • Person • Place • Thing L.2.1e (K-1) <u>Verb</u> Adverb Adjective A verb is _____. An adjective is _____.	SL.2.1a I can listen, wait to take my turn and be respectful when I am having conversations. SL.2.3 I can ask and answer questions about what a speaker says to help me understand the information better.	<u>ASSESSMENTS</u> <ul style="list-style-type: none"> • IRLA Initial Leveling • Reading Engagement Data • W.2.3 Summer Personal Narrative (pre) <u>BOOKS</u> <ul style="list-style-type: none"> • Inclusion Library EPTCI • Back to School Books • Anchor Texts (ARC) • Hispanic Heritage Month <u>READING RESOURCES</u> <ul style="list-style-type: none"> • Question hand

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
- Check In/Check Out
- Golden Recess Ticket



Emotion Regulation ⓘ

75%

Social Awareness ⓘ

72%

Engagement ⓘ

66%

Self-Management ⓘ

58%

Self-Efficacy ⓘ

56%

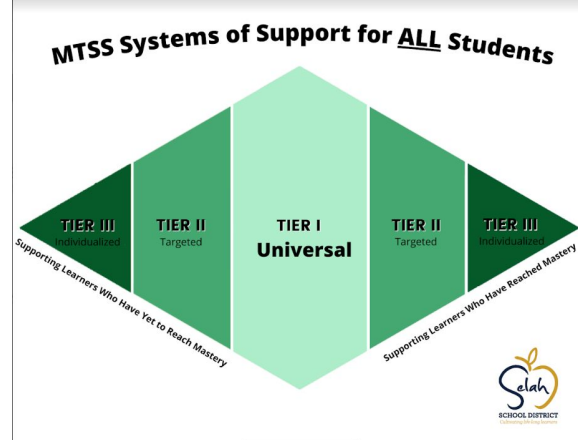
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Tier Two

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
- 5X per week
- 6 week cycles plus pop and drop
- Screening and diagnostic date - plus teacher input

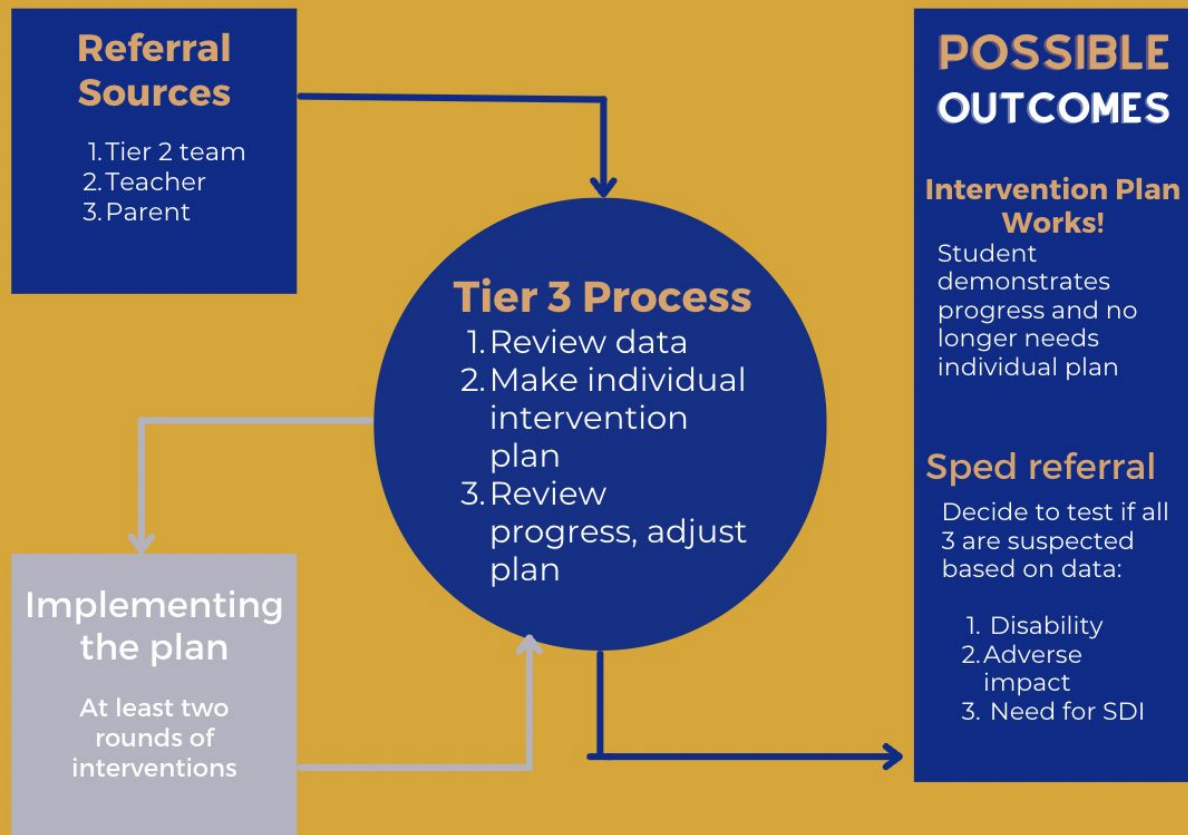


IRLA Level				Rhyming (RF.K.2a)				Syllables (RF.K.2b)				Onset and Rime (RF.K.2c)				Phoneme Segmentation Parts 1-3 (RF.K.2d)				Phoneme Segmentation Part 4 (RF.K.2d)			
RTM, 1Y, 2Y, 3Y, 1G, 2G +				20 pts.				20 pts.				20 pts.				15 points				10 pts			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
3Y	1G	2B		15	18			10	18			20	20			15	15			10	10		
3Y	1G	1G		7	7			9	18			0	12			9	10			1	3		
1G	1G	2G		6	19			17	16	18		12	16			9	10			10	10		
	1G	2G			19				10				14				15				10		
3Y	1G	2G		11	16			16	19			14	17			6	12			0	8		
2Y	1G	2G		20				17				18				8	13			7	10		
2Y	1G	2G		16	19			14	19			13	19			8	12			9	10		
1G	1G			14	20			19	19			4	18			6	12			1	10		

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

Tier 3 Process



Systems of support

SEL 8:45-9:00 15 min	SEL 8:45-9:00 15 min	SEL 8:45-9:00 15 min	SEL 8:45-9:00 15 min		SEL 8:45-9:00 15 min	SEL 8:45-9:00 15 min	SEL 8:45-9:00 15 min		
ELA 9:00-9:40 40 min	ELA 9:00-10:10 70 min	ELA 9:00-10:10 70 min	ELA 9:00-10:10 70 min		ELA 9:00-9:50 50 min	ELA 9:00-9:50 50 min	ELA 9:00-9:50 50 min		
SLA Stamina 9:40-10:10 30 min									
Recess 10:10-10:20				Walk To Read 9:50-10:20	Walk To Read 9:50-10:20	Walk To Read 9:50-10:20			
Transition				Math 10:20-10:50 30 min	ELA 10:20-10:50 30 min	Transition			
Walk To Read 10:25-10:55	Walk To Read 10:25-10:55	Walk To Read 10:25-10:55	Walk To Read 10:25-10:55			Recess 10:25-10:45			
							Transition		

Equality

Not everyone benefits from the same supports.



Equity

We can remove barriers by providing adequate supports based on variability.



Expert Learning

When we focus on individual needs, we not only promote equity, but also engagement and involvement.



Aligning schedules

Master schedules contains dedicated intervention time

Schedule so that the continuum is accounted for

- If you need a pull out schedule for content back it up to a less restrictive option in the schedule
 - Example: Co-taught HS Algebra, Supported Math (resource) and Foundational Math (Supported Learning) all in the same period.

Aligning schedules

[illegible]

Efficiencies with resources

Intentional classroom placements that keep needs in mind

[illegible]

Braiding for non-categorical intervention

- Set the master schedule first!
- Clearly show staff schedule of activities
- Split coding based on actual schedule
 - Stay within the same cost objective for time and effort
 - At elementary, add in BEA for duties
- MTSS staffing process prioritizes certain student needs to certain funding constraints
 - I.e. TBIP and dual intervention

[illegible]

ELC 24/25 Staffing Breakdown											
	AM/PM	AM/PM	FULL DAY	FULL DAY	FULL DAY	Dual-FULL DAY	Sensory/Recess Activities/ Student Support/Float				
Lead Teachers	Sped	ECEAP	ECEAP	ECEAP	ECEAP	ECEAP	ComplexNeeds				
Ast. Teachers	Sped	Sped	ECEAP	ECEAP	ECEAP	ECEAP	ComplexNeeds				
Extra Persons	ECEAP	ECEAP	ComplexNeeds	Tuition	SPED	ECEAP					
ELC 24/25 Slot Breakdown											
	Class1-AM	Class1-PM	Class 2-AM	Class 2-PM	FULL DAY	FULL DAY	FULL DAY	Dual-FULL DAY	ECEAP School Day ECEAP (57) Part Day ECEAP (22)		
ECEAP SPOTS	6	6	5	5	14	14	14	15	79	SPED	
SPED SPOTS	7	7	7	7	2	2	2	2		36	TUITION
TUITION SPOTS	2	2	3	2	2	2	2	0			15
	15	15	15	14	18	18	18	17			
									Percentage of Spots		
									ECEAP 60.77%	Sped 27.69%	Tuition 11.54%