

# Building on Strengths ~ (MTSS)

*Wahoo Public Schools*

*Wahoo, NE*

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Leaders from Wahoo Public Schools will explain how the evolution from RTI to MTSS prompted them to create an MTSS Framework that grows and develops with their district. This presentation will focus on how to build a framework that fits your needs by identifying strengths that already exist. Specifically, how to merge problem-solving/Student Assistance Team processes with the "big picture" of MTSS.

**Presenters:**

*Ben Kreifels, Staci Simonsen, Marc Kaminski, Jen Johnson, Kim Forbes & Josh Snyder*

## MTSS Defined...

MTSS is a framework that **promotes an integrated system connecting general education and special education**, along with all components of teaching and learning, into a **high quality, standards-based instruction and intervention system** that is matched to a student's academic, social-emotional and behavior needs. ~ NeMTSS

# Team Members

Shelley Maass

*(Director of Student Services)*

Jennifer Johnson

*(School Psychologist)*

Josh Snyder

*(Director of Learning)*

Marc Kaminski

*(MS Principal)*

Kim Forbes

*(HS Math/WEBSS)*

Staci Simonsen

*(Elem Art/WEBSS)*

Robert Barry

*(AD/Asst Principal~6th-12th)*

Ben Kreifels

*(Elementary Principal)*

Andrea Beaver

*(Kindergarten)*

Paula Conrad

*(Title I)*

Eileen Barks

*(ESU2)*

Cindy Klepper

*(School Counselor)*

## Common Elements Across Systems...

Positive Behavioral Intervention Supports (PBIS)

Response to Intervention (RtI)

Continuous Improvement Process (CIP)

Professional Learning Communities (PLC)

Targeted Improvement Plan (TIP)

## Roles of District Leadership...

- 1) Ensure a common-language, common-understanding around the rationale & purpose of implementation
- 2) Clearly identify who has responsibility for what & what accountability looks like
- 3) Ensure district policies support the initiative
- 4) Provide appropriate professional development/technical assistance to support the implementation

Multi-Tiered System of Supports

[http://www.florida-rti.org/educatorResources/MTSS\\_Book\\_ImplComp\\_012612.pdf](http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf)

# Where does MTSS fit?

How does MTSS align with CIP, WEBSS & TIP?

Problem Solving Model →



*This is NOT just another initiative.  
It IS the framework/glue.*

The Problem-Solving Model provides structure. Evidence-based practices are utilized (What Works Clearinghouse).

Data Warehouse - Viewpoint & Fastbridge

# Wahoo Public Schools Journey

## ESU2 NeMTSS Cohort



Fall	Spring	Fall	Winter	Spring	Fall
<ul style="list-style-type: none"> <li>1) Shelley, Jen &amp; Josh attended the MTSS/RtI workshop (Lincoln, NE)</li> <li>2) Held monthly planning meetings from August - March</li> </ul>	<ul style="list-style-type: none"> <li>1) Invited to join ESU2 MTSS Cohort</li> <li>2) Team Mtg. at ESU2 to reflect on current district practices (self-assessment)</li> <li>3) (Summer) District Staff (CIP Advisory) met to build our "house"</li> </ul>	<ul style="list-style-type: none"> <li>1) District MTSS team established - monthly meetings.</li> <li>2) Developed district MTSS Website &amp; Action Plan</li> <li>3) Defined fidelity to the core curriculum</li> </ul>	<ul style="list-style-type: none"> <li>1) Developed district intervention list</li> <li>2) Fidelity of core discussed w/each building</li> <li>3) CBM-Reading tool piloted (Fastbridge) - decision rules developed</li> </ul>	<ul style="list-style-type: none"> <li>1) Began work on MTSS Decision Rules</li> <li>2) Began developing plan for Nebraska Reading Bill (1081)</li> <li>3) Reviewed self-assessment &amp; updated Communication Plan</li> </ul>	<ul style="list-style-type: none"> <li>1) Update MTSS Website</li> <li>2) Update district intervention list &amp; Fastbridge decision rules</li> <li>3) Finalize district MTSS Decision Rules</li> </ul>



# NeMTSS Essential Elements

Check out the [Nebraska MTSS Website](#)

[Nebraska MTSS Website](#)



Self-Assessment Related

[NeMTSS Essential Elements \(Handout\)](#) ~ Make a Copy

[NeMTSS Electronic \(Elements\)](#)

# MTSS Self-Assessment Results

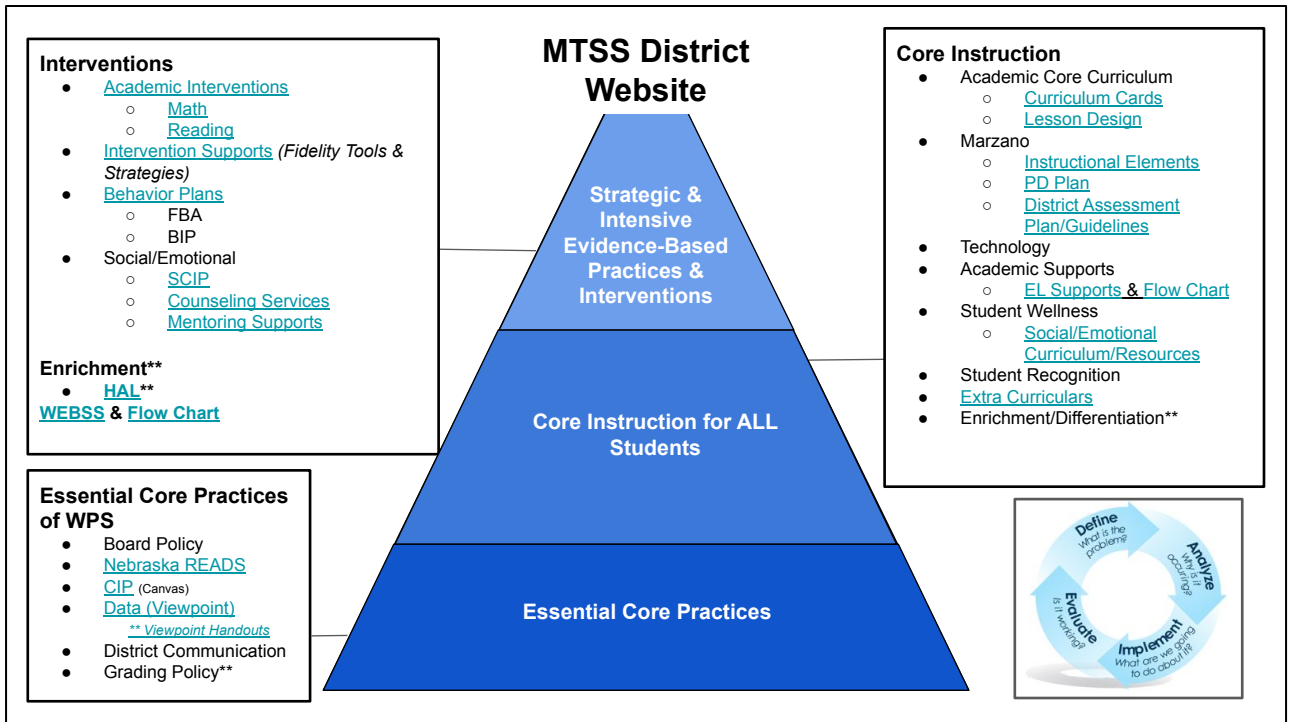
<b>Average by Component</b>	<b>4/9/2018</b>	<b>12/11/2018</b>
<b>Average Shared Leadership</b>	<b>1.50</b>	
<b>Average Communication, Collaboration, and Partnerships</b>	<b>1.67</b>	
<b>Average Evidence-Based Instruction, Intervention, and Assessment Practices</b>	<b>2.00</b>	
<b>Average Building Capacity/Infrastructure for Implementation</b>	<b>1.75</b>	
<b>Average Layered Continuum of Support</b>	<b>1.20</b>	
<b>Average Data-Based Problem Solving and Decision Making</b>	<b>1.30</b>	

## [Nebraska MTSS Self-Assessment Tool](#)

Scale of 1 to 4 with each component/item having a unique rubric

Shelley, Josh and Jen completed the initial self-assessment in April 2018.

Additional members were added to the team (Paula C, Kim F, Robert B, Ben K) in August of 2018 & (Andrea B, Marc K & Cindy K) in August of 2019.



Thoughts on where to insert links...Some have been added to get the idea of what it would look like.

Underlined words will have hyperlink

[District MTSS Website](#)

## WPS - Data Sources

- 1) PowerSchool (SIS)
- 2) Viewpoint - Data Warehouse (*Data Leaders*) - Customized Reports
  - a) Attendance
  - b) Behavior
  - c) MAP
  - d) NSCAS
  - e) ACT & PreACT
  - f) FAST (CBMReading)
- 3) **Power of ICU (assignments)**
- 4) **WEBSS (*Wahoo Educational and Behavioral Support System*)**
  - a) **similar to SAT**
- 5) **PBiS - behavior tracker (internally developed)**
- 6) TeachBoost - Walkthrough & Classroom Observation Tool
- 7) Perceptual Data - 2x during a 5 year CIP cycle

Walkthrough Data - Summative Data - CIP Perceptual Data (ALL INFORM OUR PROCESS)

Curriculum Materials - alignment with standards & effectiveness of implementation

# Wahoo Public Schools (WEBSS) Flow Chart

ALL Students & CORE Curriculum/Materials + Professional Learning Community (PLC) Discussions = **Tier I**

PS 1 - w/student  
 PS 2 - w/student & phone call home  
 PS 3 - Parent/Teacher/Student Mtg.

*You are encouraged to access support team members at any time during the process. We don't need to have a WEBSS meeting to discuss potential Classroom Based Interventions.*

**Additional Support  
 (Academic/Behavioral) or  
 Challenge**

**Tier II**  
 (some students)

**Tier I Plus**  
 (all students)

**Significant  
 (Academic/Behavioral)  
 Support or Challenge**

**Tier III**  
 (few students)

Tier 1 = What ALL students receive (Core Materials)

Tier 1+ = (ALL) Classroom based interventions

Tier 2 = (SOME) In addition to Tier 1 (more intense, narrow focus of instruction/intervention) - services should be provided by a variety of staff

Tier 3 = (FEW) In addition to Tier 1 & Tier 2 (intense) - services provided by all staff including specialized staff members (significant behavior/academic barriers)

## WEBSS

<i>Elementary</i>	<i>Middle School</i>	<i>High School</i>
<ul style="list-style-type: none"><li>• Where have we been (past)?</li><li>• Where are we now (present)?</li><li>• Where are we going (future)?</li></ul>		

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# Middle School WEBSS Forms

## HS/MS WEBSS PROCESS

OBSERVE PROBLEM BEHAVIOR



WARNING TO STUDENT



OFFICE MANAGED??

IF NO

1. Classroom Managed Consequence
2. Track behavior with documentation form of minor incidents. \*Please submit each form to the office.
3. If a student receives 3 minor documentation forms (Problem Solving - PS) for the same incident, the student is automatically referred to the office.

### MINOR - PROBLEM BEHAVIORS

Cell Phone Violation  
Dress Code  
Inappropriate Language  
Consistently Unprepared  
Property Misuse  
Disruption  
Off-Task

IF YES

1. Send the student to the office immediately
2. Complete documentation form for a major incident. \*Submit to office.
3. Log description of behavior and/or incident in PowerSchool. Please label the entry as "Teacher - Behavior".
4. Administration considers consequences and contact parent or guardian.

### MAJOR - PROBLEM BEHAVIORS

Academic Dishonesty  
Abusive Language  
Defiance  
Fighting/Physical Aggression  
Electronic Violation

WEBSS is a three-level system. Each level consists of different steps and procedures for dealing with academic and behavioral problems.



Wahoo Public Schools  
Wahoo, Nebraska

## Documentation Form Middle School - WEBSS

STUDENT: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Referring Staff: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Location: Classroom Hallway Cafeteria Outside Bathroom Before/After School

Other: \_\_\_\_\_

Parent/Guardian Contacted: YES NO

\*\*Parent/Guardian should be contacted on the second offense.

MINOR - Problem Behavior	MAJOR - Problem Behavior
Inappropriate Language Consistently unprepared Property Misuse Disruption Off Task Other: _____	Abusive Language Defiance Fighting/Physical Aggression Electronic Violation Other: _____

Comments (Behavior Observed/Action Taken)

All entries are filed with classroom teacher (WEBSS Process).  
Three (3) copies report are filed: 1) office 2) student 3) student's home.

# High School WEBSS Forms



## Wahoo Educational/Behavioral Support System Contract (Study Hall)

1. On \_\_\_\_\_ (date), this student, \_\_\_\_\_ has been assigned to the WEBSS Study Hall.

2. Student will attend the WEBSS Study Hall on the following days:  
\_\_\_\_ Monday    \_\_\_\_ Tuesday    \_\_\_\_ Wednesday  
\_\_\_\_ Thursday    \_\_\_\_ Friday

3. Absence or Excusal from WEBSS study hall will require notification of the high school office by a parent or guardian.

4. Unexcused absences from the WEBSS study hall will be reported to the high school principal and may result in being assigned to Saturday school, ISS, or OSS, as determined by the high school Principal.

5. Student will attend WEBSS study hall until the following academic goals have been achieved:

Signed \_\_\_\_\_ (WHS student)

Signed \_\_\_\_\_ (WEBSS representative)



## Wahoo Educational/Behavioral Support System Contract (Academic Eligibility)

On \_\_\_\_\_ (date), this student, \_\_\_\_\_ has been placed on the Academic Ineligible list in accordance with the WHS Student Handbook.

\_\_\_\_\_ is currently failing the following classes:

\_\_\_\_ (Class) \_\_\_\_\_ (Grade)

\_\_\_\_ (Class) \_\_\_\_\_ (Grade)

\_\_\_\_ (Class) \_\_\_\_\_ (Grade)

In order to regain academic eligibility, the above named student agrees to visit with teachers and request that an academic plan be established for the classes listed above. A copy of this plan will be placed on file in the Principal's office and a copy will be made available to the student and the student's parents/guardians.

After one week, if the above-named student remains academically ineligible and has not made measurable progress in accordance with an academic plan, the student will be scheduled to attend mandatory WEBSS study hall sessions from 3:30-4:30 pm until eligibility has been restored.

The following opportunities are also available to help assist you in reaching your academic goals: ICU Lunch, WOW, assistance before school.

Failure to abide by this contract may result in additional administrative consequences.

Signed \_\_\_\_\_ (WHS student)

Signed \_\_\_\_\_ (WEBSS representative)

# District Developed Materials/Resources

## Improvement Plan Alignment (WPS Example)

### NeMTSS Improvement Plan Alignment Activity:

Essential Element	Plan Name:	
<p><b>Shared Leadership</b></p>	<p>Evidence:</p> <p><b><i>District Level Teams:</i></b></p> <ul style="list-style-type: none"> <li>● CIP Team (Building Leaders, Advisory &amp; Buildings)</li> <li>● WEBSS Team</li> <li>● MTSS</li> <li>● TIP</li> <li>● PLCs</li> <li>● Operations and Safety Team (OST)</li> </ul>	<p>Missing:</p> <ul style="list-style-type: none"> <li>● Structure for teams (defined roles)</li> </ul> <p><b>Communication within the System:</b></p> <ul style="list-style-type: none"> <li>● Description of each CIP Team Layer *Role &amp; Responsibilities- *Who has decision making power?</li> <li>● <del>Visuals for teams (flowchart)</del></li> </ul>
<p><b>Communication, Collaboration and Partnerships</b></p>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>● PowerSchool &amp; ICU List Communication</li> <li>● Website, Facebook, Twitter, Phone &amp; Email</li> <li>● IEPs, WEBSS, Academic Plans</li> <li>● Parent/Student Handbook</li> <li>● Parent-Teacher Conferences</li> </ul>	<p>Missing:</p> <ul style="list-style-type: none"> <li>● <del>Parent Involvement on the Level Described</del></li> <li>● Mutual Commitments within the system (What school will do and what families will do)</li> <li>● Consistent Parental Perceptual Survey (Yearly as part of CIP)</li> </ul>

Started with reading the NeMTSS Essential Elements document. Team reflection and moving forward.

<https://docs.google.com/document/d/11jZ1dunkNFNDwu88aC0sFkQY3ABWxyYFxBYd7dKIYsY/view>

# WPS - MTSS Action Plan

## MTSS Work Session Action Plan

**DISTRICT: Wahoo Public Schools**

**Targeted Goal: Strengthen our Core Instructional Model**

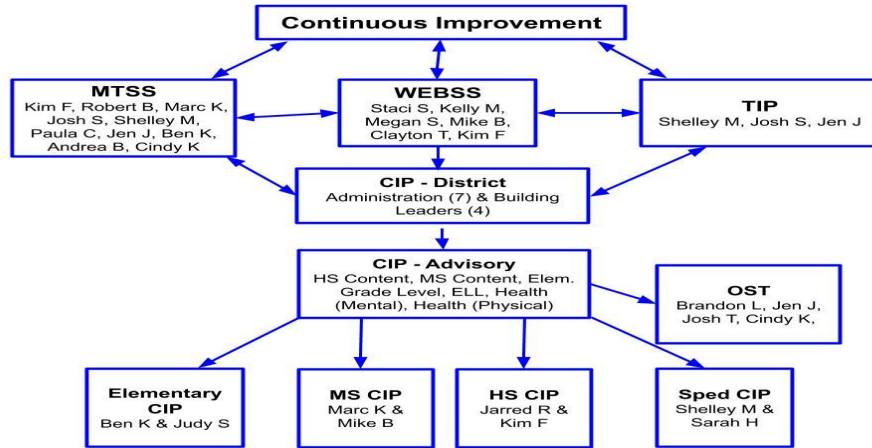
Action Step Description	Resources or Training Needed	Who will lead this action step?	How will it be evaluated?	Target Completion Date
1. Identify a District Problem-Solving Model (CIP Model) 1.a. comparison of plans from CIP, EBA/AQuESTT, MTSS, TIP	None Completed Documents	MTSS Team & TIP Team	Does it meet our core values? Is it followed with fidelity?	6/21/18
2. Core Reading Curriculum Alignment & Essential Learnings Identification (at the elementary level)	-Time to complete w/grade level teams  -Updated curriculum cards (K-5, 6th - 12th)	Josh & Ben  Josh	-Utilization of Pacing Guide -Walk-through data -Use of Essential Learning Assessments (ELAs) for each quarter for data analysis	in progress  initial steps done by 6/2019
3. Prioritizing Marzano Strategies	- Pre-service training	Admin Team Eileen B.	- iObservation/ walk-through data	initial steps by end of 1st quarter <b>(COMPLETED 8/31/18)</b>

<https://docs.google.com/document/d/1eVRIJxgM2Oe0oRU3criEXyGbYBz5VZHoMLBKsluSLro/view#>

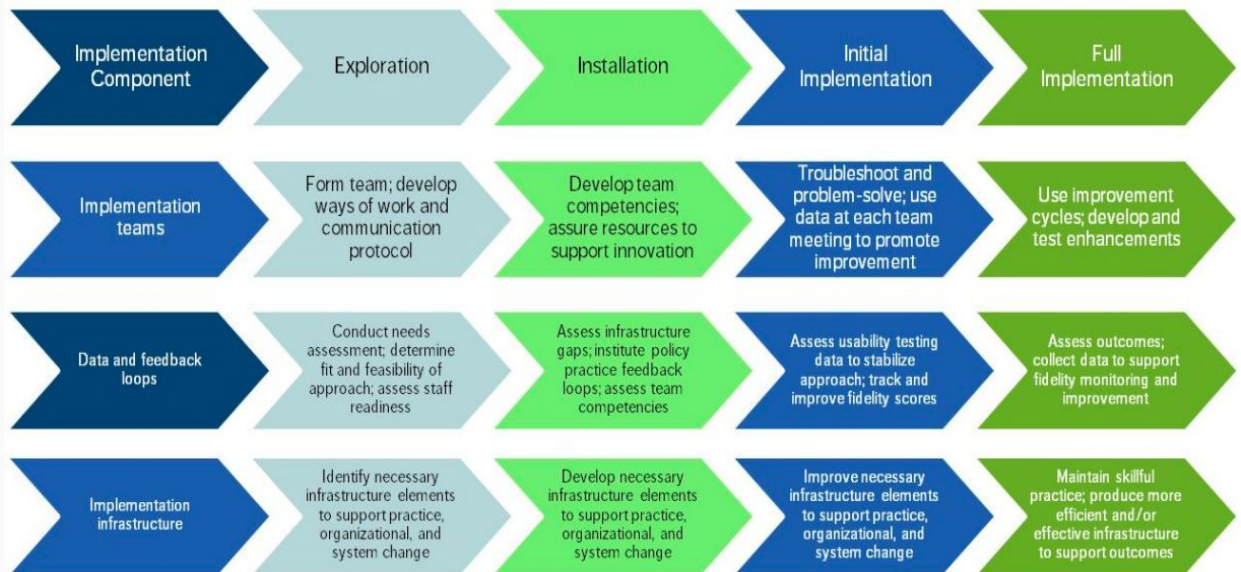
Walkthrough Data - Summative Data - CIP Perceptual Data (ALL INFORM OUR PROCESS)

Curriculum Materials - alignment with standards & effectiveness of implementation

# Flowchart (CIP Leadership)



## NIRN ~ Implementation Stages (2-4 years)



NIRN ~ National Implementation Research Network (University of North Carolina - Chapel Hill)

[https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/OPRE-stage\\_based\\_framework\\_brief\\_508.pdf](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/OPRE-stage_based_framework_brief_508.pdf)

Go As Slow As Needed, But Go!



# Questions?

Contact Information & Further Questions

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