Building on Strengths ~ (MTSS)

Wahoo Public Schools
Wahoo, NE
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#GoWahooBlue
#ExcellenceEverywhere
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
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
<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Fall</th>
</tr>
</thead>
</table>
| 2017 | 1) Shelley, Jen & Josh attended the MTSS/RtI workshop (Lincoln, NE)  
2) Held monthly planning meetings from August - March | 1) Invited to join ESU2 MTSS Cohort  
2) Team Mtg. at ESU2 to reflect on current district practices (self-assessment)  
3) (Summer) District Staff (CIP Advisory) met to build our “house” | 1) District MTSS team established - monthly meetings.  
2) Developed district MTSS Website & Action Plan  
3) Defined fidelity to the core curriculum | 1) Developed district intervention list  
2) Fidelity of core discussed w/each building  
3) CBM-Reading tool piloted (Fastbridge) - decision rules developed | 1) Began work on MTSS Decision Rules  
2) Began developing plan for Nebraska Reading Bill (1081)  
3) Reviewed self-assessment & updated Communication Plan | 1) Update MTSS Website  
2) Update district intervention list & Fastbridge decision rules  
3) Finalize district MTSS Decision Rules |
NeMTSS Essential Elements

Check out the Nebraska MTSS Website
Self-Assessment Related

NeMTSS Essential Elements (Handout) ~ Make a Copy

NeMTSS Electronic (Elements)
### MTSS Self-Assessment Results

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

**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.
## Interventions
- **Academic Interventions**
  - Math
  - Reading
- **Intervention Supports** *(Fidelity Tools & Strategies)*
- **Behavior Plans**
  - FBA
  - BIP
- **Social/Emotional**
  - SCIP
  - Counseling Services
  - Mentoring Supports

## Enrichment**
- **HAL**
- WEBSS & Flow Chart

## Essential Core Practices of WPS
- Board Policy
- Nebraska READS
- CIP (Canvas)
- Data (Viewpoint)
- **Viewpoint Handouts**
- District Communication
- Grading Policy**

## Core Instruction
- **Academic Core Curriculum**
  - Curriculum Cards
  - Lesson Design
- **Marzano**
  - Instructional Elements
  - PD Plan
  - District Assessment Plan/Guidelines
- **Technology**
- **Academic Supports**
  - EL Supports & Flow Chart
- **Student Wellness**
  - Social/Emotional Curriculum/Resources
- **Student Recognition**
- **Extra Curriculars**
- **Enrichment/Differentiation**

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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**

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

Curriculum Materials - alignment with standards & effectiveness of implementation
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

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Where have we been (past)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Where are we now (present)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Where are we going (future)?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tier 1 = What ALL students receive (Core Materials)
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Middle School WEBSS Forms

**FIND WEBSS PROCESS**

**OBSERVE PROBLEM BEHAVIOR**

**WARNING TO STUDENT**

**OFFICE MANAGED???**

**IF NO**
1. Classroom Managed Consequence
2. Track behavior with documentation form of same incident. Please send all documentation to the office.
3. If a student violates 3 Minor documentation forms ( Problems/Storing, classroom), the student is automatically referred to the office.

**IF YES**
1. Send the student to the office immediately.
2. Complete documentation forms for a major incident and student to the office.
3. Log description of behavior and/or incident in ParentSchool. Please label the entry as "major, behavior".
4. Administrative considers consequences and contact parent or guardian.

**MINOR - PROBLEM BEHAVIORS**
- Cell Phone Violation
- Dress Code
- Inappropriate Language
- Completely Unprepared
- Property Damage
- Distraction
- Off Task

**MAJOR - PROBLEM BEHAVIORS**
- Academic Disruption
- 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.
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 Excess 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 ____________________ (WHHS student)

Signed ____________________ (WEBSS representative)

Wahoo Educational/Behavioral Support System Contract
(Academic Eligibility)

On ___________ (date), this student __________________ has been placed on the Academic Eligibility list in accordance with the WHHS Student Handbook.

Currently failing the following classes:

(ClassName) (Grade)

(ClassName) (Grade)

(ClassName) (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 parent/guardians.

After one week, if the above named student remains academically ineligible and has not made measurable progress in accordance with the academic plan, the student will be scheduled to attend 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:
- ISS Lunch
- WEBSS assistance before school

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

Signed ____________________ (WHHS student)

Signed ____________________ (WEBSS representative)
District Developed Materials/Resources
Started with reading the NeMTSS Essential Elements document. Team reflection and moving forward.

[https://docs.google.com/document/d/11jZ1dunkNFNDwu88aC0sFkQY3ABWXyYFxByd7dKIYsY/view](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

<table>
<thead>
<tr>
<th>Action Step Description</th>
<th>Resources or Training Needed</th>
<th>Who will lead this action step?</th>
<th>How will it be evaluated?</th>
<th>Target Completion Date</th>
</tr>
</thead>
</table>
| 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 (COMPLETED 8/31/19) |

[https://docs.google.com/document/d/1eVRlJxgM2Oe0oRU3criEXyGbYBz5VZH0MLBKsIUzLro/view#](https://docs.google.com/document/d/1eVRlJxgM2Oe0oRU3criEXyGbYBz5VZH0MLBKsIUzLro/view#)

Walkthrough Data - Summative Data - CIP Perceptual Data (ALL INFORM OUR PROCESS)  
Curriculum Materials - alignment with standards & effectiveness of implementation
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
Go As Slow As Needed, But Go!
Questions?

Contact Information & Further Questions

Josh Snyder - jsnyder@wahoowarriors.org