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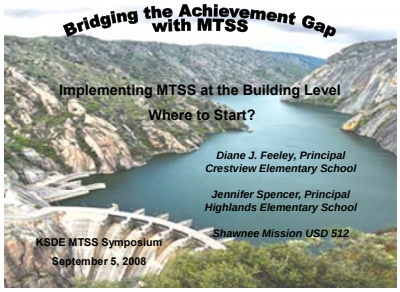

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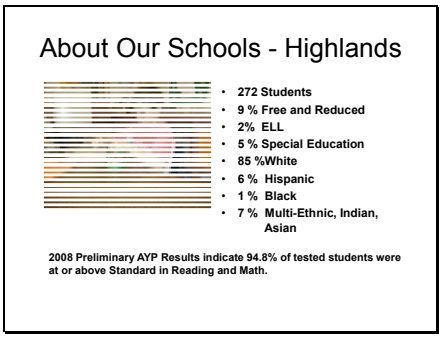

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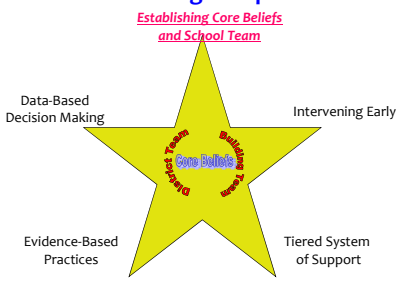
Goals for Today

- **Share key steps to successfully implementing MTSS at an elementary school level.**
  - Establishing Core Beliefs and School Team
  - Intervening Early
  - Tiered System of Support
  - Evidence-Based Practices
  - Data-Based Decision Making
    - Sharing of Data for three schools

Slide 5

MTSS – Structuring Components



Slide 6

Multi Tiered System of Support
Structuring Components – Cohort C

School_____

Building Team Members

_____

_____

☐ = Prioritized activities for 2007-08

		Status: Achieved, In Progress, Not Started			
	Quarter:	1st	2nd	3rd	4th
	(MM/DD/YY)			3-14-08	5-30-08
Establish Commitment to Core Beliefs					
Core beliefs reviewed and agreed upon by aprity of faculty.	Status:				
MTSS beliefs and how to achieve them tegrated into existing school structures (ex., chool Profile, Parent information).	Status:				
Establish & Maintain Team					
Team established (representative).	Status:				
Consistent team meetings scheduled with fective operating procedures.	Status:				
Intervening Early					
Adequate training for administration of universal reening measures provided for data collectors.	Status:				
Process for ensuring fidelity to administration nd scoring identified.	Status:				
Process for ensuring fidelity to administration nd scoring shared with data collectors and onducted.	Status:				

Slide 7

Tiered System of Support 8. Model of support selected (e.g., cross grade, intervention team). Resources necessary for small groups are adequate.	Status				
9. Master schedule reflects necessary supplemental reading support (90+30+30).	Status				
10. Inventory for efficient integration of efforts with other programs addressing reading challenges (e.g., tutoring) completed.	Status				
Evidence-Based Practices 11. Inventory of core curriculum status/support (e.g., Open Court Needs Assessment) completed.	Status				
12. Inventory of interventions status/support (e.g., resource mapping for interventions) completed.	Status				
13. Inventory of staff needs regarding reading big ideas and instructional practices (e.g., staff survey) completed.	Status				
Data-Based Decision Making 14. Master schedule reflects time for data analysis (3x year for building/grade level and at least every 6 weeks for individual students).	Status				
15. Inventory of diagnostic tools completed.	Status				
16. Training on the use of assessment information (DIBELS, MAP) determined.	Status				

Slide 8

SMSD Strategic Plan for Student Success

Core Beliefs:

Every student learns and continually achieves to high and challenging standards.

Education includes both social and academic competencies.

The teacher is the most important influence on student achievement.

Everyone has an individual, collaborative, and collective responsibility for each student.

Everyone in the educational community continually reflects and learns in an empowering culture.

Change is inevitable and necessary; our response is intentional.

Mission Statement:

The educational community will relentlessly empower each student to succeed through an intentional multi-tiered system of support

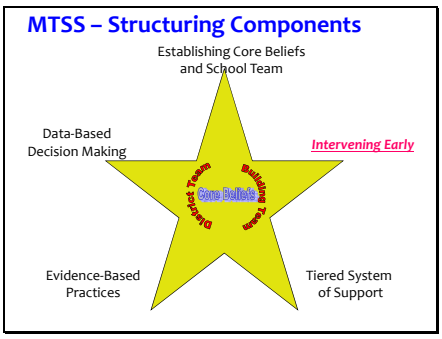
Slide 9

Start with Building Team

- Facilitates decision making
- Building liaison

- Can be an existing team

Slide 10



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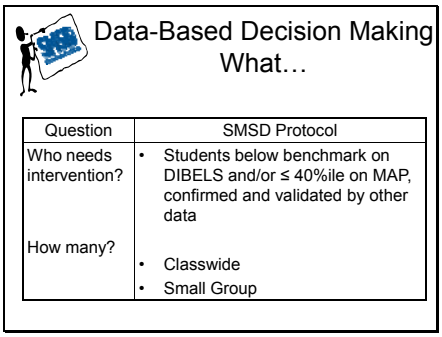

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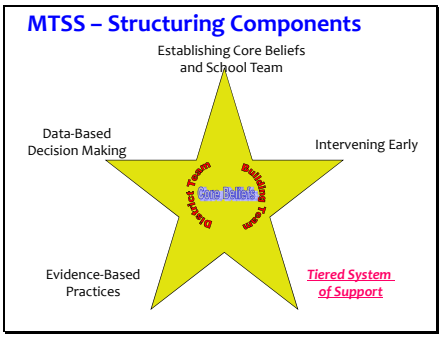

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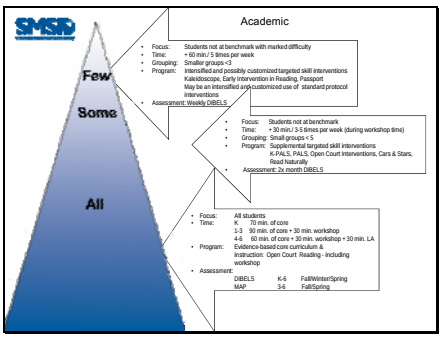


Slide 14

Scheduling

- Crestview
  - Refer to handout
  - Common Tier 2 time for each grade level
    - Three teachers/grade level
      - One teacher instructs students above grade level
      - One teacher instructs students at grade level
      - One teacher, along with support staff, instructs students below grade level
        - » Use identified interventions

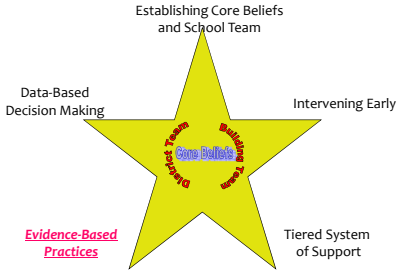
Slide 15

Scheduling

- Highlands
  - Refer to handout
  - Common Tier 2 time for each grade level scheduled in reading and math
    - Two teachers/grade level
      - Supported by Reading Specialist, Educational Aide, Special Education Teacher and/or paraprofessional
      - Reading Specialist instructs smallest group of 5 or less
      - Special Ed Teacher and/or Para instructs special education students
      - One classroom teacher instructs students below grade level not already assigned to another intervention group
      - One classroom teacher instructs at grade level
      - Educational Aide instructs above grade level
      - Independent Learners working above grade level when appropriate

Slide 16

MTSS – Structuring Components



Slide 17

Evidence-Based Practices

- Core Curriculum
  - Open Court
  - Time allocation
    - Kindergarten: 70 min. daily
    - Grades 1-3: 90 min. + 30 min. workshop daily
    - Grades 4-6: 60 min. + 30 min. workshop + 30 min. LA daily
- Interventions

Slide 18

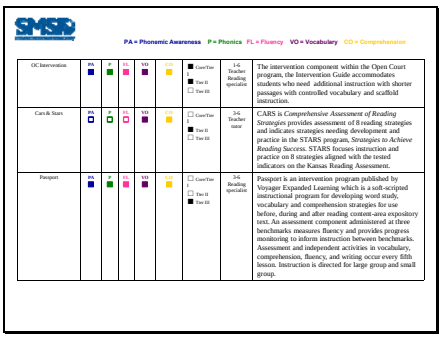
SMSP

MTSS Reading Materials

PA = Phonemic Awareness P = Phonics FL = Fluency VO = Vocabulary CO = Comprehension

Material/Program Name	Instructional Objective/Focus					Type of Program	Grade Level(s)	Description
K-Pals	PA ■	P ■	FL □	VO □	CO □	■ CoreTier ■ Tier II □ Tier III	K teacher	A research-based, peer-tutoring program for kindergarten students, *K-PALS* uses literacy activities to improve their early reading skills-especially those students who are below benchmark in phonemic awareness, phonics, and fluency with alphabetic principle.
1st gr. Pals and Teacher-directed Pals	PA ■	P ■	FL ■	VO □	CO □	■ CoreTier ■ Tier II □ Tier III	1st teacher	A research-based, intervention program typically conducted three days each week for about 16 weeks, First Grade Pals provides students with instruction in and practice of critical decoding strategies and comprehension. Two "routines" are taught and used: Sounds and Words which focuses on phonemic awareness, decoding, and fluency and Story Sharing which focuses on comprehension.
Early Intervention in Reading	PA ■	P ■	FL ■	VO ■	CO ■	□ CoreTier □ Tier II ■ Tier III	1 & 2 Reading specialist	A research-based intervention for struggling readers in grades 1-3, EIR places students in the program based on their scores for word and sentence reading and sentence passage reading. Level 1 teaching routines are recommended for small groups of 3-5 students for 40 minutes per day, 5 days a week. Level 2 focuses on comprehension and supports the foundation built in Level 1 through continuing phonics and word knowledge along with vocabulary, fluency and comprehension.

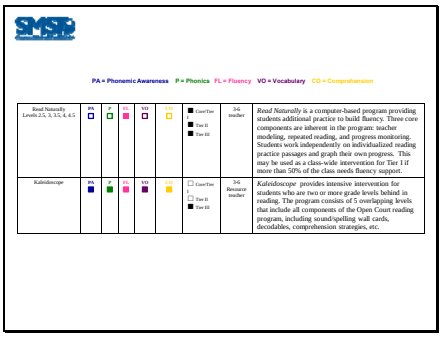
Slide 19



PA = Phonemic Awareness P = Phonics FL = Fluency VO = Vocabulary CO = Comprehension

OC Intervention	■	■	■	■	□	■ Core/Tier I ■ Tier II □ Tier III	1-6 Teacher Reading specialist	The intervention component within the Open Court program, the Intervention Guide accommodates students who need additional instruction with shorter passages with controlled vocabulary and scaffold instruction.
Cars & Stars	□	□	□	■	□	□ Core/Tier I ■ Tier II □ Tier III	3-6 Teacher tutor	CARS is *Comprehensive Assessment of Reading Strategies* provides assessment of 8 reading strategies and indicates strategies needing development and practice in the STARS program, *Strategies to Achieve Reading Success*. STARS focuses instruction and practice on 8 strategies aligned with the tested indicators on the Kansas Reading Assessment.
Passport	■	■	■	■	□	□ Core/Tier I □ Tier II ■ Tier III	3-6 Reading specialist	Passport is an intervention program published by Voyager Expanded Learning which is a soft-scripted instructional program for developing word study, vocabulary and comprehension strategies for use before, during and after reading content-area expository text. An assessment component administered at three benchmarks measures fluency and provides progress monitoring to inform instruction between benchmarks. Assessment and independent activities in vocabulary, comprehension, fluency, and writing occur every fifth lesson. Instruction is directed for large group and small group.

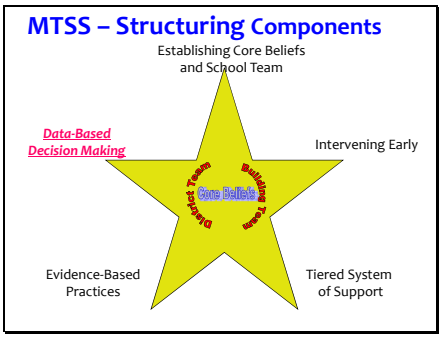
Slide 20



PA = Phonemic Awareness P = Phonics FL = Fluency VO = Vocabulary CO = Comprehension

Read Naturally Levels 2.5, 3, 3.5, 4, 4.5	□	□	■	□	□	■ Core/Tier I ■ Tier II ■ Tier III	3-6 teacher	*Read Naturally* is a computer-based program providing students additional practice to build fluency. Three core components are inherent in the program: teacher modeling, repeated reading, and progress monitoring. Students work independently on individualized reading practice passages and graph their own progress. This may be used as a class-wide intervention for Tier I if more than 50% of the class needs fluency support.
Kaleidoscope	■	■	■	■	□	□ Core/Tier I ■ Tier II ■ Tier III	3-6 Resource teacher	*Kaleidoscope* provides intensive intervention for students who are two or more grade levels behind in reading. The program consists of 5 overlapping levels that include all components of the Open Court reading program, including sound/spelling wall cards, decodables, comprehension strategies, etc.

Slide 21



Slide 22

Data-Based Decision Making What…

Tier	Scope	Assessment	Assessment Level	Administered by	Frequency
Tier I Universal Screening	All Students	DIBELS: K-6	Grade Level	Classroom teacher / building team	Fall, Winter, Spring
		MAP: 3-6	Assessment software determines level	MAP Proctor	Fall, Spring (optional winter)
Tier 2 Strategic Progress Monitoring	Some Students	DIBELS	Grade Level	Classroom teacher / building team	Every other week
Tier 3 Intensive Progress Monitoring	Few Students	DIBELS	Grade Level Off grade level when appropriate	Classroom teacher / building team	Weekly

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Data-Based Decision Making What…

Question	SMSD Protocol
Should we keep or change our intervention?	• Students will be monitored either 2x month or weekly using DIBELS. • If three consecutive data points fall below the aimline: Stop, Reflect, Respond • If three data points are consecutively at/above benchmark: Stop, Reflect, Consider decreasing intervention and celebrate!

Slide 24

Data Reviews

- Data boards
- Grade level meetings
- Care team
- Staff meetings

Slide 25

Integration and Sustainability

- Realigning resources
- Ongoing support for staff (inservice, grade level discussions; data reviews)

Slide 26

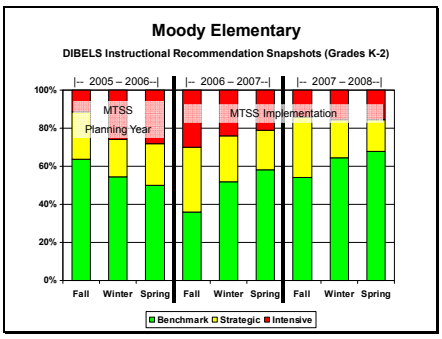
MTSS – Structuring Components

Slide 27

A Sampling of Results

- Three Schools
  - Three stages of implementation
  - Intended and unintended results

Slide 28



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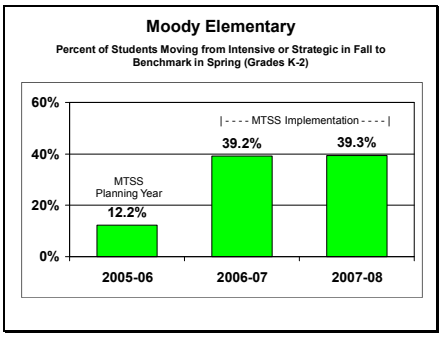

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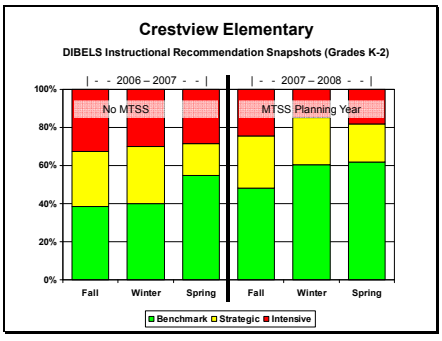

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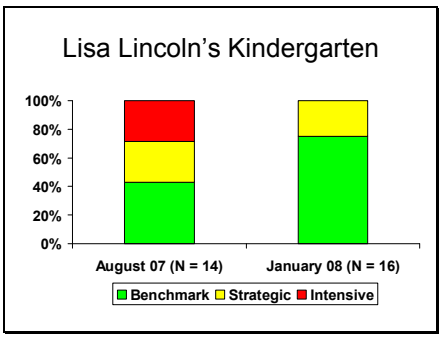

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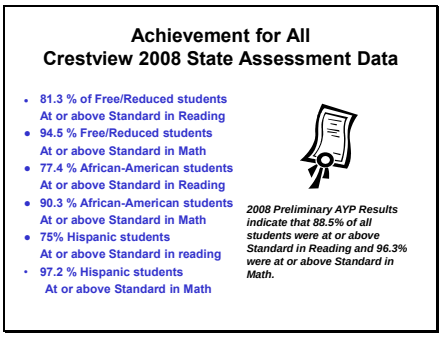

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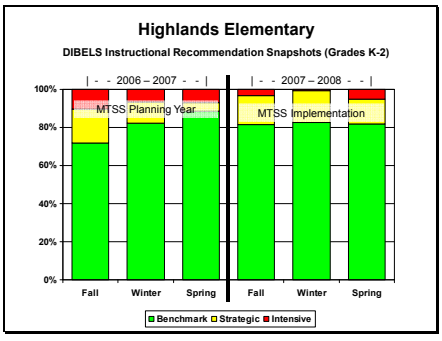


Slide 34

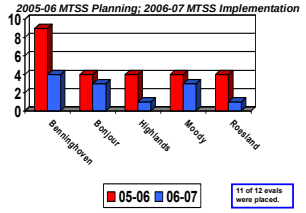
Achievement for All
Highlands 2008 State Assessment Data

- 92.9 % of Free/Reduced
  At or above Standard in Reading
- 85.7 % Free/Reduced
  At or above Standard in Math
- 71.4 % Sped
  At or above Standard in Reading
- 78.6 % Sped
  At or above Standard in Math
- 88.9% Hispanic students
  At or above Standard in reading and math

Slide 35

Referral for Initial Evaluation to Determine Special Education Eligibility

Five MTSS Pilot Schools:
2005-06 MTSS Planning; 2006-07 MTSS Implementation



Slide 36

And at the end of the day . . . .

Everyone is tired!