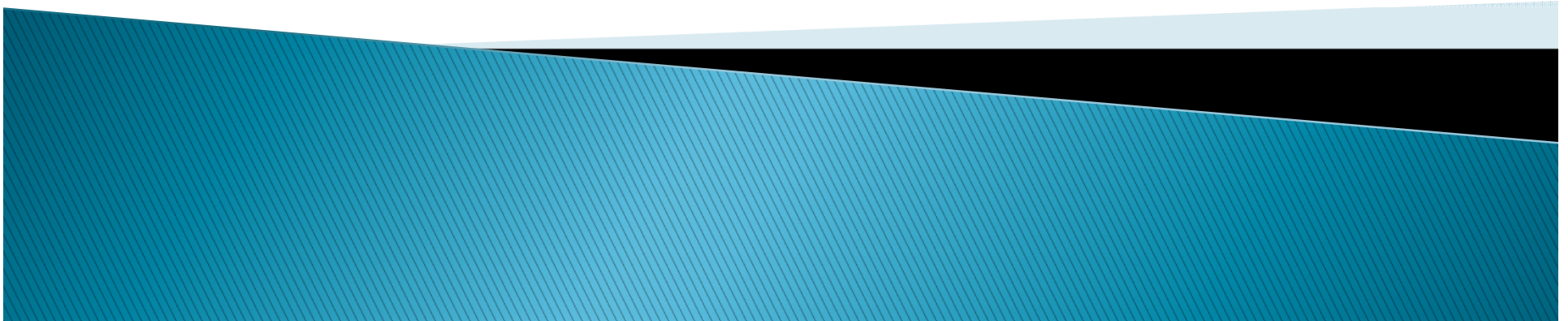


# Empowering Families in a MTSS

Frederick Wiedemann  
Kansas MTSS Core Team  
[frederick.wiedemann@gmail.com](mailto:frederick.wiedemann@gmail.com)

Jane Groff, Director  
Kansas Parent Information Resource Center (KPIRC)  
[jgroff@kpirc.org](mailto:jgroff@kpirc.org)



# Special Thanks!

- ▶ Leadership that Drives Change
- ▶ Vision for a Multi Tier System of Support (MTSS)
- ▶ Support for MTSS
- ▶ Recognition of Family Engagement as a Critical Component in a MTSS



Kansas State Department  
of Education

KSDE

# Kansas Multi-Tier System of Supports (MTSS)



# MTSS Definition

A coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards.



# MTSS Definition

A coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards.

- ▶ Ensures a foundation of quality instruction at all levels





# MTSS Definition

A coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards.

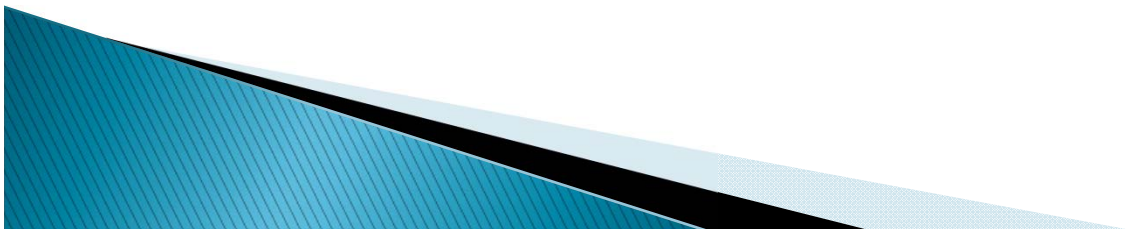
- ▶ Provides instructional assistance at first evidence of student need



# MTSS Definition

A coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards.

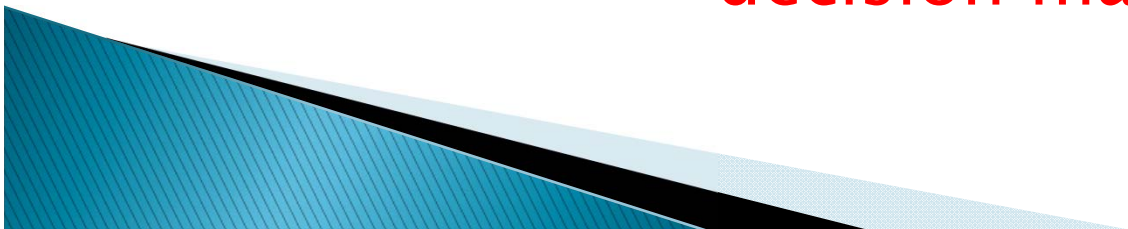
- ▶ Acquisition of literacy, numeracy, and behavior skills



# MTSS Definition

A coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards.

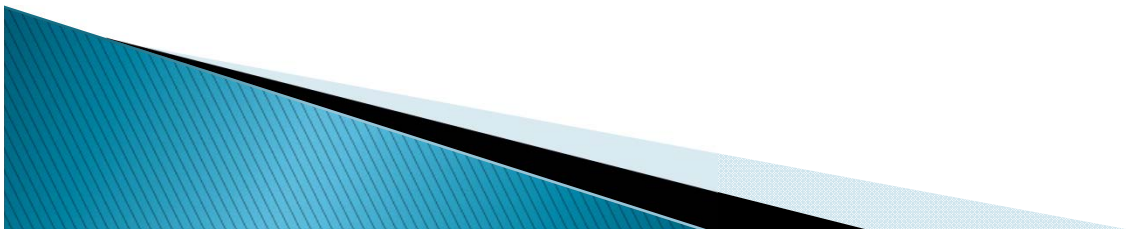
- ▶ Ensures provision of increasingly intense interventions
- ▶ Informs teachers and improves instruction through the use of data and data-based decision making





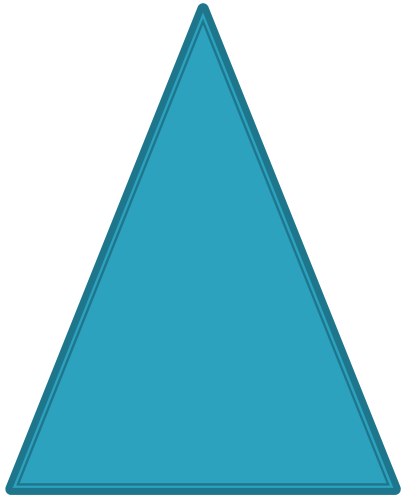
# Goal of MTSS

To provide an **integrated systemic school improvement approach** to meeting the academic, social, and behavior needs of all students.



# MTSS

► In Kansas,



IT IS MORE  
THAN THE TRIANGLE!

IT IS BROADER  
THAN RtI!





# MTSS Framework



## ▶ Leadership

- Identified Teams
- Buy-In/Consensus
- Communication

## ▶ Professional Development

- Initial Training
- Support for Implementation
- Monitoring for Fidelity
- Providing ongoing Support

## ▶ Empowering Culture

- Involving all Staff
- Involving Parents
- Informing All

# MTSS Framework



- ▶ **Curriculum**
  - Core
  - Supplemental
  - Intensive
- ▶ **Instruction**
  - Core
  - Supplemental
  - Intensive
- ▶ **Assessment**
  - Screening
  - Progress Monitoring
  - Diagnostic
  - Outcomes

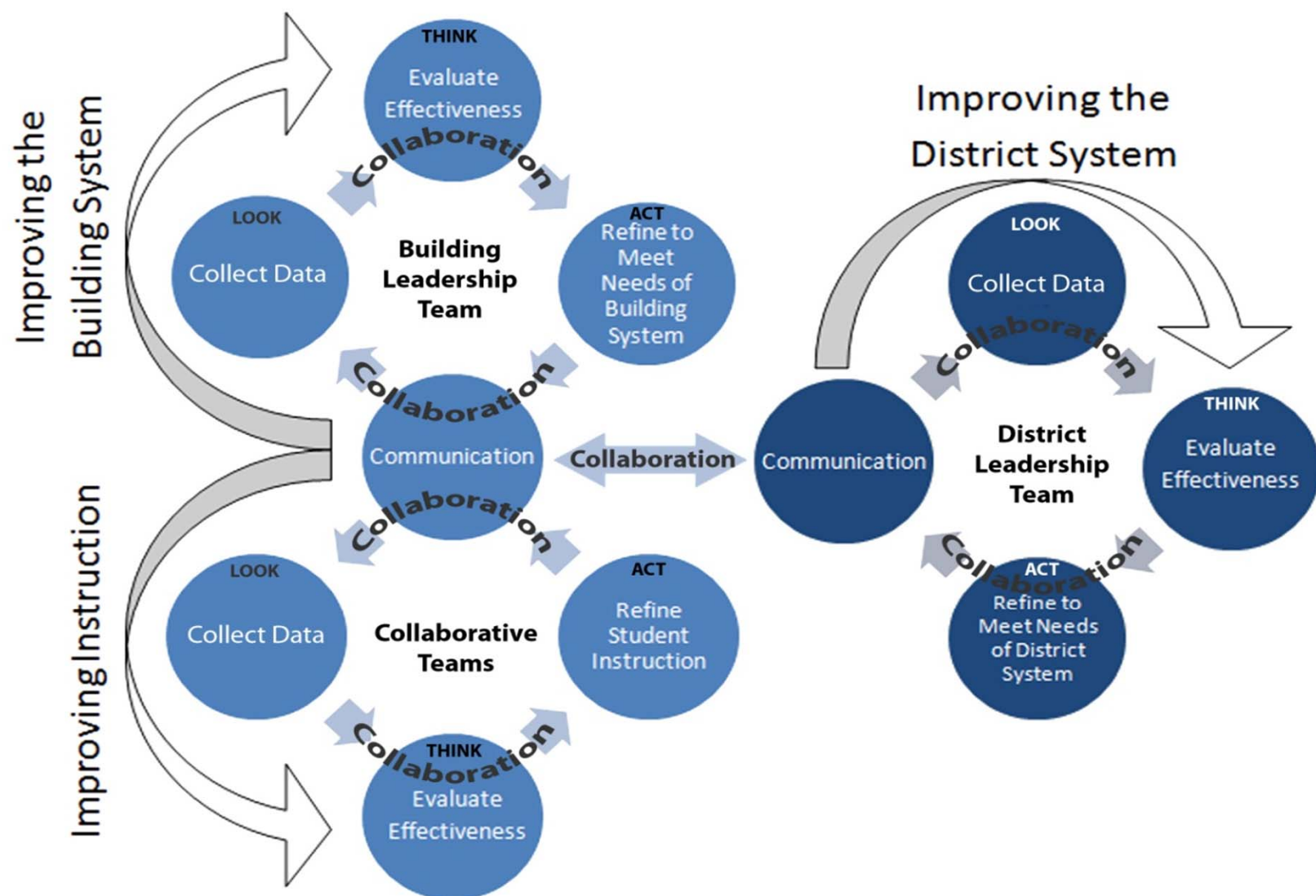
# MTSS Framework

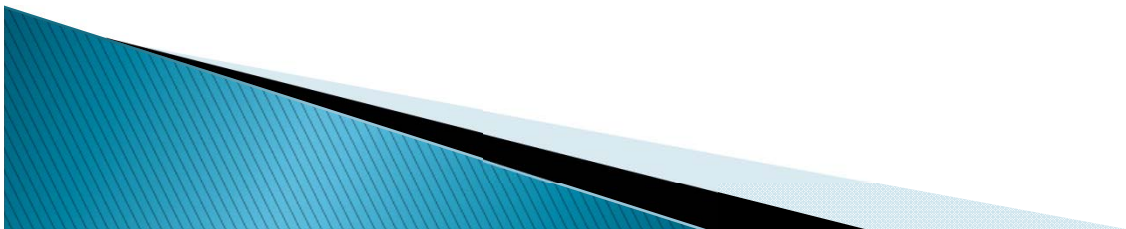
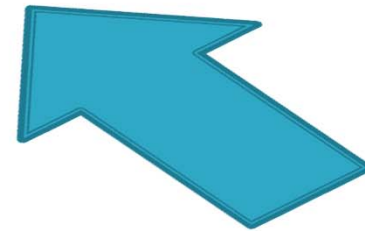


- ▶ **All (Core)**
  - Core Curriculum
  - Core Instruction
  - Screening Assessment
- ▶ **Some (Supplemental)**
  - Protocol Based Curriculum
  - Protocol Based Instruction
  - Progress Monitoring Assessment
  - Diagnostic Assessment
  - Collaborative Teams
- ▶ **Few (Intensive)**
  - Collaborative Teams
  - More Intensive Supports
  - Customized Supports



## Self-Correcting Feedback Loop





# Empowering Culture

- ▶ Challenging/Key to sustainability
- ▶ Development and acceptance of core beliefs, vision/mission, commitment statement
- ▶ Consensus about implementation of MTSS
- ▶ Family Engagement/Cooperation
- ▶ Stakeholders participate in appropriate decision making.



# Empowering Culture Promotes School Connectedness

School connection is defined as “the belief by students that adults in the school care about their learning as well as about them as individuals.”

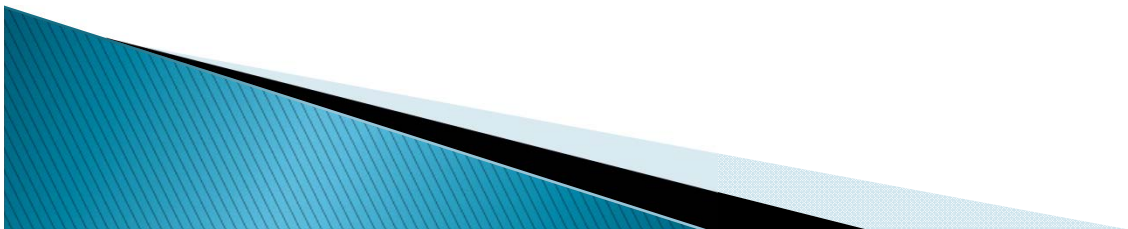
(Wingspread, 2004, p. 233)



# Why is School Connectedness Important?

Research shows that when students experience connectedness to school, *educational motivation, classroom engagement*, and *attendance* all improve.

(Croninger & Lee, 2001)



# Fostering School Connectedness

- ▶ Implement high standards and expectations, and provide academic, social and behavior support to all students.
- ▶ Apply fair and consistent disciplinary policies that are collectively agreed upon and fairly enforced.
- ▶ Create trusting relationships among students, teachers, staff, administrators, and families (Blum, 2005, p. 2).





# Fostering School Connectedness (Cont.)

- ▶ Hire and support capable teachers who are skilled at content teaching techniques and classroom management to meet each learner's need.
- ▶ Foster high parent/family expectations for school performance and school completion.
- ▶ Ensure that every student feels close to at least one supportive adult at school (Blum, 2005, p. 2).



# U.S. Secretary of Education

My vision for family engagement is ambitious...I want **all parents to be real partners** in education with their children's teachers...In this partnership, students and **parents should feel connected**--and teachers should feel **supported**...When parents demand change and better options for their children, they become the real accountability backstop for the educational system. (May 3, 2010)



Arne Duncan

# Family Engagement

Schools must make a concerted effort to involve and empower families in their children's education as early as possible.



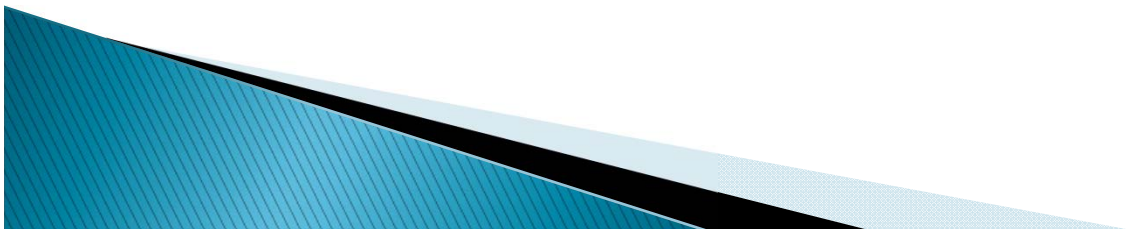
“You can’t make families engage, but you can create an environment to increase the likelihood that families will engage and support their children’s learning.”

~ Jane Groff, Director  
Kansas Parent Information  
Resource Center



# Just Like Me

- ▶ I am one of seven children.
- ▶ I wear a size 8 shoe.
- ▶ I have 3 children.
- ▶ I have a dog.
- ▶ My birthday is in July.
- ▶ I want families engaged in their children's learning.
- ▶ I want to build the capacity of educators and families to engage in their children's learning.



# Research

“the evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement. When schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more”.

Henderson T. A., & Mapp, L. K., (2002) A New Wave of Evidence.





# Essential Supports for Effective School Reform

- ▶ Leadership
- ▶ Parent/Community Ties
- ▶ Professional Capacity
- ▶ Student centered learning climate
- ▶ Instructional Guidance

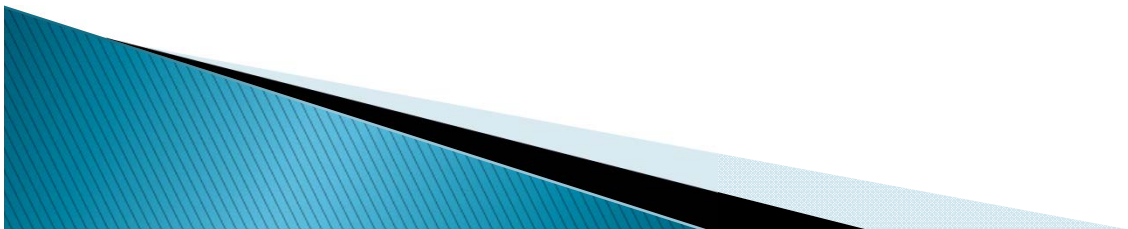
*Organizing Schools for Improvement* by Bryk, A., Bender Sebring, P., Allensworth, E., Luppenscu, St., and Eastong, J. (2010).

- ▶ We can't hold one thing constant b/c one thing affects another. Taking things apart doesn't work. Family engagement interacts with other systems.
- ▶ Schools that have all five components have 10 times the chance of increasing rdg and math scores.



# Organizing Schools for Improvement

- ▶ Schools that lack even one (or have a low rating) have less than a 10% chance of increasing reading and math scores.
- ▶ Schools chronically weak in family engagement did not improve in mathematics
- ▶ Schools strong on family engagement were 4 times more likely to improve reading scores.
- ▶ Schools strong on family engagement were 10 times more likely to improve math scores.

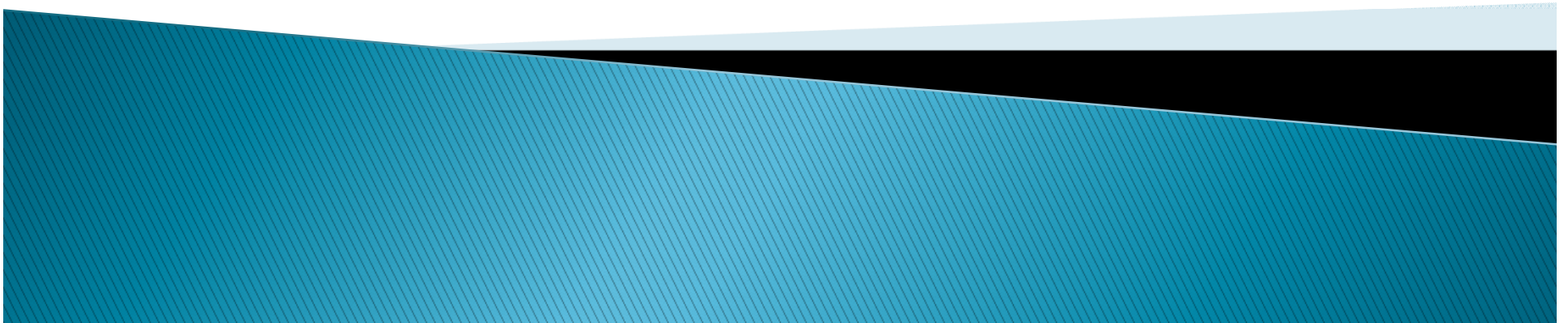


**Is Family Engagement a Priority or  
Do We Pay It Lip Service????**



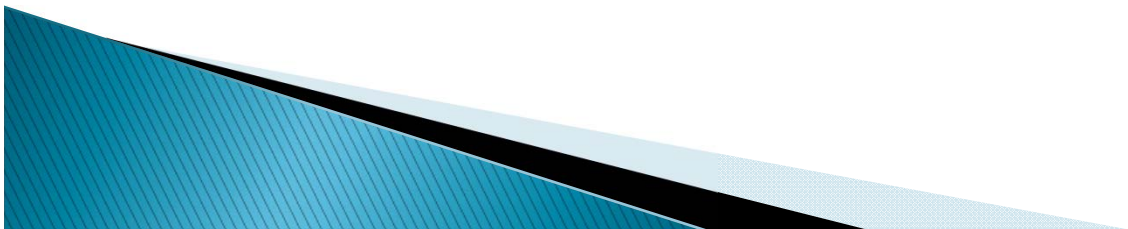
# A Family Engagement Framework for Kansas

## PTA National Family School Partnership Standards



# A Solid Foundation for Family Engagement in Kansas

- ▶ PTA National Standards for Family School Partnerships
  - Endorsed by Kansas Board of Education (KSBE) in January, 2008
  - Influenced ESEA legislation
  - Embedded in MTSS through an Empowering Culture



# PTA National Family School Partnership Standards

1. **Welcoming All Families Into the School Community** – families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.
2. **Communicating effectively** – families and school staff engage in regular, meaningful communication about student learning.
3. **Supporting Student Success** – families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.





# PTA National Family School Partnership Standards (Cont.)

4. **Speaking up for every Child** – families are empowered to be advocates for their own children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.
5. **Sharing Power** – families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.
6. **Collaborating with Community** – families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.



## Family Engagement

Standard	How do we support the standard?	How do we evaluate our practices of support?	What are our next steps to increase our support through practice?
<b>Standard 1:</b> Welcoming all Families into the School Community			
<b>Standard 2:</b> Communicating Effectively			
<b>Standard 3:</b> Supporting Student Success			

# Points of Emphasis in MTSS



1. Increase Communication with families as students move from Tier 1–2–3.
2. Increase Problem Solving Capacity with families as students move from level 1–2–3.
3. Work to create an emotional connection with their children's learning.

# Sharing Data with Families

**My Goals by** \_\_\_\_\_

Goal # 1 is: \_\_\_\_\_

\_\_\_\_\_

This goal is important because: \_\_\_\_\_

\_\_\_\_\_

Steps I'll take to reach this goal are: \_\_\_\_\_

\_\_\_\_\_

Goal # 2 is: \_\_\_\_\_

\_\_\_\_\_

This goal is important because: \_\_\_\_\_

\_\_\_\_\_

Steps I'll take to reach this goal are: \_\_\_\_\_

\_\_\_\_\_

# KS Example: Sharing Data

## Example #2: Mersadie (5th grade student)

Dear \_\_\_\_\_,

As you know, one of Mersadie's academic goals is to increase her accuracy when reading sight words. Included is a graph that Mersadie has created in order to track her progress. She has definitely made progress since we began the school year!

Sight word accuracy is an important skill for students and leads to success in reading. The current benchmark for a 5th grade student at the beginning of the school year is 50% on the fifth grade sight word list. Mersadie is currently 78% accurate on the 4th grade sight word list.

I have also include an example of the word list that Mersadie is currently learning. In order to improve this skill even more, I'd encourage you to have Mersadie practice these words at home. It would also be extremely beneficial to have Mersadie read aloud to an adult for 15–20 minutes every evening.

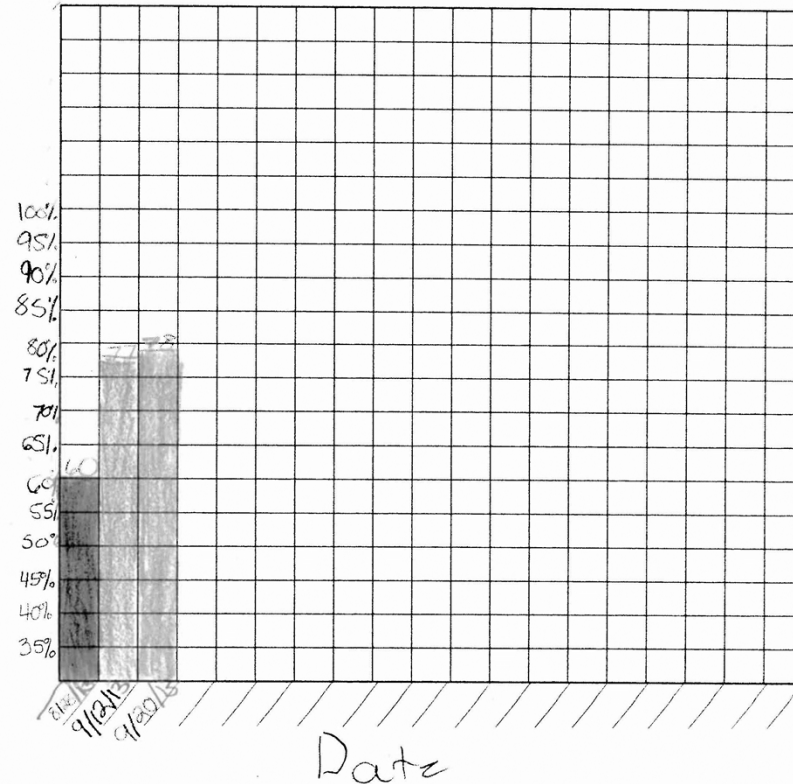
Please let me know if you have any questions!





# Sharing Sight Word Data

Name: Mersadie Dates of Work: 9/1  
IEP Goal: learn 4th grade sight words 90%



Dolch Words—4<sup>th</sup> Grade

Name: \_\_\_\_\_

above	button	enough	kitten	nine	sea	such
across	camp	even	knew	nothing	seat	suit
address	cap	eye	knife	number	seem	supper
ago	care	family	knock	outside	seen	suppose
air	careful	feather	lake	page	send	sure
airplane	case	feel	land	pail	shake	sweep
almost	cause	felt	lap	path	shine	sweet
also	center	few	large	pay	shook	teach
ant	chimney	field	late	peas	should	teeth
awake	chin	fight	lead	pen	shut	than
bad	city	finger	leaf	pencil	side	thin
bake	clock	foot	learn	people	silver	thought
banana	cloud	fresh	leave	pie	skin	through
bath	cook	front	leaves	piece	sky	throw
beans	cool	fur	led	place	slip	till
beat	count	gift	left	plain	slow	tired
began	country	gold	lift	plant	smile	trade
bend	course	gone	line	plate	smoke	tried
beside	cover	gray	listen	pond	soap	true
between	creek	grew	lost	poor	socks	twelve
bill	cross	hair	loud	pot	soft	wake
bit	cup	half	march	press	something	wall
blow	dead	hall	mark	queen	sometime	wave
bone	dear	hang	matter	question	sound	wear
born	deer	heavy	mean	quick	soup	week
bottom	desk	herself	meat	quiet	space	west
bowl	different	hid	meet	radio	spot	wheel
brave	dime	himself	middle	ready	stairs	while
breakfast	dirty	hole	Miss	real	stand	whisper
brick	dream	hundred	most	remember	station	win
broke	drop	hung	mouth	rich	stay	wing
broken	dry	hungry	Mr.	river	still	winter
brought	dust	kept	Mrs.	rock	sting	without
bug	early	kick	nap	roof	stood	wonder
building	east	kill	neck	row	story	wool
built	edge	king	need	sand	straight	world
busy	else	kiss	nice	save	strong	yard
						yet

# KS Example: Sharing Data

## Example #1: Michael (5th grade student)

Dear \_\_\_\_\_,

As you know, one of Michael's academic goals is to increase his oral reading fluency, or the number of words that he reads in one minute. Included is a graph that Michael has created in order to track his progress. He has definitely made progress since we began the school year!

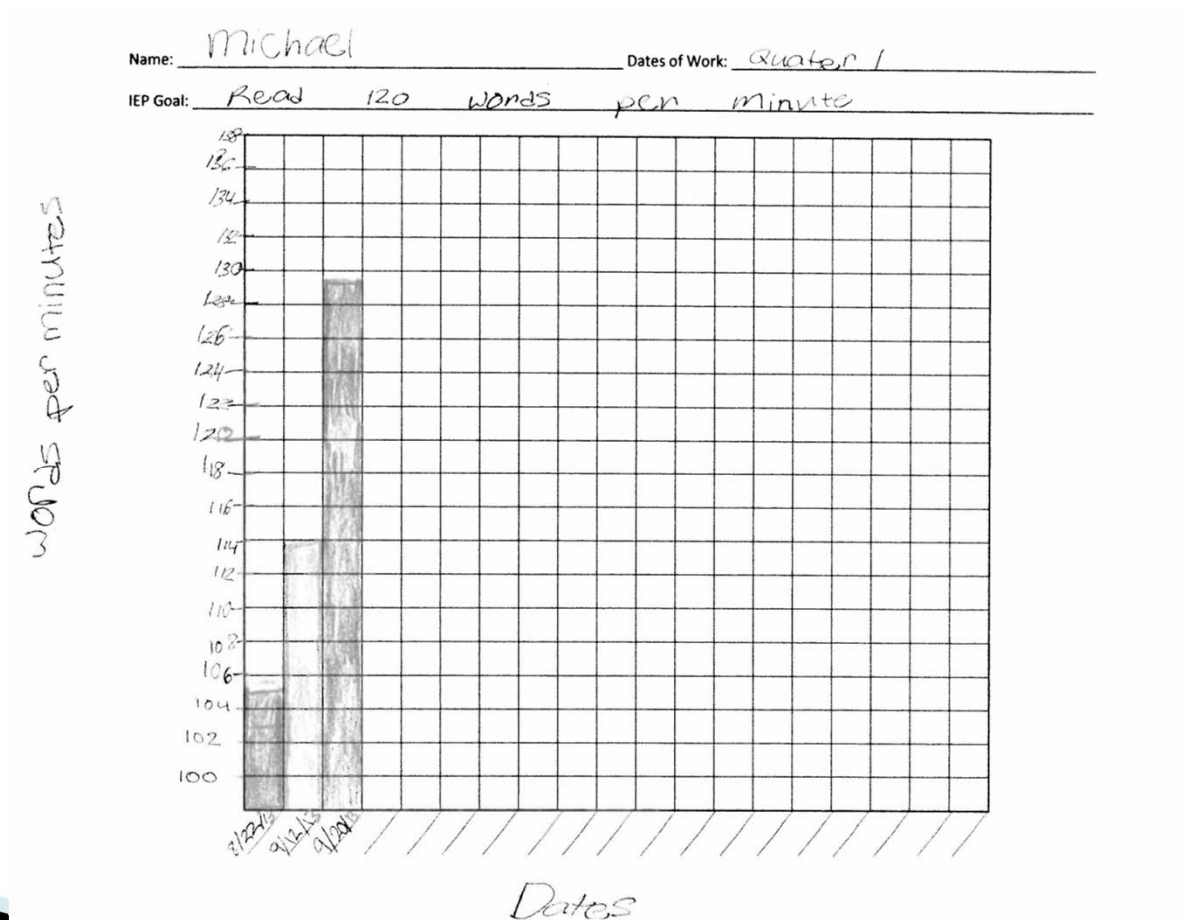
Oral Reading Fluency is an important measure for students and may predict success or failure in other academic areas. The current benchmark for a 5th grade student at the beginning of the school year is 132 words per minute and Michael is now almost there! He is currently averaging 129 words per minute.

I have also include an example of how we test this skill. In order to improve this skill even more, I'd encourage you to have Michael read aloud every evening for 15–20 minutes.

Please let me know if you have any questions!



# Oral Reading Fluency Data



# Assessor Copy

Form 5-1

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Place the Student Copy in front of the student. Point to the names on the Student Copy as you read them:  
**"This is a story about Alice and Mr. Jacobs. I want you to read this story to me. You'll have 1 minute to read as much as you can. When I say "begin," start reading aloud at the top of the page. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? Begin."**
2. Start the timer.
3. While the student is reading, mark errors with a slash (/).
4. At 1 minute, mark the last word read with a bracket (]).
5. When the student gets to a logical stopping place, say "Stop."

One day, <u>Alice's</u> teacher, <u>Mr. Jacobs</u> told the class they would be making	13
crossword puzzles. Mr. Jacobs split the class in two groups. The first group of	27
students had to make crossword puzzles about the food chain. The second group	40
had to make crossword puzzles about the human body. Alice was happy when she	54
got put in the second group. She loved learning about the human body. It was her	70
favorite part of science class.	75
After the groups were formed, Mr. Jacobs gave each group articles about	87
their topic. Students selected ten important words from the articles as the	99
answers to their puzzles. Then, they created answer keys on pieces of graph paper.	113
The answers were placed on the graph paper both up and down the squares and	128
across the paper. Then, the students wrote clues to go with each of the words. The	144
first word Alice chose for her puzzle was <i>brain</i> . Her clue for brain was "This organ	160
is wrinkled and helps you to think. The word goes up and down on the paper."	176
After the students finished creating the clues, they wrote numbers on the	188
squares where the words started. Next, the students shaded the squares that had	201
no letters. After everyone finished, they exchanged crossword puzzles. The	211
students solved each other's puzzles, using the clues. Alice was happy. This had	224
been a fun, creative assignment. She couldn't wait to tell her friends in other	238
classes about it.	241

Total Words Read: \_\_\_\_\_ - # of Errors: \_\_\_\_\_ = CWPM: \_\_\_\_\_



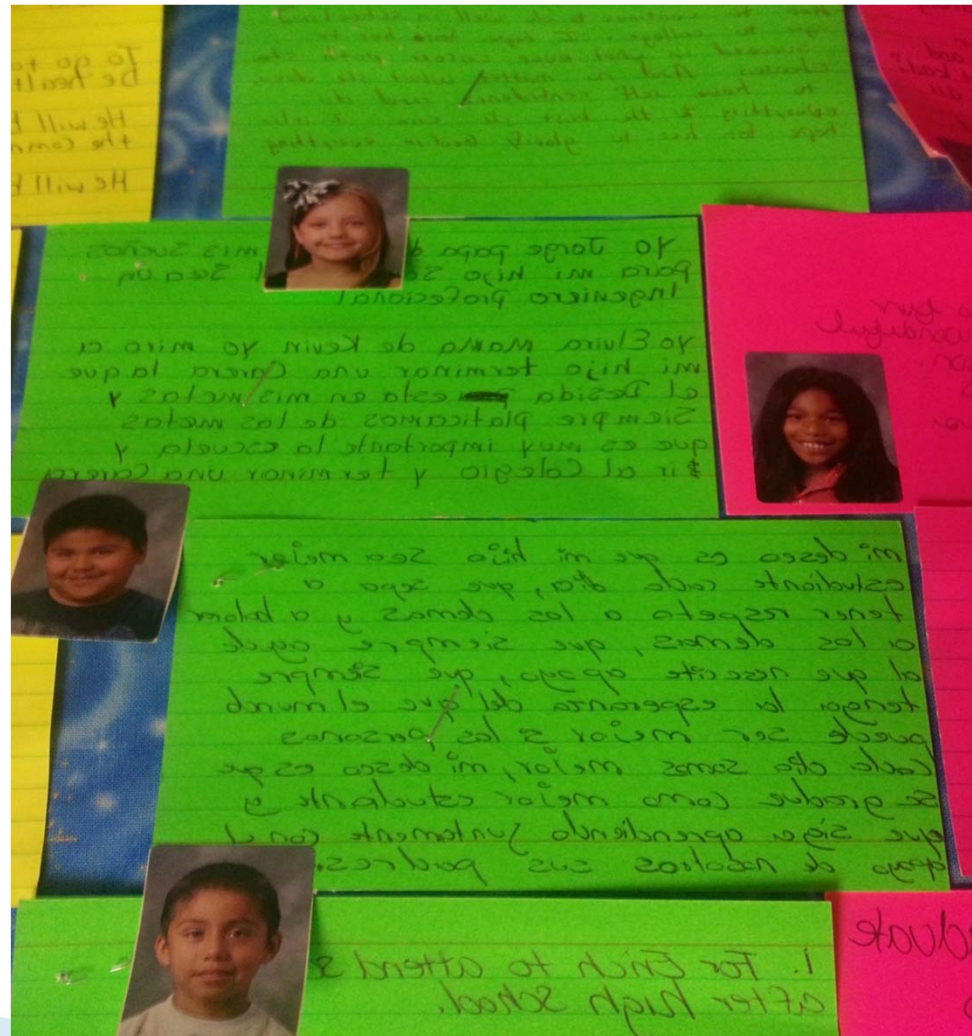
# A New Approach to Parent Teacher Conferences

# Hopes and Dreams Activity





# Emotional Connection to Children's Learning



# District Level Family Engagement

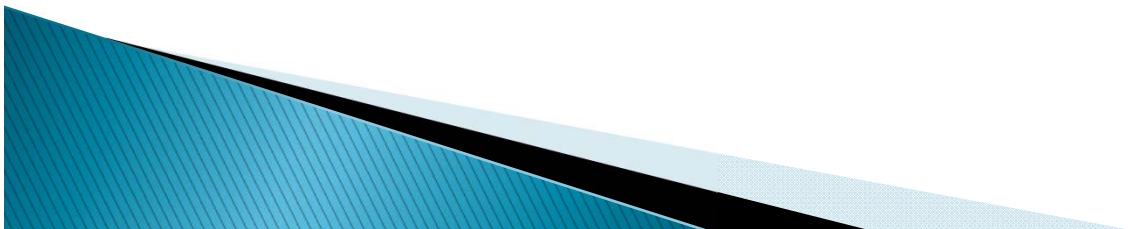
# Dr. Brian Bierman, Assistant Superintendent USD #250 Pittsburg, KS



- ▶ Assumes responsibility for family engagement at the district level
- ▶ Provides leadership and oversight
- ▶ Began by putting family engagement components in place at the district level (policy)
- ▶ Provided professional learning for staff in family engagement in a MTSS

# USD #250 Family Engagement Policy

- ▶ USD #250 will Welcome all Families into the School Community
- ▶ USD #250 encourages families to be involved in their student's education by visiting the school building, attending school meetings, volunteering in the classroom and for/during school activities, and assisting their student with assigned work.
- ▶ USD #250 will sponsor/provide events to enrich the partnership between home and school.
- ▶ USD #250 will Communicate Effectively
- ▶ USD #250 will provide information from school in both English and Spanish and will provide translation services at school events upon request.
- ▶ All school and district policies are available to families upon request.
- ▶ USD #250 staff welcomes frequent communication between home and school which may include email/website, classroom newsletters, and other informational handouts.



# Distinguished School



# Curtis Middle School, Wichita, KS



- ▶ Family Literacy Program
- ▶ Bilingual Family Reading Night
- ▶ Newly formed Family Engagement Team

# Curtis Middle School

- ▶ Family Center
- ▶ Adults learn English
- ▶ Study for GED's
- ▶ Principal Coffee
- ▶ Family Literacy Events





# Family Resource Center

# From Worst to First!

- ▶ Lowest performing school in the state
- ▶ Received School Improvement Grant (SIG)
- ▶ Hired family liaison through SIG
- ▶ Provided Professional Learning for Staff on Family Engagement
- ▶ Made family engagement a priority
- ▶ When grant ran out principal found a way to keep family liaison
- ▶ 3 years later – families are empowered and engaged
- ▶ New family resource center opened this year
- ▶ Recognized as School of Excellence and received award in Washington, DC



<http://fox4kc.com/2012/09/10/kck-school-goes-from-worst-to-first>



# Emerson Elementary, KCK



# KPIRC Website! [www.kpirc.org](http://www.kpirc.org)





# Kansas Multi-Tier System of Supports

[www.kansasmtnss.org](http://www.kansasmtnss.org)

## Resources Available:

- Family Engagement Resources
- Kansas MTSS Research Base
- Kansas MTSS Structuring and Implementation Guides
- Kansas MTSS Briefs on several different topics
- Book Study Kits (32)
  - All Systems Go: The Change Imperative for Whole System Reform (Fullan, 2010)
  - Using RtI for School Improvement: Raising Every Student's Achievement Scores (Shores & Chester, 2009)
- Many other Materials to Support MTSS Principles & Practices



# Thank You!

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Kansas MTSS Core Team Specialist  
[frederick.wiedemann@gmail.com](mailto:frederick.wiedemann@gmail.com)

Jane Groff, Director  
Kansas Parent Information Resource Center (KPIRC)  
[jgroff@kpirc.org](mailto:jgroff@kpirc.org)

