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Secondary MTSS
 De Soto USD 232 & Geary County USD 475


Bret Church & Carol Arjona

MTSS Symposium
 September 5th, 2008

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USD 232 - District Demographics


Over 100 mi² of western Johnson County, Kansas.



6,077 students
 Near 3,000 in student growth in the last 7 years.
 6 Elementaries
 3 Middle Schools
 2 High Schools
 907 Employees
 541 Certified Staff

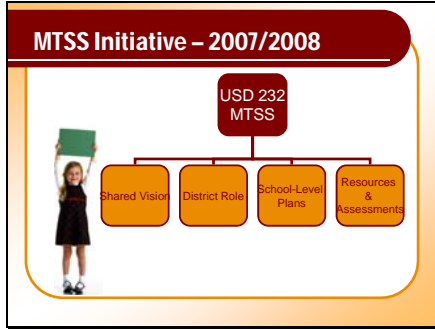
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Overview – 2007/2008



- PLC's in place for three years.
- Plan of Success (Pyramid of Interventions) developing in every building.
- Merging of Learning Services and Special Services Departments.
- In need of a systematic approach to providing time and support to students.

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Shared Vision

- Commitment to moving forward in all eleven buildings to create a vertical system.
- Phase in implementation – **Reading, Math, Behavior.**
- Adopt and adapt the three-tier approach.
- Increase level of intervention and support between core instruction and special education.

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District's Role

- Develop common definitions and criteria for MTSS.
- Provide time for planning.
- Support schedule adjustments that align with MTSS.
- Identify and provide the resources and training necessary for effective implementation.

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Definitions Document

This document is our guiding district document as we implement reading portion of MTSS. We should have something similar to this for math and behavior as they are developed.

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School-Level Plans

- Building MTSS Teams
- Customization within MTSS framework.
- Identification of Interventionists
- Planning of Interventions

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Resources and Assessments

- Identified core resources.
- Chose research-based resources for Tier II based on the Big 5 of reading.
- Chose Tier III resources that were comprehensive (additional core).
- Identified our screening assessment and adopted a diagnostic.
- Progress monitoring as part of Tier II & III Instruction.

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Resource Matrix

This document reflects the district-adopted and provided resources and assessments that reflect our MTSS model.

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Challenges

- Believing it is possible...
- Defining and understanding "systematic"
- Starting with the Core.
- Tier II as part of the schedule.
- Role of Special Education

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Reading Implementation – 08/09

Quarter 1 – Training, Screening, & Diagnostic

Quarter 2 – Begin Tier II

Quarter 3 – Begin Tier III

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Math and Behavior


- Math Implementation
Anticipated 09/10
- Behavior Implementation
Anticipated 10/11

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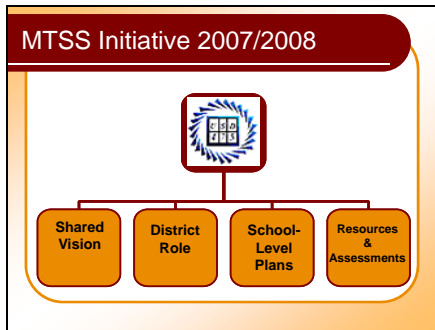
USD 475 – District Demographics

GEARY COUNTY SCHOOLS:

- 10th Largest Kansas District
- Serves Geary County & Fort Riley
- 14 Elementary Schools
- 2 Middle Schools
- 1 High School
- 1 Alternative Education Center
- 1 Early Childhood Center
- 7,000 Students and Growing



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Shared Vision

Developed Belief Statements Together as District Secondary Team:

1. One seamless system of support to address the needs of each student.

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Shared Vision

2. Shared responsibility ensuring positive academic outcomes for each student by:
 - Early Intervention
 - Building on Strengths & Abilities
 - Data Guiding Our Decision - Making

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Shared Vision

- Responding in a timely manner to the data by matching intervention to student needs
- Monitoring and responding to student progress on a frequent basis
- Utilizing a district-wide problem-solving approach to understand and focus our change efforts
- Maximizing existing resources

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District's Role

- ✓ Connect the MTSS vision to the district mission and vision.
- ✓ Coordinate and focus the MTSS process.
- ✓ Provide resources for meeting MTSS components.
- ✓ Promote sustainability of MTSS.

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School Level Plans

Junction City Middle School
Dr. Ferrell Miller, Principal

Fort Riley Middle School
Mr. Joe Handlos, Principal

Junction City High School
Mr. Stan Dodds, Principal

Teams Consisted of: District & Building Administrators,
Core Content, Special Education & Elective Teachers



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RESOURCES

- Identified what was already in place and working
- Needs based on research-based materials
- Focused building and district professional days (8) on MTSS development
- District Secondary Principals' Meeting for discussion & information sharing

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Assessments


READING – Secondary Literacy Plan directs formative and summative assessments 6 – 12.

MATHEMATICS – Math Pacing Calendar directs formative and summative assessments 6 – 12.

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Challenges

- Time
- Understanding MTSS is not a Special Education intervention
- Time
- Sustainability



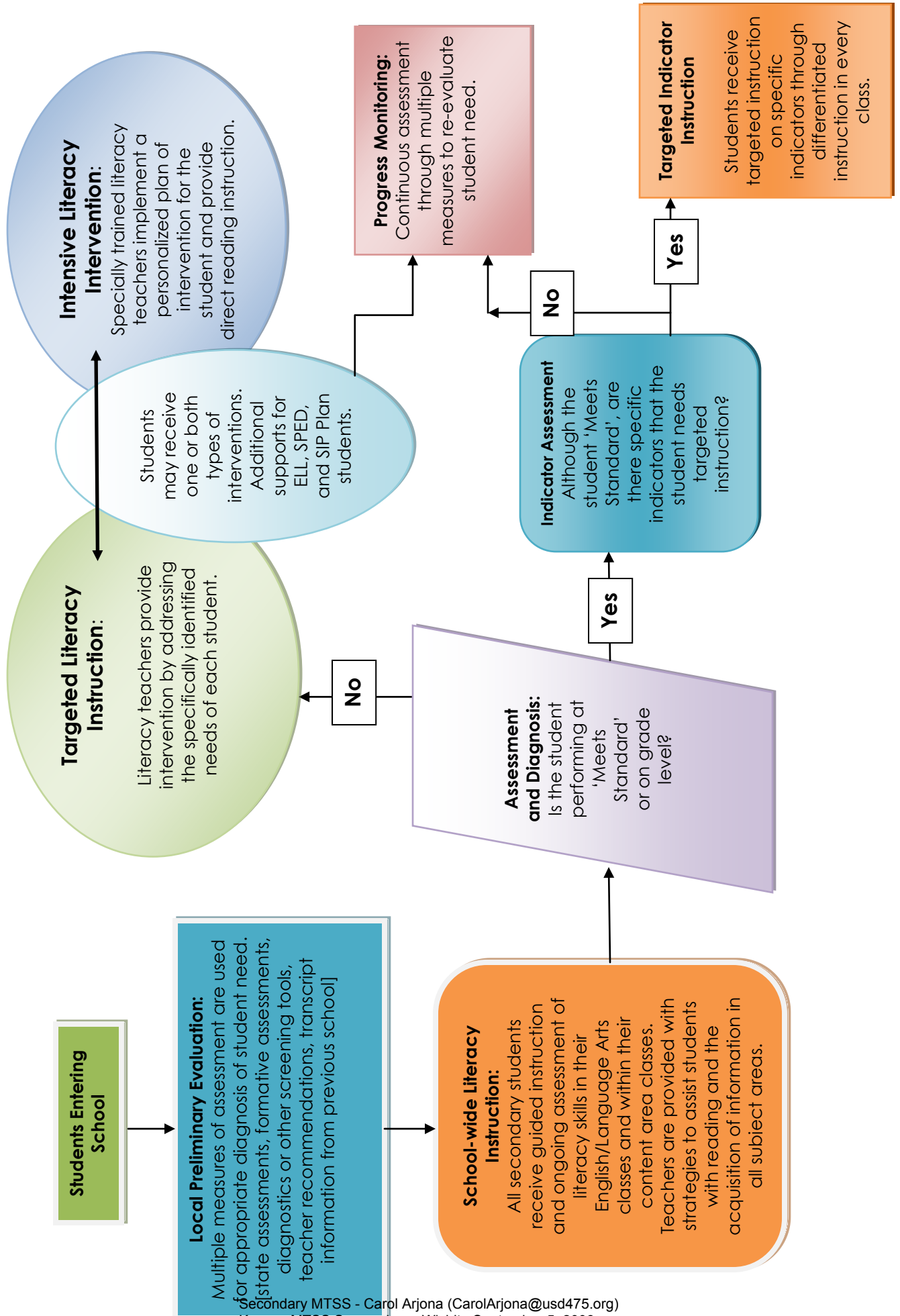
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Questions

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GRAPHIC MODEL OF TIERED LITERACY SUPPORTS AT THE SECONDARY LEVEL



Junction City Middle School Math and Reading Tier Structures 2007-2008

	Math		Reading	
Tier Level	Tier 2	Tier 3	Tier 2	Tier 3
Taught By	Highly Qualified Math Teachers	Highly Qualified Math Teachers	Highly Qualified Reading Teachers	Highly Qualified English Teachers
Approximate Numbers	8 – 10 students	3 students	18 – 20 students	3 students
When	Tuesdays and Thursdays	Teacher Plan Time	Daily	Tuesdays and Thursdays
Length of Instruction	20 minutes each day during CAT Time	15 minutes each day	90 minutes daily during Literacy Lab 45 minutes daily during Academic Readiness	20 minutes each day
Curriculum	Standards based materials appropriate to student skill levels	Standards based materials appropriate to student skill levels	Read 180 Soar to Success and Great Source Day Book	Holt Reading Solutions and Strategies to Achieve Reading Success
Criteria	Students are selected based on formative assessments – these students may vary every six weeks depending on their need	Students are selected based on formative assessments – these students may vary every six weeks depending on their need	Students are selected based on their reading state assessment scores during 2006-2007	Students are selected based on formative assessments – these students may vary every six weeks depending on their need

USD #232 MTSS READING DEFINITIONS

TIER 1	<p>Combination of Core Instruction and Core Interventions</p> <p>Core Instruction The instruction provided to ALL students that is aligned to the state standards and district curriculum. Core instruction utilizes best practice and differentiation to meet the needs of all learners.</p> <p>Core Interventions The interventions available to ALL students that provide additional time and support to learn the intended curriculum. These interventions occur inside and/or outside of the normal core block.</p>	
	<p>TRIGGER The <u>Screener</u> (MAP/DIBELS) and the subsequent <u>Diagnostic Assessment</u> (DAR) document a reading deficiency in one of the Big 5 components of reading.</p>	
TIER 2	<i>Type of Instruction</i>	Research-based, skill-focused instruction provided in addition to the core
	<i>Students Involved</i>	Some students (10%-15% of student population)
	<i>How Often and For How Long</i>	3 times a week for a minimum of 30 minutes
	<i>Progress Monitoring</i>	Minimum bi-weekly, weekly suggested, used to make tier instructional decisions
	<i>Length of Interventions</i>	Minimum of 9 weeks
<p>TRIGGER <u>Progress Monitoring</u> documents a need for additional and intensive support in reading.</p>		
TIER 3	<i>Type of Instruction</i>	Intensive, explicit, and specially-designed instruction provided in addition to the core
	<i>Students Involved</i>	Few students (1%-5% of student population)
	<i>How Often and For How Long</i>	Daily for a minimum of 45 minutes
	<i>Progress Monitoring</i>	Minimum of weekly, twice weekly suggested; used to make tier instructional decisions
	<i>Length of Interventions</i>	Minimum of 9-12 weeks, Up to 18 weeks or longer

USD #232 MTSS Resource and Assessment Matrix

Horizons		Language!								
C	Soar to Success	Rewards Secondary								Tier III
		Rewards Plus	Rewards Secondary							
V	Soar to Success	Rewards Secondary	Rewards Intermediate							Tier II
		Rewards Plus	Rewards Secondary	Rewards Intermediate						
F	The Six-Minute Solution	Rewards Secondary	Rewards Intermediate							Tier I
		Rewards Plus	Rewards Secondary	Rewards Intermediate						
P	Sunday System	Rewards Secondary	Rewards Intermediate							Tier I
		Rewards Plus	Rewards Intermediate							
PA	Sunday System	Rewards Secondary	Rewards Intermediate							Tier I
		Rewards Plus	Rewards Intermediate							
Balanced Literacy 90-Minute Block		Prentice Hall Penguin Series								
K	1	2	3	4	5	6	7	8	HS	
Dibels	NWEA Measures of Academic Progress (MAP)									Screeners
Diagnostic Assessment of Reading (DAR)										Diagnostic

RESOURCES

ASSMT

Tier 3: Building Level—develops building plans and program to meet needs indicated by data		
<p>Tier 3.1.</p> <ul style="list-style-type: none"> • CSI/MTSS creates a building School Improvement Plan based on school data and common problems at dept/academy levels • Monitors 3 x year • MTSS team recommends students for SIT or RPD consideration 	<p>Tier 3.2</p> <ul style="list-style-type: none"> • CSI/MTSS revises interventions in School Improvement Plan as data indicates, throughout the year 	<p>Tier 3.3</p> <ul style="list-style-type: none"> • CSI/MTSS recommends new classes or programs to meet particular needs revealed by data

Tier 2: Department/Academy Level—develops shared seminar sessions and classes to meet needs indicated by Tier 1 data		
<p>Tier 2.1.</p> <ul style="list-style-type: none"> • Dept reviews academic data from Tier 1.2 and 1.3 • Academy reviews behavior data from Tier 1.2, 1.3 	<p>Tier 2.2</p> <ul style="list-style-type: none"> • Core classes: dept plans seminar sessions to reteach skills/concepts by small groups? • Non-core classes: Acad plans mixed seminar sessions for students w. multiple F's. Uses a combination of tchrs to work with small group? • Acad dev. behavior plans for indiv. or groups as needs arise 	<p>Tier 2.3</p> <ul style="list-style-type: none"> • Consider placement in a Tier 2 class (like READ 180 or Math Seminar) • Consider new Tier 2 classes based on data • Acad join to address shared & persistent behavior issues

Tier 1: Teacher/Team Level—develops classroom lessons and reteach-enrichment sessions for needs indicated by data.		
<p>Tier 1.1. Regular Instr.</p> <ul style="list-style-type: none"> • Pre/post tests & formatives to determine mastery of skill/concept in lesson/unit 	<p>Tier 1.2 Small Group Instr. Within Class</p> <ul style="list-style-type: none"> • Reteach or enrich based on post test • Para support • Monitor who still needs intervention 	<p>Tier 1.3 Individual help within class or seminar (by tchr request) for particular skill/concept</p> <ul style="list-style-type: none"> • Monitor data • Make recommendations for Tier 2

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Tier III

Tier II

Tier I

RESOURCES

ASSMT

Screeners

Diagnostic

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