

Integrating Kansas MTSS into the Pre-K Classroom

Introduction: Presentation Team

- **Angie Brittle - At-Risk PreK Teacher, MTSS Leadership Team Member**
- **Stephanie Cook - 1st Grade Teacher, MTSS Leadership Team Member**
- **Lisa Scarrow - Principal, MTSS Leadership Team Member**

Introduction: District Data

**Unified School District 499 - Southeast Corner
of Kansas in Cherokee County**

830 Students PreK-12

74% Low SES

15% Students with disabilities

84% White

10% Other

5% Hispanic

Introduction: School Data

Spring Grove Primary Center PreK-2nd Grades

240 Students

76% Low SES

18.4% Students with Disabilities

84% White

10% Other

5% Hispanic

PreK Configuration

Early Childhood Special Ed Program

3 and 4 year old SPED students with a 1:1 ratio of 4 year old peer models - 27 Students, 1 certified teacher, 2 paras, 1 certified nurse, other certified support staff

At-Risk PreK - Partnership with Greenbush

4 year old students who must meet At-Risk Criteria - 30 Students, 1 certified teacher, 1 para

The Pre-K classrooms are located in 2 separate modular buildings across the street from the main building.

Rationale

- Research on intervention at later grades
- Kindergarten readiness data
- Intervention and Enrichment
- Inclusion of PreK into the K-2 building/programs
- Recommendation from the Kansas Core

What

- What does the PreK daily schedule with MTSS look like? AM & PM Classes
- Who participates in the MTSS?
- What do we use for the Universal Screeners and Progress Monitoring?
 - Universal Screener: My IGDIs Early Literacy+Screening Toolkit
 - Progress Monitoring: My IGDIs Literacy 1st Edition Classroom Kit (Formerly Get it, Got it, Go!)

How

- How did we determine what would be used as a universal screener?
- How do we collect the data?
- How do we provide our students with intervention and enrichment?
- How do we collect and analyze the PreK data?
- How do we group, regroup, manage the intervention/enrichment time?

Challenges

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- **What challenges have we faced?**
- **What changes needed to be made?**

Looking ahead

Vision for the program after year 1

- Both teachers do assessment and progress monitoring of students in intervention groups
- Use data to drive instructional decisions not only within the MTSS process but also for core instruction
- Secure additional resources and materials for teachers for both the intervention and enrichment groups

Questions?