

MTSS District Cadres Used to Strengthen and Innovate



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Shawnee Mission Schools

Goals for the session

- Participants will understand the following
 - How district cadres are used to support the core, interventions, and assessments
 - How and why cadres are integral to the Student Improvement Team process
 - How cadres have provided sustainability for MTSS and Professional Learning Communities (PLC)



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.

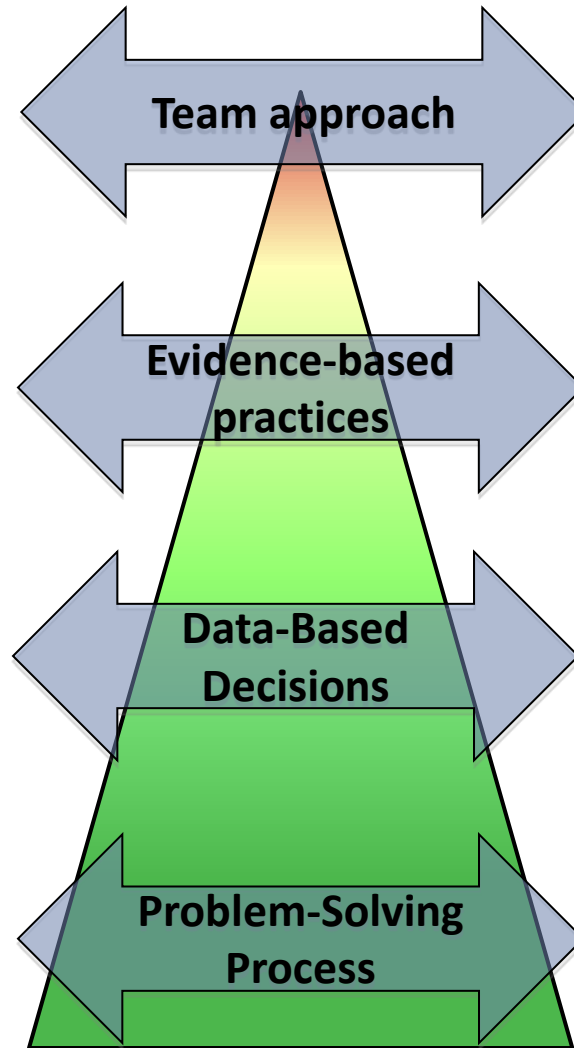
Mission Statement:

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

Shawnee Mission School District

Critical Features of MTSS

Behavior Support



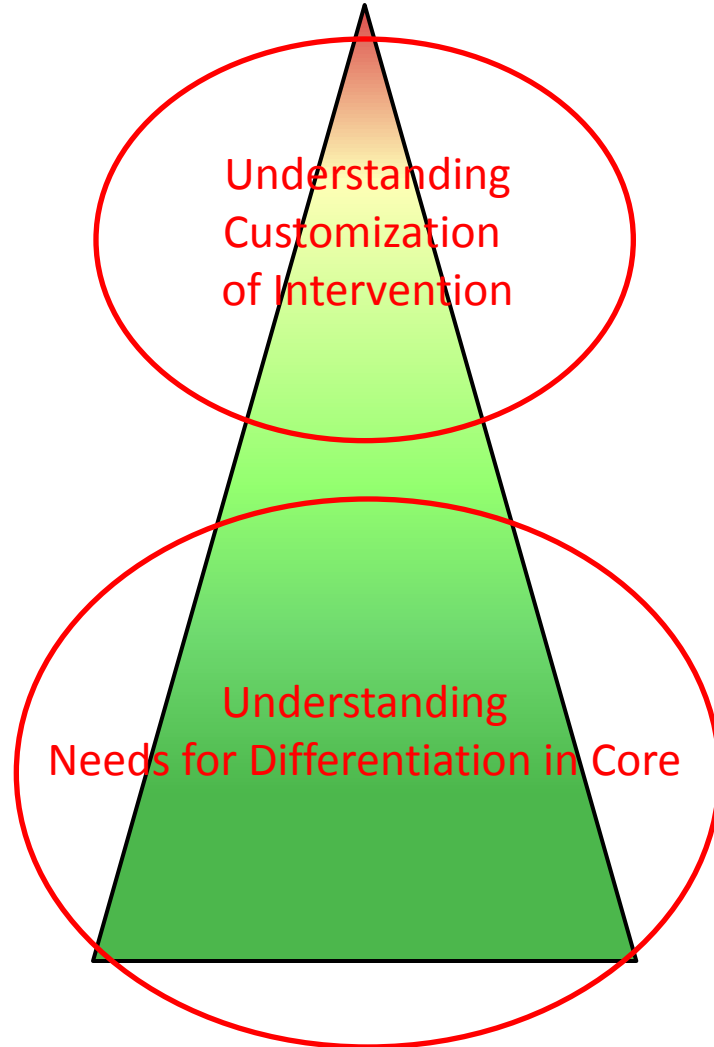
Academic Support

Reading Screening and Progress Monitoring

Tier	Scope	Assessment	Assessment Level	Administered by	Frequency
Tier 1 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
Tier 2 Strategic Progress Monitoring	Some Students	DIBELS	Grade Level	Classroom Teacher / Interventionist	Every other week
Tier 3 Intensive Progress Monitoring	Few Students	DIBELS	Grade Level Off grade level when appropriate	Classroom Teacher / Interventionist	Weekly

How Do We Respond?

Behavior Support



Academic Support

Cadres Support Tier 1

Core Curriculum

Wonders Cadre





Wonders Cadre

Purpose

To create a community of teachers that will

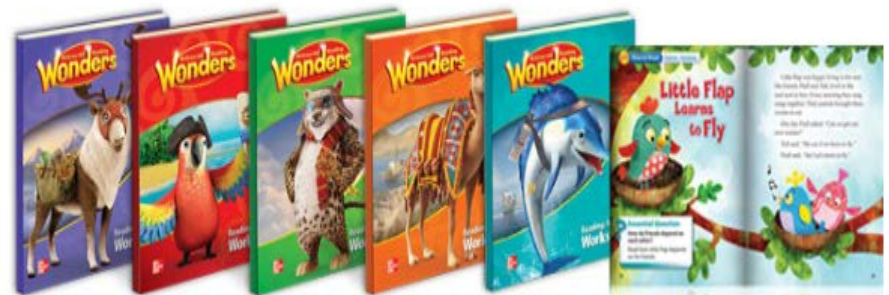
- deepen their knowledge base
- provide instructional support and on-going staff development
- help ensure a successful implementation of the Wonders program across all elementary grade levels



Wonders Cadre

Membership

- Teachers applied in the spring
 - Interest in ELA instruction
 - Demonstrates qualities of Teacher Leadership





Wonders Cadre

Membership

- Representation
 - All grade levels K-6
 - Reading, SPED, ELL
 - Technology





Wonders Cadre

Roles and Responsibilities

- Collaborate with other members of the training cadre
- Provide building based teacher leadership and instructional support
- Monitor and review the implementation of the Wonders program
- Collect and communicate teacher feedback and reflection regarding Wonders instructional practices



Wonders Cadre

Roles and Responsibilities

- Cadre members will provide on-going support for staff on *Wonders* program implementation throughout the 2013-14 and 2014-15 school years
 - Provide professional development in a variety of settings
 - building based PD during faculty meetings
 - District Pre-Service/In-service Trainings
 - Facilitate Lesson development
 - Model lessons for coworkers
 - Facilitate Q&A or sharing sessions

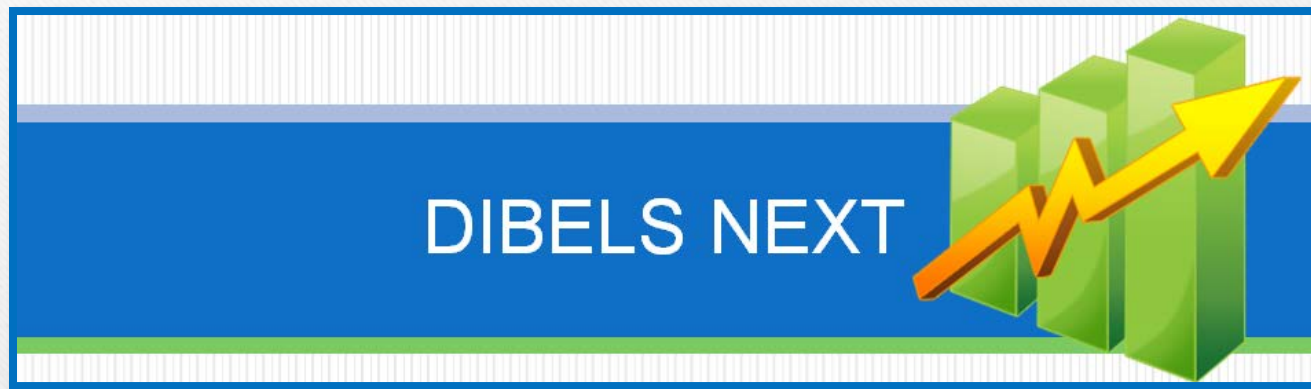


Wonders Cadre

Training of Trainers

- Cadre members will have 3 days of Training of Trainers instruction with a national Wonders trainer
- Cadre members will meet 6 additional times to be trained on additional topic specific PD
 - Cadre members take these PD topics back to their building based faculty meetings.

DIBELS Cadre





DIBELS Cadre

Purpose

To create a community of teachers that will

- deepen their knowledge base of the DIBELS NEXT assessment protocol
- provide DIBELS NEXT trainings
- help ensure a successful implementation of DIBELS NEXT



DIBELS Cadre

Membership

- Teacher application
 - Reading Specialists
 - School Psychologists



DIBELS Cadre

Roles and Responsibilities

- Cadre members will provide on-going support for staff on the DIBELS assessment protocol. 2006 - current
- Attend DIBELS Mentor training
- Provide DIBELS professional development
 - Building based PD
 - District Pre-Service/In-service Trainings
 - Newly hired teachers
- Shadow and model assessment best practices

Secondary PLCs



District PLCs

- Purpose – Engage teachers in collective inquiry, research, and case studies in order to improve classroom instruction and student learning.
 - District PLCs provide an opportunity for continued professional growth and require teachers to share information and strategies at the building level.
 - District PLC members model a structure for collaboration and conversation.
 - District PLCs exist for English 7-12, Communications 7 & 8, Reading Expeditions, Creative Writing, and Performance
 - Other ELA courses meet during district late start time (Video Production, Journalism, Forensics & Debate)

Secondary PLCs



Membership

- Teacher representatives from each building, in each ELA course area, were selected to be a member of our district PLC.
 - High school – teacher representatives are not necessarily the department chair.
 - Representatives were selected based on his/her ability to be a teacher leader at the building level for the course at that grade-level.

Secondary PLCs



Roles and Responsibilities

- Attend quarterly district meetings (half-day).
- Disseminate information to the building.
- Model instructional strategies for building-based PLC members.
- Revise curriculum
- Update online curricular support documents
- Problem solve issues regarding curriculum, instruction, and assessment
- Provide input regarding professional development

Professional Learning Communities (PLC)

Few

Some

All

- **Focus:** Students needing significant intervention or replacement curriculum
- **Time:** Varies
- **Grouping:** Skill-based small groups
- **Program:** What do we do if they don't? What do we do if they do?
Replacement core and possibly customized targeted skill interventions—Replacement course (i.e. Reading/SEEK replaces communications, Individualized Goals; CTI model in some high schools); Additional Class period (i.e. double math, study skills, Reading Expeditions); Small-group intervention
- **Assessment:** Formative assessment on targeted skills with increased frequency (NWEA MAP)

- **Focus:** Students not meeting or exceeding course objectives
- **Time:** Varies (at-risk study hall, co-taught classes, tutoring, etc.)
- **Grouping:** Students grouped by common skill area or need
- **Program:** What do we do if they don't? What do we do if they do?
Supplemental targeted skill intervention, differentiation, scaffolding
- **Assessment:** Formative assessment on targeted skills (observation, quiz, etc.)

- **Focus:** All students
- **Time:** Regular Course Schedule
- **Program:** What do we want our students to know?
Evidence-based core curriculum & instruction: SMSD curriculum objectives and adopted textbooks
- **Assessment:** How do we know if they know it?
NWEA MAP, Kansas Assessments, teacher created or identified common assessments

How the adults in our building work together to meet the needs of ...

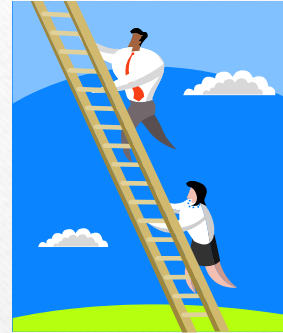
Vertical Teams



Purpose

- Teachers work cooperatively to implement a cohesive, vertically-aligned curriculum that ensures skills and strategies occur in an appropriate, grade-level progression.

Vertical Teams



Membership

- Advanced, Honors, and AP teachers meet with their feeder pattern to discuss curriculum, instruction, and assessment.
- 6th grade teachers are encouraged to attend.

Vertical Teams



Roles and Responsibilities

- Meet monthly or bi-monthly to discuss quality, rigor, and relevance in the ELA curriculum particularly for students needing academic challenge.

Cadres Support Tier 2

Tiered Intervention and Differentiation

Intervention Cadre





Intervention Cadre

Purpose

To create a community of teachers that will

- deepen their knowledge base of the SMSD protocol intervention programs
- help ensure a successful implementation of SMSD protocol intervention programs



Intervention Cadre

Membership

- Teacher volunteers
 - Reading Specialists
 - School Psychologists
 - SPED teachers

Reading Frontline Interventions

	Strategic		Intensive	
Phonemic Awareness	Wonders Intervention	K-Pals PALS	EIR	KEIR
Alphabetic Principle	Wonders Intervention	K-Pals PALS REWARDS	Passport/ Beginnings	EIR Corrective Reading
Fluency	Wonders Intervention	Read Naturally REWARDS	Passport/ Beginnings	EIR Corrective Reading
Vocabulary	Wonders Intervention		Passport/ Beginnings	K-EIR Language for Learning <small>*not all buildings</small>
Comp.	Wonders Intervention		EIR	Passport/ Beginnings



Intervention Cadre

Roles and Responsibilities

- Cadre members will attend after school meetings to collaborate around the use of intervention programs
 - Completed an internal evaluation for intervention programs
 - Consumers Guide for Evaluating Supplemental and Intervention Programs
 - Strengths and weaknesses of program
 - Suggestions for supplementing and strengthening
 - Make recommendations of best practices for use of intervention programs
 - Creation of common support documents used in SMSD
 - Walk-through observation forms
 - Advanced User PPTs
 - Provide an environment for observations of intervention programs
 - Building Principals
 - School Psychologists

PHONEMIC AWARENESS













Phonemic Awareness: The ability to hear and manipulate the sound structure of language. It is a strong predictor of reading success. Phonemic awareness is an auditory skill and consists of multiple components.



Phonemic Awareness Instruction			
Rating	Criterion	Reviewer Comments	Suggestions to Enhance
○	1. Teaches skills explicitly. (w)		<ul style="list-style-type: none"> Strengthen teacher modeling "I do"
○	2. Models phonemic awareness tasks and responses orally and follows with students' production of the task. (w)		<ul style="list-style-type: none"> Model the routine – missing the "I do"
○	3. Progresses from the easier phonemic awareness activities to the more difficult (e.g., isolation, blending, segmentation , and manipulation). (ss)	Acknowledged that the words in the activities progress to more difficult words (e.g., contain "sticky blends")	<ul style="list-style-type: none"> If students need intervention with phonemic awareness, teachers should consider EIR.
○ ⁺	4. Incorporates letters into phonemic awareness activities. [NPR, pg. 2-41] (w)	Activity 2 uses words with sounds from other activities.	
●	5. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next. (w)		

MTSS/RtI

Designing Multi-Tier System of Supports through Response to Instruction

-  New! MTSS Back to School Checklist 8.19.11
-  January FOA 2010
-  November FOA 2009
-  October FOA 2009 ppt
-  Kansas MTSS Website
-  MTSS District Overview Spring 4.24.08
-  Focus on Achievement Discussion Summary 12.2.08
-  Timer
-  Integrated Behavior and Reading MTSS 12.16.2010
-  Planning for Core Participation Resource Meeting 1.14.11
-  Shawnee Mission Triangle
-  Toughie Chart Video

1 Critical Feature: Establish Commitment to Core Beliefs

-  SMSD Strategic Plan for Student Success 1-23-08

The Strategic Plan for Student Success was developed by a Shawnee Mission School District stakeholder committee. The beliefs will influence the decisions our district and each building will make regarding the implementation of Multi-Tiered Systems of Support.

Facilitated Activity




-  Commitment to Core Beliefs Activity 3.3.08

Additional Resources

-  KSDE MTSS Beliefs
-  Letter from Commissioner Posny 1.28.08
-  Paul Potts Video
-  Alexa Posny, Kansas Commissioner of Education









2 Critical Feature: Establish and Maintain Teams

A building level team should be utilized to guide planning, supporting, and evaluating MTSS efforts. These responsibilities may be assumed by an existing team such as a Building Leadership Team or School Improvement Team. The team should include a cross representation of expertise in the building.

-  Structuring Quarterly Checklist
-  Establishing Team ppt 3.3.08
-  Implementation Quarterly Checklist 11.11.08








3 Critical Feature: Intervene Early

Screening Assessments








-  DIBELS Next Benchmark Refresher ppt 8.18.11
-  DIBELS Next Benchmark Refresher participant materials 8.18.11
-  DIBELS Next Benchmark Refresher Trainer Key 8.18.11
-  Parent Involvement - DIBELS Presentation from Ray Marsh 4.14.09
-  DIBELS Letter to Parents - English 09.17.10
-  DIBELS Letter to Parents - Spanish 09.17.10
-  MAP Letter to Parents - English 9.17.10
-  MAP Letter to Parents - Spanish 9.17.10

4 Critical Feature: Evidence-Based Practices

Core Curriculum

-  Open Court Core Materials
-  Open Court Needs Assessment
-  Open Court Checklists
-  Teacher Need Survey
-  Teacher Need Summary
-  Open Court Instructional "Pies" 3.4.08
-  Examples of FCRR activities aligned with Open Court






Interventions

-  Intervention Resource Mapping 4.3.09
-  KPALS Program Fidelity Checklist
-  First Grade PALS Fidelity Checklist
-  Read Naturally Fidelity Checklist
-  Kaleidoscope Instructional Checklist
-  Intervention Overview ppt 4.21.10
-  Intervention Map - Scope of Skills 2.4.11






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Critical Feature: Tiered System of Support


Facilitated Activity


-  Selecting a Model for Intervention ppt 1.30.08
-  Comparison of Models 1.28.08
-  Blank Comparison of Models 1.28.08
-  Staff Activity for Model Selection
-  Model of Support Annual Evaluation

Schedules


-  Benninghoven Schedule
-  Comanche Schedule
-  Nieman Schedule
-  Roesland Schedule
-  Shawanoe Schedule

Parent Involvement

 SMSD Parent Primer 8.27.08 Please note that to print this in booklet format, once the pages are printed, they need to be alternated and printed double sided to make the booklet.

-  Parent Primer - Spanish 12.2.208


ELL and MTSS

-  ELL and Reading Support Q & A 1.5.12







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Critical Feature: Data-Based Decision Making

-  SMSD Standard Protocol for Decision Making 2.12.08
-  Decision Making Protocol 10.15.09

Screening

-  Fall Data Review Table Tent 8.8.11
-  Fall K-2 Worksheet 8.8.11
-  Fall 3-6 Worksheet 8.8.11
-  Data Cards 8.19.11













Instructional Groupings

-  Forming Intervention Group Paper Sort 1.27.2012
-  Intervention Sort Principal mtg 9.7.11
-  Forming Intervention Group Header Cards Fall 8.8.11
-  Forming Intervention Group Header Cards Winter 12.13.11
-  Instructional Chart for Organization Shared by Nancy Diviney


2.1.08

-  Ray Marsh Grouping Sheet 10.16.09











Progress Monitoring

-  Progress Monitoring Table Tent 10.24.08
-  Open Court Reflection Sheets 10.2.08
-  Intervention Reflection Sheets 10.2.08
-  Explanation of graphs for parents 11.11.08
-  Sharing progress monitoring data with parents 11.12.08
-  Explaining Progress Monitoring to Parents 12.2.08
-  Graph Explanation for Parents 12.2.08
-  Graph Explanation for Parents - Spanish 12.2.08
-  Phase Line Changes 9.23.10
-  DIBELS Next Survey Assessment 11.10.11
-  Progress Monitoring Guidelines 11.10.11
-  DIBELS Next Survey Guidelines 11.10.11

Winter and Spring Data Review

-  Chutes and Ladders 9.21.09



Diagnostic Assessment and Customizing

-  Phonemic Awareness Diagnostic ppt 11.16.2010
-  One page customizing idea starter phonological awareness 11.15.2010
-  Phonics Diagnostic ppt. 11.15.2010
-  One page customizing idea starter phonics 11.15.2010
-  Fluency Diagnostic ppt. 1.11.11
-  One page customizing idea starter fluency 1.11.11
-  Comprehension diagnostic ppt 2.17
-  Intervention Embedded Assessments EIR 1.10.12
-  Intervention Embedded Assessments KPALS/PALS 1.10.12
-  Intervention Embedded Assessments Passport/Beginnings 1.10.12
- Intervention Embedded Assessments Read Naturally 1.10.12
- MAP RIT Examples






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Critical Feature: Individual Student Problem-Solving

-  Student Questionnaire 4.6.09
-  Parent Questionnaire 4.6.09
-  Problem-Solving Process Reflections 4.14.09

Customizing Templates

-  Customizing Template: Differentiating Open Court
-  Customizing Template: KPALS
-  Customizing Template: PALS
-  Customizing Template: EIR
-  Customizing Template: Passport
-  Customizing Template: Check In/Check Out



Secondary Reading PLCs

- Reading 7 and 8
 - Teachers collaborate around curriculum, instruction, and assessment related to the Voyager Program.
- Reading Expeditions – High School
 - Teachers are collaborating around the Journeys 3 Program.
 - Teachers receive staff development around the pillars of reading.
- Reading Enhancement – High School
 - Creating a tier 3 approach at the high school for students not successful in the Reading Expeditions course.
 - Moving away from test prep and focusing on remediating reading deficiencies more explicitly.

Cadres Support Tier 3

Intensive Intervention and
Customization

Reading/Special Education Meetings





Reading/SPED Meetings

Purpose

To create a community of teachers that will build capacity with

- Use of district wide protocol interventions
- Data-based decision making
- District data review meetings
- Use of the problem solving process
- Use of district wide Universal Screeners



Reading/SPED Meetings

Membership

- ALL SMSD
 - Reading Specialists
 - School Psychologists
 - SPED teachers



Reading/SPED Meetings

Roles and Responsibilities

- Attend joint meetings five times a year
- Engage in professional development
- Collaborate with peers

Reading Meeting: Professional Development Trace

Goal: To build capacity with reading specialists and resource teachers:

- Use of the protocol interventions
- Data-based decision making
- Use of the problem-solving process

Timeframe	Topics	Resource Teacher Connections
Prior to 2010	<ul style="list-style-type: none"> • Formalizing MTSS infrastructure • Model of support <p><u>Interventions</u></p> <ul style="list-style-type: none"> • Carousel activity around experiences with intervention programs <p><u>Data-Based Decision Making & Problem-Solving Process</u></p> <ul style="list-style-type: none"> • Data sorting – mats & cards • Grade- and building-level data reviews • Progress monitoring (on and off grade level) 	North area arranged for monthly trainings
2010-11	<p><u>Data-Based Decision Making & Problem-Solving Process</u></p> <ul style="list-style-type: none"> • Training on individual diagnostics per big idea • Phase line changes • Sharing and refining data-review process 	Planning for core participation
2011-12	<p><u>Interventions</u></p> <ul style="list-style-type: none"> • Intervention-embedded assessments <p><u>Data-Based Decision Making & Problem-Solving Process</u></p> <ul style="list-style-type: none"> • Case studies emphasizing intervention matching, determining when and what to change • DIBELS Next and Net • DIBELS Next Survey • Revisiting an integrated model of support • Sharing and refining data-review process 	Advocacy through MTSS structures

2012-13	<p><u>Interventions</u></p> <ul style="list-style-type: none"> • Review of each intervention program <ul style="list-style-type: none"> – Appropriate matching – Must do/may do – Embedded <u>Assmts</u> – Error correction strategies • Customizing – “If – then” • <p><u>Data-Based Decision Making & Problem-Solving Process</u></p> <ul style="list-style-type: none"> • Revisiting phase-line changes • Advanced data interpretation (summary of effectiveness) • Sharing and refining data-review process • Piloting integrated academic/behavior data review <p><u>Other</u></p> <ul style="list-style-type: none"> • CCSS: Scaffolding, Close reading 	<p>Connection of all MTSS pieces (data reviews, SIT, evaluation) – modeled sharing on planning for meaningful core participation</p>
Next	<p><u>Interventions</u></p> <ul style="list-style-type: none"> • Wonders – core and interventions <p><u>Data-Based Decision Making & Problem-Solving Process</u></p> <ul style="list-style-type: none"> • DIBELS goal setting with new pathways feature • Application of problem-solving with templates – case study approach • Refine connection to the SIT process • Emphasis on integrated data approach for academics and behavior • Curriculum-based evaluation <p><u>Other</u></p> <ul style="list-style-type: none"> • Common core 	<p>Extend planning for meaningful core participation – Wonders</p> <p>Formative assessments for students with significant cognitive disabilities</p>

Wrap it up

- Debrief with a neighbor
- Questions