MTSS in CVSU
Your Facilitators of Learning
Williamstown Blue Devils
Northern/Southern Campus
Northfield & Echo Valley

[Image of students working on a project in a workshop.]

[Image of a sign that reads: "Our Town's Commitment to Emphasizing Quality and Equity." with a depiction of a schoolhouse.

[Image of a Tobacco-Free sign.]
Interdependence between academic and social emotional supports

MTSS
Multi Tiered SYSTEM of Supports

One SYSTEM with Multiple SUPPORTS
2010

- 56% F & R- WES
- 46% F & R- WMHS
- 2009 Graduation Rate = 68%
- 2010-Bottom 3 in statewide testing
- High Rate of Trauma
- Water Crisis
Guiding Resources

DMG
Coming Soon…….
Building the Interdependent SU

Non Negotiable #1

MTSS

is the framework for

All change through our Continuous Improvement Plan!
Goal 1

The CVSU will support schools in building and sustaining a MTSS that:

- Supports responsive, differentiated instruction/intervention that is informed by student data and ongoing monitoring of student growth both in academics and social/emotional;
- Supports a rigorous and innovative learning environments while helping students make connections based on interests to support multiple pathways for learning and growth;
- Supports the integration of Personal Learning Plans and Flexible Pathways to better meet the needs of our students.
CVSU MTSS- Build the Vision
Non Negotiable # 2
All schools will have a distributive leadership model to support their MTSS.
Distributive Leadership

Distributed Leadership

Perspective on leadership that involves considering leadership practices and interactions (versus roles or actions) and that recognizes that school leadership is distributed over multiple leaders – both administrators and teachers, depending on the function or activity.

(Spillane & Healey, 2010)
CVSU MTSS Leadership Model

**CVSU Leadership Model**

### SU Decision

All schools must have:

- School Leadership Team
- Universal Social Emotional
- Academic Support Teams at each grade level or cluster
- Social Emotional Support Team
- Involve students whenever possible
Effective Collaboration
Creating a Culture from Me to We/Yours to Ours

Educators in schools with effective collaborative school cultures:

- Share a clear **mission** and **vision**;
- focus on **student learning** (standards and objectives) and on **results**;
- accept a **collective responsibility** for student learning;
- value the **interchange of ideas** with colleagues;
- hold **high expectations** of everyone, including themselves; and
- engage in **professional and purposeful** collaborative activities
CVSU Structures to Support Collaboration in MTSS

Non-Negotiable # 3
Structure & Function that Supports Collaboration within a MTSS

Social Emotional Support Team (Administrator, Special Educator (by invite), PBIS Analyst, Coordinator of Student Support, School to Home Coordinator, Social Cognition Coach, Nurse (by invite.))

- Meets once a week
- Monitors and adjusts plans based on data
- Reviews new referrals, universal screeners, progress monitoring data including CICO, plans, attendance
- Plans for professional learning
Non-Negotiable 4-
Data based decision making is essential to build collaboration within an effective MTSS.

"THAT'S ALL DATA IS: A GIFT FROM YESTERDAY THAT YOU RECEIVE TODAY TO MAKE TOMORROW BETTER."

-Jon Acuff, author of Finish

- Norms
- Agendas built on data points (Academic, Office referrals, Attendance, Nurse)
- Meeting always starts with previous action steps
- Note taker
- Progress monitoring data
Comprehensive Assessment System

All Schools

Academics

- K-12 Universal Assessment that includes a progress monitoring tool
- Progress monitor regularly

Social Emotional

- Must review office referral, attendance, nurse, targeted plans and any system when students leave the classroom (Planning room/yellow pass)
High Quality Instruction & Intervention

The Heart of MTSS!
Interdependence between
Academic & Social Emotional
Non-Negotiable #5 - Interdependence
Academics/Social Emotional PreK-12
Non Negotiable #6- Schedule

Maximizing Time & Resources

- Schedule to support the needs of an effective MTSS
- Schedule that meets student needs.
- Maximize resources everyone is an interventionist

WMHS 8-12 Schedule
Non Negotiable # 7- K-12 Road Map

Guaranteed & Viable Curriculum K-12

- Proficiency Based Graduation Requirements
- Performance Indicators at each cluster K-2, 3-5, 6-8, 9-12
- K-8 Curriculum based on learning progressions
Non-Negotiable 8- Clear Outcomes for Students & Teachers!

- Grade Level Scales- K-8
- 9-12 Scales
- Common Instructional Expectations for all Content
Intervention

Catch Up not Keep Up!

Interventions are enhancements of general education curriculum and instruction, providing focused and gradually intensified instruction that is based on quality assessments and differentiated to meet student needs and accelerate learning in small groups or individually.

CVSU Academic

- Minimum 30 minutes
- 4 times a week
Non Negotiable # 9 - Build Expertise

- We invest in Teachers not Programs- Critical at Elementary!
- Invest in PD in Academic Content and Social Emotional Tools
- Common Professional Learning
- Embedded Coaching
- Monitor Fidelity of Implementation
Needs Based Professional Learning

**Academics**
- Orton Gillingham
- K-12 Professional Learning in Math
- NGSX
- Calkins Reading & Writing Approach

**Social Emotional**
- All Levels of PBIS
- Mindfulness
- Social Cognition- Zones of Regulation
- Trauma & Resilience
- Bias & Equity
Non-Negotiable #10- Define/Monitor Roles in your Support Team System
Non-Negotiable- Celebrate Small & Big Wins!

WMHS

- 90% Graduation Rate in 2018

August/September Data- 18-19

Leaving class for Regulation

- 800 minutes- 200 minutes

WES

- Decrease in initial referrals at K-2- Some years there are 0
- SBAC-Most cohorts at 3-5 are above state average