MVU's MTSS Design Team

Existing Systems	**PLCs:** Our school has had grade level, course focused PLCs, called Data Teams. They meet twice a week for 45 minutes, during the school day. **Instructional Framework:** The district adopted the Marzano Instructional Framework to provide a common language for instruction and to improve the quality of first instruction. **Scheduled Middle School Intervention Time for Math and Literacy:** Dedicated time and personnel for middle school math and literacy interventions. **High School Reading Intervention Time:** Reading Intervention supports students in addition to their regular ELA class. **7-9 Core Teams:** Each grade level has 2 interdisciplinary teams which are supported with school counselors, special educators, and biweekly team meetings.
Membership	When we created the Design Team, we strived to have diverse, though not necessarily representative, membership. We approached individuals who were credible and influential with their peers, were interested in the work, and demonstrated promising practices. Our current team has many of the same members as when we began, but also new ones. Our current membership includes: classroom teachers from various content areas, interventionists, teacher leaders, coaches, counselors, and administrators.
Training	Our training began with sending a school team of 6 to Solution Tree's ***RTI that Works Institute***. This team consisted of teachers and administration. Because we attended together, we were able to make plans and take actionable steps, the first being to start our Design Team. In our first year, we used texts (*Simplifying RTI* and *It's About Time: Secondary*) and webinar modules from Solution Tree to ground our learning. Teams from the other schools in our district also received the same training, including most recently, our central office administrators. Additionally, the SD has collaborated with Jen Patenaude to deepen our understanding. We will continue to work with her this year to re-design our EST process.
Meeting Structure	Our Design Team meets every week for 1 hour. We maintain a rolling agenda each year to document our work. Every meeting begins with a community building activity to strengthen our working relationships and model the practices we expect of our teachers. We plan each meeting to address both the Social/ Emotional and Academic components of our MTSS. Often, we split into working groups, when there are specific tasks to accomplish, and then return to the larger group for feedback. When appropriate we use different protocols to structure the work. At least twice a year we meet outside of contractual days for ½ to full day. These extended meetings allow us to dig deeper into the work and ensure that we make progress toward our goals.
Coordination	*The goals of our Design Team are the same goals of our Continuous Improvement Plan.* **Goal #1: Academic Proficiency** Improve student achievement in literacy, math, and science as measured by state and local assessments by - Strengthening our MTSS system with high quality first instruction and diagnostic, goal focused interventions. - Have clearly defined roles and responsibilities in the MTSS framework. - Monitor student growth and record progress consistently through data analysis

	in school-based Data Teams and data days.
	Goal #2: Safe, Healthy Schools Build students' life skills and resiliency to regulate emotions and behavior related to school and life success. ● Strengthening our MTSS system in Social-Emotional Learning. ● Have clearly defined roles and responsibilities in the MTSS framework. ● Monitor student growth in self-regulation through data analysis in school-based behavior PLCs and data days.
Financial Support	Due to the close coordination with our school's Continuous Improvement Plan, we have been fortunate to access CFP funds to pay our team members to meet outside of the contract day, including for ½ or full day retreats.

MTSS Outcomes	● Re-aligned interventions and summer school to be proactive, preventative, and focused on pre teaching content and skills necessary for success in the classroom.
	● Creation of an **Algebra Interventionist** position. This teacher pushes into co-teach and provides small group, remediation during our 9th grade Academic Core Support Block.
	● Creation of an **SEL Coach** position
	● Use of **Universal Screeners** for reading and math to identify students and target skills. We will be piloting a screener for SEL later this month.
	● Re-working Middle School Interventions to be a dynamic *What I Need (WIN)* block for targeted re-teaching and extensions.
	● Ongoing staff development in SEL
	    ○ **Developmental Designs**
	    ○ **Think:Kids- Collaborative Problem Solving**
	    ○ Monthly SEL based professional learning in faculty meetings
	● Redesigning TSA to become **NEST**: a time focused on building relationships with adults and peers and developing important social and emotional skills. A team of teachers built a resource bank and calendar of activities.
	● Increased co-teaching in ELA and Math
	● Implementation of **T-Bird Time**: a flexible intervention block that supports re-teaching of classroom instruction. T-Bird Time includes dynamic, data driven, Tier 2 interventions and a variety of wellness and interest based activities for students. We use **Adaptive Scheduler** to manage T-Bird Time and our middle school WIN.

What's Next	● Continuing to support NEST and T-Bird Time
	● Support the development of K-12 SEL framework
	● More professional learning in SEL
	    ○ Developmental Designs trainings and coaching
	    ○ SEL faculty meetings
	    ○ Analysis of universal screener data and planning of interventions
	    ○ Think:Kids trainings and coaching
	● Redesigning the EST process
	● Clearer articulation of the guaranteed curriculum