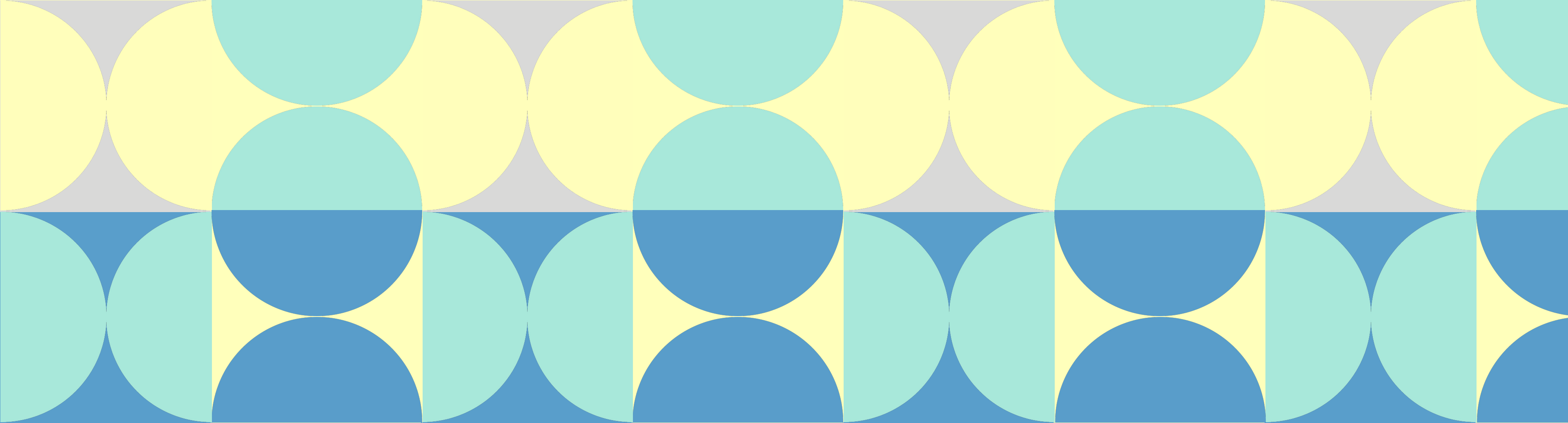


MTSS Overview



Okemos Public Schools



MTSS District Committee

District Committee Timeline

January 2023

May 2023

District Review

Committee Formed

Committee Meeting

Identify & Monitor Goals

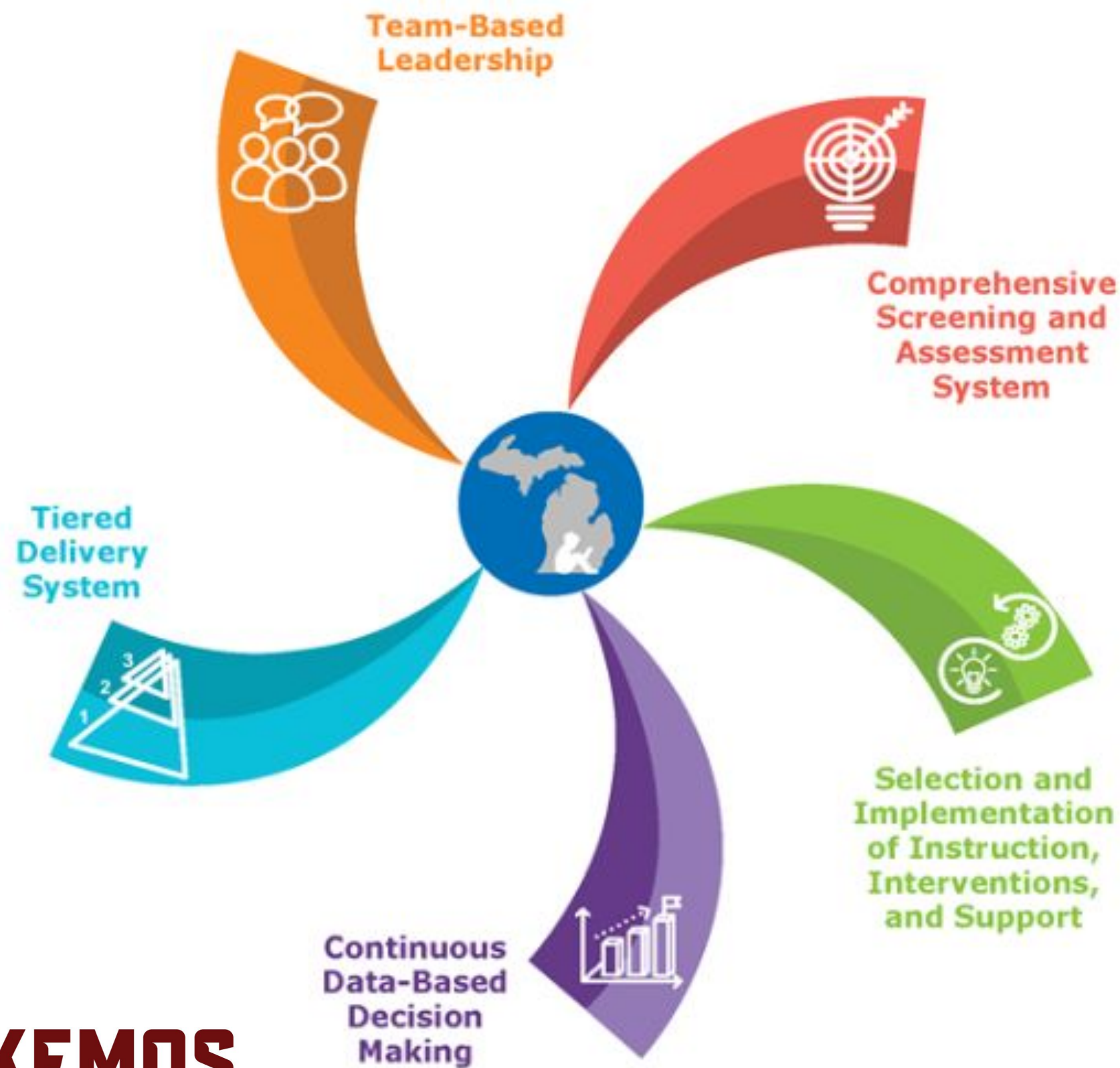
April 2023

23-24 year

Multi-Tiered System of Supports (MTSS)

- Multi Tiered System of Supports is a well laid out **data driven process** to ensure school resources are used to meet the needs of **each** student.
- It includes **three tiers of supports** in order to define the bare minimum of what **all** students should receive and define what students should gain access to for **additional supports**.

Okemos Public Schools MTSS Framework Design Process



2022-23

- Analysis of MTSS system with Practice Profile
- Establish District MTSS Committee
- Implementation of NWEA
- Building data meetings with the implementation of spring meetings
- Review of Progress Monitoring Tools
- Review of SEL screening tools
- Culturally Responsive PBIS implementation

2023-2024

- District MTSS Committee Initiatives
- Implementation of new progress monitoring tool
- Implementation of new SEL screener
- Monitoring of CR-PBIS
- District & building data meetings at least 3x/year
- Tier 1 Instructional Practices

MTSS - 5 Components

- Team Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction, Interventions and Supports
- Comprehensive Screening and Assessment System
- Continuous Data-Based Decision Making



Team Based Leadership

- District/School, Grade Level Teams, Content Area Teams
- Teams are cross-functional across the school
 - *Principal, members of the school improvement team, grade-level teachers, special education teachers, school psychologist, school social work/counselor, support teachers*
- Identified Roles
 - *Facilitator, time keeper, note taker, reporter, engaged participant*



Tiered Delivery System

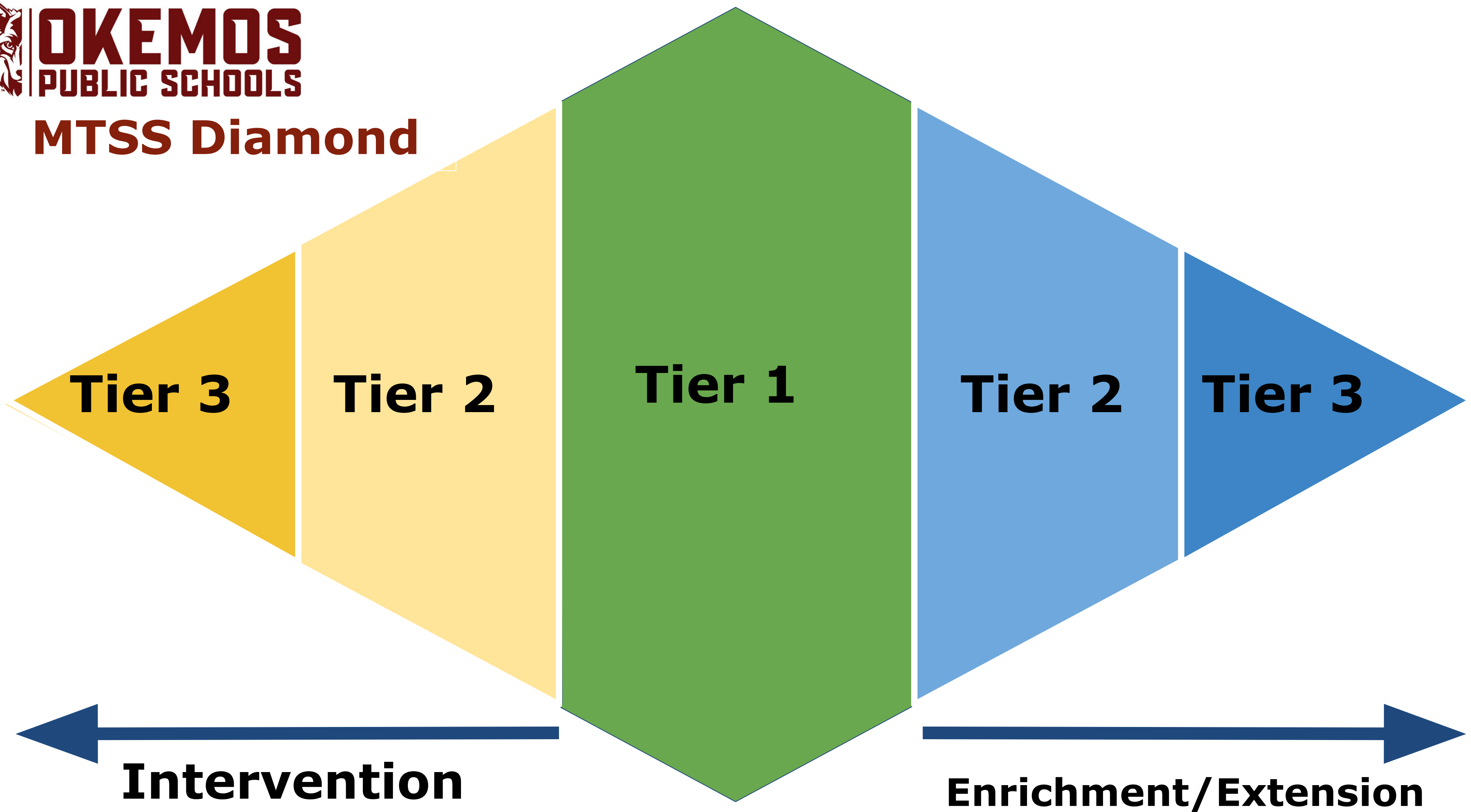
- 3 Tiers matched to student need:
 - **Tier 1** - Universal + Enrichment
 - **Tier 2** - Targeted/Strategic
 - **Tier 3** - Intensive
- Tiered models: curriculum and educational instruction & supports
 - Proven to be effective for most students based on evidence
- Data: Attendance, Behavior, Assessments/Performance
 - Used to match students to appropriate supports and levels of intensity
 - Make adjustments as needed





OKEMOS
PUBLIC SCHOOLS

MTSS Diamond



Selection & Implementation of Instruction, Interventions & Supports

- District and school teams use evidence to choose instructional materials, instructional practices, interventions and supports that will meet the needs of their students
- The selection and alignment process considers a whole child approach, the population of learner(s) being served, and alignment with the district's existing philosophy, programs, and initiatives.
- Selection also considers the resources and capacity needed to support MTSS implementation with fidelity.



Comprehensive Screening and Assessment System

- A **comprehensive assessment system** is a coordinated system of multiple assessments and measures that provide information to help administrators and teachers make informed decisions about strategies to support instruction and social/behavioral needs.
- Includes formative, progress monitoring, universal screeners, diagnostic, benchmark/interim, and summative
- The data are used to systematically evaluate the quality, equity, and efficiency of instruction, interventions and supports and create a responsive system that enhances learner outcomes.



Continuous Data-Based Decision Making

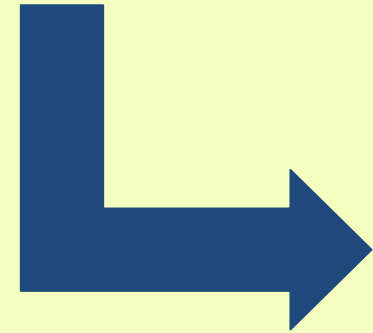
- Continuous review of information & data: Attendance, Behavior, Course Performance (Academic)
- Discuss specific questions of the data
 - *What, where, when, who, why, how often*
 - Helps guide school-wide supports & resources
- Set goals and action plans around the data to progress toward desired outcomes for ALL students
- Utilizes a structured data protocol



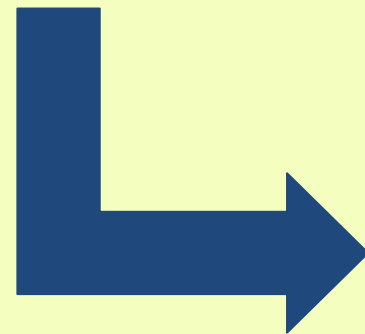
MTSS Decision-Making Process

**District MTSS Committee
Work Groups**

**District MTSS Sub
Committee
Work-if needed**

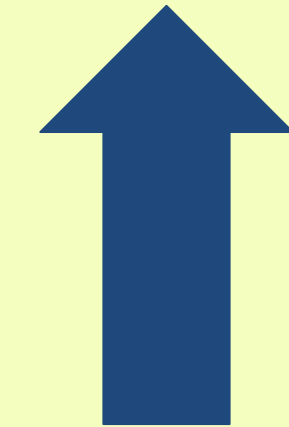


Building MTSS/SIT Team

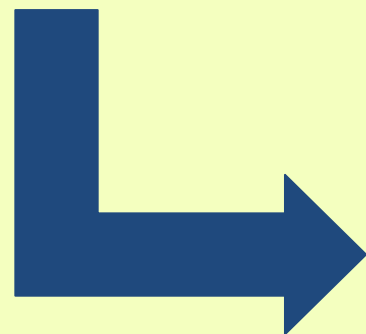


**District MTSS Committee
Work Groups**

**District MTSS Sub
Committee
Work-if needed**



District MTSS Handbook 2024-25



**District Instructional
Leadership**



**District MTSS Committee
Work Groups**

District Practice Profile Audit

Team Based Leadership



Tiered Delivery system



**Selection & Implementation of
Instruction, Interventions, and Supports**



**Comprehensive Screening and
Assessment System**



Continuous Data-Based Decision Making



MTSS District Goals

Short- Term

1. Team-Based Leadership
 - a. Share MTSS diamond
 - b. Building MTSS team
 - c. Define District Goals
2. Comprehensive Screening & Assessment System
 - a. District assessment calendar
 - b. Good fit group screener/scores
3. Continuous Data-Based Decision-Making
 - a. Student Support meeting structure (formerly Problem Solving meetings)
 - b. Data meeting structure

Long-Term

1. Tiered Delivery System
 - a. Define Tiers for academics, behavior, attendance, SEL
 - b. Common language
2. Selection and Implementation of Instruction, Interventions, and Supports
3. District handbook
4. Shifting mindsets

Next Steps

- District Team Meetings (full days)
 - ~~September, November~~, February, March, May
- District Team Identification of Goals (based on Practice Profile)
- Regular building team updates by district team members
- Presentation to Board of Education

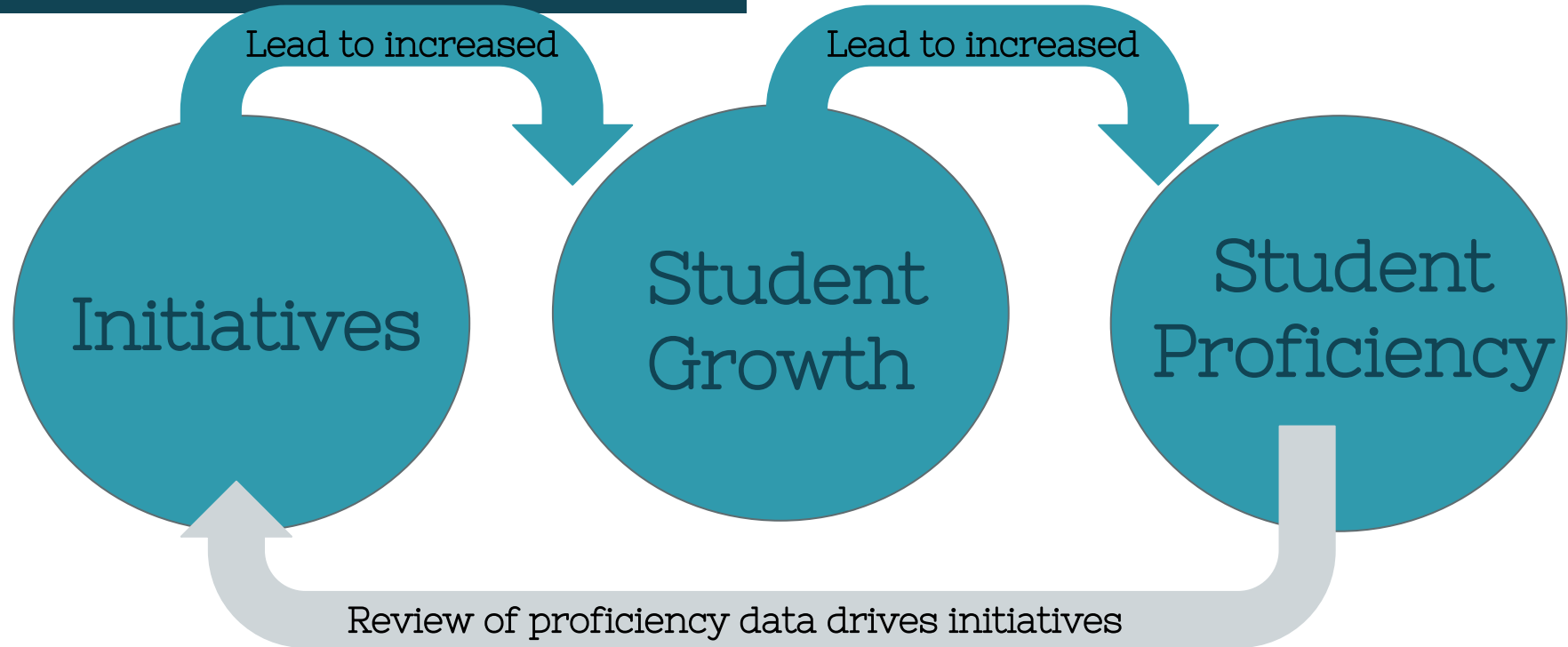




Okemos Public Schools District Data Review

February 2024

District Goal Setting Process



Fall

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (2-8)
- MAP Growth Math (K-8)



- Present Spring State Data & Set Achievement Goals
- Present District Benchmark Data & Set Growth Goals

Winter

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (K-8)
- MAP Growth Math (K-8)
- BASC-3 BESS (3-12)



- Present Benchmark Data & Monitor Growth Goals
- Monitor Progress of District Initiatives

Spring

- MAP Reading Fluency (K, 1)
- MAP Growth Reading (K-8)
- MAP Growth Math (K-8)
- BASC-3 BESS (3-12)



- Present Benchmark Data & Evaluate Growth Goals
- Evaluate Success of District Initiatives

Growth

Benchmark Assessment Data

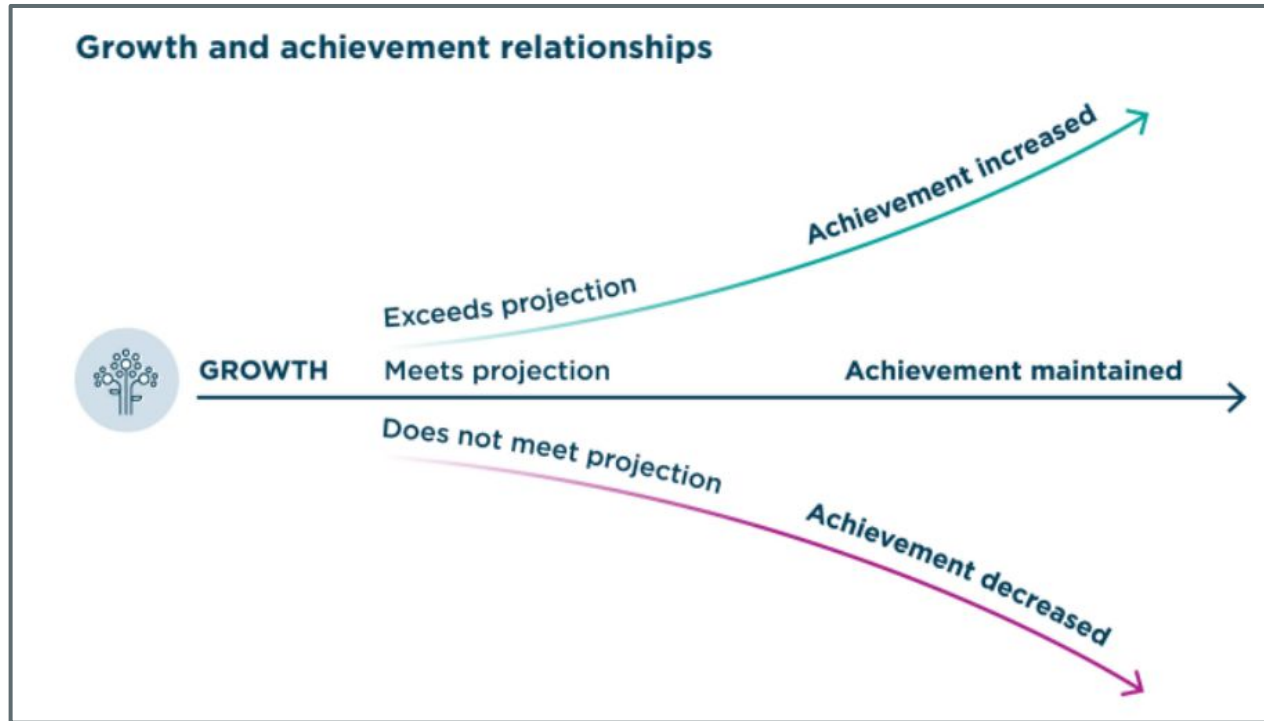
NWEA Reading Fluency

NWEA MAP Growth– Reading & Math



Growth

Video: [NWEA Defining Growth and Proficiency](#)



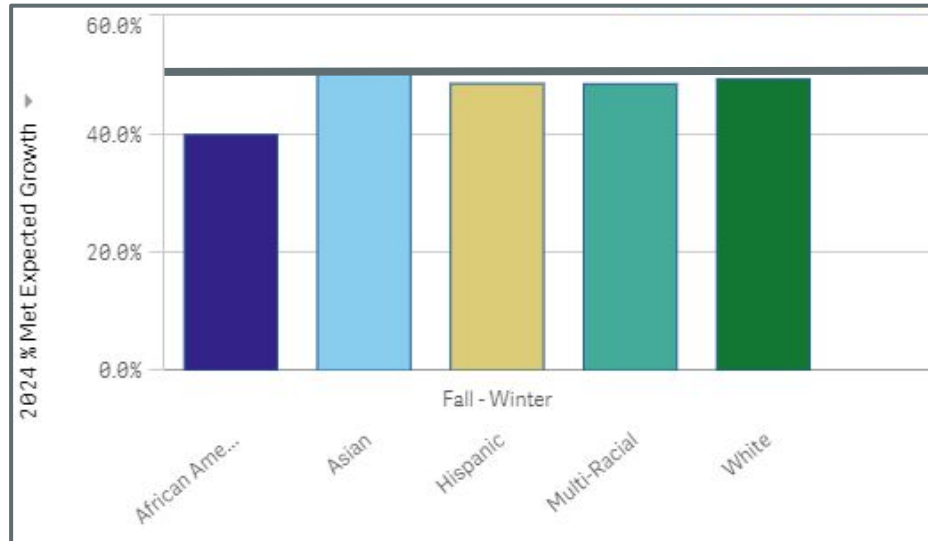
Growth Goal:

Literacy

If students have an increase in expected growth on NWEA, then it will lead to an increase in student proficiency on M-STEP.

	Fall-Spring 22-23	Fall-Winter 23-24	Goal for Fall-Spring 23-24
K-9th grade students that met their expected growth	43.4%	49.2%	53.4%

Fall 2023- Winter 2024	Reading % Met Expected Growth Fall-Winter (Fall-Spring Goal = 53.4%)
All	49.2%
Economically Disadvantaged	42.5%
Special Education	49.2%



Fall to Spring Goal

Supports/Initiatives Literacy

If educators are trained in the science of reading,
then students will demonstrate increased growth in literacy.

Students

Provide Tiered Supports:

- Good Fit Groups (K-4)
- Intervention Supports (5-8)
- Reading Specialist (K-4)
- Reading Growth Plans (IRIPs) (K-4)
- After school tutoring



Educators

Improve & Enhance Instruction:

- FAME (formative assessment)
- Orton Gillingham
- LETRS
- Literacy Essentials
- Universal Design for Learning (UDL)



Organization

Systemic & Aligned Support

- Instructional coaching model
- Multi-Tier System of Support (MTSS) District Committee & alignment
- Adaptive Schools training
- Cognitive Coaching training

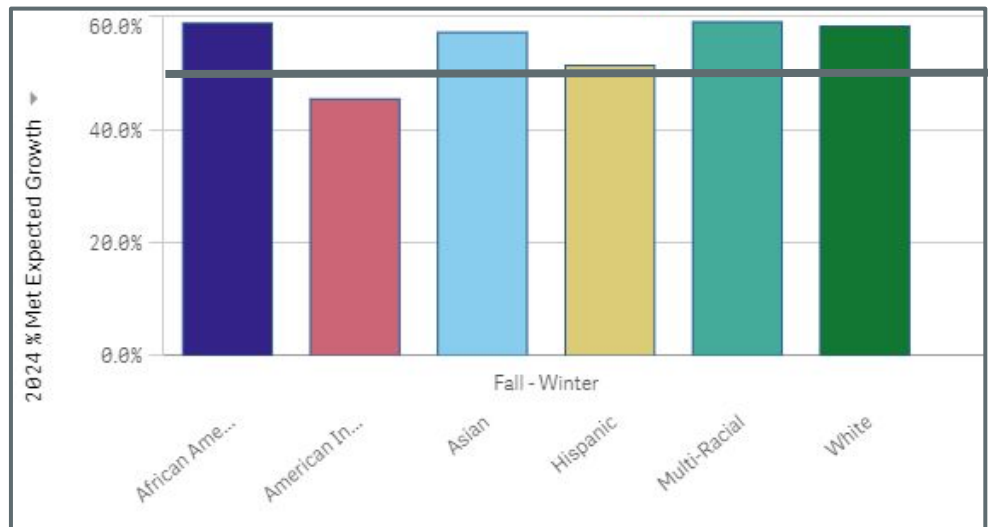
Growth Goal:

Math

If students have an increase in expected growth on NWEA, then it will lead to an increase in student proficiency on M-STEP.

	Fall- Spring 22-23	Fall-Winter 23-24	Goal for Fall-Spring 23-24
K-9th grade students that met their expected growth	36.3%	58.3%	50%

Fall 2023- Winter 2024	Math % Met Expected Growth Fall-Winter (Fall-Spring Goal= 50%)
All	58.3%
Economically Disadvantaged	55.4%
Special Education	53.5%



Fall to Spring Goal

Supports/Initiatives Math

If educators receive professional development in math instructional practices for design and differentiation, then students will demonstrate increased growth in mathematics.

Students

Provide Tiered Supports:

- Classroom differentiation
- Co-teaching
- After school tutoring
- Summer school & tutoring



Educators

Improve & Enhance Instruction:

- Universal Design for Learning through Assessments
- K-4 Math Best Practices for Differentiation
- FAME training



Organization

Systemic & Aligned Support:

- Instructional coaching model
- Multi-Tier System of Support (MTSS) District Committee
- District-aligned criteria for advanced learning opportunities

Growth Goal:

Social Emotional Learning

Behavioral and Emotional Risk Index

BEES-3 (Student)

● Extremely Elevated Risk

4%

112 students

● Elevated Risk

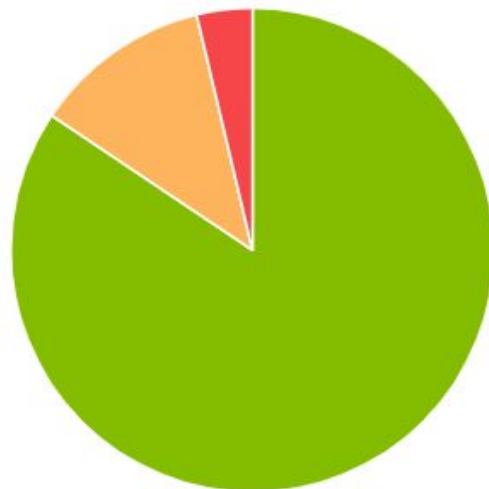
12%

358 students

● Normal Risk

84%

2,541 students



Risk Distribution by Gender

Gender



Female

1,471 students

83%

1,221

13%

193

4%

57



Male

1,540 students

86%

1,320

11%

165

4%

55



Supports/Initiatives

Social Emotional Health

If we support and nurture the social/emotional health of our staff and students, then teaching and learning will be more effective.

Students

Provide Tiered Supports:

- Individual & group mental health support (E3, Ingham ISD)
- Designated behavior support specialists in each school
- Leadership opportunities on district equity work teams
- SEL lessons
- Woof Pack



Educators

Improve Instruction & Self Care:

- District Wellness Committee
- Employee Assistance Program
- Training on the Neurosequential Model for Education (brain science, trauma-sensitive practices) (PreK-4)
- Leadership opportunities on district equity work teams
- Staff training in recognizing and responding to bias, including how to interrupt bias during data analysis

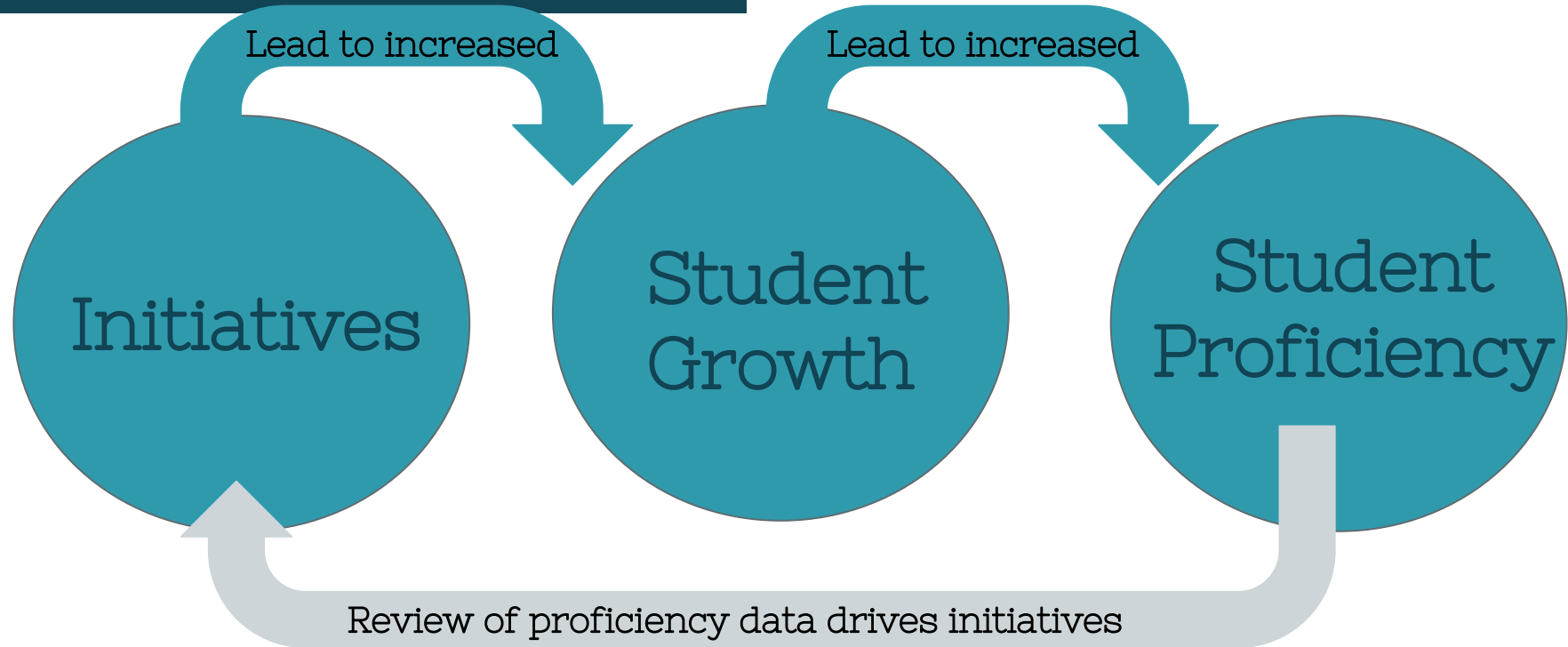


Organization

Systemic & Aligned Support:

- CRPBIS system development and implementation at all grade levels
- District equity work team projects: Hiring process, incident reporting, grading practices
- Partnership with Child and Family Charities, Ingham ISD
- Implementation of new SEL screener

District Goal Setting Process



Upcoming Presentations:

- District MTSS Committee
- Special Education
- Elementary, Middle, and High School Team



Multi-Tiered Systems of Support **Okemos High School**

2/12/2024

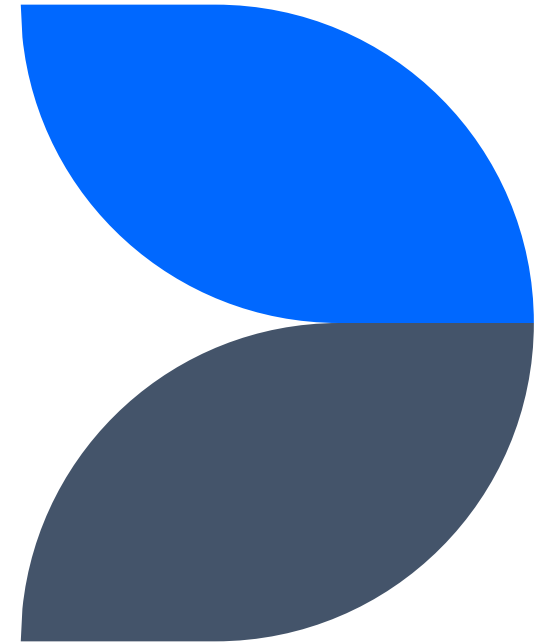


Our Team

- Teachers from every department
- Speech and Language Pathologist
- School Social Worker
- Instructional Coach
- Special Education Coach
- Administration

Coaching Update

Professional Development
Department Coaching
Individual Coaching



Professional Development

Natalie Vardabasso

- Universal Design and Assessment
- Universal Accommodations
- Formative Assessment

OHS Coaching

Megan Stadt & Christine Skoutelas

Systems Work

- Differentiation and streamlining of classes
- OHS Curriculum- guaranteed and viable
- Increasing fidelity of vertical and horizontal alignment

OHS Coaching

Megan Stadt & Christine Skoutelas

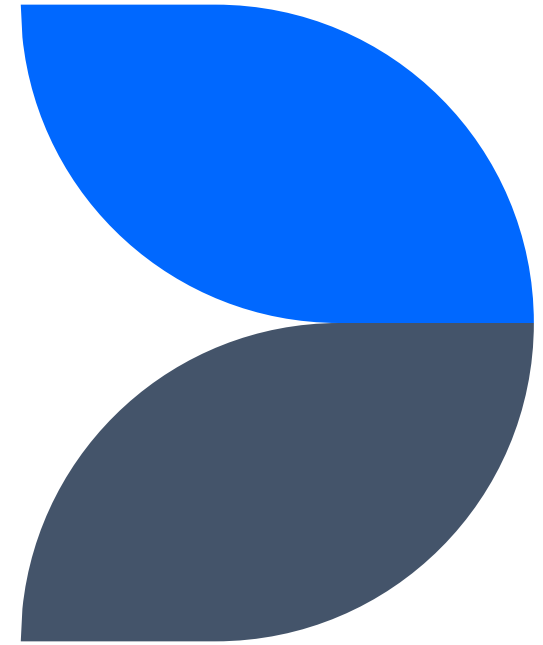
- Focusing on standards
- Focus on critical v. nice to know: differentiation
- Identifying and creating aligned assignments/activities
- Creating common assessments w/accommodated versions

Student Support

Academic Learning Center

Tutoring

Student Support Team



Academic Learning Center (ALC)

Megan Stadt Coordinator

- M-TH 2:45-3:45
- Students get extra help from certified teachers
- Approx. 75 students/2-4 teachers a day

One-on-One Tutoring

Megan Stadt Coordinator

- Virtual- one hour per week
- 40 students and 15 teachers participate

Student Support Team (SST)

Coordinators: Christine Skoutelas and Megan Stadt

- Reasons for referral
- Process and data review
- Team approach
- 79 students referred (9 referred to Special Education)

Our Goals

Immediate Future

Continue honing our processes to make data-driven decisions

Small group tutoring

- NWEA 3-5 students

Using data protocols and defining actionable steps in MTSS meetings

Next Year

Continue refining SST process

Continue the collaboration and initiatives started this year

Increase individual coaching

Expanding NWEA to 10th grade





Thank you

Christine Skoutelas, *Special Ed Coach*

Megan Stadt, *Instructional Coach*

Dan Kemsley, *Principal*