



Mahtomedi Public Schools Study on Student Support Services

Purpose of the Study

- ★ Better understand how we support struggling students both with and without an IEP
- ★ Review our current services and service delivery models to understand how staff spend their time, both supporting students and completing other important tasks.
- ★ Provide the district with a more complete understanding of the many demands and needs of the staff and how we might better support struggling students.
- ★ Make thoughtful and informed decisions to ensure all of our schools are receiving appropriate support and students receive the most effective services.

Process

The first phase of work was conducting a diagnostic which included establishing goals, sharing research, and gathering and analyzing data on current practices.

- ★ Reviewed staff schedules for those supporting struggling students both with and without an IEP. We had 97% participation, thank you!
- ★ Data was gathered and analyzed against current best practices
- ★ Identified strengths and areas of improvement

Based on the information collected, strengths and areas of opportunities were identified.

Identified Strengths

- ★ The district's staff are highly skilled and committed to ensuring all students succeed.
- ★ The district is committed to providing effective instruction to students.
- ★ The district has introduced innovative programs to enrich student learning.
- ★ The district offers a variety of in-house supports to serve a wide range of students with disabilities.
- ★ District leaders are striving for continuous improvement.

Identified Areas of Opportunity

1. Refine the multi-tiered system of academic support (MTSS) in order to better leverage data and key staff.
2. Ensure schedules provide additional instructional time for all students who struggle so they can master grade-level content.
3. Consider specializing the roles and responsibilities of special education paraprofessionals to enhance the supports provided to students with special needs.
4. Support district-wide system in the area of social, emotional, and behavioral supports by improving consistencies and provide more strategies to teachers.
5. Increase the amount of time that related service providers spend with students, while also closely managing group size through thoughtful scheduling.

Determining the District Priorities

This involves plotting each opportunity on the below prioritization matrix to determine which opportunities are the highest priority. Step 5:

High Priority (High impact/high feasibility)

Low Priority (Low impact/low feasibility)

Medium Priority (Medium impact/low feasibility)

Medium Priority (Low impact/medium feasibility)

Impact: Which opportunities will have the most impact on student outcomes and student well-being? Feasibility: Which opportunities are the most feasible?

Two Priority Areas

- ★ Ensure schedules provide additional instructional time for all students who struggle so they can master grade-level content.
- ★ Support district-wide system in the area of social, emotional, and behavioral supports by improving consistencies and provide more strategies to teachers.

Next Steps

Priority 1: Ensure schedules provide additional instructional time for all students who struggle so they can master grade-level content.

- ★ School schedules sent to DMG for review and suggestions.
- ★ Examining ways to free up time during the school day to enhance access to programming and access to students.

Priority 2: Support district-wide system in the area of social, emotional, and behavioral supports by improving consistencies and provide more strategies to teachers.

- ★ Reviewing current practices and programming.
- ★ Examining staff development needs.

We ask for your input in developing the next steps.

Project Overview

Develop district priorities (based off initial opportunities)

Define a vision for success

Set milestones & goals

Develop action plans

Develop monitoring plan Implementation of Priorities

Student Support Services Building Meetings

Join Superintendent Mark Larson, Lynne Viker, and Beth Sneden to further discuss the study and next steps.

- ★ Wildwood April 5 8:00 am Media Center
- ★ O.H. Anderson March 30 8:00 am Flex Lab
- ★ Mahtomedi Middle School April 6 2:40 pm Media Center
- ★ Mahtomedi High School April 10 2:40 pm Media Center