



**Board of Education  
Big Lake School District #727  
Work Session**

**Mission Statement**

Our mission is to challenge, educate, & inspire all students to reach their highest level of achievement in academics, athletics, & the arts.

**Thursday, February 9, 2023  
6:30 PM  
Wright Tech Center  
1405 3rd Ave NE  
Buffalo, MN 55313**

- I. Call to Order  
Chair, Tonya Reasoner
- II. Roll Call  
Chair, Tonya Reasoner
- III. Tour of Wright Technical Center  
Director, Brian Koslofsky
- IV. Introduction to MTSS  
Assistant Superintendent of Teaching and Learning, Minda Anderson
- V. Strategic Plan Comments  
Superintendent, Tim Truebenbach
- VI. Adjournment  
Chair, Tonya Reasoner

2

**Strategic Plan Focus Areas**

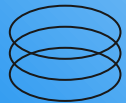
Student Support  
Staff Support  
Family & Community Engagement



# Big Lake MTSS

2

Multi-Tiered System of Support



# General MTSS Definition

MTSS is a framework for providing high-quality, research-based instruction and intervention to meet the needs of all students, using data to guide educational decisions to improve academic, social, emotional, and behavioral outcomes

(Burns et al., 2016).

# MnMTSS Framework

Organizational structures and operating processes to promote equity and positive outcomes



**Infrastructure for Continuous Improvement**



**Family and Community Engagement**



**Multi-layered Practices and Support**



**Assessment**



**Data-Based Decision Making**



# MTSS Collective Commitments:

**We  
believe...**

- We must meet the needs of the majority of our students in CORE instruction, regardless of the student's overall achievement level.
- MTSS is a system and structure of prevention and support.
- MTSS is a set of teams, people, and meetings that are woven together to support ALL students.
- Assessment is a process of using evidence that drives student learning.
- We provide evidence-based interventions for students who are not showing growth in core instruction.





**01**

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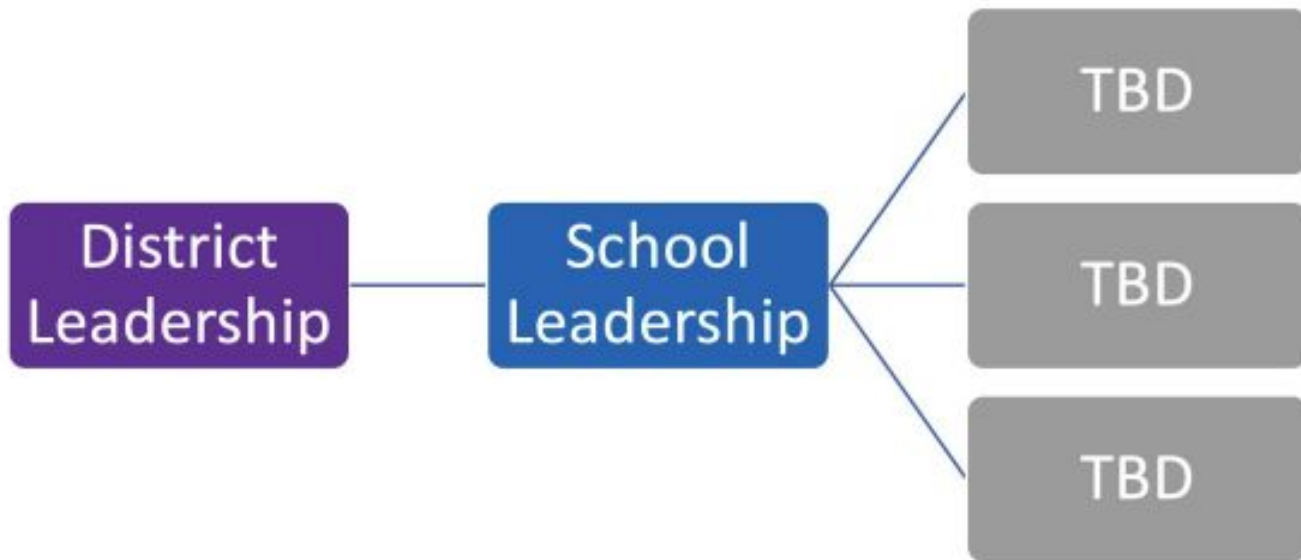
# **Infrastructure for Continuous Improvement**

6

Building the System



# Teamwork



The illustration features several grey gears of varying sizes. One gear is positioned at the top center, another to its right, and two more are arranged vertically on the right side. In the bottom left corner, a blue pencil is shown writing on a green semi-circle, which has a red semi-circle inside it. The background is white with faint, larger gears.

## District Leadership Team

**Purpose and Function:** The district leadership team is responsible for establishing a **strong unified vision** for MnMTSS and for providing resources, structures and processes to guide evidence-based decisions, effective actions and systems improvement across all schools. The district team should **provide guidance on a linked teaming structure** to school and E& program leaders.

This team is responsible for **the integration of academic and behavioral practices (SEL, PBIS, school climate, restorative practices, mental health and non-exclusionary discipline practices) efforts in the district.**

## School Leadership Team Responsibilities:

- Ensuring an effective unified vision for MnMTSS in the school and **for ensuring that resources, structures and processes are in place** to guide evidence-based decisions, effective actions and systems improvement across all teams.
- The **integration** of academic and behavioral practices (SEL, PBIS, school climate, restorative practices, mental health and non-exclusionary discipline practices) efforts in the school.
- Should follow guidance on teaming infrastructure and processes provided by the school district and ensure all school staff should fully understand the roles and responsibility of teams at every level and how the work across all district and school teams is coordinated.

9

# MnMTSS 'Buckets' of Work



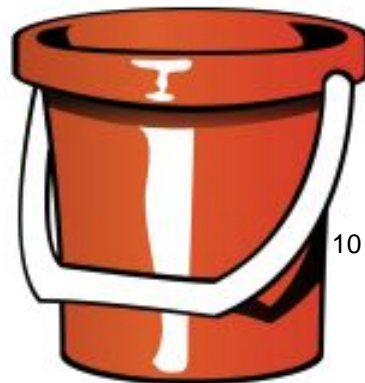
Tier 1 Design



Tier 1 Delivery



Tier 2 Design  
and Delivery



Tier 3 Design  
and Delivery

# Tier 1 Design



- Organization of academic, SEL and behavior programs in the entire school district and provision of resources to teachers that will increase the likelihood of their success.<sup>11</sup>

# Tier 1 Delivery



- Planning and delivery of Tier 1 instruction and use of assessment data to monitor<sup>12</sup> student progress and differentiate as needed to ensure the student academic, behavioral and social-emotional success of all students.

# Tier 2 Design and Delivery



- Planning, monitoring, and revising tier 2 behavior and academic intervention. <sup>13</sup>

# Tier 3 Design and Delivery



- Intensive problem solving for individual students whose needs exceed what is provided through Tier 1 instruction and targeted Tier 2 instructional intervention. 14
- This level of need is identified when a student either does not demonstrate adequate progress in response to targeted Tier 2 interventions or demonstrates significant skill deficits that require immediate intensive Tier 3 intervention based upon initial assessment.



# 02

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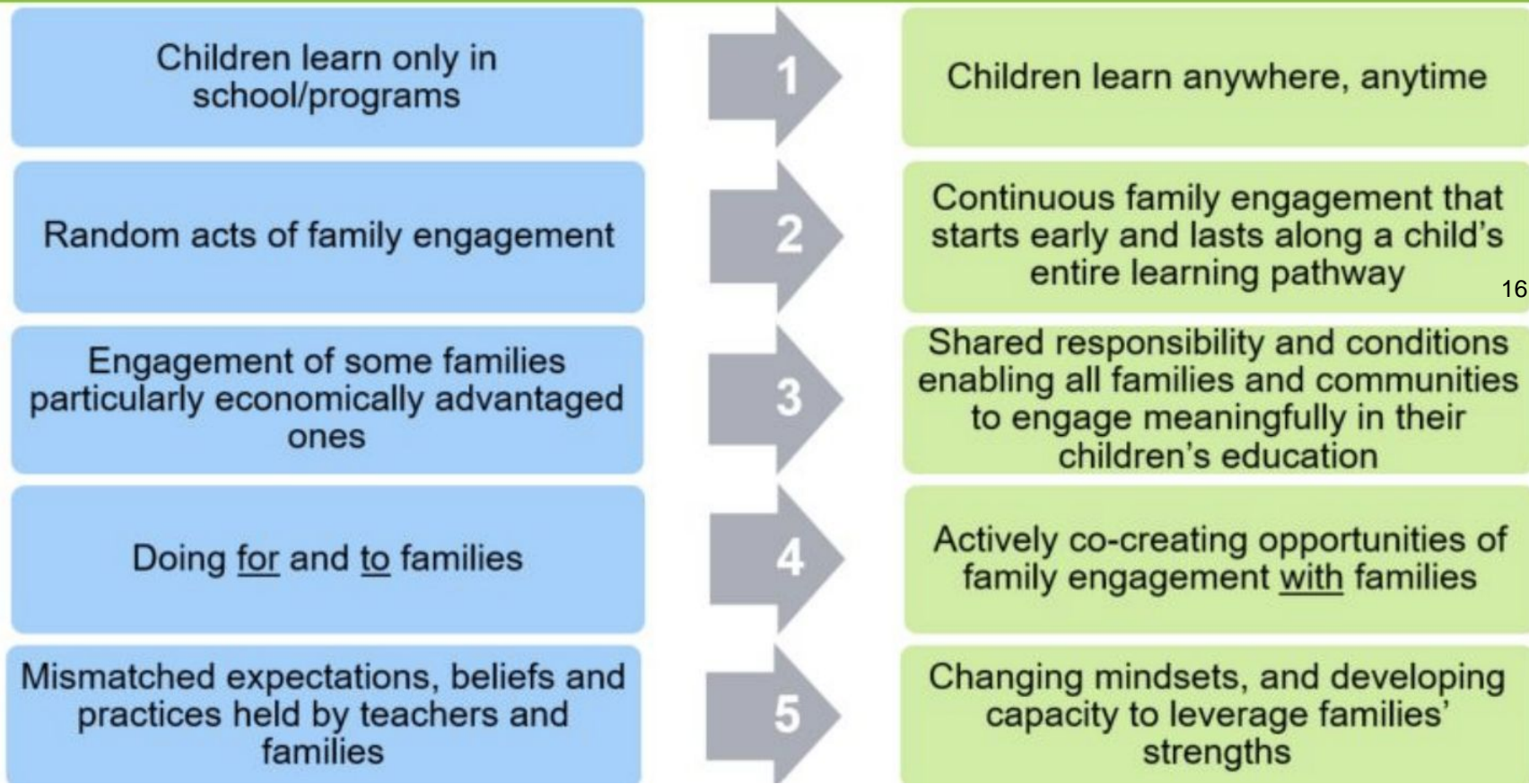
# Family and Community Engagement

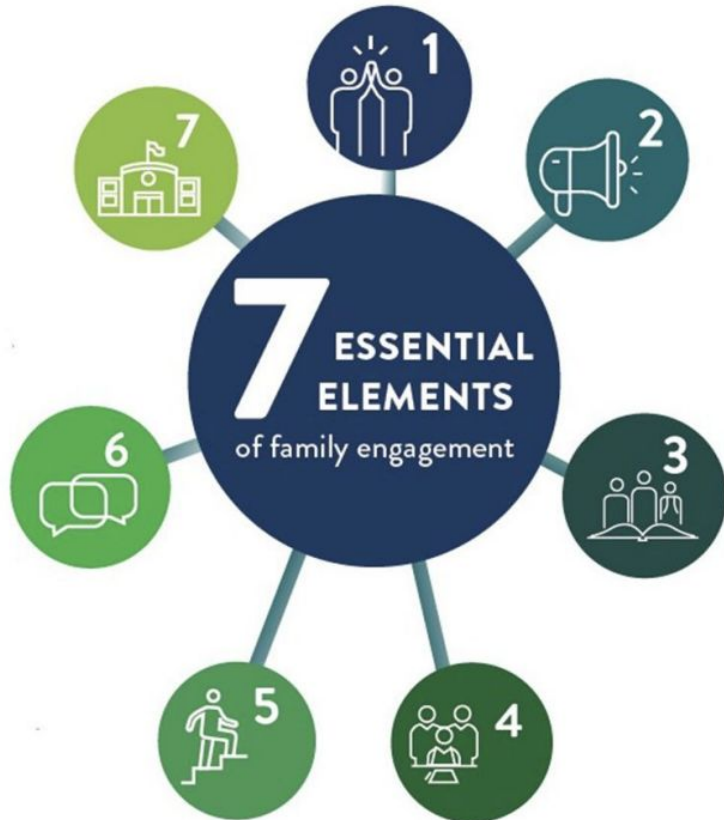
15

Includes School Culture



# Five Shifts of Next Generation Family Engagement





## The essential elements of effective family engagement:

1. Sustain high-trust and reciprocal relationships
2. Amplify family voice
3. Link families to learning
4. Expect all departments and staff to partner with families
5. Commitment to continuous improvement of the family engagement process
6. Use inclusive and transparent communication
7. See the school as a community space

17

# The Buckets of School Climate

## 14 Dimensions of School Climate



### **RELATIONSHIPS**

- Adults at school care about students as scholars and as individuals
- Peer relationships are supportive and caring
- School meaningfully engages with community and families



### **SAFETY**

- Students and staff feel emotionally and physically safe
- Rules, norms and routines are valued and culturally responsive



### **ENVIRONMENT/ CONNECTEDNESS**

- School is welcoming for each student & adult
- Each student & adult feels connected to the school community
- School staff and curriculum is representative of the student population



### **TEACHING & LEARNING**

- Engaging teaching strategies are utilized
- Curriculum is relevant, challenging and representative
- There is support for Social Emotional Learning
- Student voice is utilized

# Benefits of Positive School Climate

Improved Attendance

Improved Student Motivation

Reduced Discipline Disparities

Facilitates School Turnaround

Improved Academic  
Achievement

Increased Sense of Belonging

Increased Graduation Rates

Positive Impact on Student  
Mental and Behavioral Health

Improved Student and Staff  
Retention



# 03

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# Multi-Layered Practices and Supports

20

Providing all students what they need



# The Importance of Efficacy

## Self Efficacy:

- Refers to an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments
- Reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment

## Collective Efficacy:

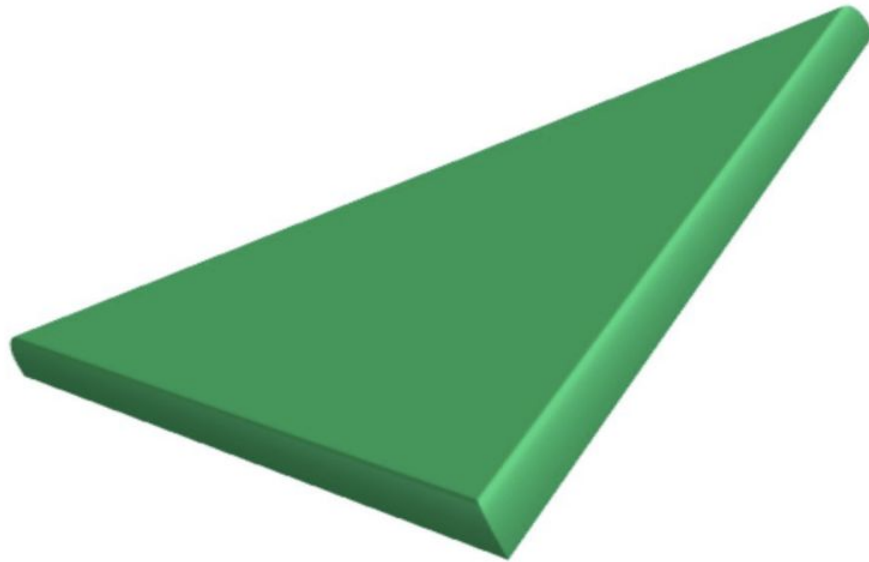
- A group's shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment<sup>21</sup>
- Helping staff understand the way they go about work has a significant impact on student results - for better or worse

## Tier 1

Tier 1 (core) includes culturally and linguistically sustaining standard-based and differentiated **academic, social and emotional** instruction and **behavioral supports** for every student as a necessary foundation for tiered support

22

# Tiers as Resources – Tier 1



Core  
Instruction

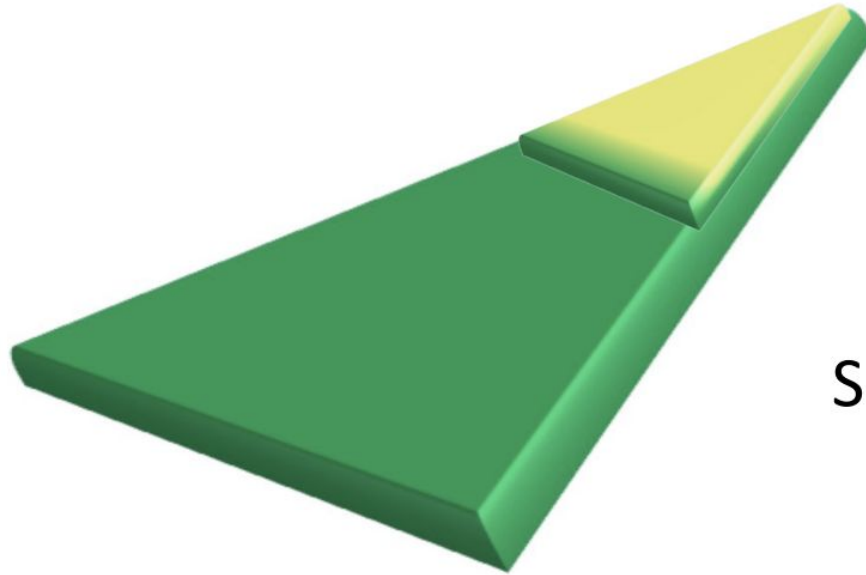
## Tier 2

Tier 2 (supplemental) includes culturally and linguistically sustaining interventions provided to *some* students in addition (layered) to Tier 1 (core).

24

# Tiers as Resources – Tier 2

Core  
Instruction



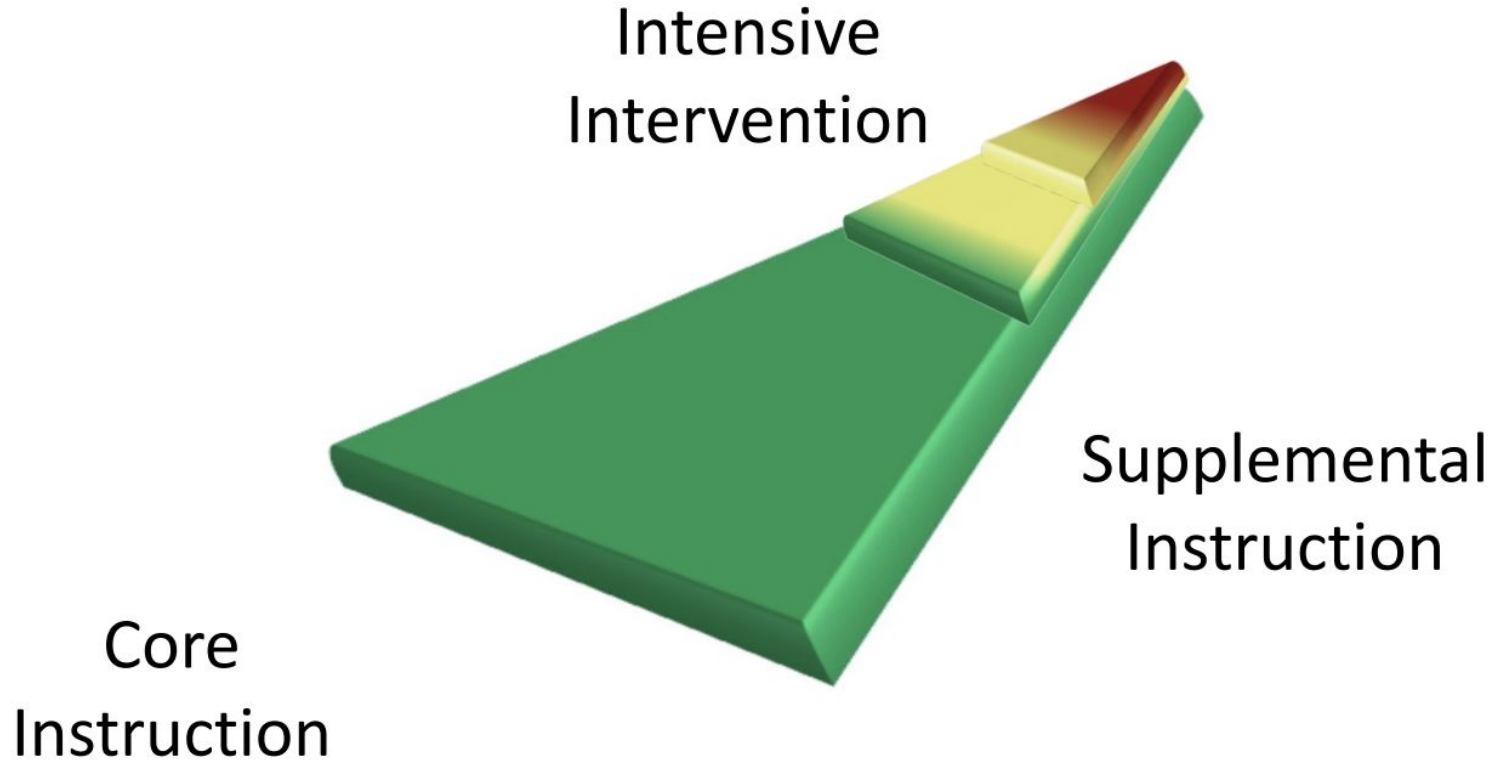
Supplemental  
Instruction

## Tier 3

Tier 3 (intensive) includes culturally and linguistically sustaining individualized interventions provided to a *few* students and includes students with and without an Individualized Education Plan (IEP).

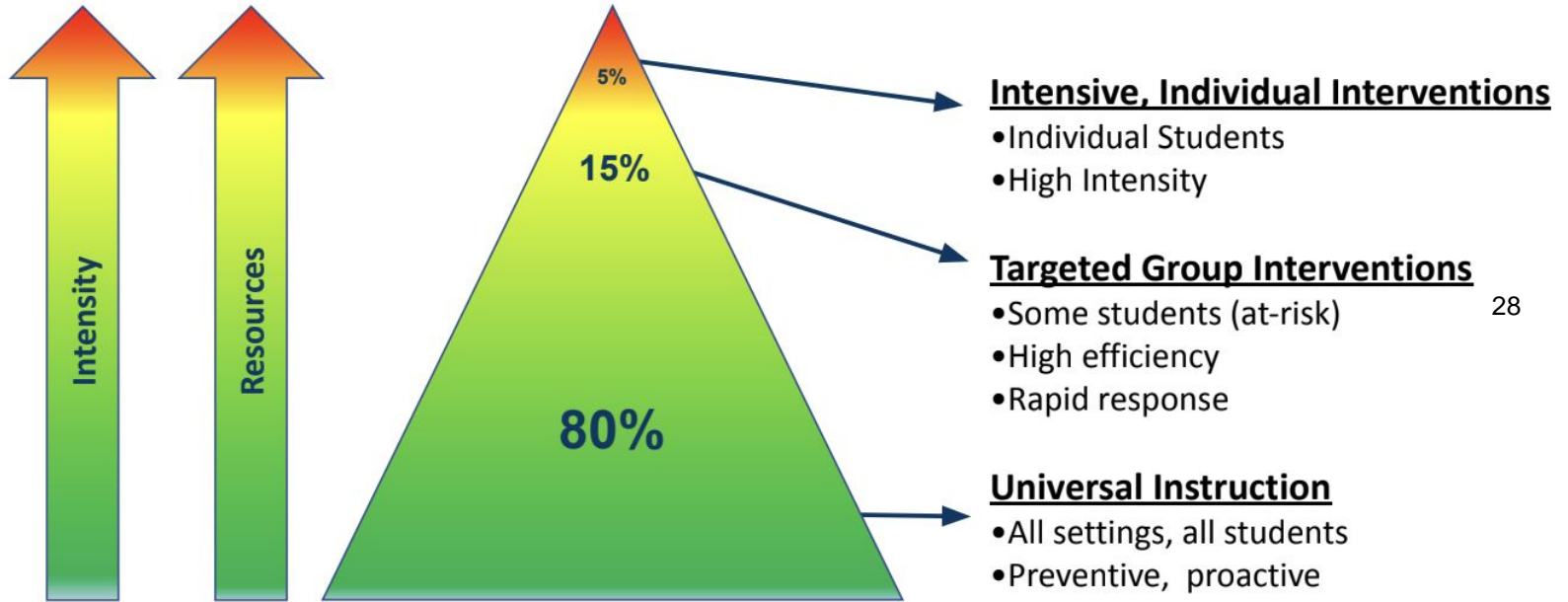
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# Tiers as Resources – Tier 3



# A SMART SYSTEM STRUCTURE

Academic, Social Emotional, Behavioral Systems



28

Tiered Instruction



# 04

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29

# Assessment

Valid and Reliable used with System Fidelity

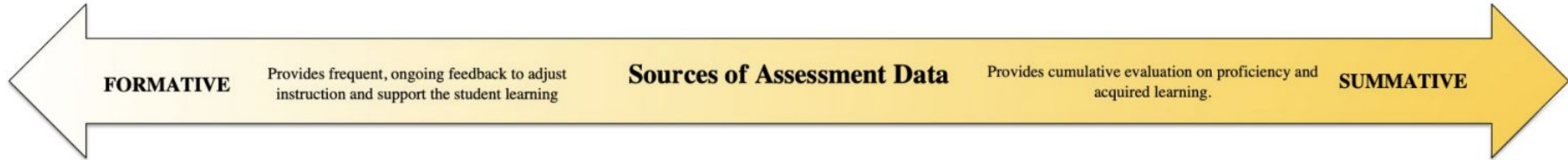


# Role of Assessments

- **To understand** where students are in their learning progression, including standards based learning progression.
- **To guide** instructional planning and decision-making regarding student needs (e.g., identifying strengths, learning gaps, and opportunities; allocating resources).
- **To partner** with families about their child(ren)'s learning.
- **To inform** continuous improvement of the instructional system (e.g., to identify areas for professional development, to examine effectiveness of core instruction).

30

# Sources of Assessment Data



Types of Assessments (not an exhaustive list)	Formative Classroom Assessments	Progress Monitoring Assessments	Diagnostic Assessments	Summative Classroom Assessments	Universal Screeners	Summative Standardized Assessments
<b>Description</b>	Formative classroom assessments provide ongoing evaluations of instructional effectiveness and student understanding.	Progress monitoring assessments provide ongoing sampling of student performance to evaluate student growth and intervention effectiveness.	Diagnostic assessments provide precise understanding of a student's learning needs.	Summative classroom assessments are aligned to standards and provide a cumulative picture of a student's performance up to that point in time.	Universal screeners are brief and provide a snapshot of students' performance on broad ranges of skills.	State standardized assessments provide a summative picture of a student's performance based on established standards.

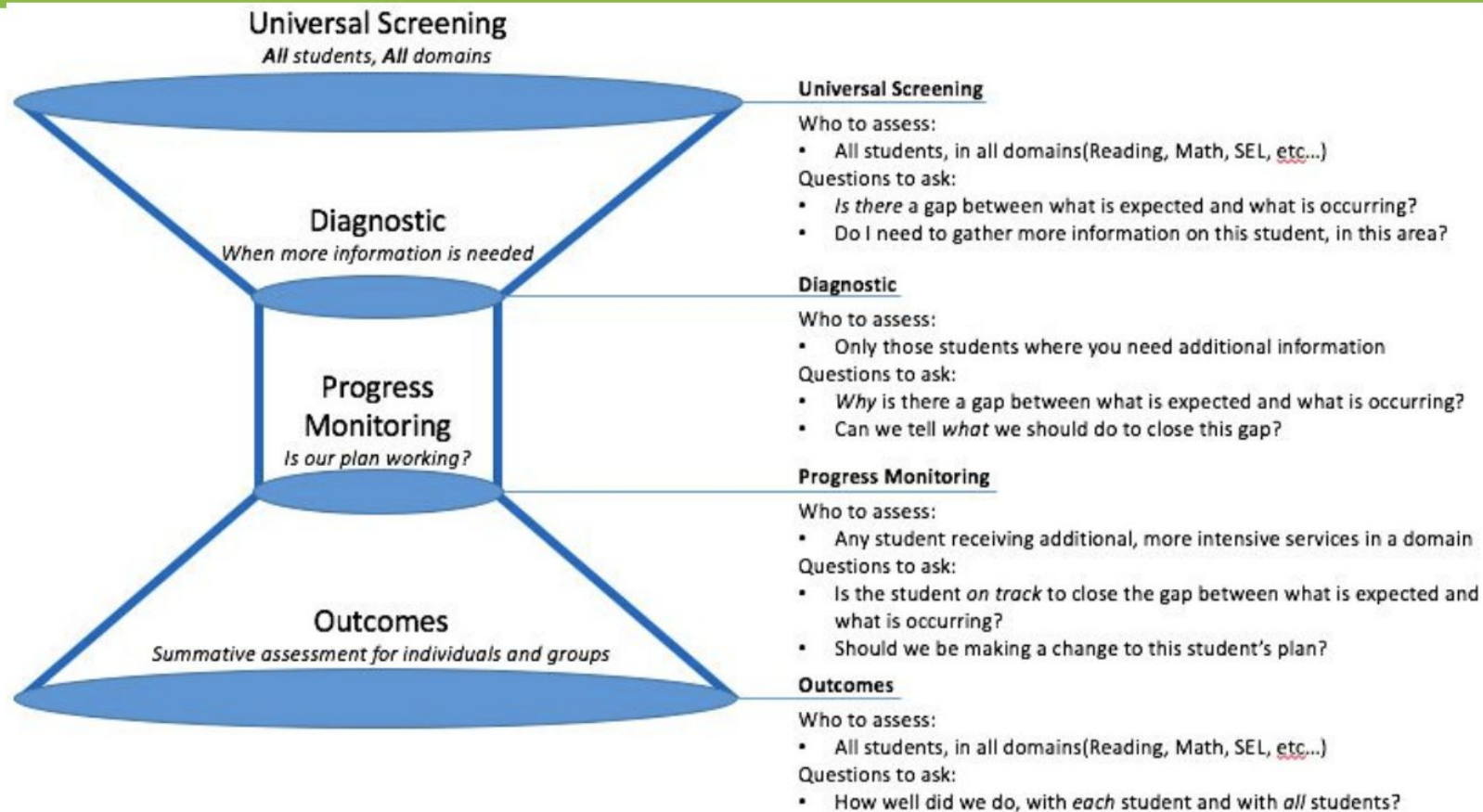
# Purpose of Assessment

- Screening
- Progress Monitoring
- Diagnostic Assessment
- Systems/Outcomes Evaluation



32

# Purpose of Assessment





# 05

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# Data-based Decision Making

Continuous Cycle of Improvement

34



# What is Data-Based Decision Making?

**Data are used to solve problems** and make important decisions that impact student academic, behavior, and social-emotional well-being. Such decisions should create a **continuous cycle of systems improvement** involving educator support, policy enhancement, and procedural/instructional improvement.



35

# District Leadership Team

**Purpose:** The District MTSS team frames the rationale for implementing MTSS, identifies district-wide MTSS priorities and develops a strategic plan to achieve district goals.

**Lens:** Organizational capacity

## **Questions to Consider:**

1. What are our proficiency rates in our district for reading/math/SEL/behavior?
2. How is our system impacting different student communities?
3. To what extent are we allocating resources adequately across the district?
4. To what extent is Tier 1 instruction meeting the needs of students (80% or more students meeting proficiency; 95% of students who meet established benchmarks continue to meet them at the next benchmark period)?

36

# School Leadership Team

**Purpose:** The School Leadership MTSS team identifies building-wide MTSS priorities (that may align with district priorities) and develops a strategic plan to achieve building goals.

**Lens:** Local organizational capacity

37

## **Questions to Consider:**

1. What are our proficiency rates in our building for reading/math/SEL/behavior?
2. How is our system impacting different student communities?
3. To what extent are we allocating resources adequately across grade levels?
4. To what extent is Tier 1 instruction meeting the needs of students (80% or more students meeting proficiency)?

# Grade/Content Teams: Questions to Consider

**What do we expect  
students to learn?**

**How do we respond when  
they do not learn it?**

**How will we know when  
they have learned it?**

**How will we respond when they  
already know it?**

38

# Big Lake MTSS Implementation Plan

**Year 1:** Principals trained - instructional leaders of buildings

**Year 2:** Structural implementation - teams and alignment of resources

**Year 3:** System implementation - MTSS Handbook development



# Thanks!



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40

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