MARYSVILLE

Innovate Collaborate Inspire

BLAZING A TRAIL | ONE SCHOOL'S JOURNEY TO IGNITE MULTITIERED CHANGE

APRIL, 2023

Mark Gallagher, Director of Continuous Improvement - Marysville Schools

AGENDA

- Our Learning Objectives

- Today's Dos, Don'ts, Caveats, and Warnings

- The Quick Version

- Implementation

- How We Approached Our Problem

- Our System

- Continuous Improvement

OUR LEARNING OBJECTIVES

1. Describe three factors that influence systems implementation in schools.

2. Inventory the current features and characteristics of your school's multi-tiered systems of support (MTSS).

3. Identify existing barriers to MTSS implementation in your own school.

4. Formulate and prioritize the first three meaningful steps that you are going to take to implement and/or refine MTSS in your school.

MTSS PLANNING WORKSHEET

Break & Reflection #1 (10 Minutes):
Consider the following questions, with regards to Time, Capacity, and Resources, relative to your own MTSS work and implementation:

1. What are **two things** that are going well in your school or district's MTSS implementation? Why?	#1: #2:
2. What is **one thing** that you are proud of? Why?	• Why:
3. What is **one area of growth** for your school or district relative to the three implementation keys?	•
4. What is **one thing** that you would like to change within your MTSS implementation?	•
5. Where are the **majority** of your staff on Gordon's Ladder? Where are you as a learner?	Majority of Staff: You:
6. What is a **meaningful first step** for your area of growth and/or MTSS implementation?	#1:

DOS, DON'TS, CAVEATS, AND WARNINGS

DOS, DON'TS, CAVEATS, AND WARNINGS

- I **do not** profess to be an expert on MTSS.

- This is **not the only way** to approach this work.

- **Do** ask questions.

- **Do** find a thing or two that you can take back to your districts.

- **Don't** try to do it all.

- **Don't** try to do it alone.

THE QUICK VERSION

Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE: C

Performance Index
77.6%.. C

Indicators Met
63.3%.. D

Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE: A

Value-Added
Overall.. A
Gifted.. A
Students with Disabilities................................ A
Lowest 20% in Achievement......................... A

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE: F

Annual Measurable Objectives
54.8%.. F

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE: A

Graduation Rates
95.1% of students graduated in 4 years............. A
96.2% of students graduated in 5 years............. A

K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE: D

K-3 Literacy Improvement
27.7%.. D

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE: C

- **Committed to balanced literacy → Literacy Collaborative training site**
  - Lack of phonemic awareness, alphabetic principle, and phonics instruction
  - Two interventions → Leveled Literacy Intervention & Reading Recovery
  - Tiny pool of structured literacy intervention providers (SLP & IS)

- **Limited data → sight words, text level, letter identification, sounds**
  - Lack of concerted benchmarking beyond fourth grade (outside of grades 7-8)
  - Extraordinarily high reliance upon end-of-year outcomes data

- **Nonexistent systems for supporting non-academic needs**
  - Wraparound or bust

EXECUTIVE SUMMARY | 2022 PERFORMANCE

Achievement
★★★★☆

This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.

Exceeds state standards in academic achievement

[View More Data]

Progress
★★★☆☆

This component looks closely at the growth all students are making based on their past performances.

Evidence that the district met student growth expectations.

[View More Data]

Gap Closing
★★★★★

The Gap Closing Component is a measure of the reduction in educational gaps for student subgroups.

Significantly exceeds state standards in closing educational gaps.

[Gifted Data]   [View More Data]

Graduation
★★★★★

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.

Significantly exceeds state standards in graduation rates.

[View More Data]

Early Literacy
★★★☆☆

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.
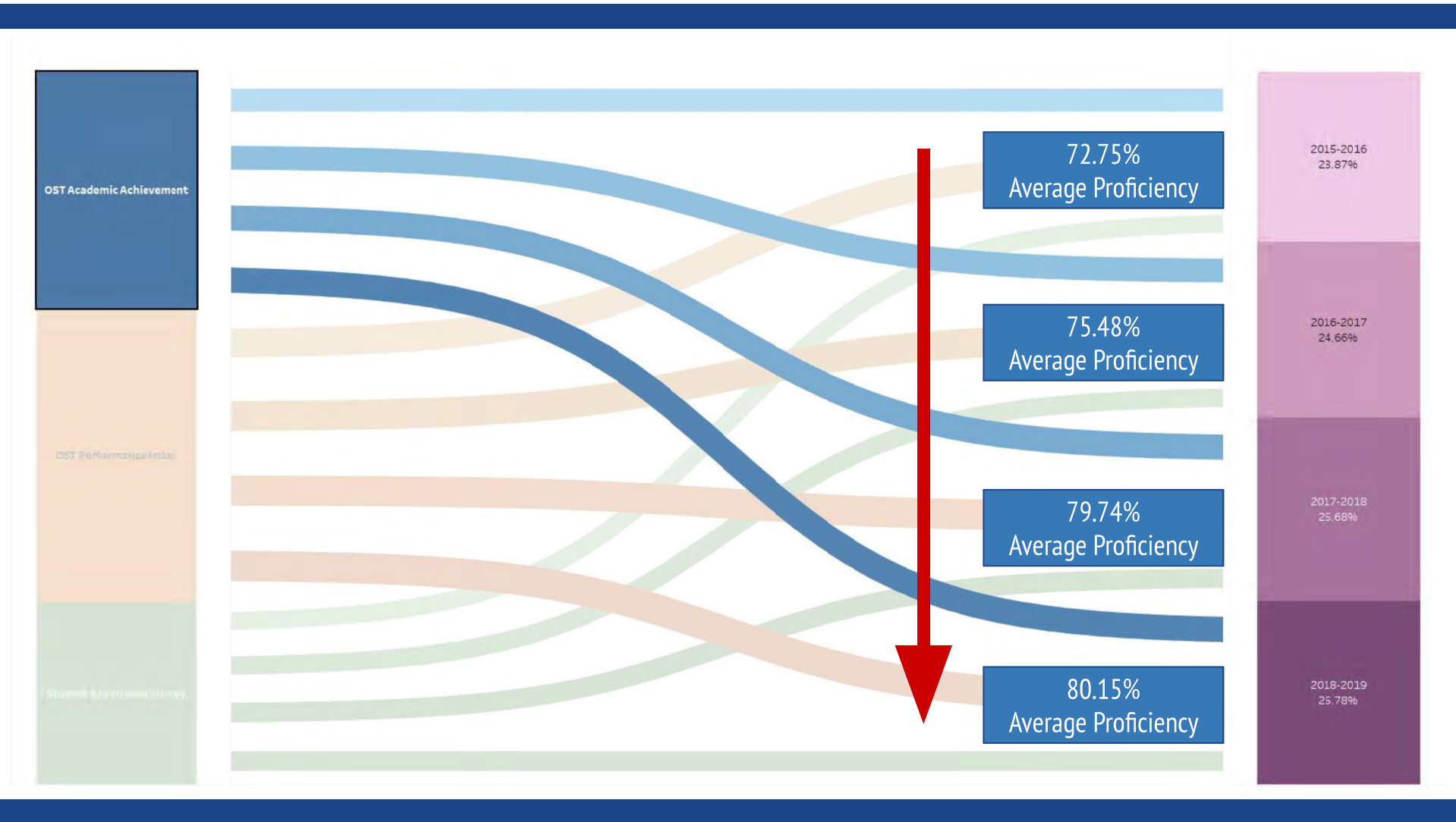
Meets state standards in early literacy (K-3).

[View More Data]
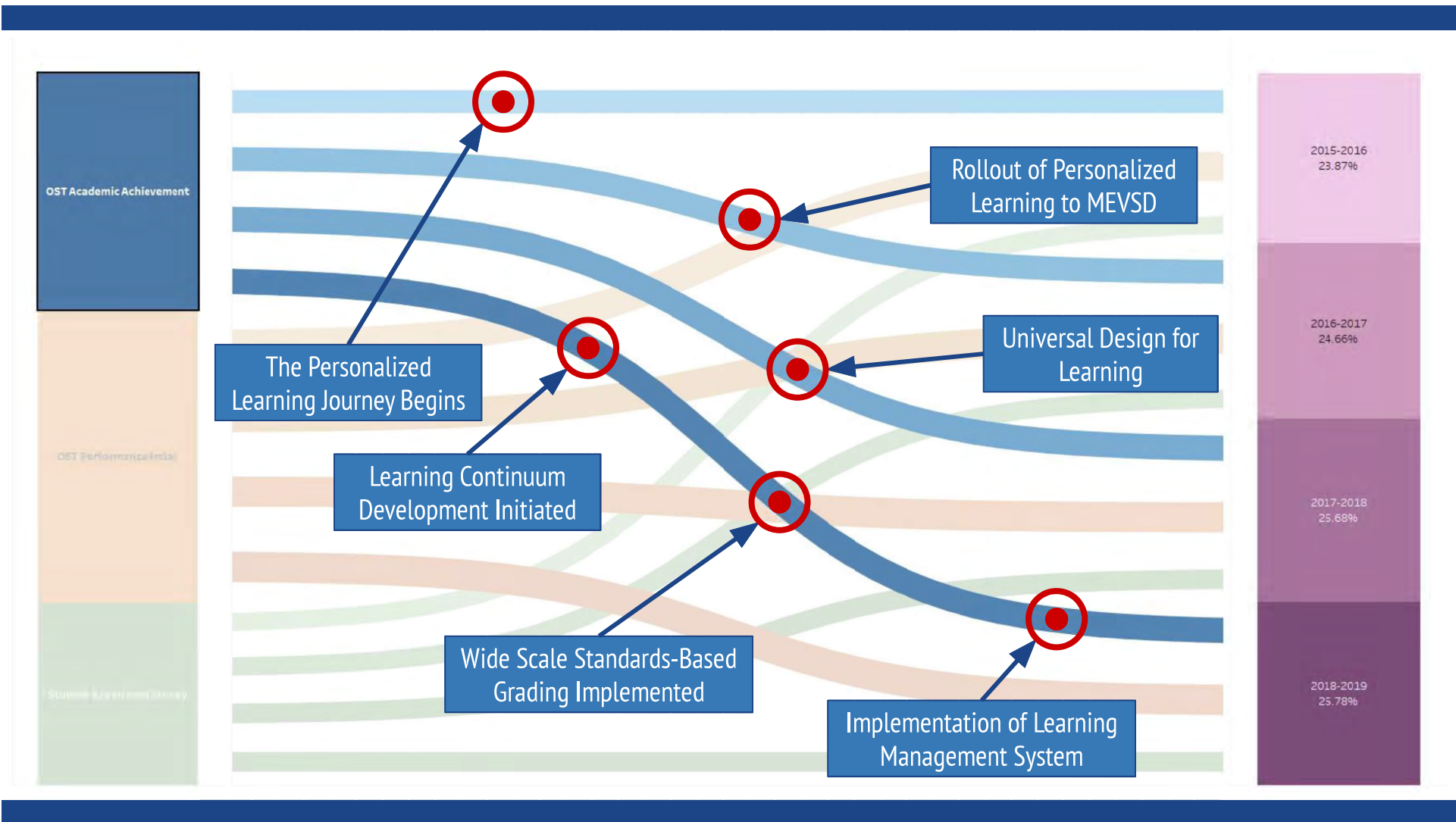
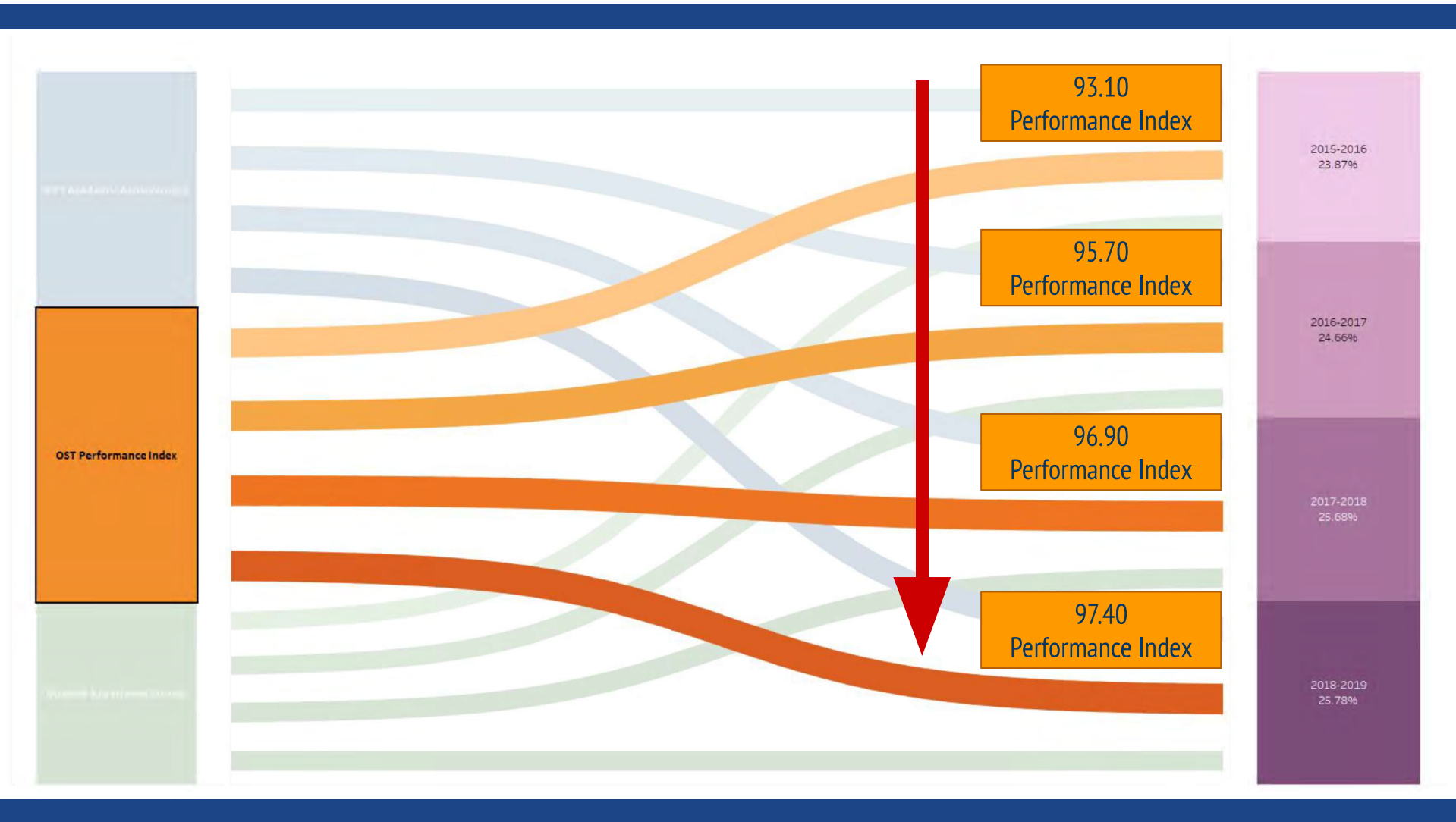## College, Career, Workforce and Military Readiness

[View More Data]

This component looks at how well-prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.

OST Academic Achievement

OST Performance Index

Student Achievement Journey

The Personalized Learning Journey Begins

Learning Continuum Development Initiated

Wide Scale Standards-Based Grading Implemented

Rollout of Personalized Learning to MEVSD

Universal Design for Learning

Implementation of Learning Management System

2015-2016 23.87%

2016-2017 24.66%

2017-2018 25.68%

2018-2019 25.78%

OST Performance Index

No New Instruction & Enrichment Opportunities

Expansion & Redefinement of Speech Pathology Department

Redesign & Implementation of Systematic Support Structures

S.P.I.R.E. Reading Intervention Program

i-Ready Adoption Initiated

Tableau Adoption

Solidification of Career Pathways

Dyslexia Identification Framework

Systemic Orton-Gillingham Methodology Training

2015-2016
23.87%

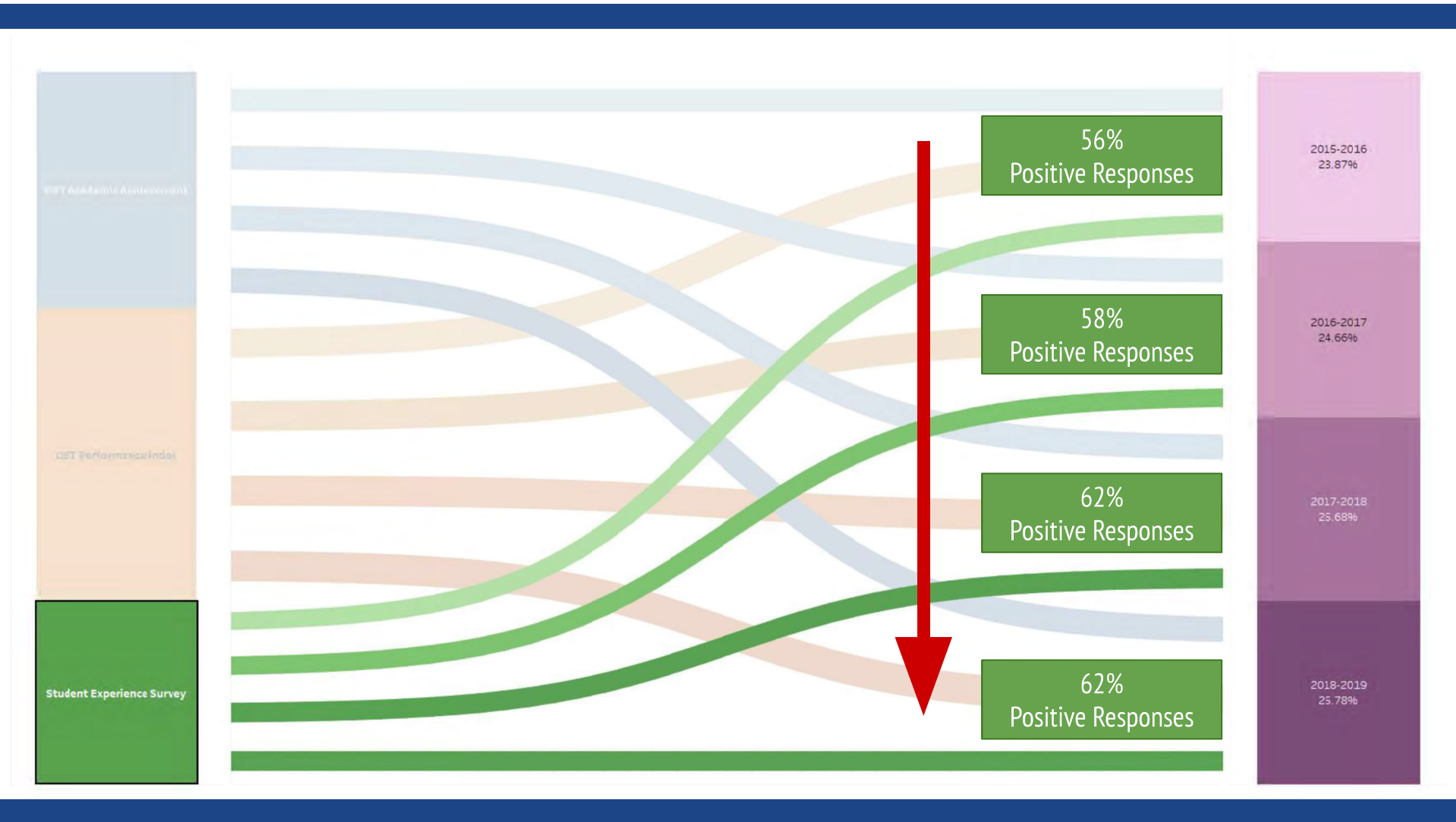2016-2017
24.66%

2017-2018
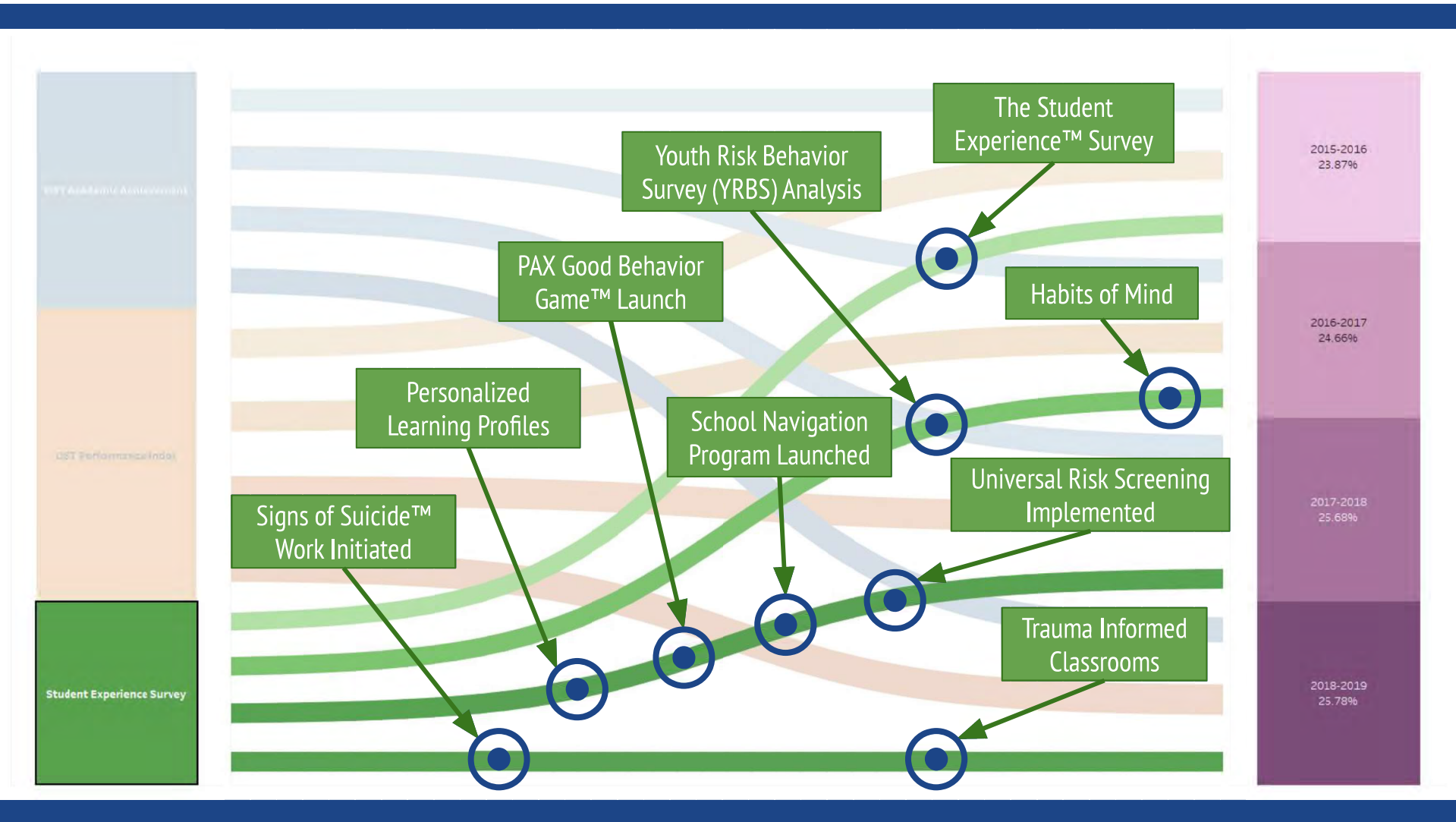25.68%

2018-2019
25.78%

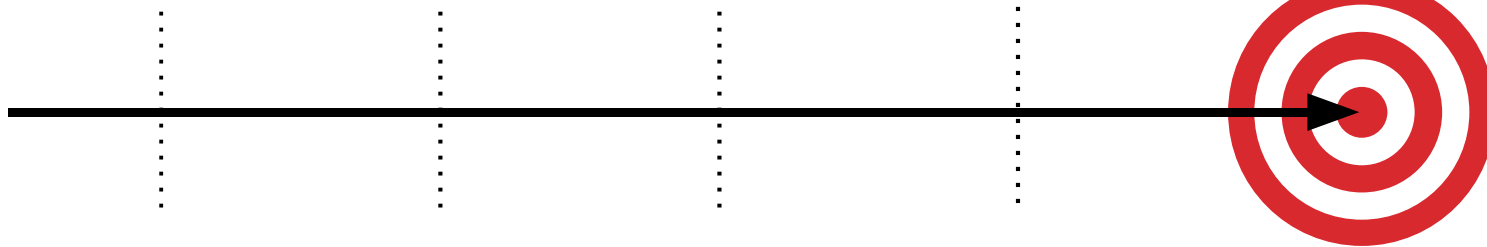# IMPLEMENTATION

THE GOAL -VS- REALITY

Goal

Perfect Professional Development, Efficient Time Usage, Effective Implementation

Reality

Stuff Happens

Calamity Days

Philosophical Debate

This is a Bad Idea, Groaning

Curriculum

Funds

Staff & Admin Turnover
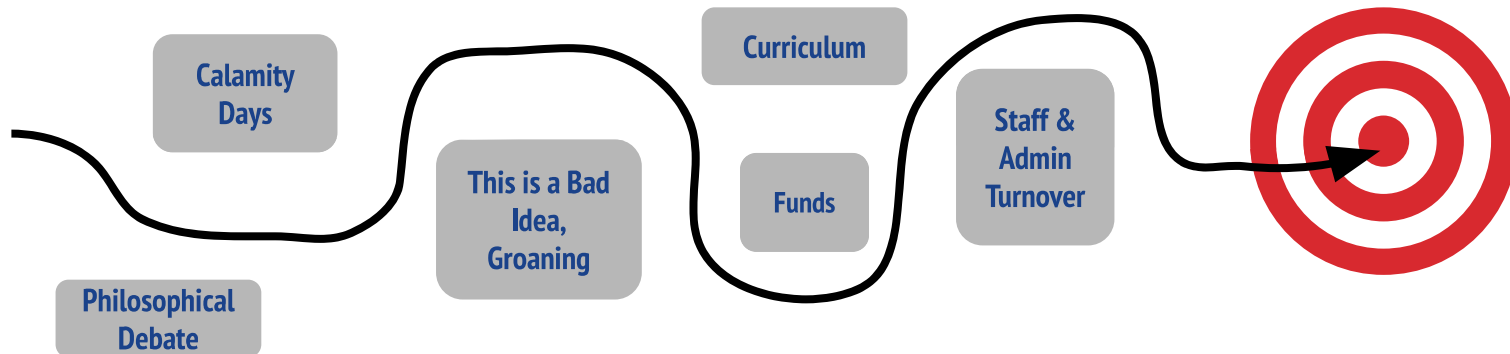
IMPLEMENTATION | 3 KEY CONSIDERATIONS
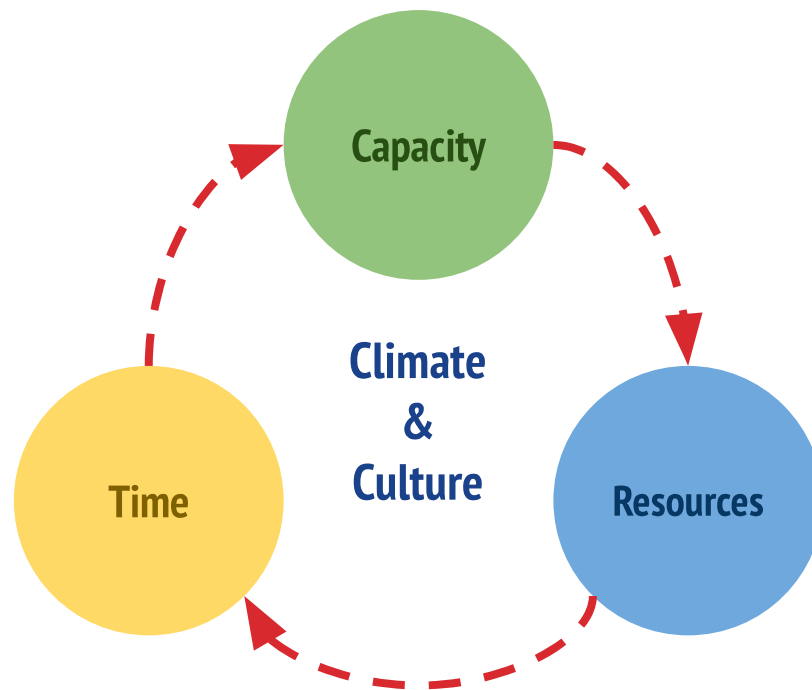
Fagan et al. (2019), Fixsen et al. (2005), Fixsen, Blase, Metz, & Van Dyke (2013)

TIME

- **The most crucial of all implementation components**
  - Time is your most valuable resource

- **Create time (don't borrow it)…**
  - To make decisions & work with teams
  - To address ALL student needs
  - To address professional learning needs

- **Connect, don't compete, with adjacent initiatives**
  - Leverage curriculum adoption cycles
  - Relate MTSS implementation to personalized learning and whole child education
  - Tap into future readiness initiatives (prep for pathways, life, post-secondary)

CAPACITY

- **Do we have the personnel needed to do this work?**
  - Title funded, special education (IDEA Part B), speech-language pathology

- **Do our personnel have the necessary skills and knowledge to do the work?**
  - Professional learning improves fidelity of implementation
  - Science of Reading training, social-emotional development, numeracy, etc
  - Training on intervention programs, curricula, and frameworks

- **Do we regularly assess indicators of adult implementation?**
  - Improved fidelity → improved student performance
  - Observation tools (R-TFI 2.0, PBIS-TFI) vs self-report measures (Rate your...)

Crosse et al. (2011), Jorgensen & Boezio (2012), National Implementation Research Network (2023)

RESOURCES

- **Commit to making the work financially viable**
  - Start small and scale
  - Explore alternative options for funding, materials, tools

- **Use universally designed evidence-based programs and tools**
  - Address all students' needs → IES Practice Guides
  - Possess enough kits and materials for implementers

- **Ensure that there is expertise in positions of leadership**
  - Professionals ready to lead this work
  - Domain specific expertise
  - School leadership must be ready and willing to launch this work

CLIMATE & CULTURE

- **A strong school building climate & culture will produce lasting change**
  - Change is hard, but a school building (district) will succeed if staff agree to move in a unified direction (e.g. current systems HAVE to change for the betterment of kids)

- **Substantive change happens in small increments**
  - Start in a single building or some classrooms
  - Marathon, not a sprint → ~7 years to implement a model

- **Have humility**
  - Staff members with firmly held beliefs and philosophies will have to engage in deep personal change as part of this work
  - Do not expect staff to innately know things → teaching isn't just for kids

W. A. Coulter (2017)

GORDON'S LADDER

Unconscious Competence

Use skills and knowledge effortlessly → we teach these skills to others, our skills can atrophy

Conscious Competence

We have the skills and knowledge → need to use as often as possible, requires focus, ~49 hours of PD

Conscious Incompetence

We are aware of the skill gap → easy to lose confidence, anxious awareness

Unconscious Incompetence

We do not know that which we do not know → blissful ignorance, confidence exceeds abilities

With regards to Time, Capacity, and Resources, relative to your own MTSS work:

What are <u>two things</u> that are going well in your school or district? Why?

What is <u>one thing</u> that you are proud of? Why?

What is <u>one area of growth</u> for your school or district relative to the 3 implementation keys?

What is <u>one thing</u> that you would like to change within your MTSS implementation?

Where are the <u>majority</u> of your staff on Gordon's Ladder? Where are you?

What is a meaningful <u>first step</u> for your area of growth and/or MTSS implementation?

HOW WE APPROACHED OUR PROBLEM

- **Literacy was in a dire state (2015)**
  - Poor performance on K-3 literacy measure
  - Abnormally high identification for SPED services (~21%)
  - Disjointed RTI process that left most staff members feeling disillusioned
    - "Bring the 3 kids you are worried about, but not the 4th"

- **Started with administrator awareness and coalition building (Spring, 2016)**
  - What do you want to know about students?
    - Text level & sight words -vs- the big five ideas in reading
    - Do our assessments capture the big five?

- **The power of the word 'insist'**

Real word → **/in/   /sist/** ← **Non-word**

HOW IT GOT GOING

- **Middle school experienced early success (Spring, 2016)**
  - Home-cooked common assessment → AIMSweb (ORF, MAZE, MCOMP, MCAP)
  - Instituted no-new-instruction time, replaced 1 related arts course

- **Established a middle-out approach in K-6**
  - Tier 2 intervention → S.P.I.R.E.
    - Tried to intervention our way out of our problems
  - Implemented Heggarty in K-1

- **Built data teams (MTSS teams) and dashboards**

**Middle-Out vs Bottom-Up:
Both Approaches are Hard Work**

LITERACY | KEY TENETS & CONCEPTS

Data Systems

Diffused Access & Understanding

Evidence-based Practices

Instruction & Intervention Materials

Student-Centered Practices & Strategies

Standard Operating Procedures

Strategically Aligned Systems

Universal Assessment Adoption

Unified Decision-Making Procedures

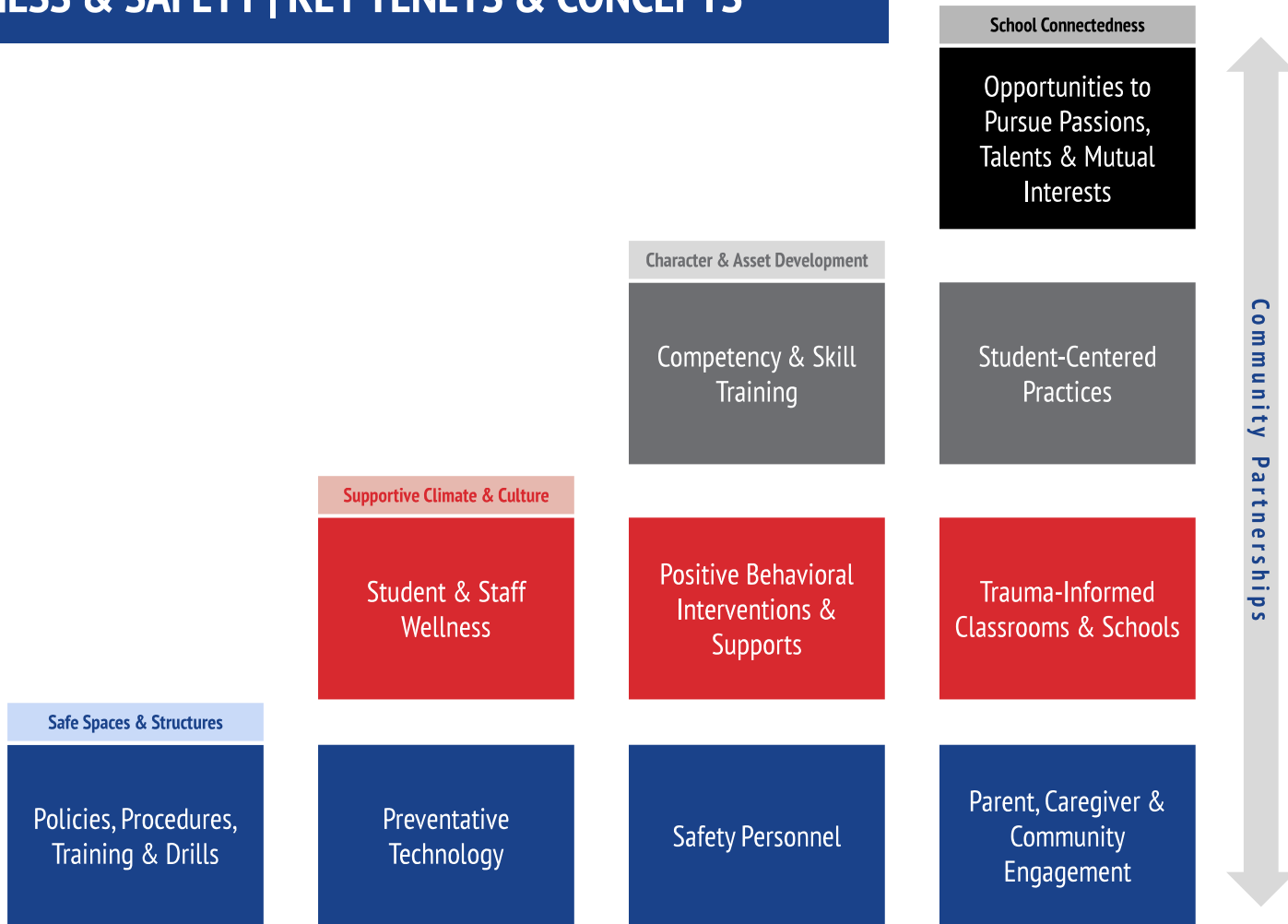Professional Competence & Expertise
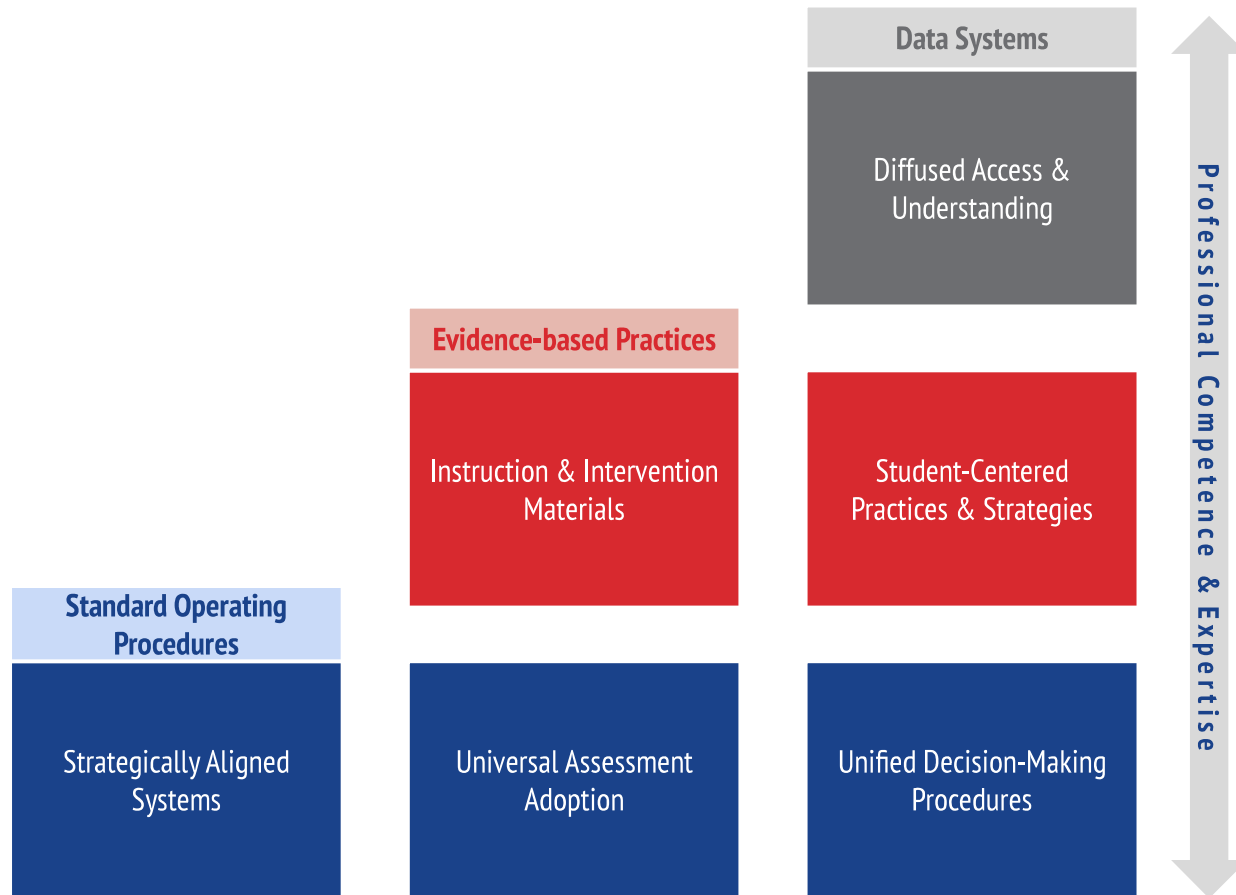
WHERE IT WENT

- **Observed success with literacy model and wanted to expand our efforts (Spring, 2017)**
  - Immediate change in literacy success (D in early literacy → 77.6% 3rd grade proficiency)
  - MTSS process was reported to be effective at addressing literacy needs
  - Started systematic training in Orton-Gillingham Methodology (reading & special ed personnel)

- **Youth behavioral health crisis (Spring, 2017)**
  - Completed youth suicides throughout Union County
  - Highest recorded number of office discipline referrals during 2016-2017 school year

- **Started operating parallel systems after the same goal (Fall, 2017)**
  - Launched the teacher completed SRSS-IE
  - Utilized a similar dissemination framework as literacy, smaller teams → capacity

WELLNESS & SAFETY | KEY TENETS & CONCEPTS

School Connectedness

Opportunities to Pursue Passions, Talents & Mutual Interests

Character & Asset Development

Competency & Skill Training

Student-Centered Practices

Supportive Climate & Culture

Student & Staff Wellness

Positive Behavioral Interventions & Supports

Trauma-Informed Classrooms & Schools

Safe Spaces & Structures

Policies, Procedures, Training & Drills

Preventative Technology

Safety Personnel

Parent, Caregiver & Community Engagement

Community Partnerships

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WHERE WE ARE AT (7 YEARS LATER)

- **Still refining and making small adjustments**
  - Systemic training on best practices (LETRS, Orton-Gillingham)
  - Refining Tier 1 wellness & prevention programming
  - Implementing the most appropriate assessments
  - Improving the coordination and personalization of professional learning

- **Ensuring that we accurately capture risk and need**
  - Rebuilding 7-12 literacy screening and supports from the ground up
    - General reading problem → narrowband & diagnostic
  - Bifurcated screening & identification pathways (student self-report screening + referral)

- **Continue to build team and educator capacity**
  - Teaching personnel become the drivers of the conversation

IMPLEMENTATION | KEY TENETS & CONCEPTS

Strategically Aligned Systems	Evidence-based Instruction & Intervention Materials	Opportunities to Pursue Passions, Talents & Mutual Interests	
Universal Assessment Adoption	Diffused Data Access & Understanding	Competency & Skill Training	Student-Centered Practices
Unified Decision-Making Procedures	Student & Staff Wellness	Positive Behavioral Interventions & Supports	Trauma-Informed Classrooms & Schools
Policies, Procedures, Training & Drills	Preventative Technology	Safety Personnel	Parent, Caregiver & Community Engagement

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ACTUALIZATION | THE CORE MODEL

- Robust Core Instruction & EBPs
- Universal Screening & Selected Diagnostics
- Differentiated & Diffused Intervention
- Systems Coordination

Standard Operating Procedures
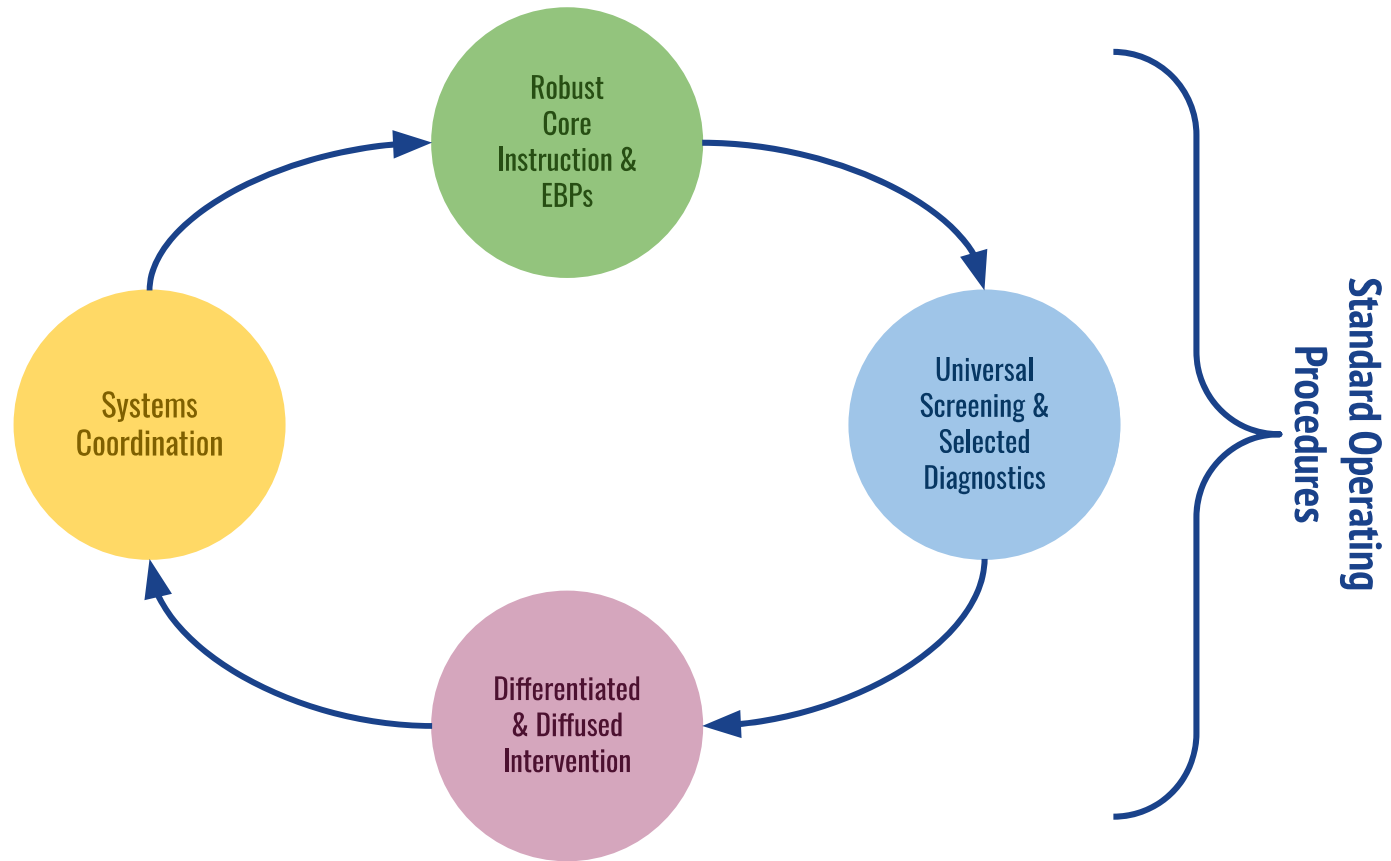
OUR SYSTEM

STANDARD OPERATING PROCEDURES

STANDARD OPERATING PROCEDURES

➜ **Components**

◆ Meetings & Roles

◆ Scheduling

◆ Decision Rules →Screening & Diagnostic Measures, Intervention

◆ Parent Resources

◆ Parent Guidance & Opt-Out

◆ Instructional Frameworks

◆ Scope & Sequence

ASSESSMENT CALENDAR

First	**i-Ready Reading Diagnostic	August 22-September 16	n/a	Tier 1 Universal Screening, State Requirement
	**Acadience Nonsense Word Fluency (Correct Letter Sounds & Whole Words Read)	August 17-September 16	September 16, Acadience Data Management System	Tier 1 Universal Screening
	**LETRS Phonics Word & Reading Survey	August 17-September 16	September 16	Tier 1 Universal Screening
	LETRS Basic Spelling Screener	August 17-September 16	September 16	Tier 1 Universal Screening
	**PAST Form A Directions for Administration and Scoring	August 17-September 16	September 16	Tier 1 Universal Screening
	**i-Ready Math Diagnostic	August 22-September 16	n/a	Tier 1 Universal Screening
	SELweb - Social Emotional Diagnostic Assessment	August 24-September 16	n/a	Tier 1 Universal Screening

MEETING FORMAT

Building:	Homeroom/Team:	Date:

Facilitator:	Recorder:	Time Keeper:	Data Entry:

Introduction: Meeting explanation and purpose.

- Review student benchmark assessment data on a student-by-student basis.
- Develop intervention plans for at-risk students.
- Develop coaching action plans to support core instruction.

Student Intervention Plans: Which students require intervention, what intervention are they doing, and with who?

Student Name:	Tier:	Intervention:	Interventionist:	Frequency:

FOLLOW-UP AND SUPPORT

Coach Action Plans: What can be done to support core instruction?		
Who?	Does What?	By When?

Additional Follow-up Actions: What else needs to be done to support students?		
Who?	Does What?	By When?

TIER DESIGNATION

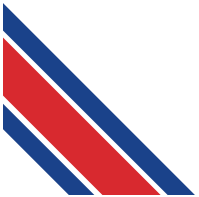| Tier 2 Designation		
Frequency	**Duration**	**Intensity**
• 1-3 sessions per week • Progress monitored once every two to three weeks	• 20 - 30 minutes per session • 20 - 90 minutes per week • 80 - 360 minutes per month	• 3-5 students • Total acuity of all implemented interventions is moderate ○ **Example:** Two sessions of SPIRE and one Second Step lesson or counselor session per week

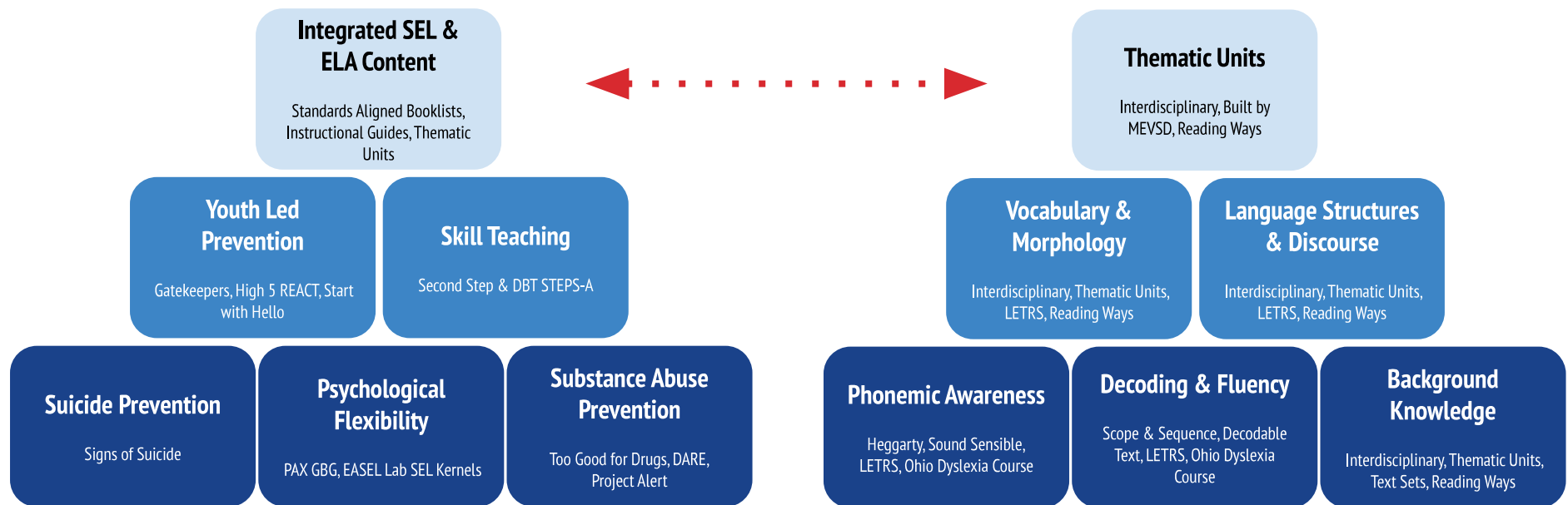| Tier 3 Designation		
Frequency	**Duration**	**Intensity**
• 4-5 Sessions per week • Progress monitored once to multiple times per week	• 30 minutes per session • 120 - 150 minutes per week • 480 - 600 minutes per month • Tier 2 intervention that has persisted for one to one and a half years without adequate progress	• 1-3 students • Total acuity of all implemented interventions is high ○ **Example:** Four sessions of Orton-Gillingham per week and bi-weekly counseling sessions. • Highest level of implementation fidelity • May be using out of grade level progress monitoring measures

RETENTION PROCESSES (K-1)

Mandatory Measures	Performance Data	Retention	Tier 3
Light's Retention Scale (Abbreviated Cognitive Battery if Appropriate)	❏ Excellent ❏ Good ❏ Fair ❏ Marginal ❏ Poor ❏ No Retention	❏ Excellent ❏ Good	❏ Fair ❏ Marginal ❏ Poor ❏ No Retention
NWF-CLS		❏ Well Below Benchmark	❏ Well Below Benchmark
NWF-WWR		❏ Well Below Benchmark	❏ Well Below Benchmark
ORF-WCPM		❏ Well Below Benchmark	❏ Well Below Benchmark
ORF-Accuracy		❏ Well Below Benchmark	❏ Well Below Benchmark
CTOPP-2		❏ No Deficits ❏ PM and/or RN Deficit Only	❏ Single Deficit (PA Only) ❏ Double Deficit ❏ Triple Deficit
WISC-V, KABC-II-NU (Only if Excellent or Good Candidate on Light's Scale)		❏ Within or Above Normal Limits	❏ Below Normal Limits

CORE INSTRUCTION & EVIDENCE-BASED PRACTICES

CORE INSTRUCTION & EVIDENCE-BASED PRACTICES (EBPs)

Integrated SEL & ELA Content
Standards Aligned Booklists, Instructional Guides, Thematic Units

Thematic Units
Interdisciplinary, Built by MEVSD, Reading Ways

Youth Led Prevention
Gatekeepers, High 5 REACT, Start with Hello

Skill Teaching
Second Step & DBT STEPS-A

Vocabulary & Morphology
Interdisciplinary, Thematic Units, LETRS, Reading Ways

Language Structures & Discourse
Interdisciplinary, Thematic Units, LETRS, Reading Ways

Suicide Prevention
Signs of Suicide

Psychological Flexibility
PAX GBG, EASEL Lab SEL Kernels

Substance Abuse Prevention
Too Good for Drugs, DARE, Project Alert

Phonemic Awareness
Heggarty, Sound Sensible, LETRS, Ohio Dyslexia Course

Decoding & Fluency
Scope & Sequence, Decodable Text, LETRS, Ohio Dyslexia Course

Background Knowledge
Interdisciplinary, Thematic Units, Text Sets, Reading Ways

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1st Grade ELA Whole Group Guidance

WORD WORK: PHONOLOGICAL AWARENESS, PHONICS, AND/OR WORD READING (LESSON PLAN TEMPLATE HERE)

Suggested 30-45% of instructional time

- Focus on RF Standards
- Teach sound-symbol correspondence, syllable patterns, and morpheme structures (See Scope & Sequences for **Phonological Awareness** and **Phonics**)
- Incorporate the General Phonics Lesson Plan (**HERE**)
- Use multi-sensory strategies for instruction and practice

VOCABULARY INSTRUCTION
(INSTRUCTIONAL ROUTINE TO INTRODUCE A NEW WORD TEMPLATE HERE)
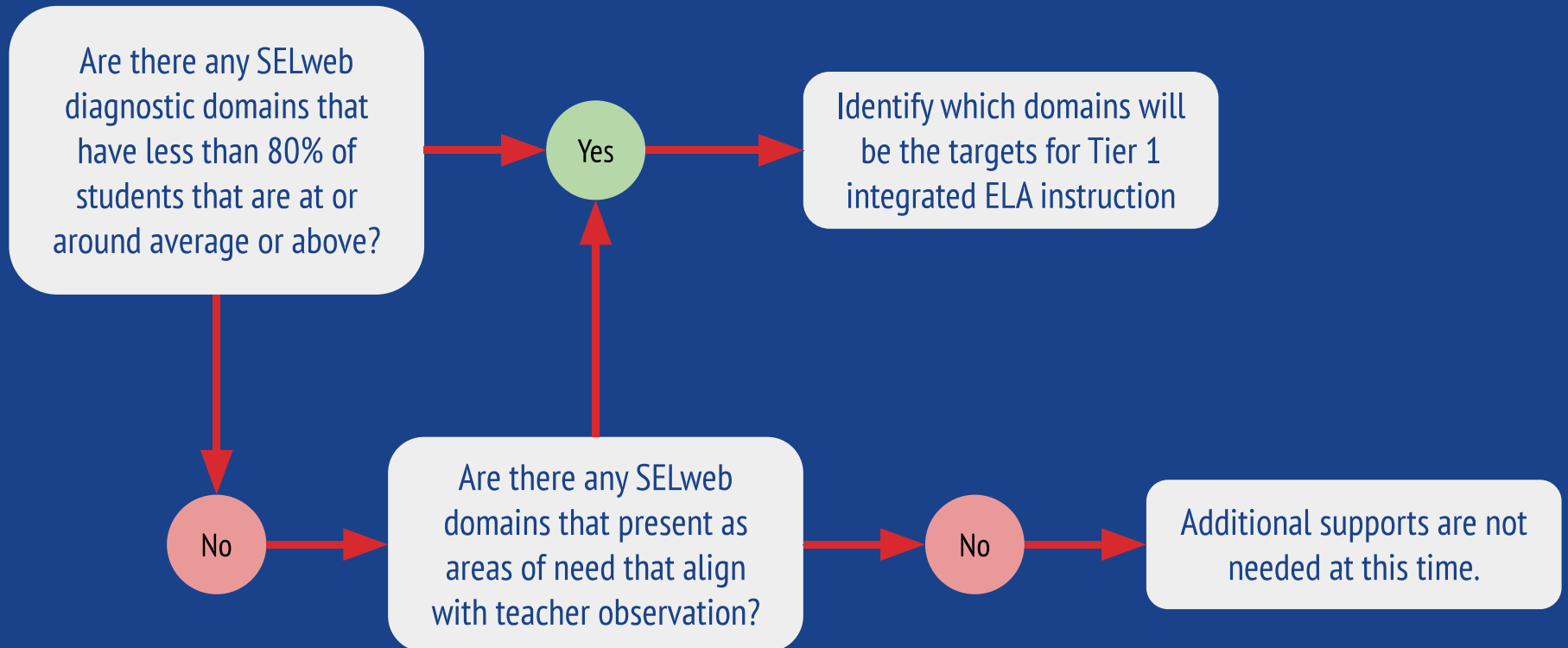
Suggested 10-15% of instructional time

- Focus on RI.1.4, RL.1.4, L.1.4
- Use a direct and explicit routine for introducing new words (see Instructional Routine above)
- Teach students independent word learning strategies
- Aim to teach 3-5 **tier 2 words** per reading selection
- Make vocabulary words visible throughout the classroom

SCOPE & SEQUENCE

Feature/Word List	1st Grade Foundational Reading Instructional Guide					
	Always begin with assessment and review necessary patterns and concepts from previous grade levels. Review Whole Group Foundational Lessons.					
	Examples	Teaching Tips	Resources	Decodables	Open Court Decodable	Standards
Initial Blends- l, s, r blends	clap, stop, frog	Teaching Tip- Initial Blends	Initial l-blends word list Initial s-blends word list Initial r-blends word list	Nonfiction Decodable - "Crabs" (Beginning Blends) Core Knowledge Decodable (CVC & Beginning Blends) IMSE Decodable Readers: Set 2 (Book 28)	st initial blend: 1st Grade Book 19	RF.1.ME.3.i & RF.2.3.a
Final Blends- s, l, m, n blends	last, help, jump, tent	Teaching Tip- Final Blends	Final s-blends word list Final l-blends word list Final m- and n- blends word list Lexia Lesson: Reading Words with Blends & Digraphs	Lexia Decodable- Frog Skills (Consonant Blends Review) Nonfiction Decodable - "Set Up a Tent" (Ending Blends) IMSE Decodable Readers: Set 2 (Book 29)	nt, nd final blends: 1st Grade Books 10, 11, 12, 13, 17 mp, s, nd final blends: 1st Grade Book 14 ft final blends: 1st Grade Book 26 short a (_nd,_nt, st_): 1st Grade Practice 10 short i & a (_nd, _nt, st_): 1st Grade Practice 11-13 short o, i, & a (_nd, sp_, bl_): 1st Grade Practice 15-17 short a, i, & o (_nt, _mp, _ck, _st): 1st Grade Practice 20 short u, a, i, & o (_ck, tr_, _st): Practice 26	RF.1.ME.3.i & RF.2.3.a

CONNECTING SEL DATA TO INSTRUCTIONAL PLANNING

Are there any SELweb diagnostic domains that have less than 80% of students that are at or around average or above?

Yes

Identify which domains will be the targets for Tier 1 integrated ELA instruction

No

Are there any SELweb domains that present as areas of need that align with teacher observation?

No

Additional supports are not needed at this time.

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Competency A: Self-Awareness

A1: Demonstrate an awareness of personal emotions

K-2	3-5	Middle Grades	High School
A1. 1.a Identify basic personal emotions	A1. 1.b Identify a range of personal emotions	A1. 1.c Identify, recognize and name personal complex emotions	A1. 1.d Identify complex emotions as an indicator of personal state of well-being
A1. 2.a Recognize emotions as natural and important	A1. 2.b Identify that emotions are valid, even if others feel differently	A1. 2.c Explain that emotions may vary based on the situation, including people and places	A1. 2.d Analyze ways emotions impact the social environment
A1. 3.a Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult	A1. 3.b Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult	A1. 3.c Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers	A1. 3.d Utilize appropriate time, place or support systems to reflect on personal emotions, independently, with a trusted adult or with peers
A1. 4.a Recognize that current events can impact emotions	A1. 4.b Describe how current events trigger emotions	A1. 4.c Explain how others' responses to current events can impact emotions	A1. 4.d Analyze why current events may trigger an emotional reaction and identify ways to regulate a response

CRITICAL LEARNING TARGETS

EDGEWOOD: HABITS OF MIND [K-GR4]

UC Code	OLS (Ohio Learning Standards)	UC Name Description
E.SEL.I.1		Imagine
E.SEL.I.1.a	E4	RESPONSIBLE DECISION MAKING: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable (E4)
		• Develop and practice strategies to appropriately respond in unfamiliar situations
		• Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life

UC Code	OLS	UC Name Description
E.SEL.C.2		Create
E.SEL.C.2.a	B1	SELF MANAGEMENT: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development (B1)
		• Identify personal behaviors or reactions when experiencing basic emotions
		• Demonstrate strategies to express a range of emotions within the expectations of the setting
		• Identify and begin to use strategies to regulate emotions and manage behaviors
		• Apply strategies to regulate emotions and manage behaviors

Edgewood | SEL Booklist

SEL Domain	Book Author, Title, and Publisher	Book Type	Habit(s) of Mind	OLS
Self Awareness	Berger, S. (2018). *What if…* New York: Little, Brown	Picture	Learn	A1
	Brimner, L. D. (2002). *The sidewalk patrol.* New York: Children's Press	Picture	Learn	A3
	Covey, S. (2014). *The 7 habits of highly effective teens.* New York: Touchstone	Chapter	Learn	A3
	DiSalvo, D. (2002) *Spaghetti Park.* New York: Holiday House	Picture	Learn	A3
	DiSalvo-Ryan, D. (1994). *City green.* New York: HarperCollins	Picture	Learn	A3
	Dr. Seuss. (1996). *My many colored days.* New York: Random House	Picture	Learn	A1
	Galdone, P. (1973). *The little red hen.* Boston: Houghton Mifflin Harcourt	Picture	Learn	A3
	Lobel, A. (1972). *Frog and Toad together.* New York: Harper & Row ("This List" story)	Picture	Learn	A3
	Muth, J. J. (2003). *Stone soup.* New York: Scholastic	Picture	Learn	A3
	Tolstoy, A. (2003). *The enormous turnip.* Boston: Houghton Mifflin Harcourt	Picture	Learn	A3

SEL ALIGNED BOOKLISTS

Parent SEL Domain: Self Awareness

Critical Learning Target: Demonstrates an awareness of personal emotions.

Habits of Mind: Edgewood - Learn, Mill Valley - Collaborate & Inspire, Navin - Collaborate, Northwood - Caring & Leaders, Raymond - Reflective

Standards: E.SEL.L.4.a, M.SEL.C.2.a, M.SEL.IN.3.a, N.SEL.C.2.a, NW.SEL.CA.2.a, NW.SEL.L.4.a, RY.SEL.RE.4.a

Learning Progressions (Simple to Complex):
- Identify a range of personal emotions.
- Identify that emotions are valid, even if others feel differently.
- Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult.

Sources of Evidence:
- Class meetings
- Whole group and small group discussions, partner or small group work
- Read aloud, shared reading, and guided reading focus on character traits (emotions)
- Journaling
- Self reflections, exit slips, and student conferencing
- SELweb emotion recognition domain

CONNECTING BOOKS TO SEL PRACTICES

Activities & Lessons:
- Provide vocabulary words for feelings (e.g. happy, mad, sad, excited, bored, frustrated, etc).
- Set up small-group discussions that allow students to discuss how and why emotions can influence our behaviors (e.g., what happens when we get angry?).
- Use stories and books to discuss the characters' feelings and how those feelings affected others and ultimately the outcome of the story.
- Use stories to have students identify a time they may have had the same feelings as a character and ask them to discuss in small groups (or draw a picture or write simple sentences in their journals) to describe how they handled those situations.

Teaching Practices:
- Routinely tell students authentic reasons why you as their teacher feel happy/optimistic for them and their future.
- Routinely provide authentic feedback and ask questions that help students reflect on their own strengths and interests, e.g., "I can tell you're really enjoying this story. Can you tell me what about this is making you feel so energized/motivated/happy?," "I can tell you're really proud of how you did on this project. Can you tell me what about this you're most proud of?"
- Create group projects—such as book reports—and help students develop appropriate strategies for providing feedback to each other if someone is not pulling their weight on the team.

DNA	Not Yet (NY) (Emergent)	Approaching Mastery (AM) (Developing)	Mastery (M) (Secure)
Did not attempt or assess.	Is not able to recognize and label basic personal emotions in others or themselves (happy, sad, mad).	Identifies basic personal emotions in themselves and/or others (happy, sad, mad) - with or without modeling.	Recognizes and labels a variety of emotions in themselves and others (see scope & sequence of emotions).

SELF-ASSESSMENT (10 MINUTES, ONGOING)

As we have been talking and learning together, revisit your planning sheet:

Have your <u>two things</u> that are going well in your school or district changed as we have learned more?

Is the <u>one thing</u> that you are proud of from the first break the same?
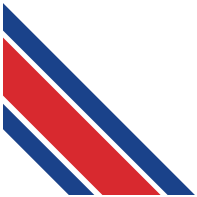
What are <u>two additional meaningful steps</u> for your MTSS process implementation?

Continue to think about and refine these throughout today's learning session.

UNIVERSAL SCREENING & SELECTED DIAGNOSTICS

UNIVERSAL SCREENING & SELECTED DIAGNOSTICS

Literacy & Math

i-Ready
Reading (K-10) & math (K-8)

LETRS
phonics & word reading (K-4)

R-CBM
oral reading fluency & accuracy (5-10)

KRA-R
school readiness (KG)

Acadience
early literacy (K-4)

CORE
phonics & word reading (5-10)

PAST
phonemic awareness (K-2)

M-CBM
early numeracy, computation, concepts (K-4)*

Restart Readiness
comprehension & writing (10th)

CTOPP-2
phonological awareness, memory, rapid naming (K-6)

Social, Emotional & Behavioral

PSSM
school connectedness (7-12)*

ASQ
suicidality (6-9)

GAD-7
anxiety (K-12)

SELweb
social & emotional competency (K-6)

Google Forms
school connectedness (9-12)*

PHQ-9
depression (K-12)

Columbia
suicidality (4-12)

DAST
drug abuse (K-12)

CRAFFT
substance abuse (K-12)

FBA
frequency, duration, intensity (K-12)

Tier 1 Universal Screening Assessment

Tier 2 Diagnostic Assessment

RESPONSE | IDENTIFYING STUDENT NEEDS

Math & Literacy Foundations

Overall Risk, Domain Specific Needs, & Impact

Referral

+

Intervention

+

Monitoring

+

Core Supports

Universal Screening or Threat Assessment Data Collection

Academic Screening Data

Wellness Screening Data

Observational Data

Case History

Teacher, Parent, Admin, & Staff Reports

Attendance, Previous Referrals, Historical Intervention

MTSS Decision Rules | Grade 2-3

Comprehensive Student Screening with i-Ready Reading Diagnostic and Acadience Reading Fluency

- At or Above Grade Level i-Ready Diagnostic
  - At or Above Grade Level Fluency
    - Core Instruction
  - Well Below/Below Grade Level Fluency
    - *Tier 1 Intervention
      - Monitor
        - Adequate Progress
          - Maintain Supports Until At or Above Grade Level Fluency
        - Inadequate Progress
          - Consult with Reading Specialist(s) and Instructional Coach on Instructional Supports

- One Grade Level Below i-Ready Diagnostic
  - At or Above Grade Level Fluency
    - *Tier 1 Intervention
  - Well Below/Below Grade Level Fluency
    - *Phonics Screening
      - Benchmark
        - Tier 2 Fluency Intervention
          - Monitor Fluency and/or Phonics
      - Moderate/High Risk
        - Tier 3 Phonics Intervention
          - Monitor Fluency and/or Phonics

- Two or More Grade Levels Below i-Ready Diagnostic
  - At or Above Grade Level Fluency
    - Tier 2 Comprehension, Vocabulary, and/or Writing Intervention
      - i-Ready Growth Monitoring
  - Well Below/Below Grade Level Fluency
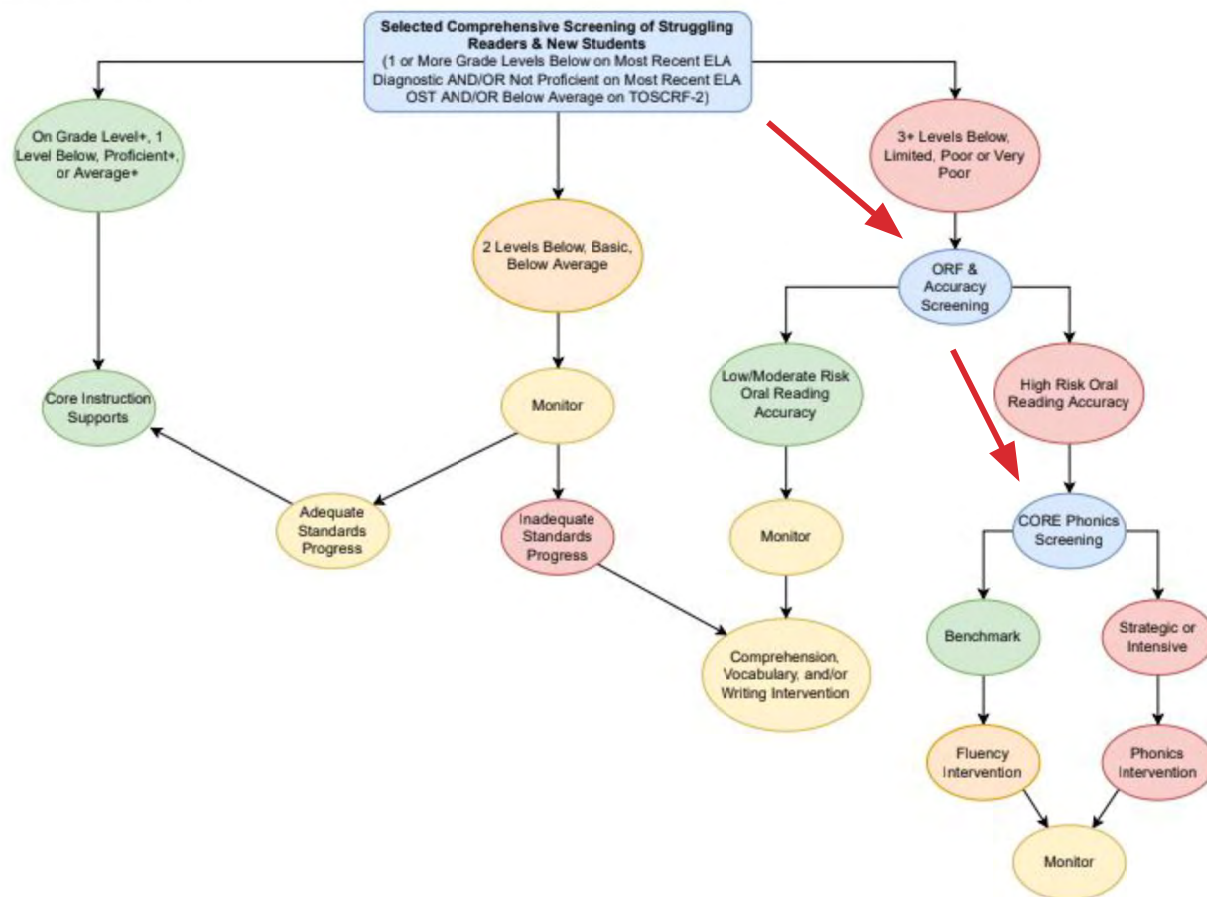
*Tier 1 Intervention

Base core instructional supports on student needs (reading fluency or reading comprehension/higher order skills).

*Phonics Screening

Pending the results of a phonics screener, if students present with moderate or high risk phonetic skills, it is recommended that students be administered the CTOPP-2 to ascertain phonological awareness capabilities (as a best practice, if they have not been administered the CTOPP-2 within the last 12 months).

MTSS Decision Rules | Grade 7-12

Selected Comprehensive Screening of Struggling Readers & New Students
(1 or More Grade Levels Below on Most Recent ELA Diagnostic AND/OR Not Proficient on Most Recent ELA OST AND/OR Below Average on TOSCRF-2)

- On Grade Level+, 1 Level Below, Proficient+, or Average+
  - Core Instruction Supports
- 2 Levels Below, Basic, Below Average
  - Monitor
    - Adequate Standards Progress
    - Inadequate Standards Progress
      - Comprehension, Vocabulary, and/or Writing Intervention
- 3+ Levels Below, Limited, Poor or Very Poor
  - ORF & Accuracy Screening
    - Low/Moderate Risk Oral Reading Accuracy
      - Monitor
    - High Risk Oral Reading Accuracy
      - CORE Phonics Screening
        - Benchmark
          - Fluency Intervention
        - Strategic or Intensive
          - Phonics Intervention
        - Monitor

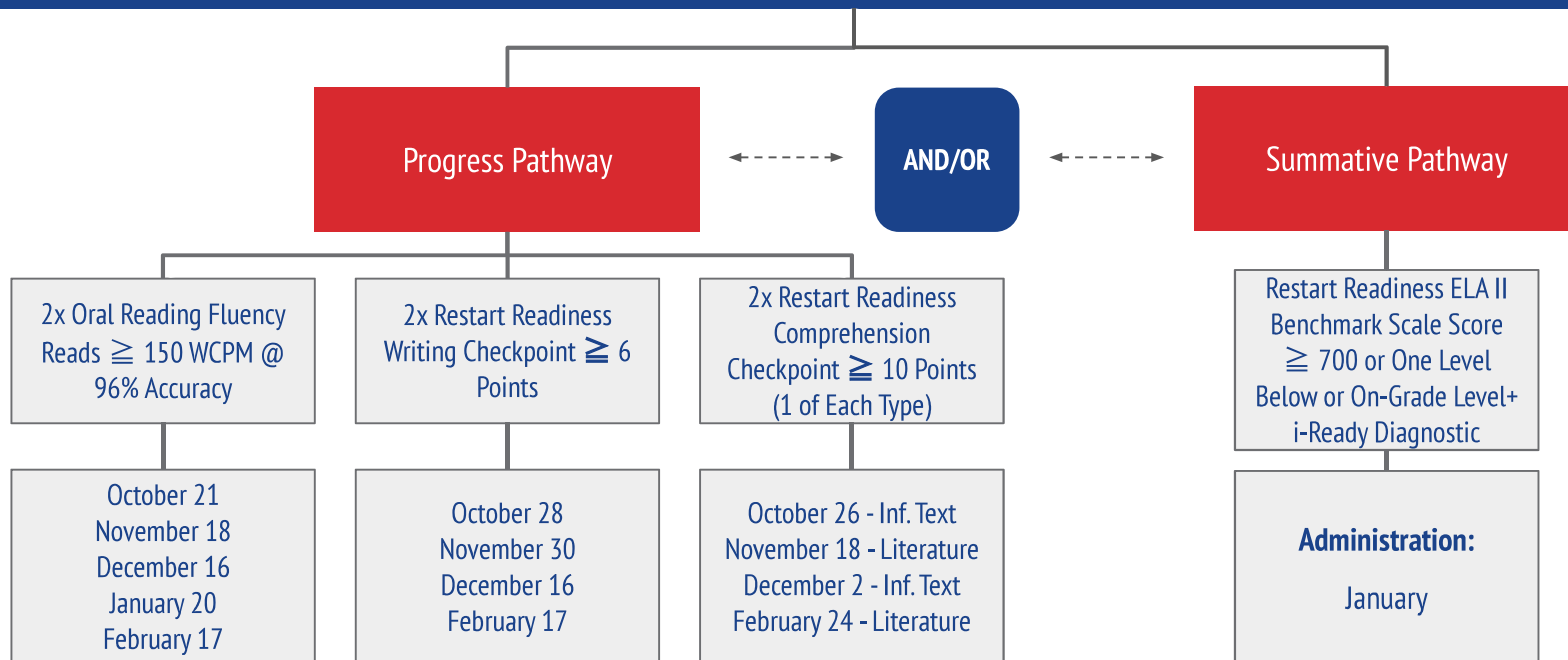| First Name	SPED 504	i-Ready | Reading	ORF | WCPM	ORF %	i-Ready | Math	SELweb ★	Support Level	Academic Services	Behavioral Health Services
Amelia				ORF - Accuracy: 86% - Well Below Benchmark					
Olivia									
Benjamin									
Logan									
Amir	S/L								
Logan									
Royal									
Keagan									
Maia									
Carter									
Emily	S/L								
Liam									
Axel	S/L								
Mariangiè									
Ian									
Kyle									
Kaiya									

DIFFERENTIATED AND DIFFUSED INTERVENTION

	Decoding Intervention	Fluency Intervention	T1 Teacher Decoding Intervention	Close Reading Group (T1 Small Group or Intervention)
Specific Skill	Foundational Skills -Structured Literacy -Decoding -Fluency -Phonemic Awareness as Needed	Fluency Development	Foundational Skills -Structured Literacy -Decoding -Fluency	Vocabulary, Background Knowledge, Language Structure
Participation Criteria	High to Moderate Risk on LETRS Phonics & Word Reading Survey High Risk Fluency and Accuracy on R-CBM No IEP/SPED	High to Moderate Risk Fluency on R-CBM Low Risk Accuracy on R-CBM	Low to Moderate Risk on LETRS Phonics & Word Reading Survey Low to Moderate Risk Accuracy and Fluency on R-CBM	High Comprehension Risk on i-Ready Reading Diagnostic/OST Low Risk Accuracy and Fluency on R-CBM
Considerations	Taught by reading specialist or IS Explicit and Systematic Supplemental to & Supported by T1 Instruction	Provided by gen ed Teacher, IS, RS, Volunteer Systematic Instruction Pull out or T1 small group	Provided by Gen Ed Teacher	Provided by Gen Ed Teacher Grades 2-4
Intervention Program	Prescriptive and Diagnostic Structured Literacy	HELPS Fluency, Lexia Fluency, or Systematic Repeated Read Program	Prescriptive and Diagnostic Structured Literacy	Teacher constructed close reading Vocabulary Instruction Morpheme Instruction Independent Word Learning Strategies
Progress Monitoring Measure	Phonics Quick Check, Acadience, Progress through Scope & Sequence	Acadience	Phonics Quick Check, Acadience, Progress through Scope & Sequence	i-Ready Diagnostic, MAZE
Frequency	3-5x per week	2-3x per week	2-5x per week	2-3x per week
Duration	30 min	15 min	20 min	20 min
PS Code	Structured Literacy Intervention	Repeated Reading	Structured Literacy Intervention	Close Reading

	Reading Specialist Intervention	Intervention Specialist Inclusion Intervention	Independent or Small Group Fluency Practice	T1 Teacher Morphology and Advanced Word Study Group	T1 Teacher Close Reading Group
Specific Skill	Foundational Skills -Structured Literacy -Decoding -Fluency	Foundational Skills -Structured Literacy -Decoding -Fluency	Fluency Development	Morphology, advanced word study, vocabulary	Comprehension Support
Participation Criteria	High to Moderate Risk on CORE Phonics Screener High Risk Fluency and Accuracy on R-CBM No IEP/SPED	Moderate Risk on Core Phonics Screener High to Moderate Risk Fluency and Accuracy on R-CBM	High to Moderate Risk Fluency on R-CBM Low Risk Accuracy on R-CBM	High Vocabulary Risk on i-Ready Diagnostic/OST Low Risk Accuracy and Fluency on R-CBM	High Comprehension Risk on i-Ready Reading Diagnostic/OST Low Risk Accuracy and Fluency on R-CBM
Considerations	Taught by an OG trained reading specialist Pull out intervention	Taught by an OG trained IS Inclusion intervention	Self Regulated Group/ Peer Tutor/ Volunteer Spark Lab	IS or Reg Ed Teacher	IS or Reg Ed Teacher
Intervention Program	Prescriptive and Diagnostic Structured Literacy	Prescriptive and Diagnostic Structured Literacy	HELPS Fluency	Morphology Magic Morpheme Instruction Independent Word Learning Strategies	Teacher constructed close reading
Progress Monitoring Measure	CORE Phonics Screener, R-CBM, Restart Readiness	CORE Phonics Screener, R-CBM, Restart Readiness	R-CBM	Restart Readiness, i-Ready Diagnostic	Restart Readiness, i-Ready Diagnostic
Frequency	2-3x per week	2-3x per week	2-3x per week	2-3x per week	2-3x per week
Duration	30 min	15-30 min	15 min	15-20 min	15-20 min
PS Code	Structured Literacy Intervention	Structured Literacy Intervention	Structured Literacy Intervention	Advanced Word Study	Close Reading

MARYSVILLE

Innovate Collaborate Inspire

Exit Criteria for Students Receiving Literacy Intervention Services in Grades 9-12

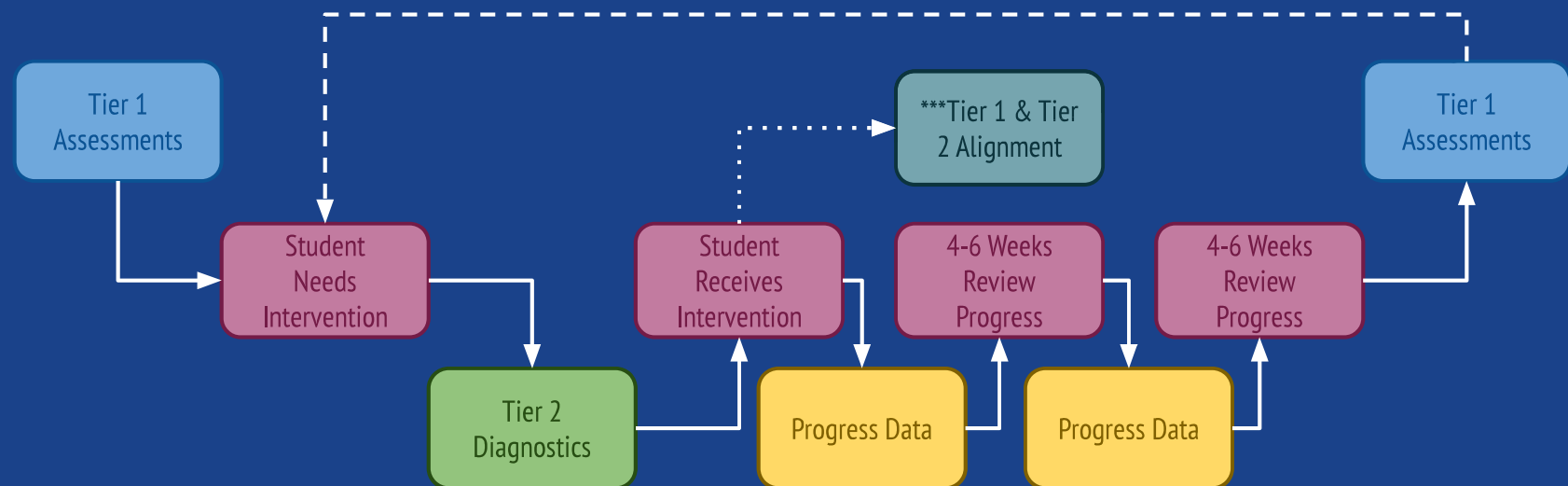**Progress Pathway** ← - - - → **AND/OR** ← - - - → **Summative Pathway**

Progress Pathway			Summative Pathway
2x Oral Reading Fluency Reads ≧ 150 WCPM @ 96% Accuracy	2x Restart Readiness Writing Checkpoint ≧ 6 Points	2x Restart Readiness Comprehension Checkpoint ≧ 10 Points (1 of Each Type)	Restart Readiness ELA II Benchmark Scale Score ≧ 700 or One Level Below or On-Grade Level+ i-Ready Diagnostic
October 21 November 18 December 16 January 20 February 17	October 28 November 30 December 16 February 17	October 26 - Inf. Text November 18 - Literature December 2 - Inf. Text February 24 - Literature	**Administration:** January

WELLNESS INTERVENTION | PROGRAMMING

Program and/or Practices	Details
Zones of Regulation	• MEVSD Personnel, School Navigators • Social thought, social awareness, and self-regulation curriculum.
Brief Intervention & Case Management	• School Navigators • Provide brief solution focused therapy, link outside therapy to school.
Social Inclusion Supports	• Lunch Buddy & Lunch Bunch programs, mutual interest clubs, and friendship groups.
MATCH-ADTC & MAP	• School Psychologists & School Navigators • Diffused evidence-based practices for common youth behavioral health needs, modularized, logic-based

SYSTEMS COORDINATION
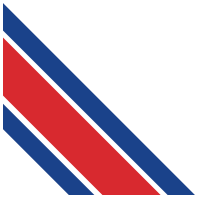
STUDENT CARE COORDINATION

Intake Student Wellness Referrals

Communicate with Families & Referring Staff

Monitor & Align Student Care

Evaluate Student Progress

Administrator, School Psychologist, School Counselor(s), School Navigator, Teaching Personnel

Regular Schedule

Innovate Collaborate Inspire
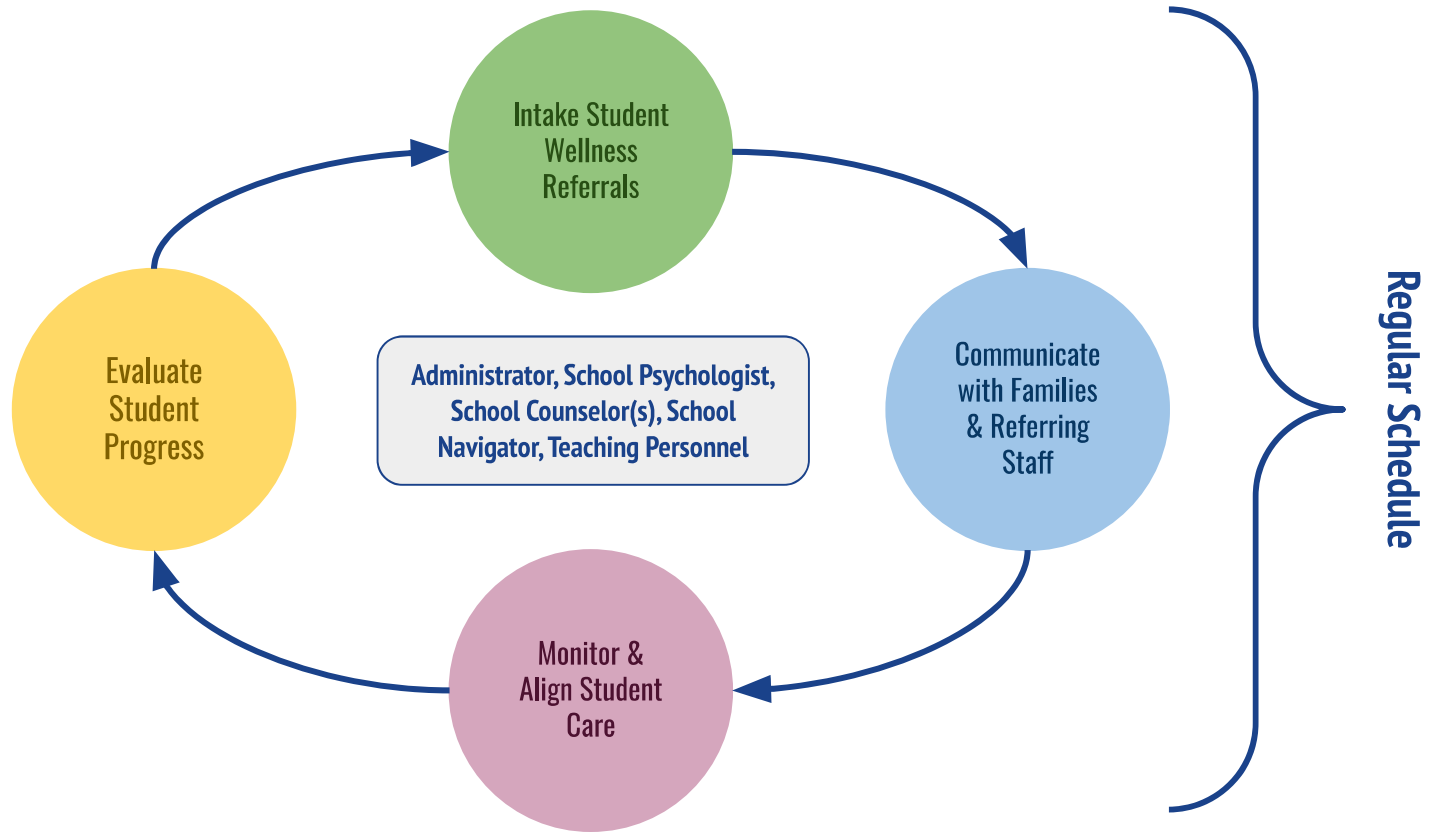
COMMUNITY COORDINATION

- → **Maryhaven**
  - ◆ School Navigators
  - ◆ Case Management
  - ◆ Signs of Suicide (SOS) Triage & Risk

- → **Nationwide Children's Hospital CSPR**
  - ◆ Signs of Suicide (SOS) Supervision

- → **Mental Health & Recovery Board of Union County**
  - ◆ Prevention Programming
  - ◆ Professional Development
  - ◆ Braided Funding

- → **Marysville Division of Police**
  - ◆ School Resources Officers
  - ◆ D.A.R.E.

- → **Council for Union County Families/Mosaic Project**
  - ◆ Referrals & Social Service Coordination
  - ◆ Parent Peer Support
  - ◆ Wraparound/CANS

- → **Prevention Awareness Support Services (PASS)**
  - ◆ Facilitated Support Groups
  - ◆ Signs of Suicide (SOS) Presentations
  - ◆ DBT Skills in Schools Presentations
  - ◆ Too Good for Drugs & RRR
  - ◆ I Mind
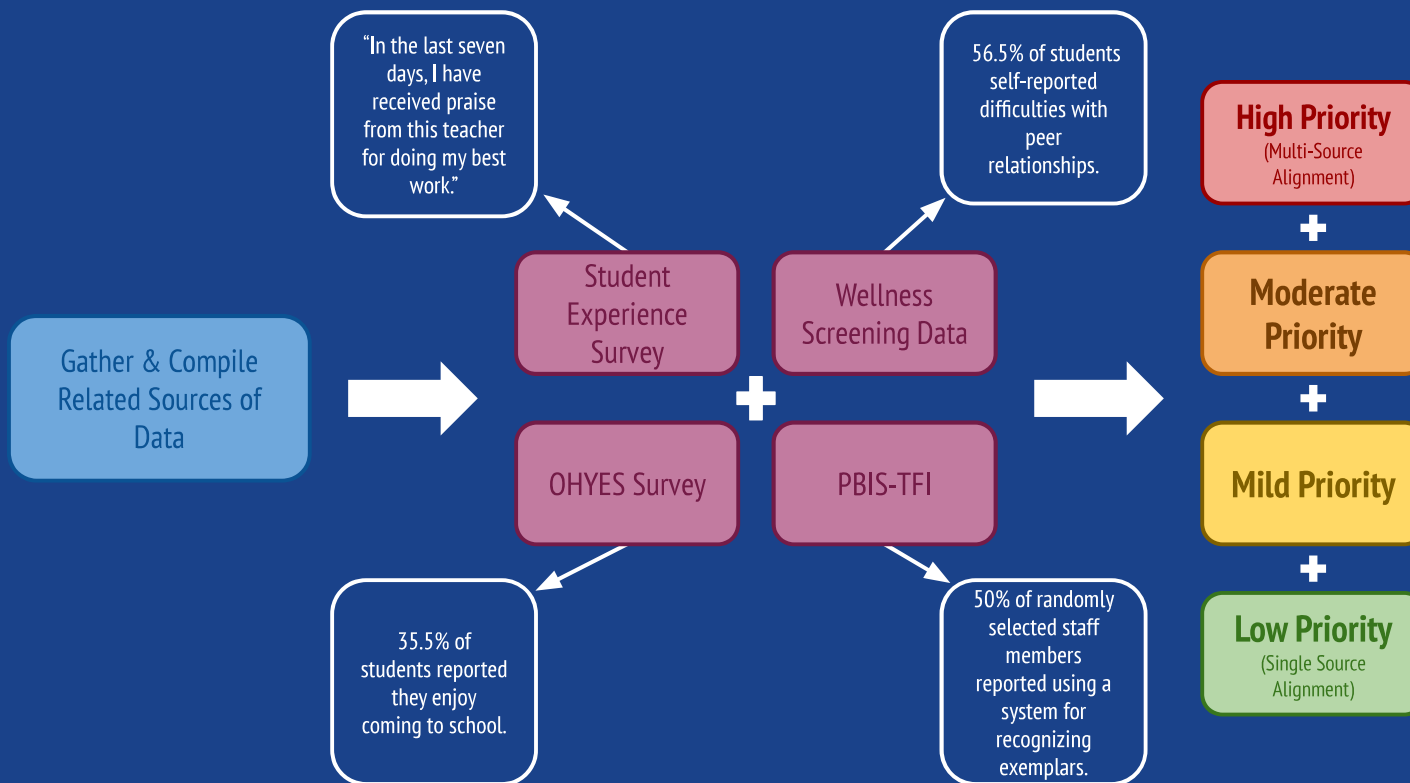 - ◆ Union County Suicide Prevention Coalition

SCHOOL NAVIGATION

➔ Embedded in buildings as staff members (1:1350)

◆ Cost share between MHRBUC, Maryhaven, MEVSD.

◆ Office spaces within the buildings they serve.

◆ Badges, IT access, Student Information System (SIS) access.

◆ Extended office hours (where applicable).

➔ Responsibilities

◆ Case management with students receiving therapeutic services.

◆ Screenings, diagnostics, and risk assessment.

◆ Crisis response and management.

◆ Brief intervention, Tier 2/selected/indicated intervention, prevention.

◆ Regular updates with admins, counselors, etc (Care Coordination) based on Release of Information
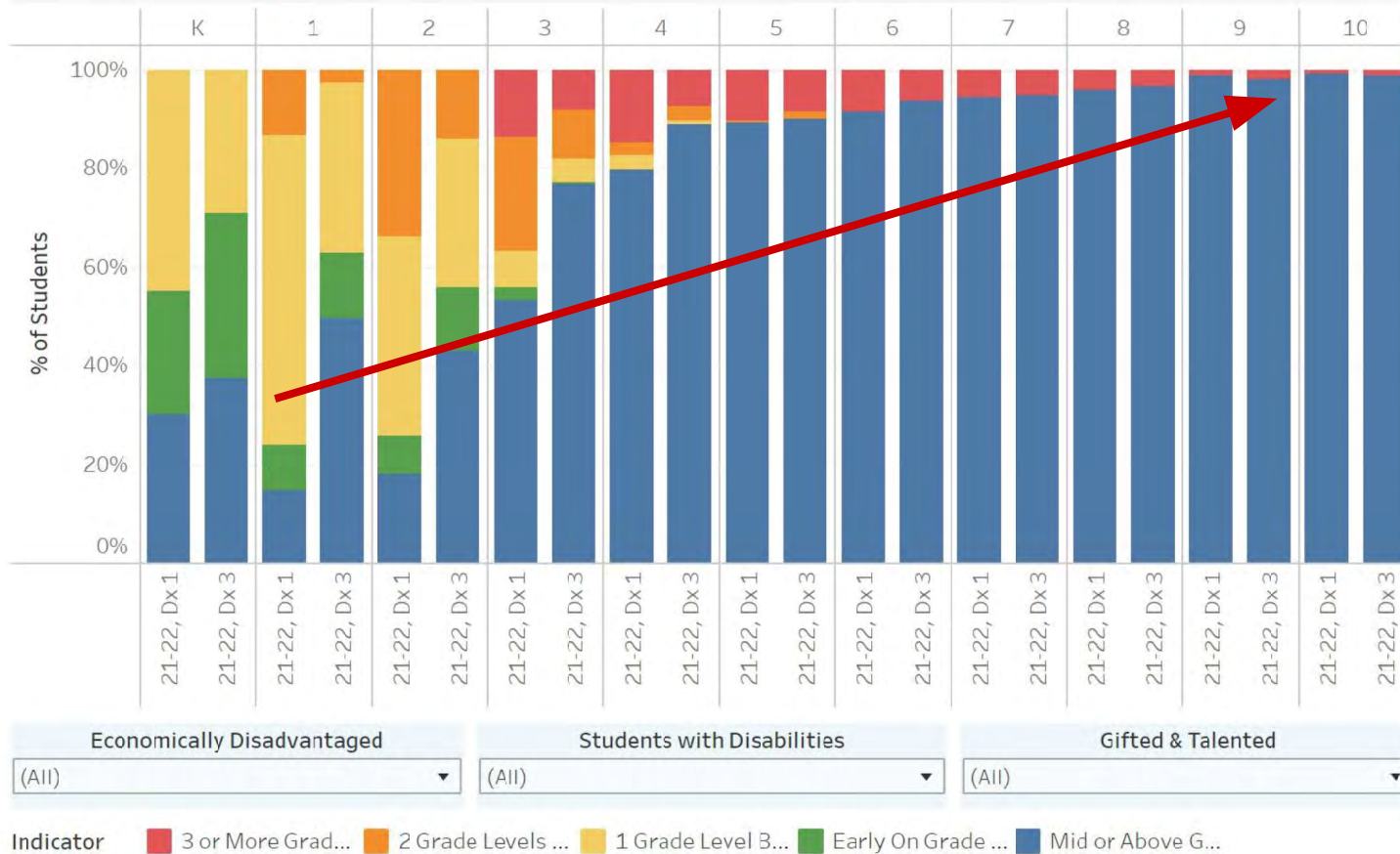
CONTINUOUS IMPROVEMENT

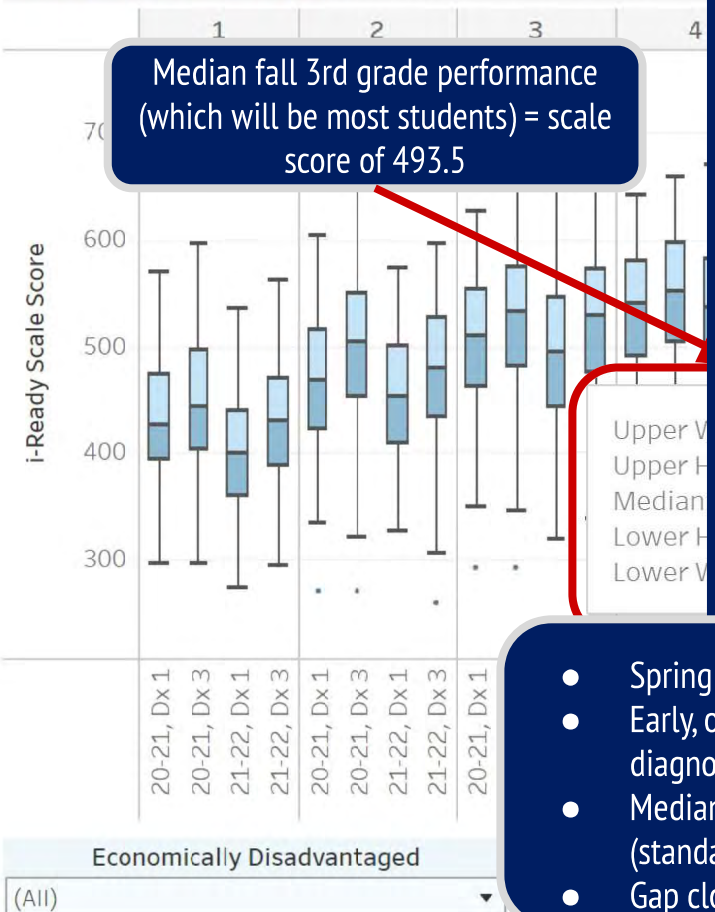# RESPONSE | IDENTIFYING SYSTEM NEEDS

Gather & Compile Related Sources of Data

Student Experience Survey

"In the last seven days, I have received praise from this teacher for doing my best work."

OHYES Survey

35.5% of students reported they enjoy coming to school.

Wellness Screening Data

56.5% of students self-reported difficulties with peer relationships.

PBIS-TFI

50% of randomly selected staff members reported using a system for recognizing exemplars.

High Priority
(Multi-Source Alignment)

+

Moderate Priority

+

Mild Priority

+

Low Priority
(Single Source Alignment)

i-Ready Reading | Diagnostic Scale Score Performance

Median fall 3rd grade performance (which will be most students) = scale score of 493.5

Median spring 3rd grade performance (which will be most students) = scale score of 527

Upper Whisker: 655
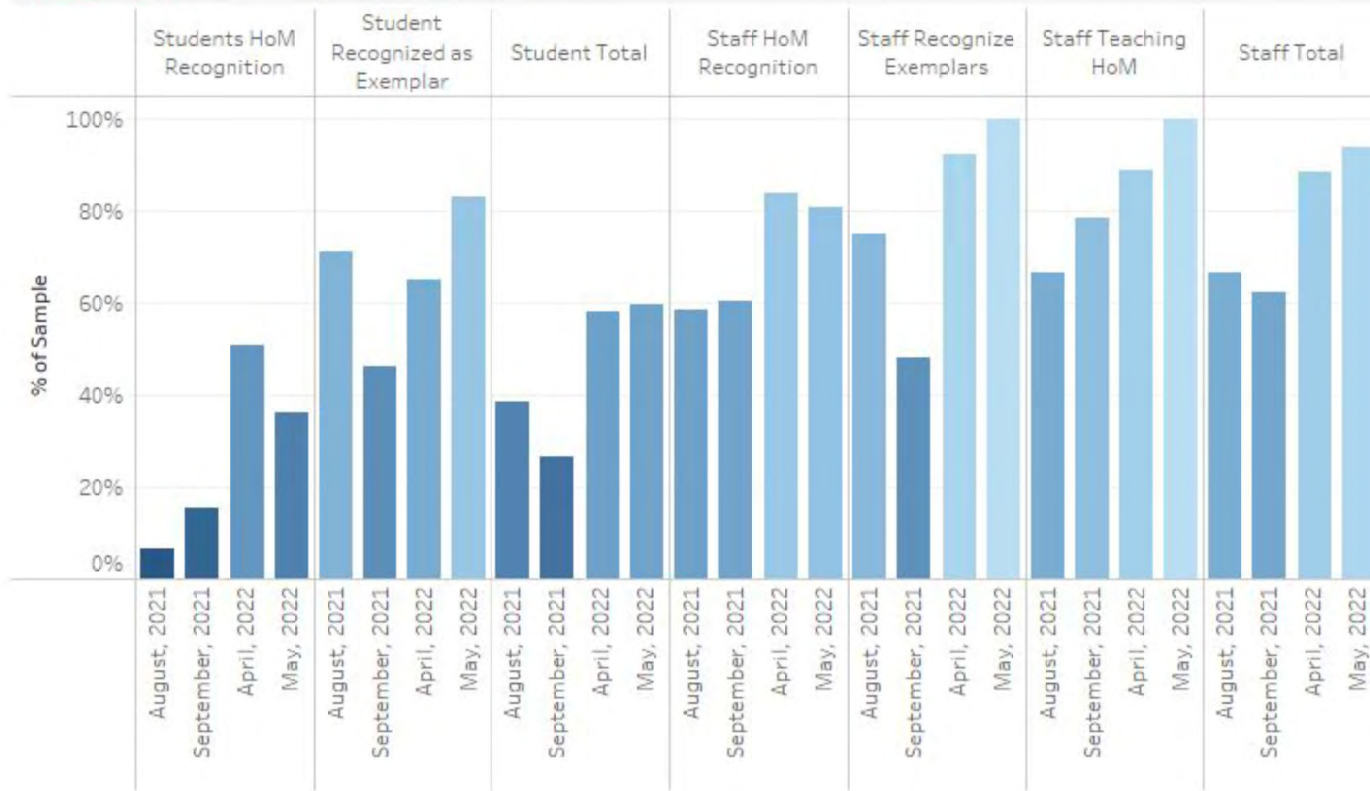Upper Hinge: 571
Median: 527
Lower Hinge: 474
Lower Whisker: 337
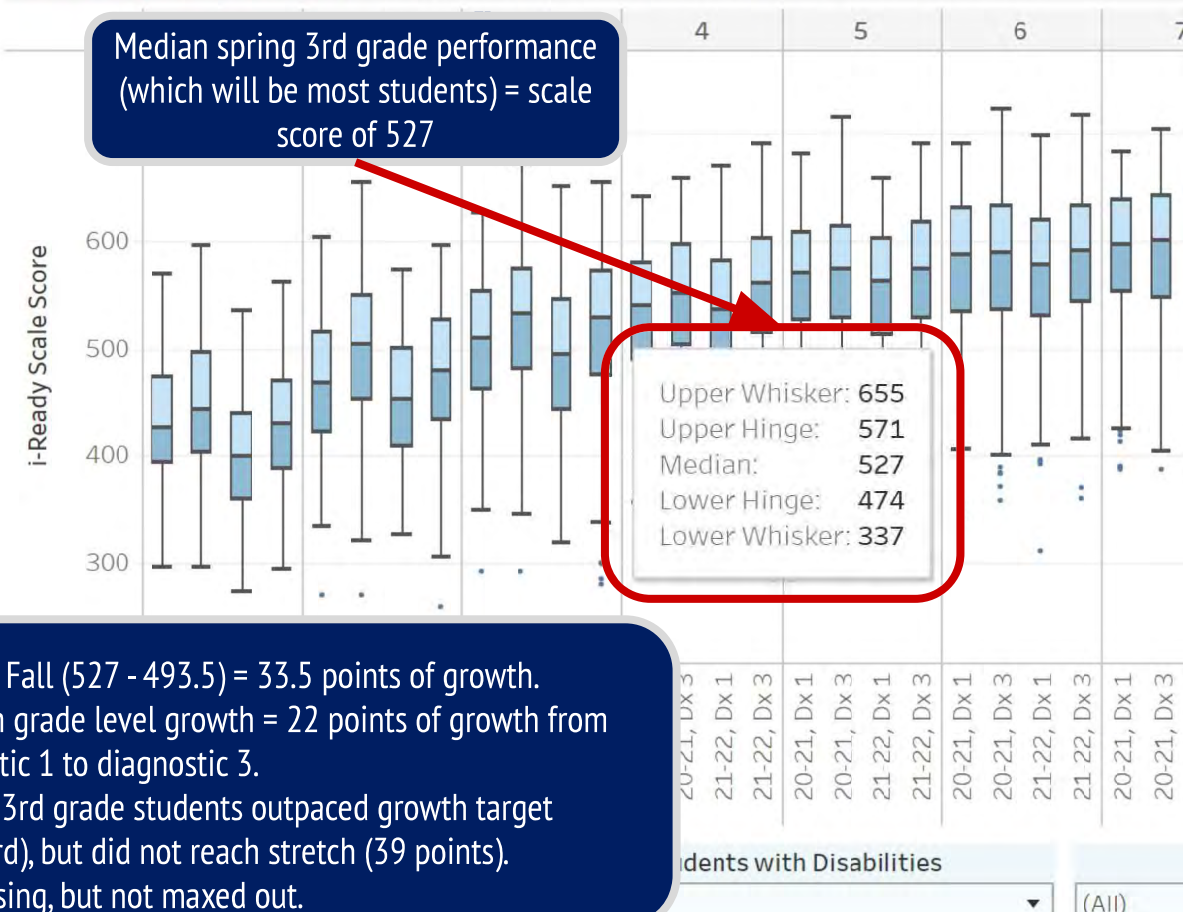
- Spring - Fall (527 - 493.5) = 33.5 points of growth.
- Early, on grade level growth = 22 points of growth from diagnostic 1 to diagnostic 3.
- Median 3rd grade students outpaced growth target (standard), but did not reach stretch (39 points).
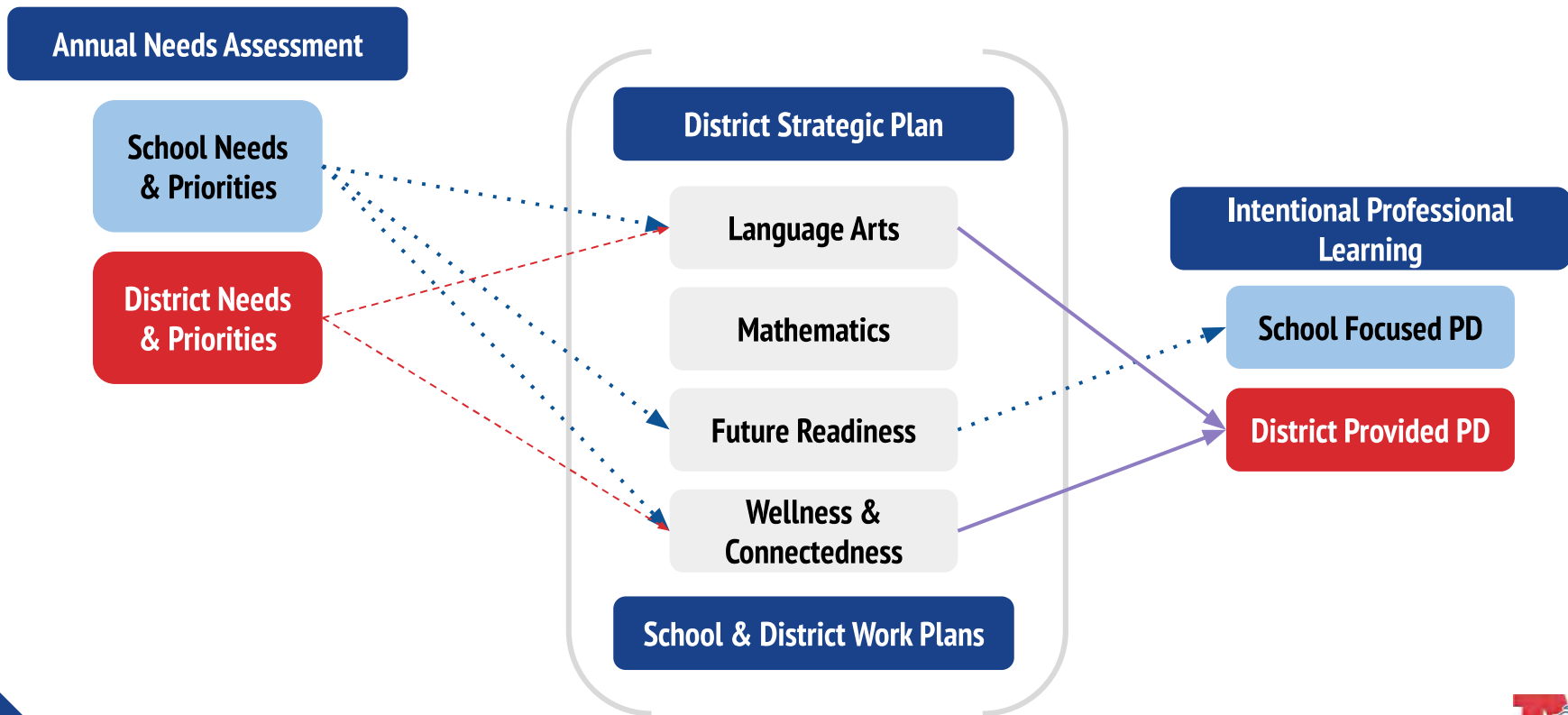- Gap closing, but not maxed out.

Economically Disadvantaged

dents with Disabilities

What is <u>one thing</u> (or two) that you are going to bring back to your school or district after this session?

What are your <u>three meaningful steps</u>?

What needs to happen for you to operationalize your <u>three meaningful steps</u>?

What is <u>one new thing</u> that you learned today?

What this learning session beneficial?