Demonstration Sites Project

MTSS - A Promise to Every Child
Hidden River Middle School

UNIVERSITY of WASHINGTON
HARING CENTER
FOR INCLUSIVE EDUCATION

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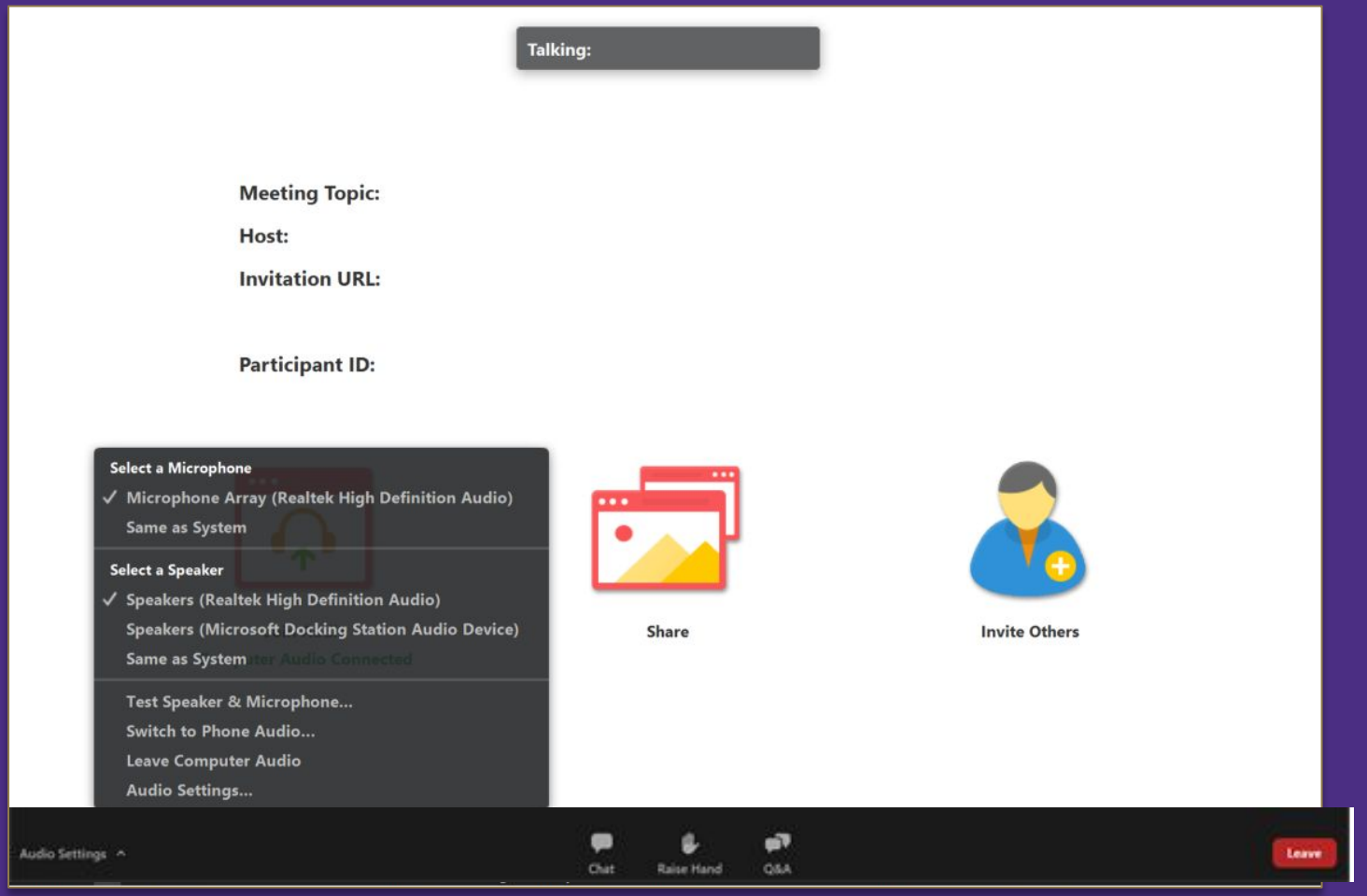
Sound Check

We're going to get started in a few minutes.

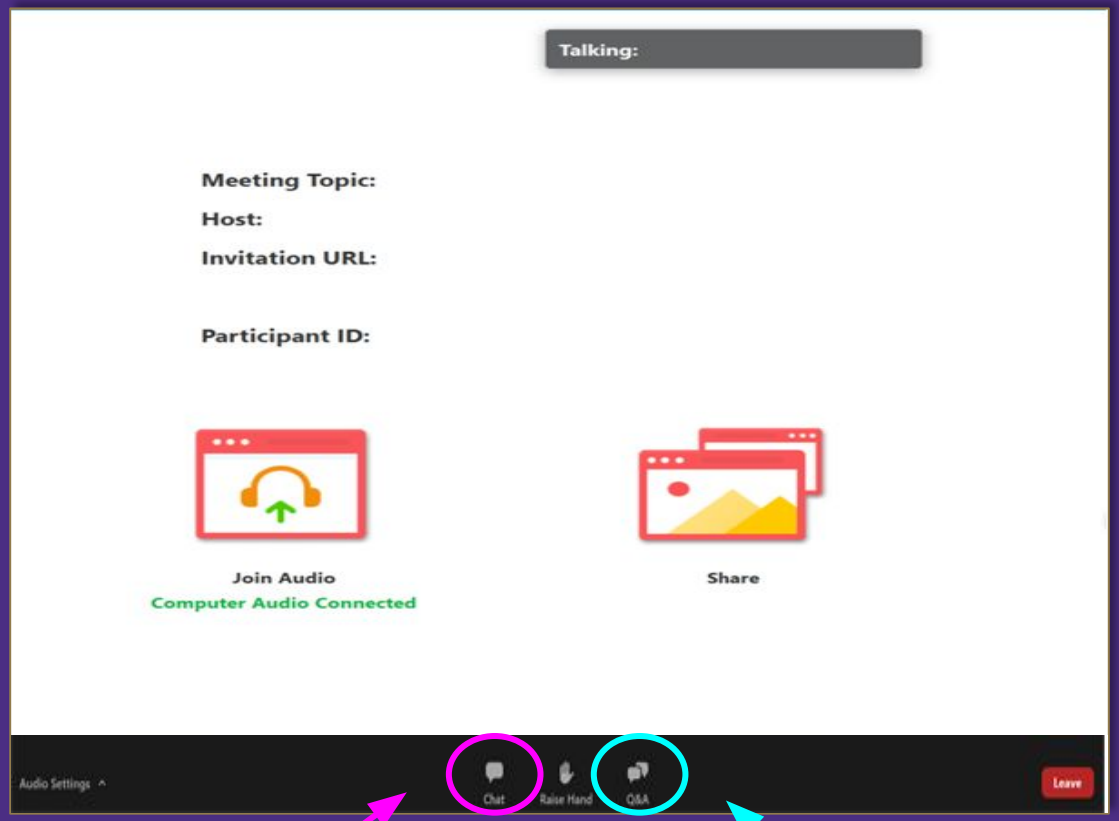
Let us know you can hear us in the **chat**!

Test Audio



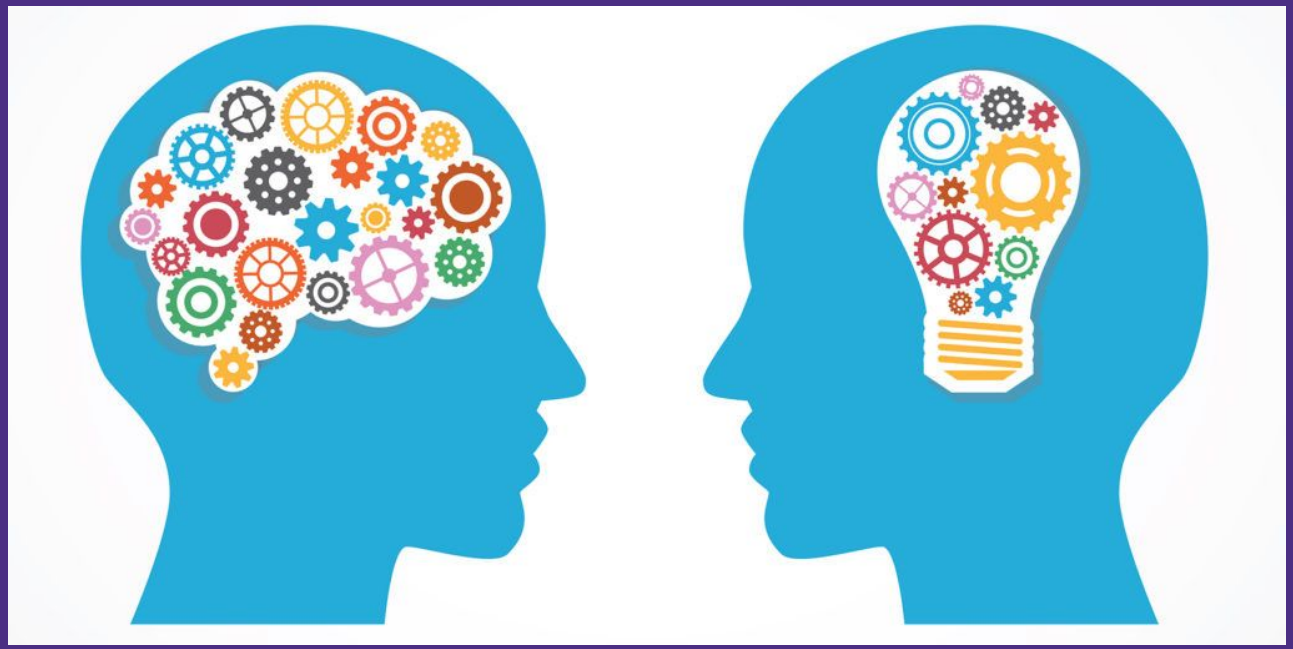
How to participate

- Share comments and ideas in the Chat panel (send **"To: All panelist and attendees."**
- Ask presenters questions in the Q&A panel
- Recording will be available at the end of the month.



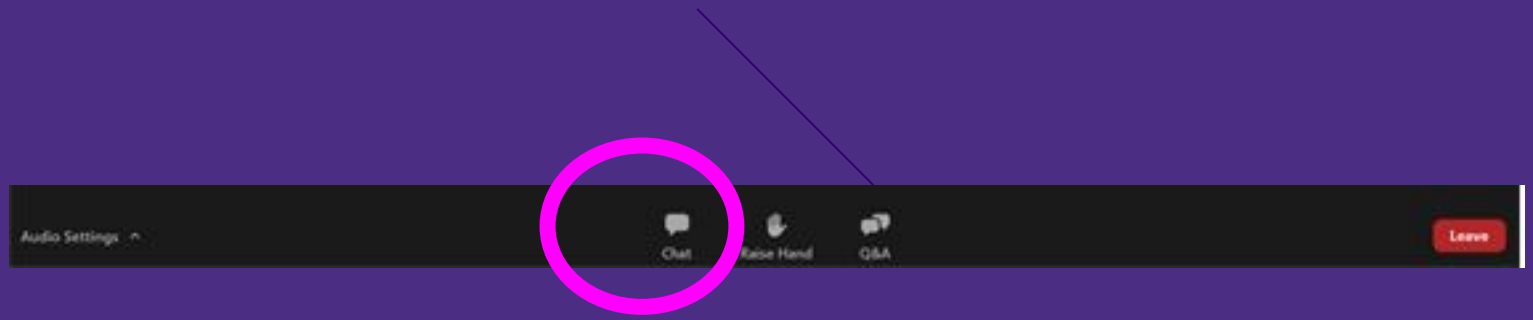
Webinar Etiquette

- Keep an open mind.
- Be an active participant.



Practice the Chat

What are you seeking to learn about MTSS that you can take back to your school (s)?



Inclusionary Practices Partnerships

Washington Office of Superintendent of PUBLIC INSTRUCTION

cstp

1 **Center for Strengthening the Teaching Profession (CSTP)**
Inclusionary Practices Project Lead

2 **Statewide Professional Development**

District Leaders:	School Leaders:	Local School Boards:	Educators:	Education Support Personnel:	Families & Students:	Preservice Leaders:	Preservice Educators:
WASA, AESD	AWSP, AESD, CCTS	WASA	AWSP, AESD, CCTS	WEA, CCTS	OSPI	AWSP	OSPI

3 **UW Haring Center**
Inclusion Facilitation

Inclusionary Demonstration Sites

Inclusion of Students with Significant Cognitive Disabilities (TIES Center)

4 **Inclusionary Practices Pilot Sites**

180 Schools in 90 Districts, serving over 15,000 students with disabilities!

5 **University of Kansas**

Research & Supports for Online/Virtual Specially Designed Instruction

Demonstration Sites Project Overview

- 16 demonstration sites across the state of WA will be selected over the course of the next two years.

- Demonstration sites will:
  - Serve as model sites for best practices in inclusive education.
  - Showcase implementation of high leverage practices.
  - Invite and host members of the community to see practices in action.
  - Continue to build inclusive culture by refining practices.
  - Increase equitable learning for all students.

Founding Principles

- **Inclusion is a shift in culture, philosophy and teaching practices .**
- In every school, there are effective practices and supports that can work for all students.
- All schools are on a path of continuous improvement.
- Outcomes of implementation of best practices transfers to planning and development in our own learning environments.
- Strong sustainability is promoted through strong partnerships with key stakeholders.
- Innovative site-based leadership leads to increased. effectiveness.

Demonstration Site Goals

1. Provide an action-oriented and **transformational learning** experience for visitors .

2. Allow schools to **tell their stories** about best practices, systems, and processes that drive student success.

3. Create professional **peer-learning communities** where educators support educators, contributing to a culture of teacher-leaders.

4. **Support schools** so they can continue to strengthen practices, outcomes, and an inclusive culture.

5. Contribute to **system-wide efforts** that achieve equitable outcomes for all students.

Demonstration Site Goals, cont.

6. Influence a **culture of collaboration** across schools in the state of Washington.

7. Use an **asset-minded approach** to interrupt existing biases that have historically created barriers for student success.

8. Provide **key takeaways** for school leaders looking to replicate inclusive practices and make them their own.

9. Improve social and academic **outcomes for students** with and without disabilities.

10. Determine the information, tools, and supports schools need to build, implement, and **sustain an inclusive model**.

The Journey Continued

> Demonstration Sites are on a continuous journey towards building inclusive schools and communities.

> Many high stakes inclusionary practices go into actualizing what inclusion means for educators, families and most importantly students.

Questions and Polling 1

Who's here?

- ❑ Administrator
- ❑ Counselor
- ❑ Teacher
- ❑ Parent
- ❑ ESD
- ❑ District
- ❑ Specialist
- ❑ Community Based Organization
- ❑ Paraprofessional
- ❑ Other

END UW INTRO

Who is presenting today?

Brett Wille
Principal

Jonathan Judy
A Principal

David Paratore
Executive Director

Laura Pedack
Co-Teacher

Jenny Nelson
Co-Teacher

Lily Shafer
Counselor

Monica Byerly
Co-Teacher

Robin Lampers
Co-Teacher

Ashley Castillo
Life-Skills

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Introducing

HIDDEN RIVER
MIDDLE SCHOOL

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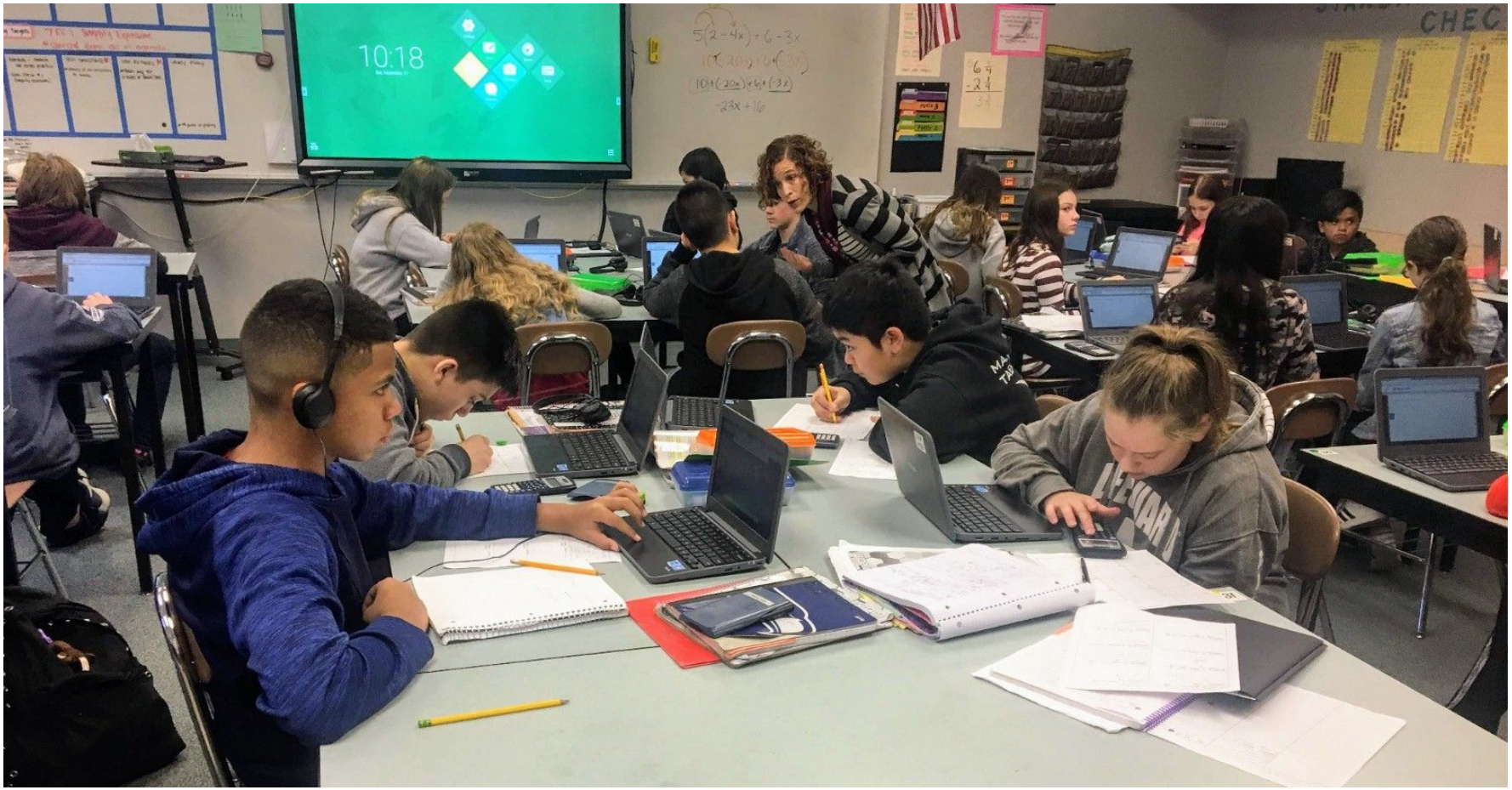
We are Hidden River Middle School



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Structure for the Webinar

Components for Sharing our Story	*MTSS Guiding Principles*
Developing a Culture for All-- HRMS Story	*Establishing a Why* *Build it 1 Intervention at a Time*
Multi-Tiered Systems of Support: The Guiding Principles	*80/15/5* *Access to all Tiers* *Cycle of Inquiry*
What does it look like on the ground?	*Structure of the Pyramid at HRMS* *Ideas for Interventions* *Processes and Tools*

Some Helpful Tips / Resources

- *Focus on the Guiding Principles of MTSS*

- ***HRMS Participant Handbook (Reference)***

- ***willeb@monroe.wednet.edu***
- ***judyj@monroe.wednet.edu***
- ***paratored@monroe.wednet.edu***

Section 1: The HRM Story - Developing a Culture of ALL

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Building a Foundation of “Why”

Data: *Failure rates*

“Their responsibility” vs “Our responsibility”

Shifting how we view Failure

MTSS Guiding Principle: A compelling “Why” will drive the work forward

Where do we start / what's next?

- ***Where is the need?***
- *Moving away from the mentality that* ***"the SPED students will be fixed by the SPED teacher in the room down the hall"***
- *From My Kids and Your Kids to* ***Our Kids***

MTSS Guiding Principle: Build your pyramid one intervention at a time

Section 2: MTSS - Guiding Principles

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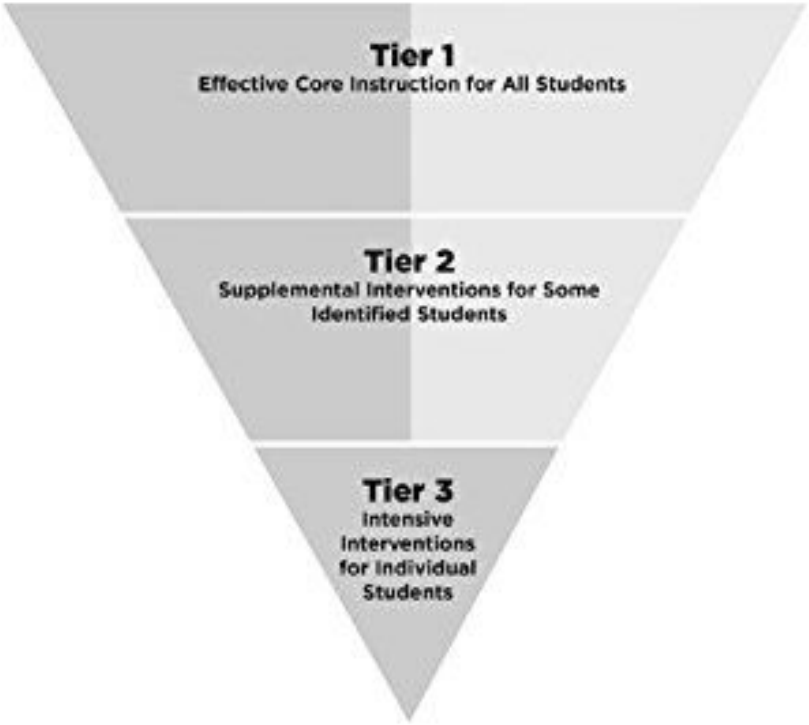
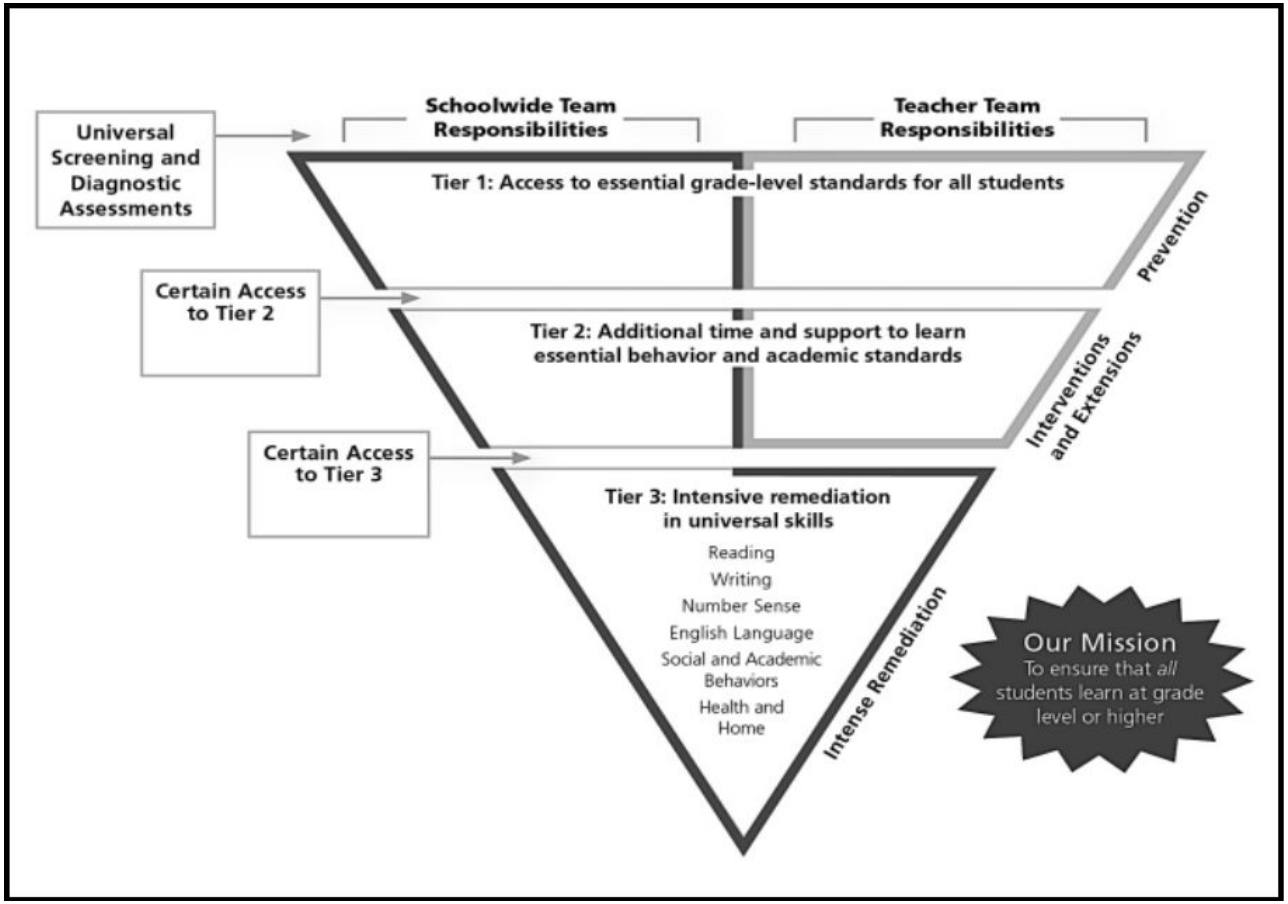
All / Some / Individualized (80/15/5)



Source: Adapted from Buffum et al., 2012.

Figure 6.3: The inverted RTI pyramid.

All / Some / Individualized (80/15/5): Schoolwide and Teacher Team



Source: Taking Action, by

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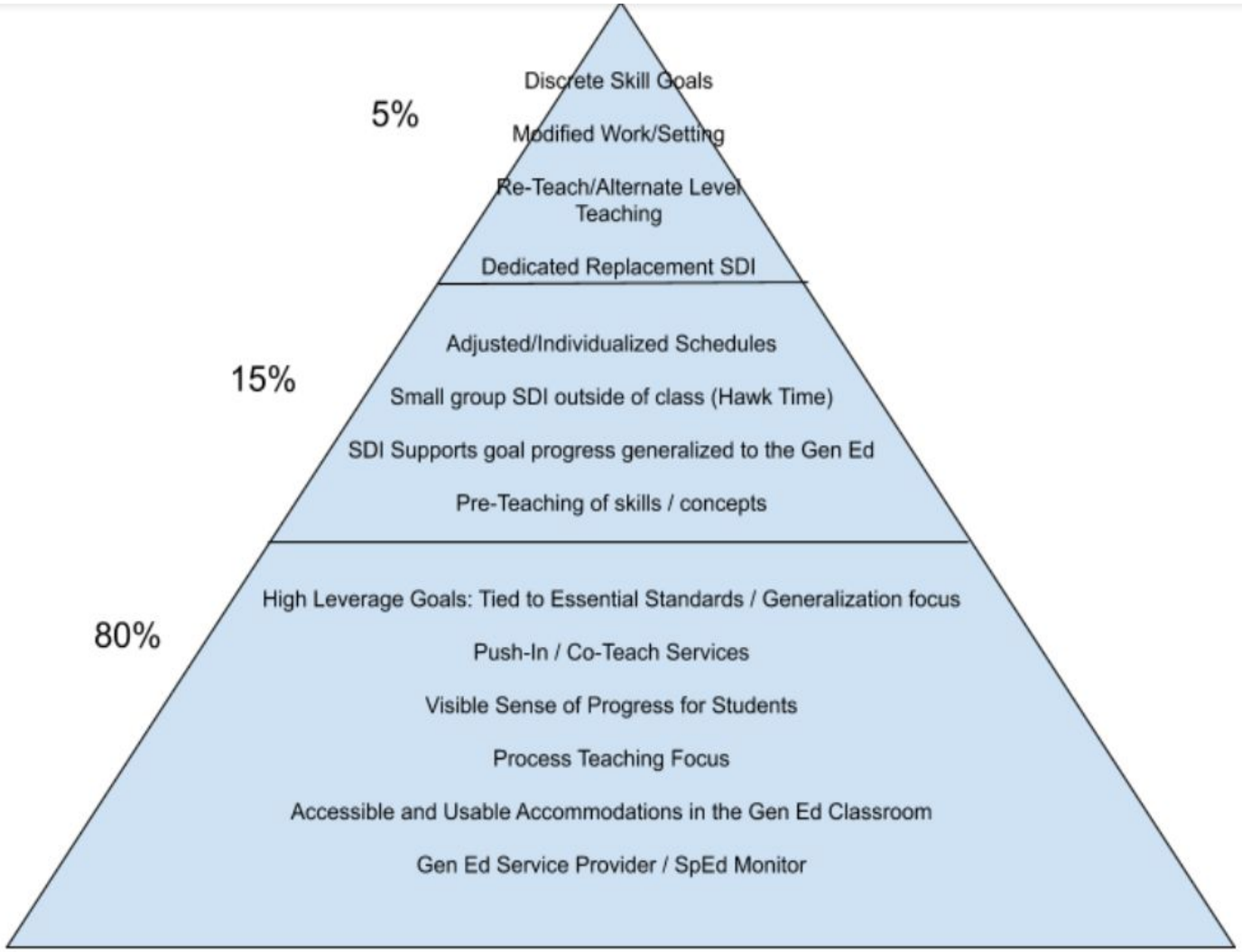
Pyramid of SpEd Services



The needs of ALL

- *The needs of ALL determine the interventions and systems that are in place*
- *Cannot "intervene our way out of our Tier 1 problems"*
- *Critical to return to a strong Tier 1*

Commitment to Cycle of Inquiry

Action Research Diagram

Essential Tier 1 Practices: Collaborative Teams

- *Five Essential Team Actions*
  1. *Determine Essential Standards (pg. 38)*
  2. *Unit Plan (pgs. 39-41)*
  3. *Teaching-Assessment Cycle (pg. 42)*
  4. *Common End of Unit Assessments - Analyze the data (pg. 43)*
  5. *Identify Students for Tier 2 Support - by Student, Standard and Learning Target (pg. 6)*

Essential Tier 1 Practices: School-wide Behavior Support

Principles: All expectations must be…

- *Taught*
- *Reinforced / Celebrated*
- *Responded to with Consistency*

Section 3: What does MTSS look like on the ground?

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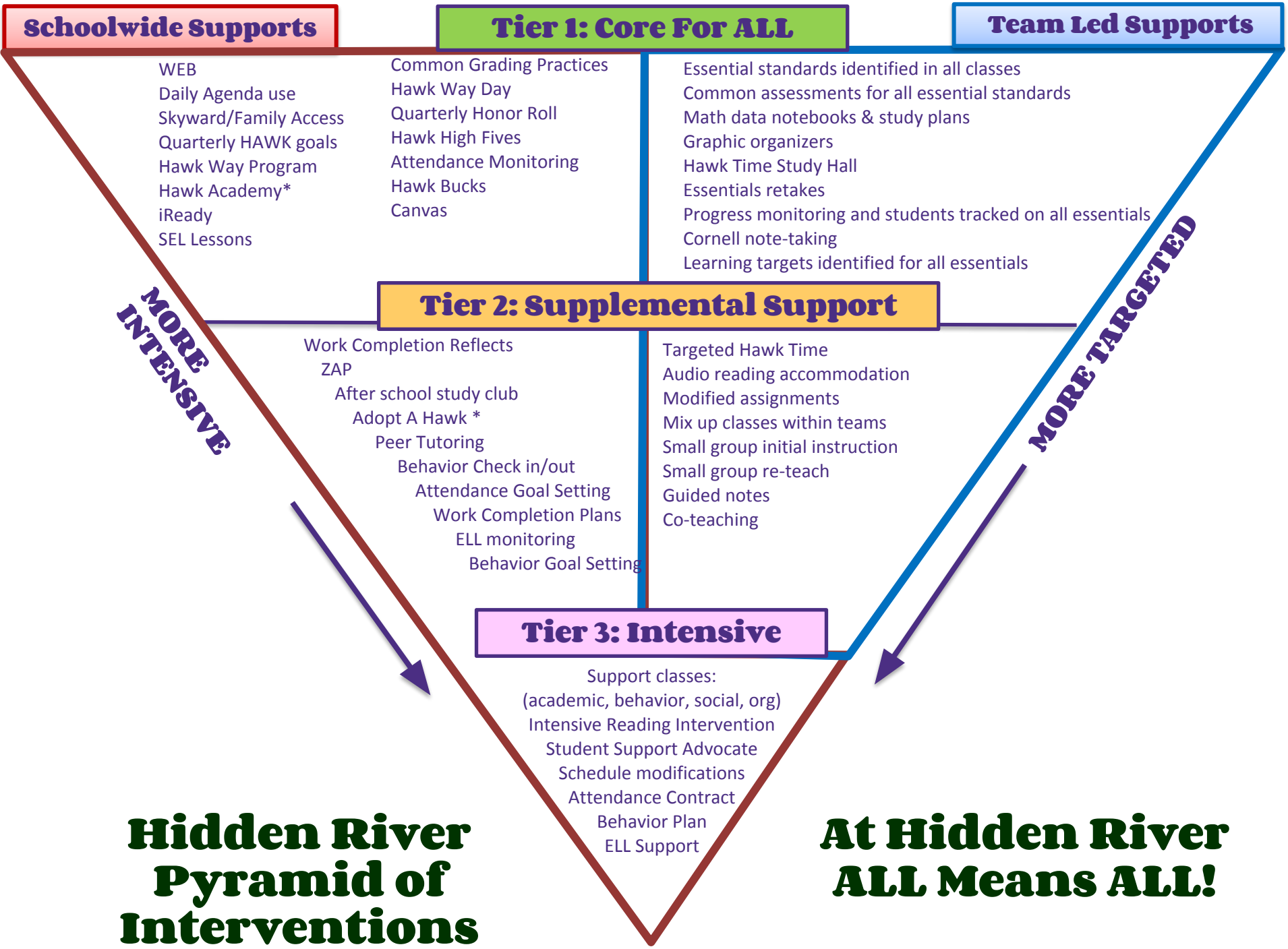
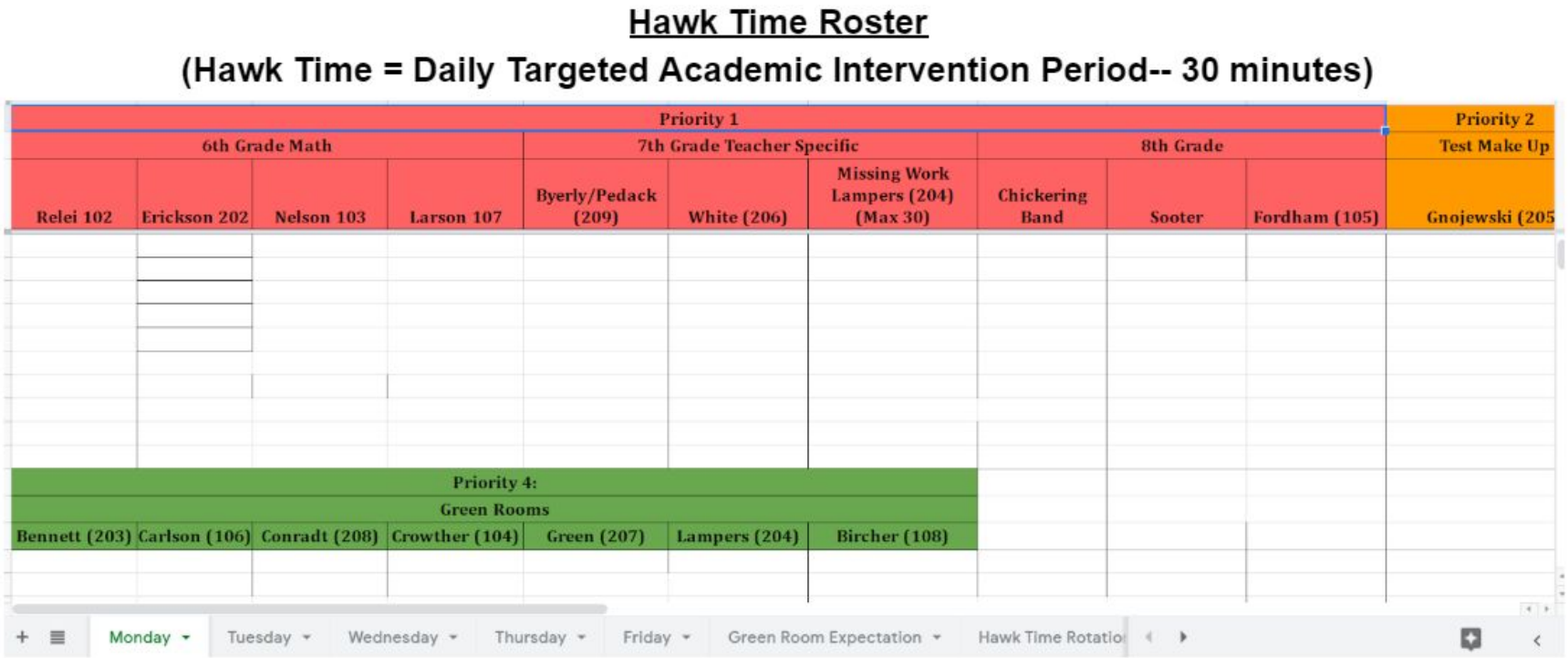
The Organization of our Pyramid

- *Start With Brainstorming*
  - Currently Doing
    - Place into tiers & teams
  - Plans to do
    - place into tiers & teams
    - pick 2-3 from each tier to implement *
  - Revisit this quarterly/yearly


Schoolwide Supports
WEB
Daily Agenda use
Skyward/Family Access
Quarterly HAWK goals
Hawk Way Program
Hawk Academy*
iReady
SEL Lessons
Tier 1: Core For ALL
Common Grading Practices
Hawk Way Day
Quarterly Honor Roll
Hawk High Fives
Attendance Monitoring
Hawk Bucks
Canvas
Team Led Supports
Essential standards identified in all classes
Common assessments for all essential standards
Math data notebooks & study plans
Graphic organizers
Hawk Time Study Hall
Essentials retakes
Progress monitoring and students tracked on all essentials
Cornell note-taking
Learning targets identified for all essentials
MORE INTENSIVE
MORE TARGETED
Tier 2: Supplemental Support
Work Completion Reflects
ZAP
After school study club
Adopt A Hawk *
Peer Tutoring
Behavior Check in/out
Attendance Goal Setting
Work Completion Plans
ELL monitoring
Behavior Goal Setting
Targeted Hawk Time
Audio reading accommodation
Modified assignments
Mix up classes within teams
Small group initial instruction
Small group re-teach
Guided notes
Co-teaching
Tier 3: Intensive
Support classes:
(academic, behavior, social, org)
Intensive Reading Intervention
Student Support Advocate
Schedule modifications
Attendance Contract
Behavior Plan
ELL Support
Hidden River Pyramid of Interventions
At Hidden River ALL Means ALL!

Concrete Examples

- ***Hawk Time (Handbook pg. 6)***



Hawk Time Roster

(Hawk Time = Daily Targeted Academic Intervention Period-- 30 minutes)

Priority 1									Priority 2
6th Grade Math				7th Grade Teacher Specific			8th Grade			Test Make Up
Relei 102	Erickson 202	Nelson 103	Larson 107	Byerly/Pedack (209)	White (206)	Missing Work Lampers (204) (Max 30)	Chickering Band	Sooter	Fordham (105)	Gnojewski (205

Priority 4: Green Rooms						
Bennett (203)	Carlson (106)	Conradt (208)	Crowther (104)	Green (207)	Lampers (204)	Bircher (108)

Monday | Tuesday | Wednesday | Thursday | Friday | Green Room Expectation | Hawk Time Rotatio

Pyramid Meetings and Process

- Focus on student strengths
- Identify root of the concerns
- Discuss strategies that align with the root of the concern
- Follow Up Meetings to assess student progress and determine if any new or additional steps are needed

(Resource: HRMS Pyramid Referral Form)

Annie's Story:

Annie is a 6th grade student who is kind, caring and wants to help her peers. She consistently struggled with math concepts, managing/completing assignments and identifying where she was "stuck" in her learning. She was recommended for Tier 3 Math Support in early October.

Successful Supports and Accommodations:

- ***Tier 3 Math Support Class***
- ***Additional time to complete tasks at school***
- ***Instruction around tools to assist with learning***
- ***Instruction around self-advocacy in learning***

Seth's Story:

Seth is a 6th grader who struggles with low self-esteem, engagement and managing class materials. He wants to fit in with his peers, but struggles to see his strengths. Seth self-advocated to be in a math support class.

Successful Supports and Accommodations:

- ***Small group instruction in math***
- ***Additional time to complete tasks at school***
- ***Behavior tracker with student reflection***
- ***Organizational Tools***
- ***Access to Fidgets***

Tier 3 Support Classes

- *Tier 3: additional class time not a replacement*
  - **Prior skills**
  - **Pre-Teaching**
  - **Current Skills**

Examples of Tier 3 Support in Gen Ed Setting

- *Tier 3 Support does not occur in isolation*
  - **Pre-taught skills carried over**
  - **Generalization of tools and resources**
  - **Collaboration with case managers around IEP goals**
  - **Individualized student goals**

- *Access point for students with low-incidence disabilities*
  - **supports for ALL students**
  - **flexibility around targeted skills**

Telling our story through Data

- *Least Restrictive Environment*
- *Impact on students with disabilities*

Least Restrictive Environment

Monroe School District

- 80%-100% Regular Education: 71% (State Average: 56%)
- 40%-79% Regular Education: 17%
- 0%-39% Regular Education 10%

Hidden River Middle School

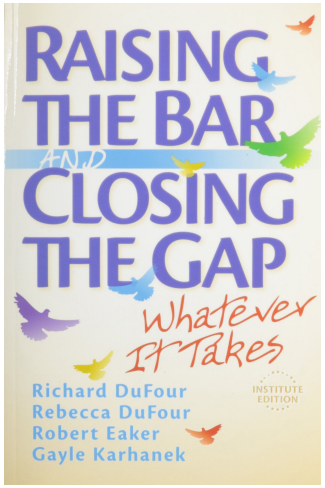
- 80%-100% Regular Education: **78**%
- 40%-79% Regular Education: **5%**
- 0%-39% Regular Education: **16%**

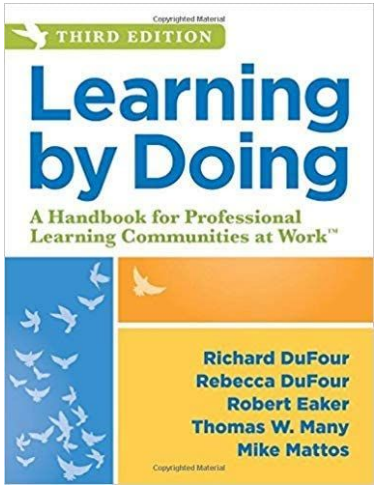
School	All Students Growth Combined Score	Students with Disabilities Growth Score
Chain Lake Elementary	5.5	5.5
Frank Wagner Elementary	4.0	4.0
Fryelands Elementary	3.5	1
Hidden River Middle	7.5	8
Maltby Elementary	8.5	5.5
Park Place Middle	6.5	7
Salem Woods Elementary	10.0	7.5

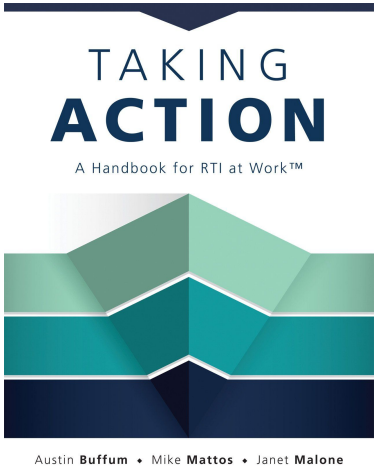
Key Guiding Principles - Summary

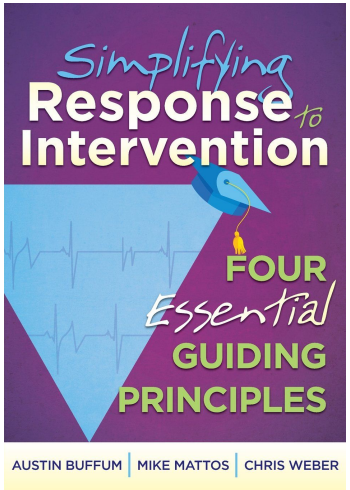
- *Establish a big "Why"*
- *MTSS is Technical AND Cultural*
- *Build it one intervention at a time*
- *Shift the responsibility from students to adults*
- *We can't intervene our way to greatness … Tier 1 is critical*
- *Collaborative teaming (the PLC process) is THE strategy for improving outcomes for students*
- *Identify the "root" cause when thinking about what a student needs for intervention*
- *80/15/5*
- *Celebrate your growth!*

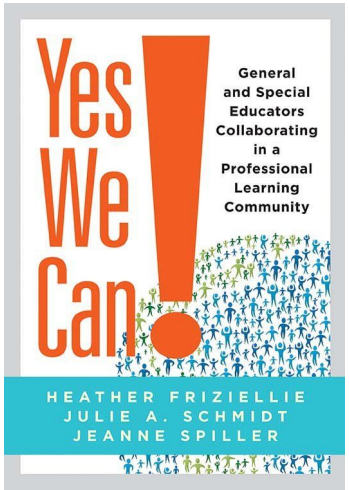
Helpful Resources and Artifacts

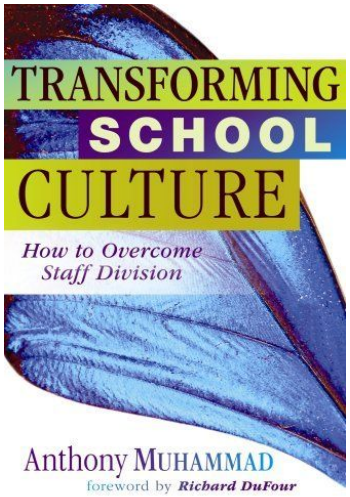












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BEGIN UW WRAP UP

Questions: *Please share you answers in the CHAT box.*

1. **What have you heard today that demonstrates a Multi-Tiered System of Support (MTSS) are essential practices for inclusive schools?**

2. **From what you learned today, what are some initial steps you can take and apply in your buildings?**

Who is presenting today?

Brett Wille
Principal

Jonathan Judy
A Principal

David Paratore
Executive Director

Laura Pedack
Co-Teacher

Jenny Nelson
Co-Teacher

Lily Shafer
Counselor

Monica Byerly
Co-Teacher

Robin Lampers
Co-Teacher

Ashley Castillo
Life-Skills

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To learn more about the Demonstration Sites Project

> Please visit:

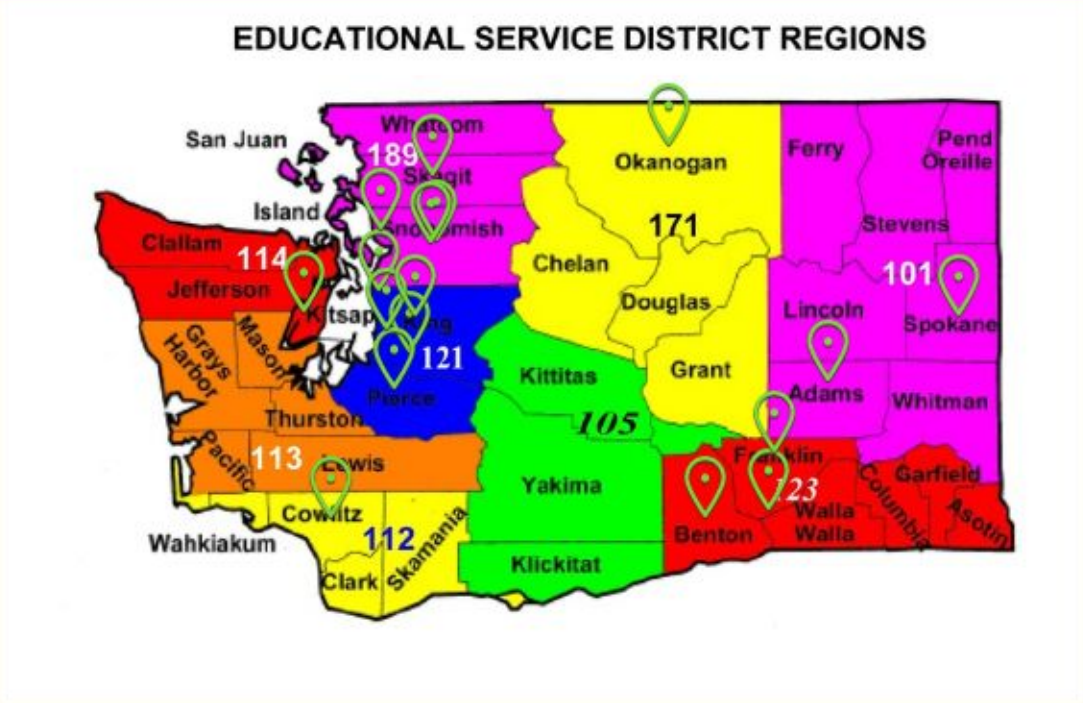
https://haringcenter.org/pdu-demo-sites/

https://www.k12.wa.us/policy-funding/special-education-funding-and-finance/inclusionary-practices-professional-development-project

> Or email, uwdemosites@uw.edu

Respond at **PollEv.com/uwharingcenter**

Where are you joining us from today?



Total Results: 17

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Evaluation and Clock Hours

Google Form

https://docs.google.com/forms/d/e/1FAIpQLSfhsiGmE2PmeAxcXxbq1YMkx_9JPLYXSmBiFxEth-10f7vT_A/viewform

A link to this evaluation form has been emailed to all participants.

Clock Hour Forms have been emailed to all participants.

Thanks to our partners

OSPI

cstp
STRENGTHENING TEACHING
ONE STEP AT A TIME

HIDDEN RIVER
MIDDLE SCHOOL