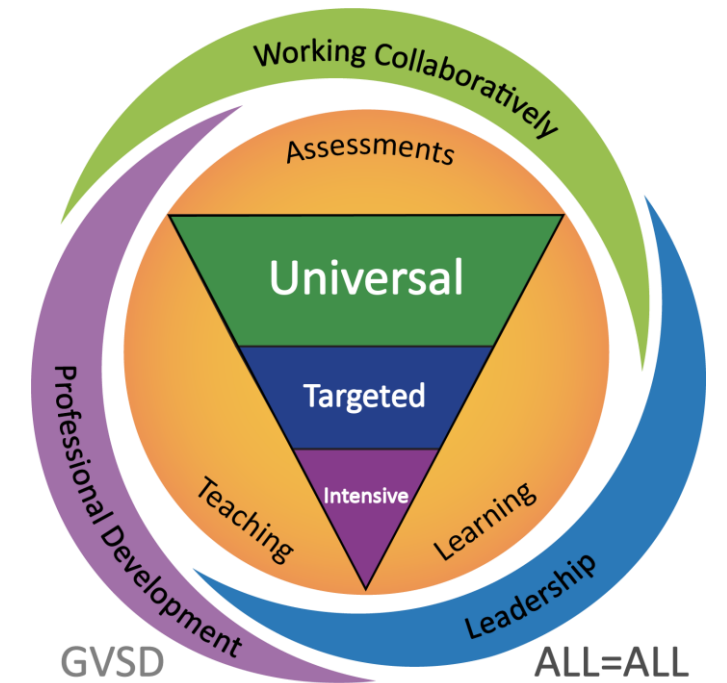


MTSS & How YOU Fit into Our System

August 9, 2021



Mindset Norms



Listen Attentively



Remain Open-Minded to
New Ideas and Structures



Engage Fully and Reflect on
your Practice

Logistical Norms



Take Care of Your Needs



Hold Comments and
Questions



One Mic- One Speaker at a
Time

Today's Agenda

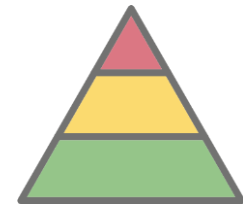
Part 1: Introduction to MTSS

- The Why Behind MTSS
- Identities in the Classroom
- Your Tiers, Grass Valley

BREAK

Part 2: Making it Happen

- Teaming
- Resource Mapping
- Monitoring Student Data



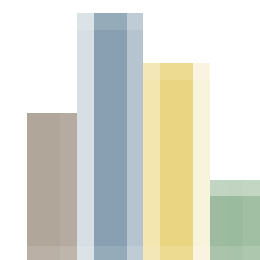
Learn the foundational structures of MTSS



Formulate an understanding of how you and your students fit into the Grass Valley MTSS System



Understand how to take account of resources to build and support the system of MTSS



Plan to use monitoring tools to track student progress

Today's Objectives

Who are we?



We are layered.



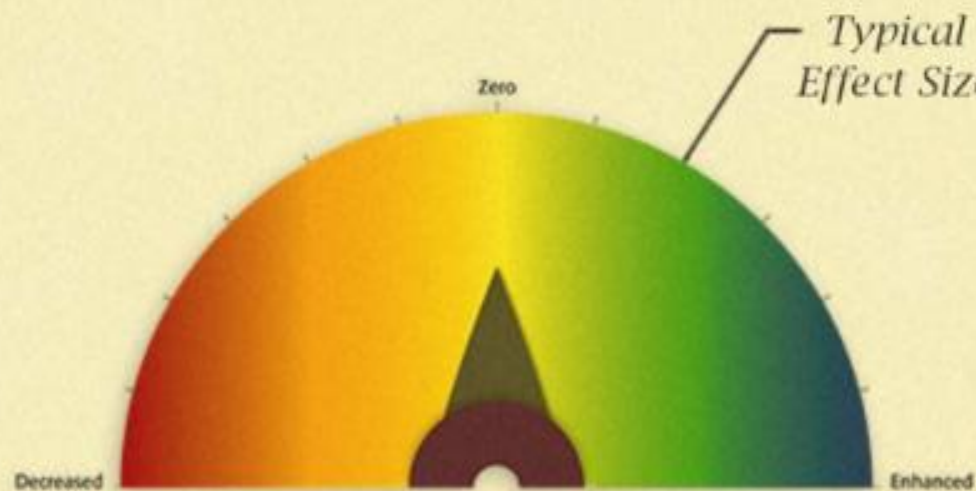
Hattie: Relationships Matter

The Research Scope

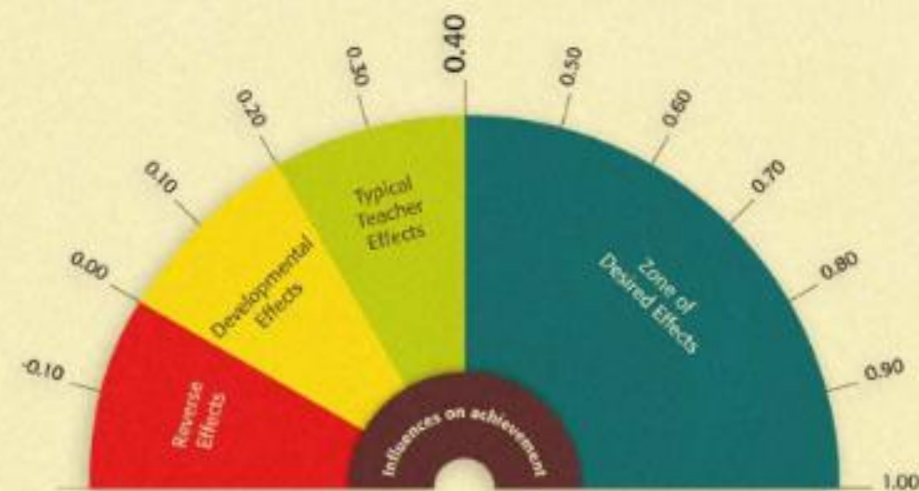
1000^{plus}
meta-analyses

50,000^{plus}
studies

240,000,000^{plus}
students



Effect Size Common Scale



Influences On Achievement

Self-Reported Grades

Teacher Credibility

Feedback

Classroom Management

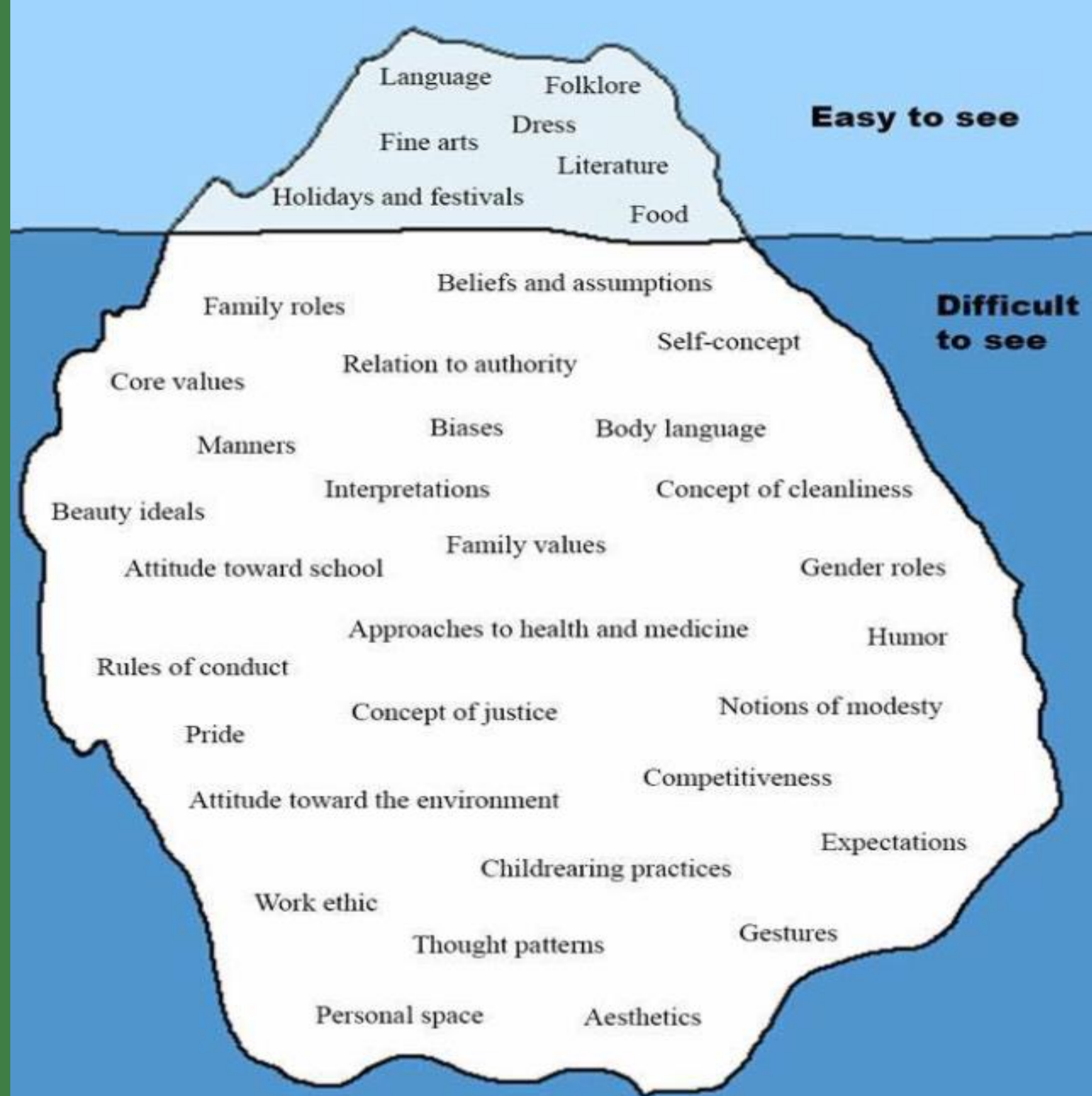
Cooperative Learning

We are layered. So are our students.





**We are
all
layered.**



All

Means

All



The Connections are Vertical



Federally

Statewide

Countywide

Districtwide

Schoolwide

The Moving Parts are Still Connected



Aligned Culture:
Mission + Vision

Aligned
Structures:
Healthy
Spaces

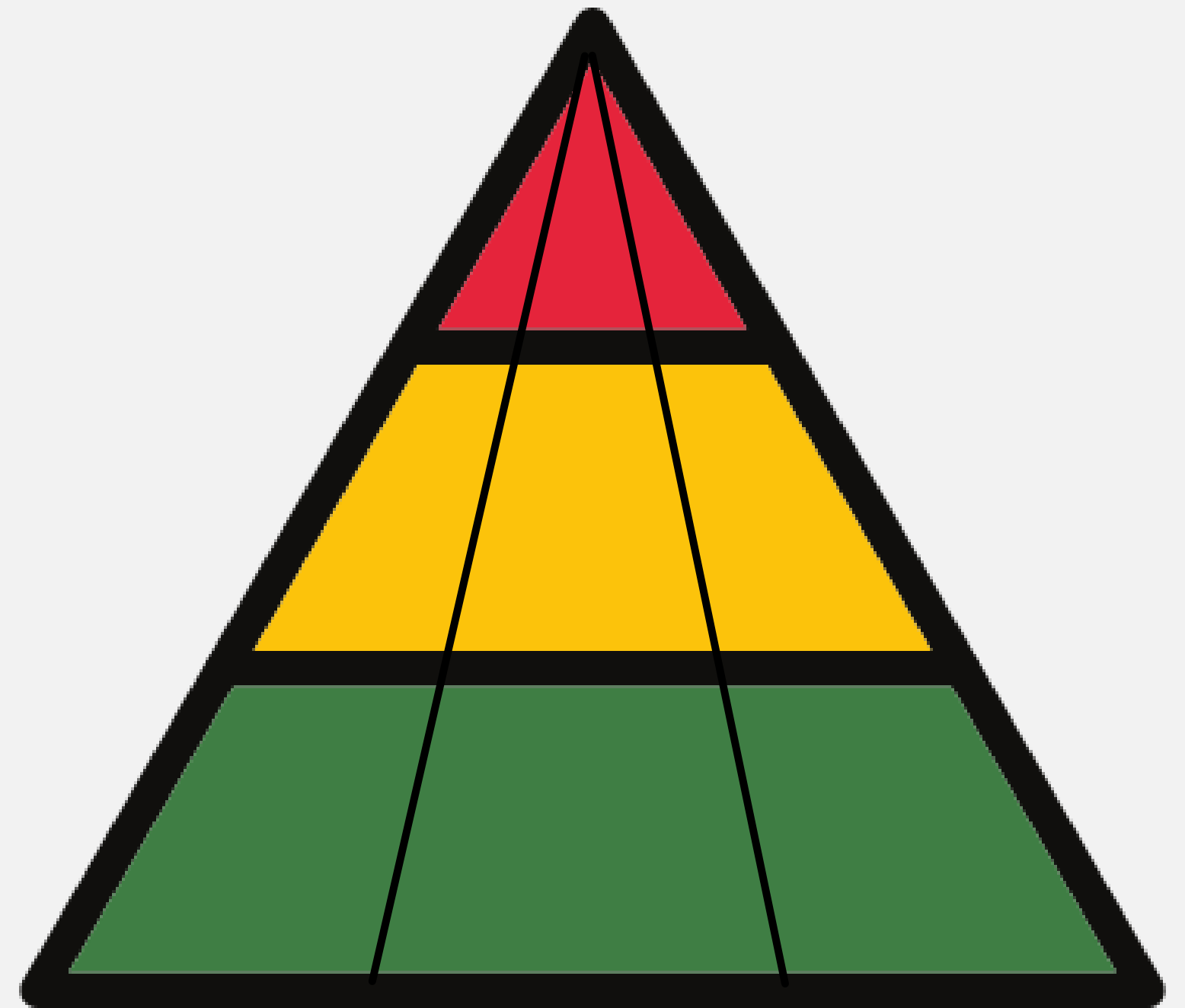
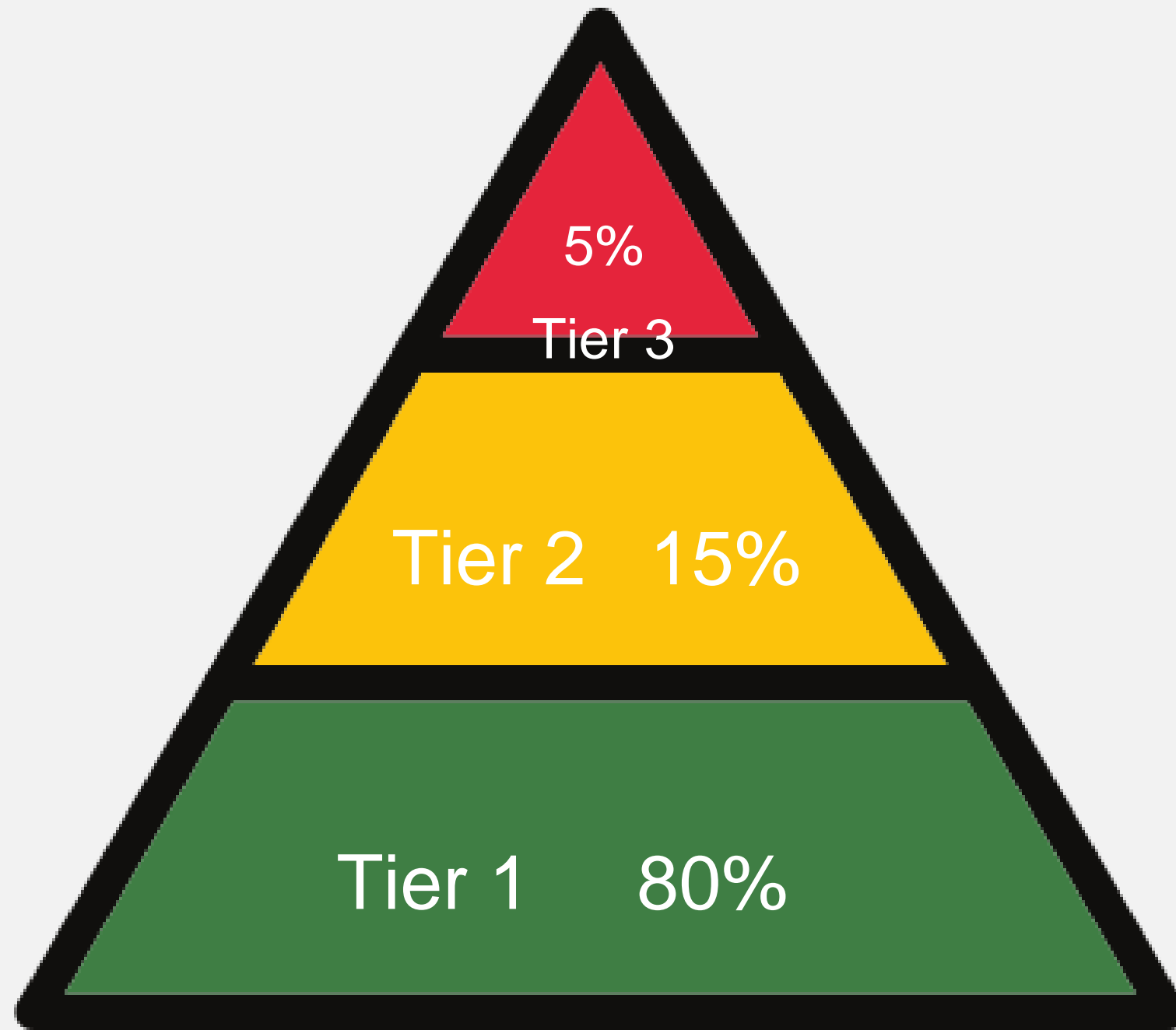


Aligned
Purpose:
Educational
Supports

Aligned
Strategies:
Engagement

Aligned
Mindsets:
Growth

Multi-Tiered Systems of Support

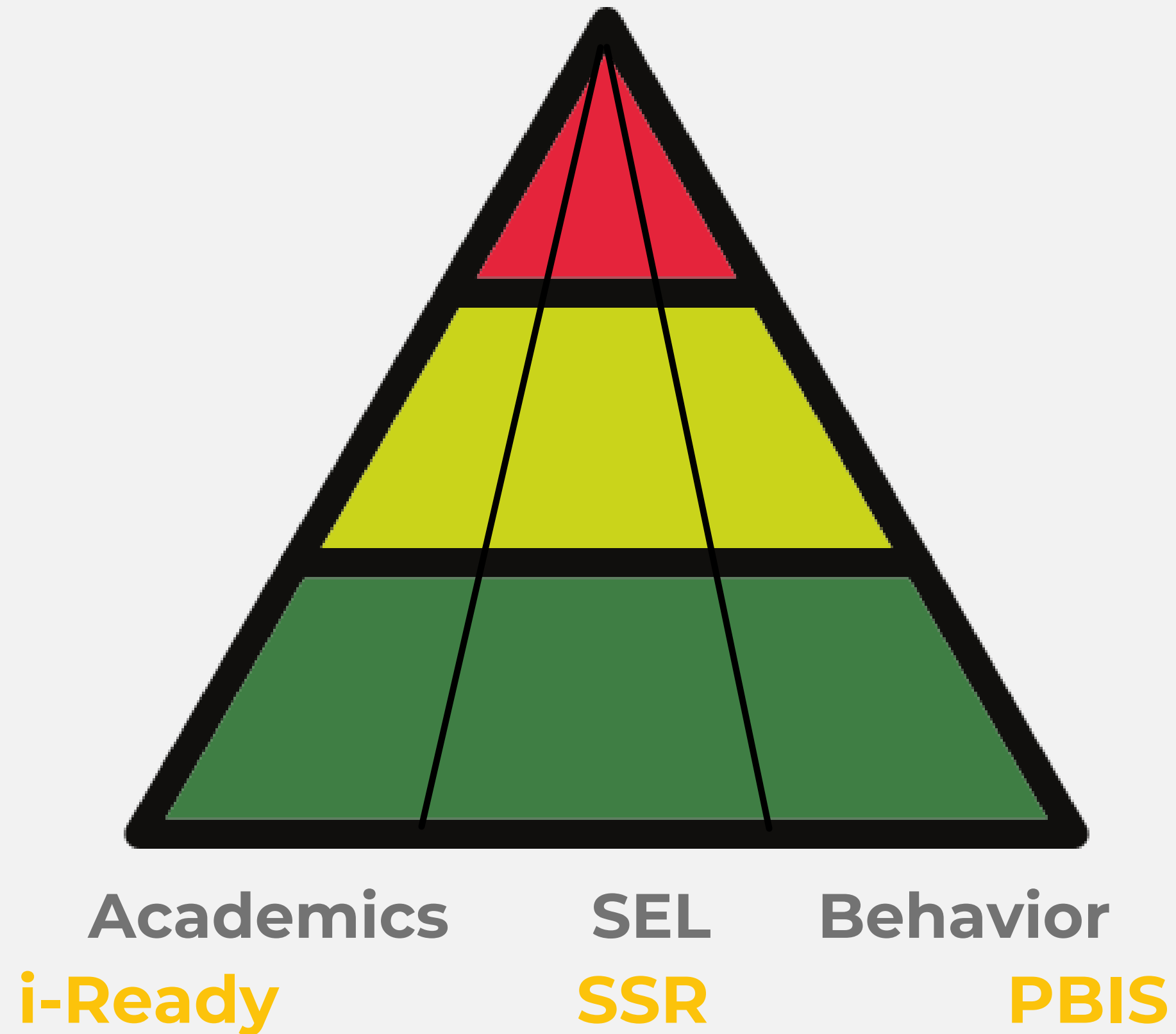


Academics

SEL

Behavior

MTSS: Screeners for All Students



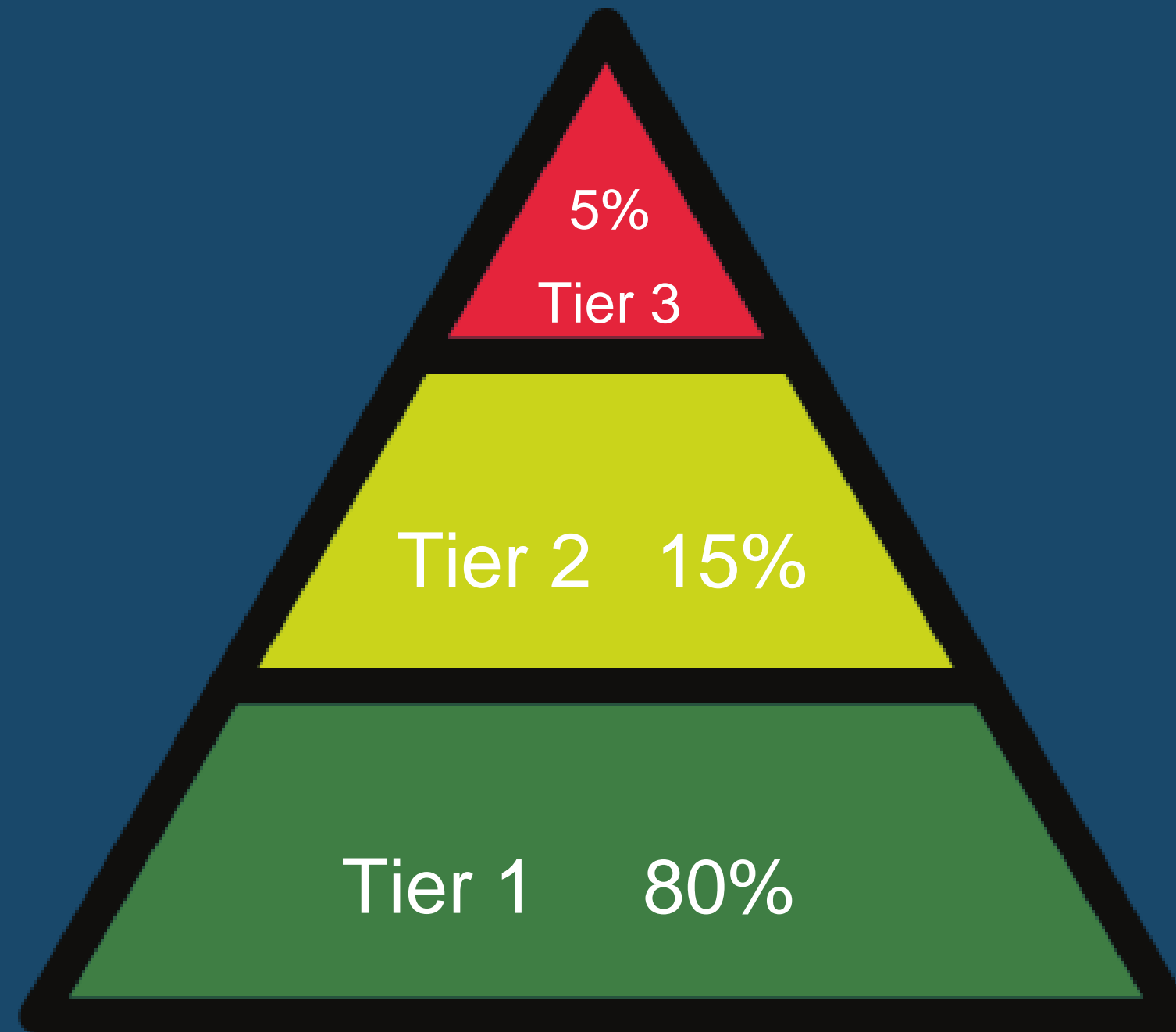
MTSS: Who & What

Supplemental
Curriculum for
targeted individuals

Supplemental
Curriculum for
targeted groups

Differentiated
Core Curriculum

What is taught?



Classroom Teachers,
Specialists

Classroom
Teachers, maybe
specialists

Classroom
Teachers

Who supports?

Multi-Tiered Systems of Support





"MTSS is an ideal framework for school systems because it relies on quality universal instruction and preventative proactive methods, while providing increasingly strategic supports for students as their needs become more severe."

-A. Clark and K. Dockweiler

MTSS is a
Vehicle for
Social Justice

All students can
achieve
to high levels.





They are not at grade level...**yet.**

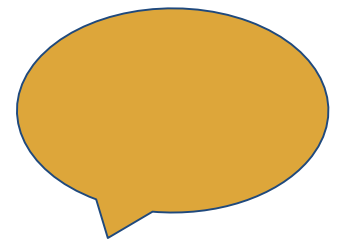
They are not following rules...**yet.**

They are not ready for the real world...**yet.**

The Power of Yet

All students can achieve to high levels.



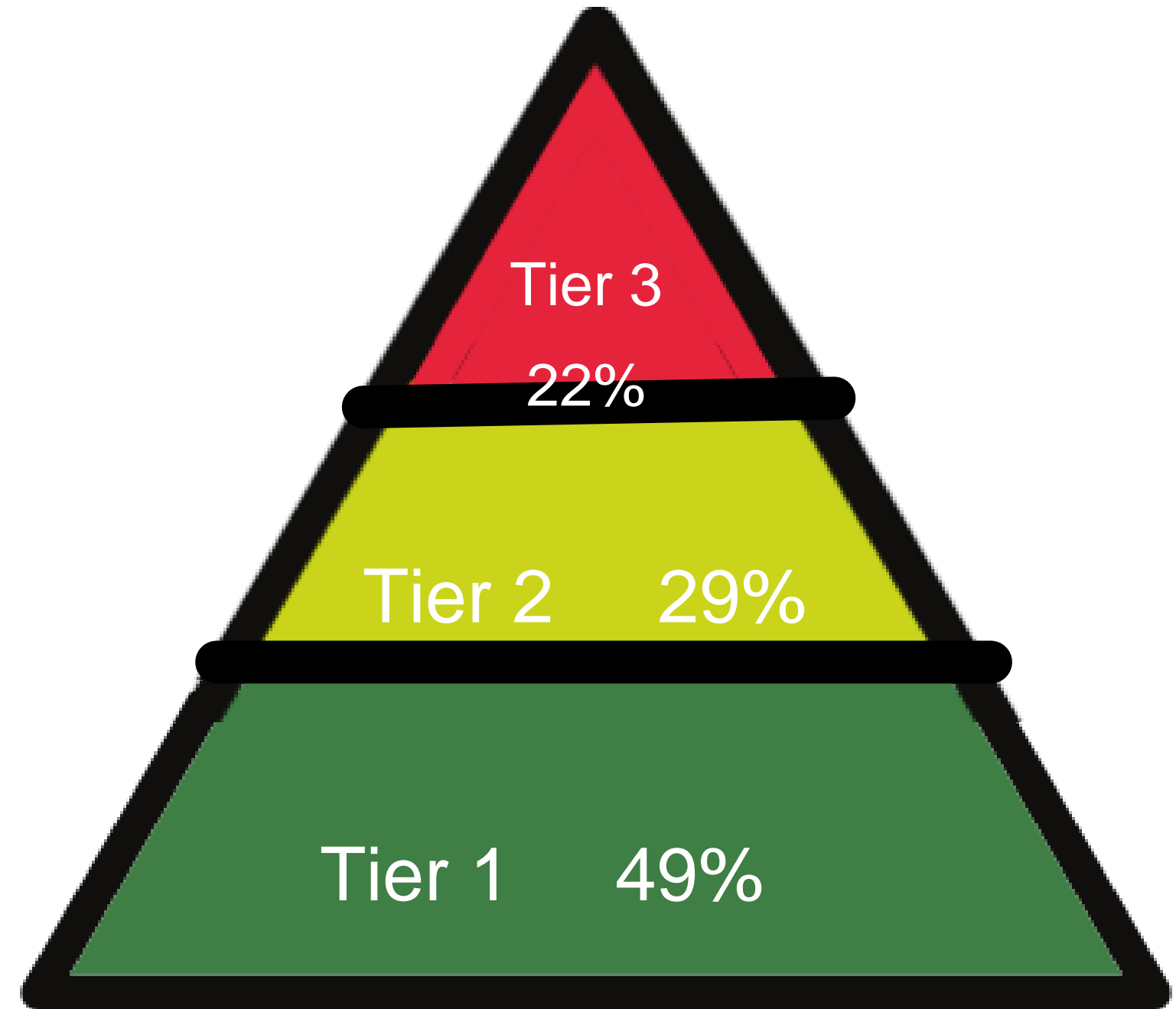


Intersectionality with students

Elements of Culture	My Values Growing Up	My Values Now	What my school values	How my students/families values might be different	How this difference Creates Conflict
Appropriate Voice level/language					
Appropriate Space/proximity					
Attitudes towards time					
Appropriate response to insults					
Family Ties					

The Grass Valley Triangle

i-Ready ELA



What do I
see?



Placement by Domain



Data Dive

i-Ready ELA by Site

School	Overall Grade-Level Placement	Proficient	Near Proficient	Needs Improvement	Below Basic	Far Below Basic	Students Assessed/Total
Bell Hill Academy		34%	20%	34%	10%	3%	178/200
GRASS VALLEY CHARTER SCHOOL		41%	21%	26%	7%	5%	485/515
LYMAN GILMORE MIDDLE SCHOOL		21%	19%	22%	13%	26%	467/537
MARGARET SCOTTEN SCHOOL		23%	21%	40%	12%	3%	365/420

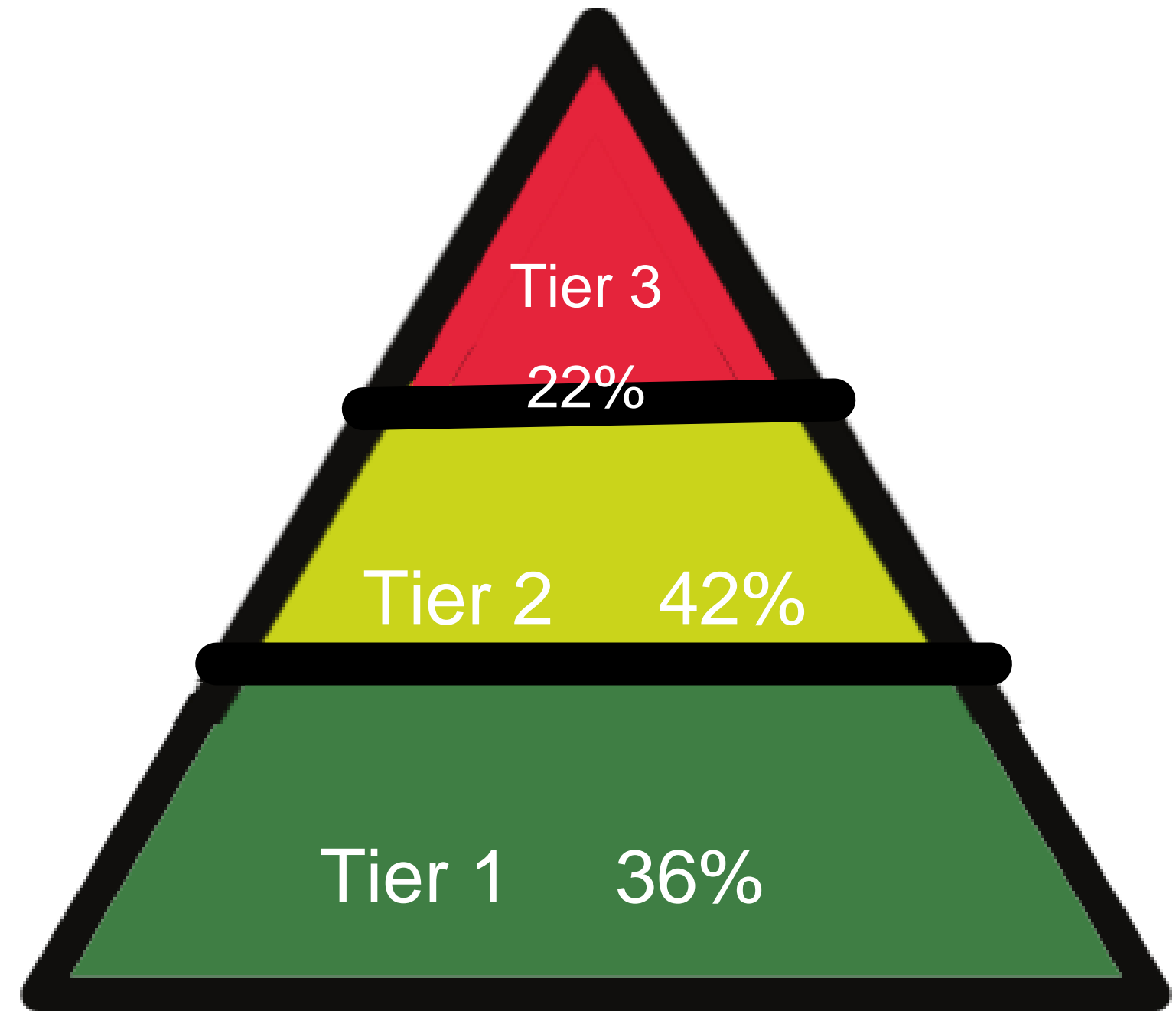
Data Dive

i-Ready ELA by Grade

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		40%	36%	24%	0%	0%	128/158
Grade 1		25%	16%	55%	4%	0%	170/200
Grade 2		25%	11%	47%	18%	0%	178/191
Grade 3		35%	27%	17%	16%	5%	166/179
Grade 4		33%	20%	35%	4%	8%	167/178
Grade 5		20%	23%	28%	18%	11%	168/180
Grade 6		41%	13%	19%	16%	12%	165/189
Grade 7		22%	20%	17%	10%	31%	192/207
Grade 8		28%	21%	19%	6%	26%	161/190

The Grass Valley Triangle

i-Ready Math



What do I
see?



Placement by Domain



Data Dive

i-Ready Math by

Site

School	Overall Grade-Level Placement						Students Assessed/Total
Bell Hill Academy		21%	22%	45%	10%	2%	180/200
GRASS VALLEY CHARTER SCHOOL		24%	23%	41%	7%	5%	480/515
LYMAN GILMORE MIDDLE SCHOOL		10%	16%	33%	13%	28%	448/537
MARGARET SCOTTEN SCHOOL		18%	13%	52%	14%	3%	356/420

Data Dive

i-Ready Math by Grade

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		45%	18%	37%	0%	0%	126/158
Grade 1		23%	10%	58%	9%	0%	166/200
Grade 2		13%	15%	54%	18%	1%	175/191
Grade 3		20%	18%	44%	13%	5%	165/179
Grade 4		18%	23%	43%	11%	6%	167/178
Grade 5		8%	22%	48%	8%	14%	169/180
Grade 6		15%	28%	26%	13%	18%	159/189
Grade 7		14%	14%	31%	14%	28%	169/207
Grade 8		11%	17%	35%	8%	29%	168/190

What do **our**
students
need?



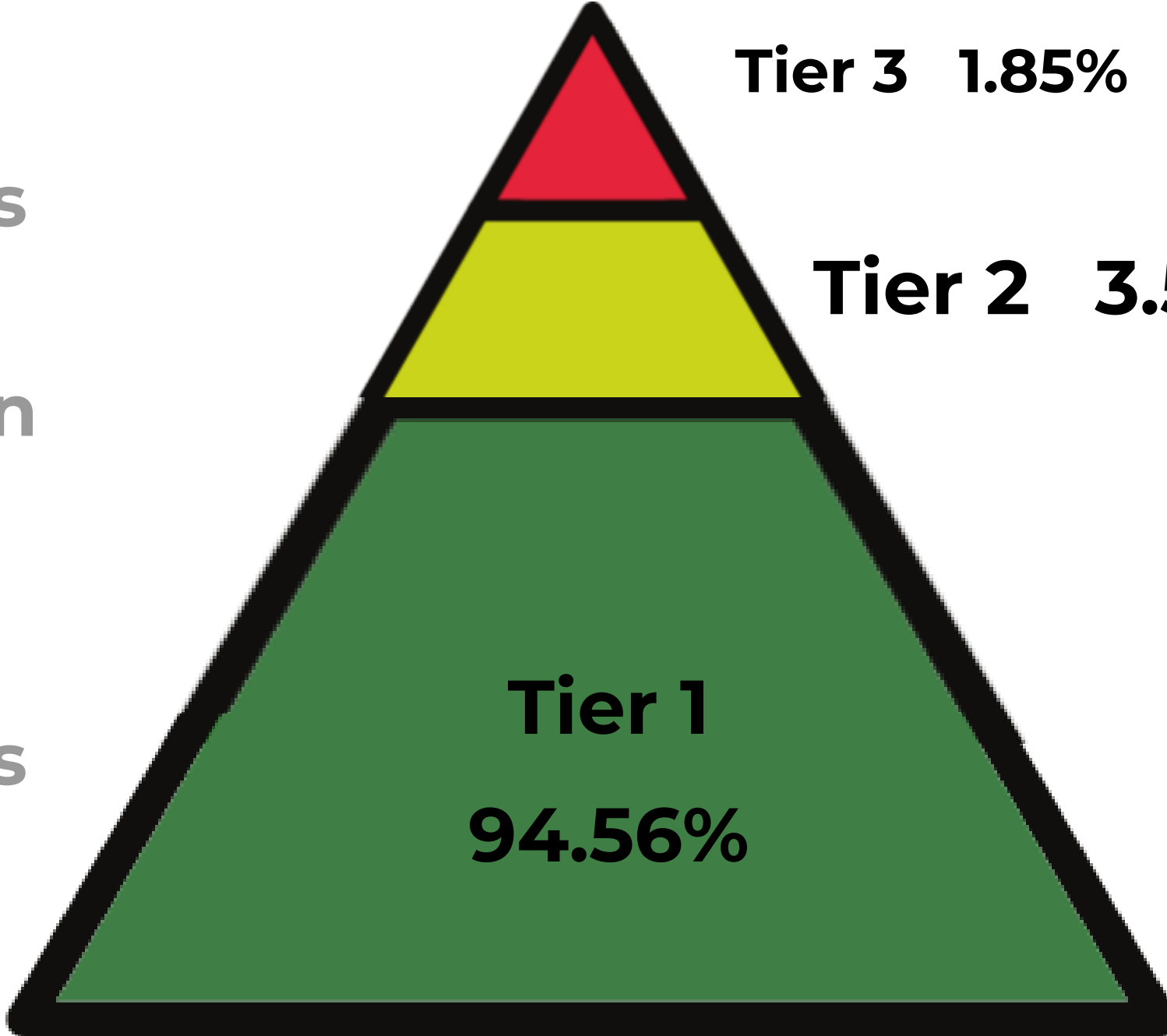
The Grass Valley Triangle

PBIS

2+ suspensions

1 suspension

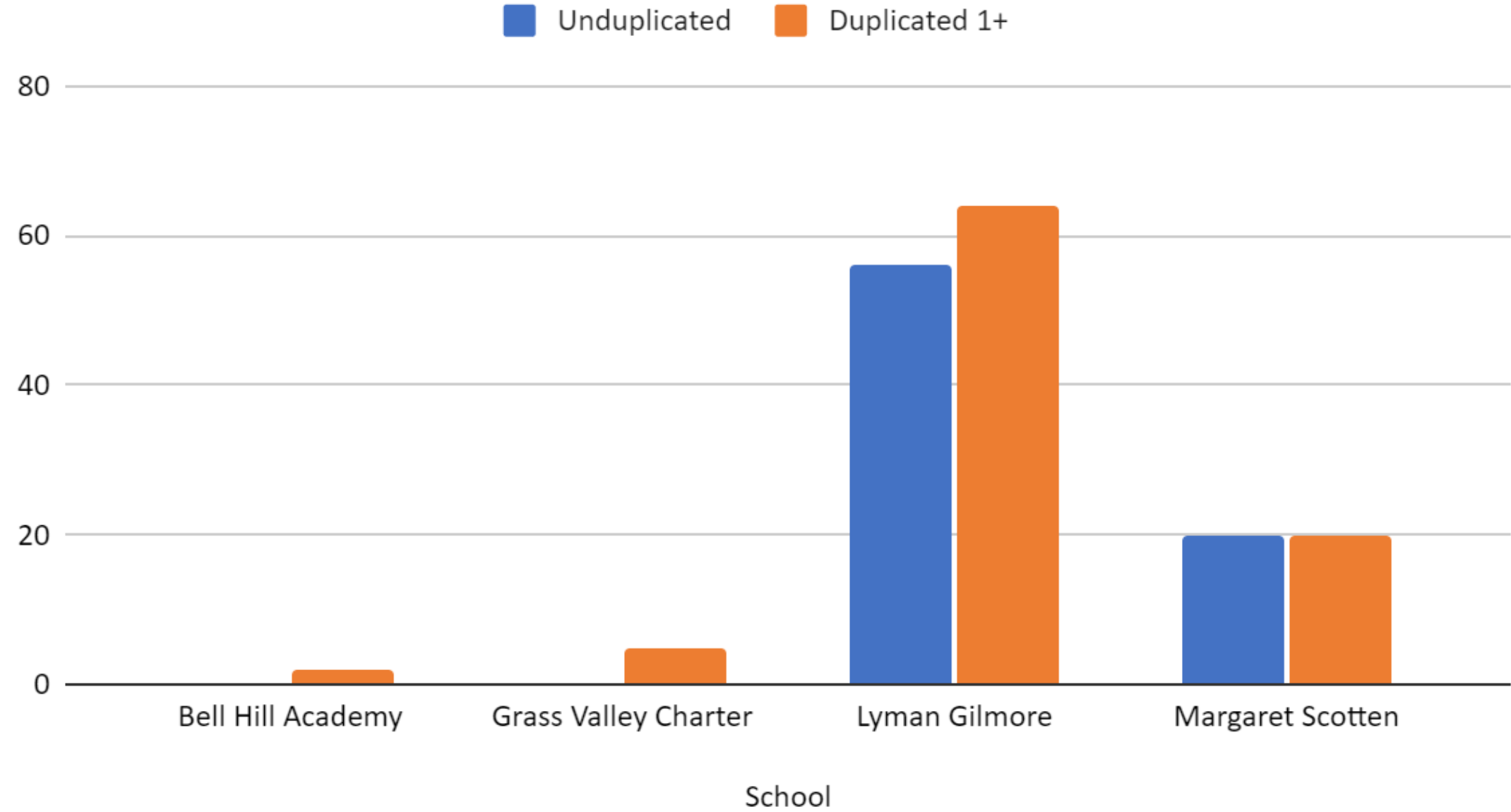
No suspensions



Data Dive

Suspensions by site

Suspension/Repeat students and Students with 1 or More



What do **our**
students
need?



Break



Today's Agenda

Part 1: Introduction to MTSS

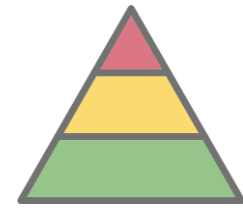
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BREAK

Part 2: Making it Happen

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- Resource Mapping
- Monitoring Student Data

Today's Objectives



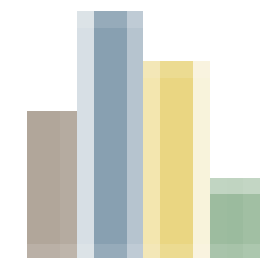
Learn the foundational structures of MTSS



Formulate an understanding of how you and your students fit into the Grass Valley MTSS System



Understand how to take account of resources to build and support the system of MTSS



Plan to use monitoring tools to track student progress



Collective Teacher Efficacy

Domain. **School**

Sub-domain. **Leadership**

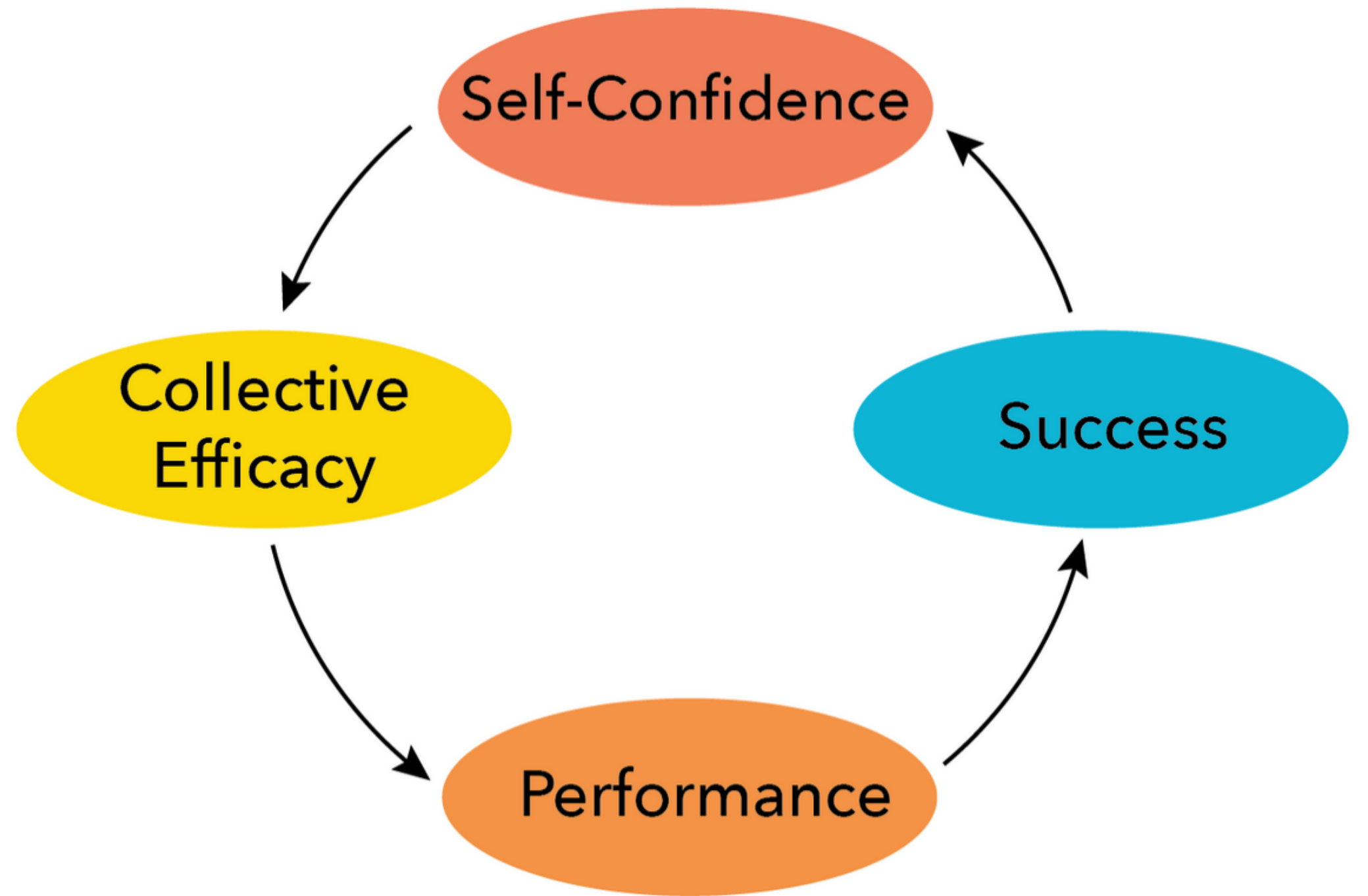
Mean Effect Size	# of Meta Analyses	# of Studies
1.57	1	26

Description of research.

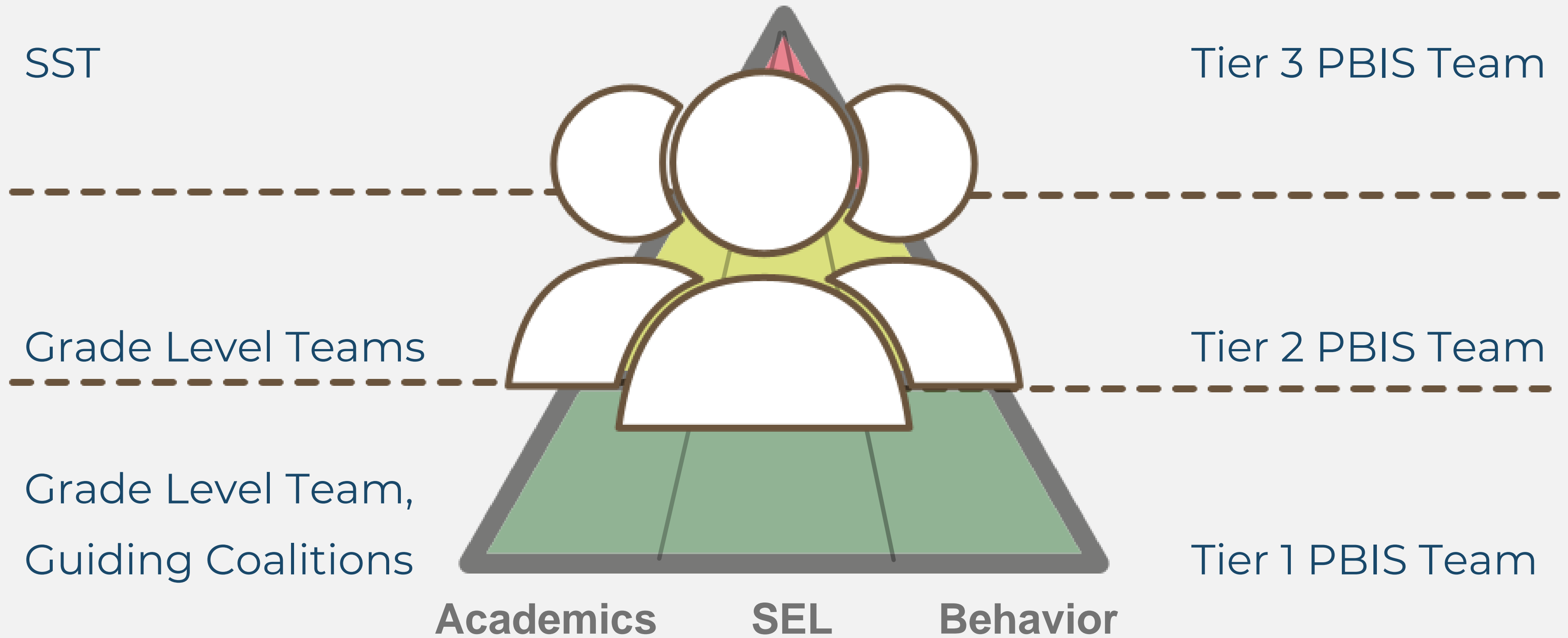
Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.

Hattie: Relationships Matter

Teams for Longevity

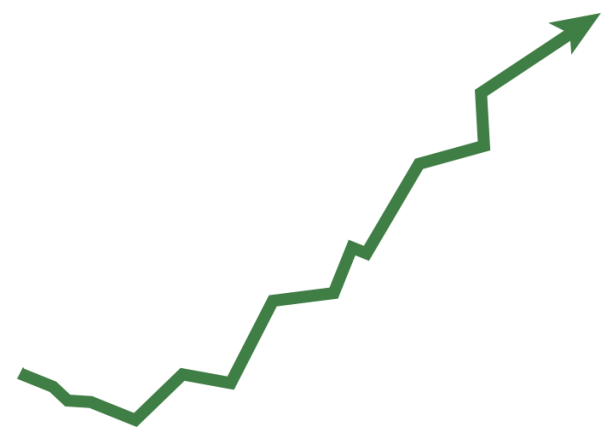


Tiered Teams



Teaming & Psychological Safety:

The idea that you won't be punished when you make a mistake.

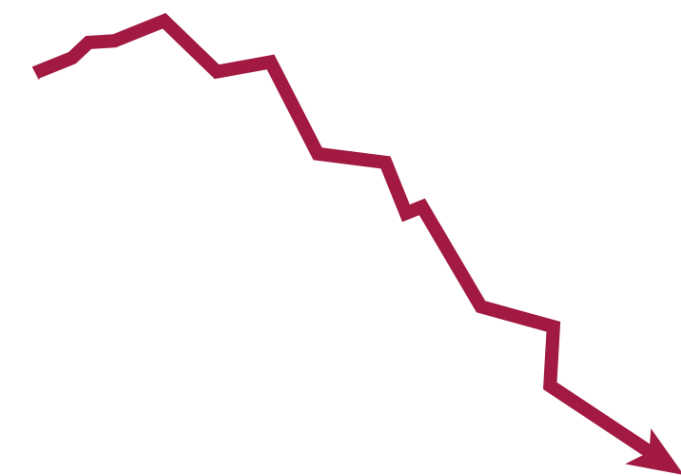


Creativity

Trust

Moderate Risk-Taking

Speaking your mind



Amygdala Function

Persistence

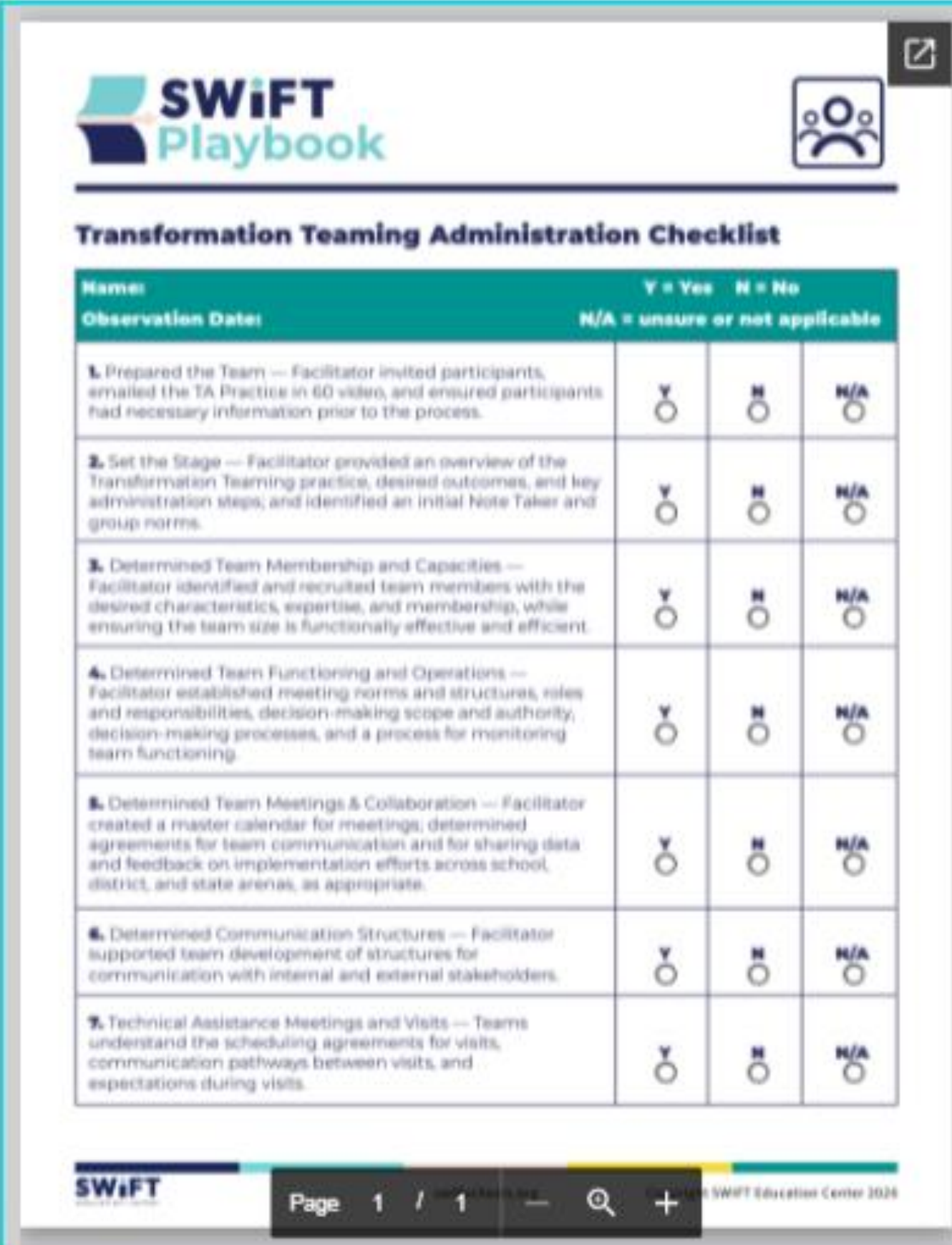
Disengagement

Blame

Transformation Teaming Overview

- Determine the Team
- Establish the Purpose
- Develop the Meeting Structure
- Determine Communication Structures
- Convene

<https://bit.ly/37mZXr7>



The image shows a digital document titled "SWiFT Playbook Transformation Teaming Administration Checklist". The document includes a header with the SWiFT Playbook logo and a user icon. The checklist table has columns for "Name:", "Observation Date:", and three response options: "Y = Yes", "N = No", and "N/A = unsure or not applicable". The table contains seven rows of checklist items, each with a description and three radio button options.

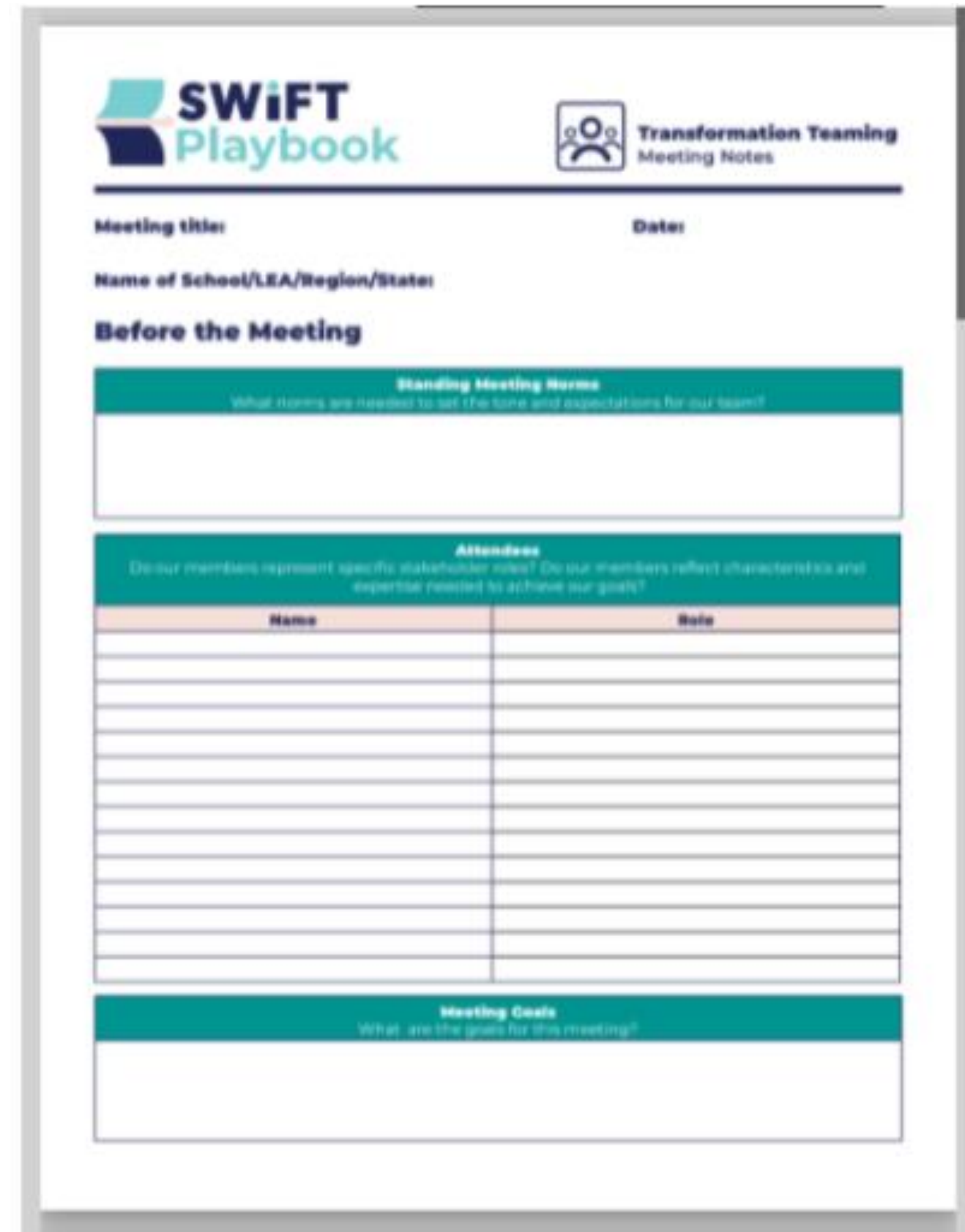
Name:	Y = Yes	N = No	N/A = unsure or not applicable
1. Prepared the Team — Facilitator invited participants, emailed the TA Practice in 60 video, and ensured participants had necessary information prior to the process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Set the Stage — Facilitator provided an overview of the Transformation Teaming practice, desired outcomes, and key administration steps; and identified an initial Note Taker and group norms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Determined Team Membership and Capacities — Facilitator identified and recruited team members with the desired characteristics, expertise, and membership, while ensuring the team size is functionally effective and efficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Determined Team Functioning and Operations — Facilitator established meeting norms and structures, roles and responsibilities, decision-making scope and authority, decision-making processes, and a process for monitoring team functioning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Determined Team Meetings & Collaboration — Facilitator created a master calendar for meetings; determined agreements for team communication and for sharing data and feedback on implementation efforts across school, district, and state arenas, as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Determined Communication Structures — Facilitator supported team development of structures for communication with internal and external stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Technical Assistance Meetings and Visits — Teams understand the scheduling agreements for visits, communication pathways between visits, and expectations during visits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SWiFT Page 1 / 1 SWiFT Education Center 2026

Transformation Teaming

Template

- **Determine the Team**
 - Which teachers and which specialists
 - Administration
 - Roles
- **Establish the Purpose**
 - The goal of this team is to...
- **Develop the Meeting Structure**
 - Who does what and when
- **Determine Communication Structures**
 - How will the information be shared?
- **Convene- Optimistic Closure**



The image shows a form titled 'Transformation Teaming Meeting Notes' from the 'SWiFT Playbook'. The form includes fields for 'Meeting title', 'Date', and 'Name of School/LEA/Region/State'. Below these is a section titled 'Before the Meeting' with three sub-sections: 'Standing Meeting Norms' (with a prompt 'What norms are needed to set the tone and expectations for our team?'), 'Attendees' (with a prompt 'Do our members represent specific stakeholder roles? Do our members reflect characteristics and expertise needed to achieve our goals?') which contains a table with columns for 'Name' and 'Role', and 'Meeting Goals' (with a prompt 'What are the goals for this meeting?').

SWiFT Playbook Transformation Teaming Meeting Notes

Meeting title: _____ Date: _____

Name of School/LEA/Region/State: _____

Before the Meeting

Standing Meeting Norms
What norms are needed to set the tone and expectations for our team?

Attendees
Do our members represent specific stakeholder roles? Do our members reflect characteristics and expertise needed to achieve our goals?

Name	Role

Meeting Goals
What are the goals for this meeting?

Transformation Teaming

What is a leverage point at your site?
Which teams already exist?

Resource Mapping

Tiers	Summary of Resources
Tier 1: Universal/Core	
Tier 2: Selected/Strategic	
Tier 3: Targeted/Intensive	

PROGRAMS

Name	Position	Grade Level	Committees	Strengths/ Skills	Extra Training Received	Additional Information

PEOPLE

**If a student
scores...
then I will use
this strategy
for
3-6 weeks.**



**I know indicators for
student proficiency.**

Documentation

- Get to know the student for at least 3 weeks
- Indicator shows need
- Check previous interventions
- Implement differentiation of the Core for 3-6 weeks
- Update documentation on success of intervention
 - Continue
 - Modify/Intensify

The Power of Yet



**We track progress through
a system of support.**

How to Document the Intervention: Student-by-Student

Whole Class/Grade

Student	Grade/ Teacher	Concern	Intervention	Progress Goal	Who responsible	Follow-up
<i>Example: Jamal Smith</i>	<i>2//Jones</i>	<i>iReady- 2+ grade levels below, phonics needs</i>	<i>SIPPS</i>	<i>Pass 4/5 mastery tests</i>	<i>Ms. Jones (teacher)</i>	<i>5 weeks- 9/21/21</i> Data Collected:

Documentation: Whole Groups

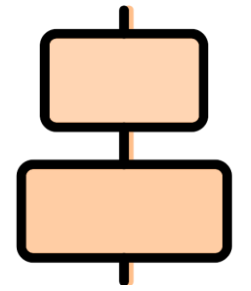
Whole Class- Groups, Reading

Indicator: 2 grade levels below

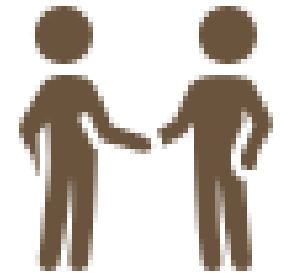
Phonics	Phonemic Awareness	Vocabulary	Comprehension
<i>Example: Jake L. Francis W. LaMya G. Angelo J.</i>			
Intervention	Intervention	Intervention	Intervention
<i>SIPPS, Beginning</i>			
Progress Goal	Progress Goal	Progress Goal	Progress Goal
<i>Pass 4/5 mastery tests</i>			
Who Responsible	Who Responsible	Who Responsible	Who Responsible
<i>Ms. Jones, classroom teacher</i>			
Follow-up	Follow-up	Follow-up	Follow-up
<i>6 weeks, 9/21/21</i>			
Progress Monitoring	Progress Monitoring	Progress Monitoring	Progress Monitoring
<i>Jake- Met Francis- Didn't meet LaMya- Met Angelo- Met</i>			

In Summary

MTSS is alignment



A child needs to be met where they are



Teams are change lasters



Documentation is necessary



Next Steps

- ★ Meet in Guiding Coalitions
 - ★ Build a team
 - ★ Look at the data
 - ★ Map Resources
 - ★ Make a plan to track interventions
-

Contact



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Flok

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