Ingham ISD
Early Years Multi-Tiered System of Supports

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Welcome

Overview

- The What and Why of MTSS in Early Childhood
- Implementation Journey
  - Goals
  - Materials
  - Training
  - Challenges
  - Positive Outcomes
  - Lessons Learned
- Questions

Learning Targets

- By the end of the session participants will...
  - Gain an understanding of the essential components of a Multi-Tiered System of Supports
  - Be introduced to the tools, student outcome, process measures and data systems used to implement MTSS in Early Childhood

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Inclusion Activity

- Tell something unique about yourself.
- What is one thing you hope to take away from the session?
- Share your role.
- Rate your knowledge of Multi-Tiered System of Supports from 1-5, 1 being a novice to 5 being an expert.
- Name one Early Childhood Assessment you've administered.
- Where are you from?

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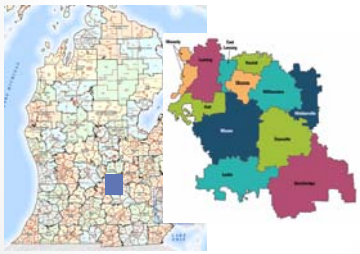
Ingham ISD – Who We Are



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Why Preschool?

"A compelling body of evidence affirms that early intervention is key to children's success representing best practice in early child development and education. Thus, to place children on a trajectory for success, RTI is best-positioned to begin at the pre-k level."

Coleman, Roth, & West, (2009), pg. 6

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Our Implementation Journey

- 2010-2011- Ingham ISD was awarded a grant to work on PreK-2 alignment
  - Early Childhood MTSS pilot with preschool classrooms
    - Head Start, State Funded At-Risk, Early Childhood Special Education and Tuition (sites were chosen on a voluntary basis by districts)

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Early Years MTSS Goals and Strategies

- Implement the components of an MTSS framework in early learning settings to increase student achievement
  - Align curriculum standards, assessment and instructional practices within PreK settings
  - Increase use of evidence-based instruction and interventions to support literacy and social-emotional development

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Early Years MTSS Goals and Strategies

- Ensure successful transition to kindergarten for all students
  - Align curriculum standards, assessment and instructional practices across PreK-2 settings
  - Facilitate successful movement for children and families from early childhood to kindergarten

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Behavior Incident Recording System
BehaviorPartnership.com

online PQA

peli Preschool Early Literacy Indicators

TeachingStrategies for Early Childhood

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Our Implementation Journey

- Assessment Tools:
  - Behavior Incident Reporting System (BIRS)
  - Preschool Early Literacy Indicators (PELI)
  - Preschool Wide Evaluation Tool (PreSET)
  - Program Self Assessment (PSA)
  - Teaching Strategies GOLD
  - Program Quality Assessment (PQA)

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Our Implementation Journey

- Professional Development:
  - The Center on the Social and Emotional Foundations for Early Learning(CSEFEL) Pyramid Model
  - Behavior Incident Reporting System (BIRS)
  - Preschool Early Literacy Indicators (PELI)
  - Emergent Literacy
  - Leadership Team
  - Data Analysis Continuous Improvement Process
  - Second Step
  - MTSS Boot Camp

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MTSS is a system for…

- Screening all students using valid, reliable, accurate measures to determine who may be at risk for poor learning outcomes.
- Providing multiple levels of evidence-based instruction and intervention to meet the specific needs of students.
- Progress monitoring within each intervention level to assist in determining the effectiveness of instruction and intervention.
- Analyzing and utilizing data from multiple sources to inform decisions for designing systems of instruction and support.

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Essential Components of MTSS

- Research-based instruction, strategies and interventions
- Universal screening
- Data-based decision-making
- Problem-solving
- Progress monitoring
- Shared Leadership
- Family and community involvement

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Essential Component: Tiered System of Support

A tiered system of support is a framework of three or more tiers that delineate levels of instructional intensity matched to student need.

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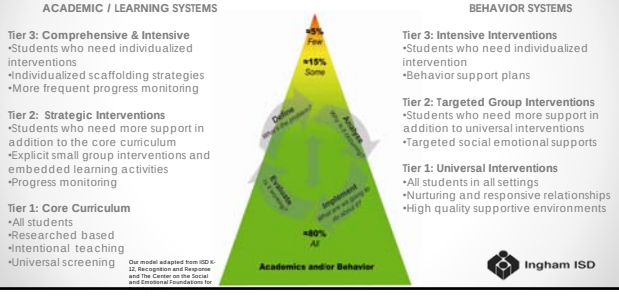
Ingham Early Years MTSS Model



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Tiered Systems: Lessons Learned

Challenges

- Pedagogy
- Defining Intentional teaching
- Professional development does not equal implementation
- Dedicated time for content development, delivery and implementation support
- Lack of research based curriculum and instructional strategies
- Coaching support

Successes

- Resources
- Alignment of State funded preschool requirements with Essential Components of MTSS
- More intentional teaching occurring
- Strengthened the core (Tier 1)
- Recognize the influence of data

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Essential Component: Shared Leadership

- Occurs at the district, program and classroom
- Teams are cross-functional across the district and/or building (i.e., members of the school improvement team, teachers, special education teachers , school psychologist, school social work/counselor, the principal and coaches)

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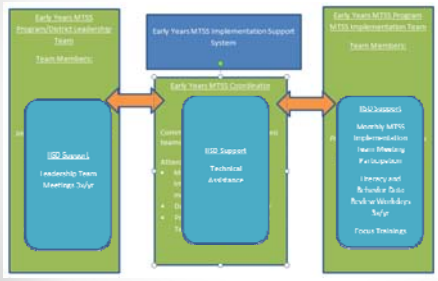
Early Years MTSS Shared Leadership



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Program Self-Assessment

- Process tool to measure the implementation of MTSS in the following areas:
  - Consensus
  - Infrastructure
  - Implementation
  - Professional Development
- Completed once a year by the leadership team

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Implementation Meeting Form

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Shared Leadership: Lessons Learned

Challenges

- Start with consensus and work with program leadership team prior to moving to classrooms
  - District and preschool program administration
- Understand the various program requirements
- Time and commitment of team members
- Communication loops

Successes

- Internal connection of K-12 and Early Childhood within ISD
- Ability to reexamine programmatic structure to support inclusion
- Team meetings occurring regularly-leadership forming out of staff
- Increased alignment with K-2 staff
- Allows for progress monitoring of MTSS practices

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Essential Component: Problem Solving

- Core and essential to MTSS
- Driven by multiple sources of data relevant to the problem
- Depends on fidelity of implementing instruction and interventions
- Used at multiple levels (i.e. individual student, grade, building, district)
- Problem solving team
- Use of effective meeting mechanics

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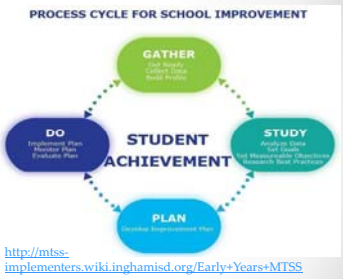
http://mitoolkit.org/using-data



http://mtss-implementers.wiki.inghamisd.org/Early+Years+MTSS

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Essential Component: Data Based Decision Making

- Data-based decision making is a
  - Process of collecting, analyzing, and summarizing information to answer a question
  - Guides development, implementation, and evaluation of an action
  - If accurate data are analyzed frequently, the problem solving process can be used to make informed, timely decisions
  - Ensures continuous improvement in all areas of the education setting to increase student outcomes

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Who will do what?

Assign roles for each team-member

Facilitator
- Guide the discussion
- Keep the team focused
- Elicit input from all team-members

Time Keeper
- Make sure the team is moving through the process efficiently
- Ensure the tasks on the Exit Slip are completed

Data Review Guide Recorder
- Complete the Data Review Guide on your laptop for Program Level Planning
- Record any "To Dos" generated by the team on the Action Plan
- Send completed Action Plan to team members and to Corrie Mervyn

Data Manager
- Manage a lap top for pulling up reports: ex. TS GOLD, COR, BIRS, DIBELSnet

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Setting the Stage

Data Sets & Purpose

Outcome	Process
• Preschool Early Literacy Indicator (PELI)	• Program Self-Assessment (PSA)
• Behavior Incident Reporting System (BIRS)	• Program Quality Assessment (PQA)
• Teaching Strategies GOLD (TS GOLD)	• Preschool Wide Evaluation Tool (PreSET)

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Essential Component: Universal Screening

- CBM is a toothpick
- Well Baby Checkup
- Taking Your temperature
- CBM is not designed to provide an exhaustive assessment

adapted from Roland Good

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Essential Component: Progress Monitoring

- Progress monitoring is a research-based practice
  - To assess students' academic and/or behavior performance and evaluate the effectiveness of instruction and intervention
  - Used to shape and inform a variety of important instructional decisions

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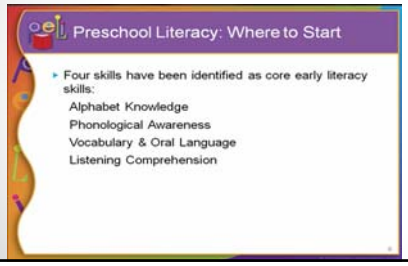
Literacy Universal Screening & Progress Monitoring

- https://dibels.org/peli.html



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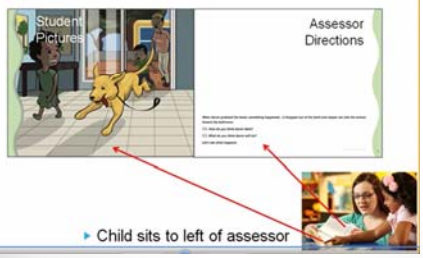
Features of PELI

- Story book format is familiar to preschool students



- Child sits to left of assessor

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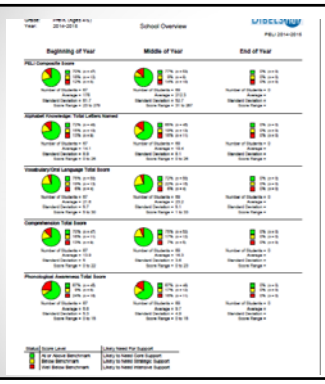

DIBELS.net
PELI
School-Wide Overview

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BIRS

Data reporting system for behavior incidents

- Total by School
- Total by Classroom
- Total by Teacher
- Total by Motivation
- Total by Strategy

http://behaviorpartnership.com

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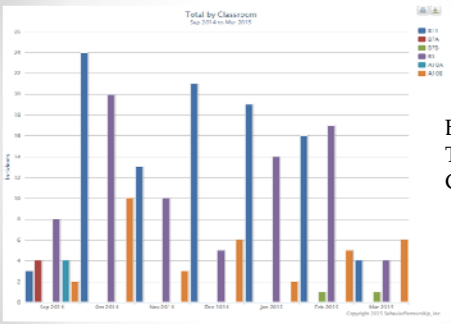

BIRS Report Total by Classroom

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Universal Screening & Progress Monitoring: Lessons Learned

Challenges

- Train all program staff
- Fidelity of use
- High staff turn over rate
- Technical skills
- Knowledge and utilization of screening data vs. developmental screeners
- Logistics of screening
- Data entry
- Fidelity of data

Successes

- Resources
- Training
- Being involved in beta testing
- Data for early identification and instructional decision making
- Targeted instruction and interventions

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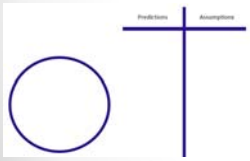
Activate & Engage

The purpose this process is intended to surface individual perspectives in an attempt to create a readiness for looking at the data collectively.



- Individually predict what your program's PELI composite score will look like
- Create a pie chart to represent your prediction
- Indicate your prediction and any assumptions that surface
- The facilitator will have the team each share their predictions and assumptions round robin style and capture them on chart paper

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Explore & Discover

The purpose is to delve deeply into the data and surface possible scenarios and ideas based on what the data show

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Organize & Integrate

The purpose of this step establishes the transition to formal problem finding and problem solving as it builds a foundation for detailed planning processes. This phase occurs in two stages: causation and action.

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Behavior Incident Recording System
BehaviorPartnership.com

Positive PBA

peli Preschool Early Literacy Indicators

TeachingStrategies for Early Childhood

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Step 1: Based on the work above accurately identify one problem and the desired outcome.	
What is the problem? Recurring, Pervasive Across Multiple Tiers/Measures, Consumes High Levels of Energy, Flat-line of Performance	**Evidence base for identifying the problem:**
What is the desired outcome? State as a SMART Goal (Specific, Measureable, Attainable, Realistic and Timely)	

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Essential Component: Research Based Instruction & Intervention

- Peer-reviewed empirical research has shown the instructional practice or intervention to be effective in increasing student achievement
- An instructional practice or intervention is only research-based when it is implemented with fidelity
- Implementing an intervention with fidelity requires adhering to certain non-negotiable components of the practice
- The strength of research support can be strong, moderate or weak, depending on the amount and quality of research to date and the effect size
- There are resources that guide educators through the process of finding research-based practices (i.e. U.S. Dept of Ed: "Identifying and Implementing Educational Practices Supported by Rigorous Evidence.")

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Essential Component: Student & Family Involvement

- Students and families are key stake-holders in the MTSS process
- Ongoing meaningful and active involvement of students, parents and family members increases student success
- Communication and collaboration among educators, families and community members is the foundation to effective problem-solving and instructional decision-making

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Family Learning Connection

http://www.inghamisd.org/flc

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PLAN

CLASSROOM ACTION PLAN

What needs to be done?	Lead Person	Who is Involved?	By when? How often?	Resources Needed	Resources Available	Plan for Monitoring (data sources, evidence of success)	Status of Progress
Action:							
Action:							
Action:							

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CLASSROOM COMMUNICATION PLAN

Classroom:

What needs to be shared?	With Whom?	By When?	How?	Who will share?

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Literacy and Behavior Classroom Level Problem Solving Guide

PROCESS CYCLE FOR SCHOOL IMPROVEMENT

Early Years MTSS

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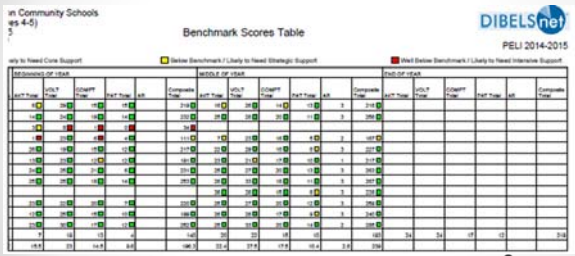
Benchmark Scores Table



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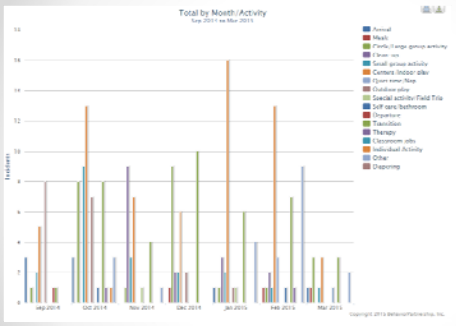

BIRS Report
Total by
Month/Activity

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Tools for Classroom Action Planning

- Interest area
- Sample lesson plan
- Second Step
- Circle manual
- Phonemic Awareness in Young Children

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Problem Solving/Data Based Decision Making: Lesson Learned

Challenges

- Pedagogy
- Using the data for instructional decision making
- Implementing the Action Plan
- Lack of research based curriculum and instructional strategies
- Time
- Communication between data warehouses

Successes

- Systematic process for data analysis
- Targeted instruction
- Intentionality of teaching
- Consistency of across classrooms
- Longitudinal data for students/programs
- Improved student outcomes

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Webberville Elementary

- Historically 3 Preschool Classrooms 2 ran by district and 1 ran by Ingham Intermediate School District
  - Great Start Readiness Program
  - Tuition Preschool
  - Early Childhood Special Education
- Thru EY MTSS Project formed a program implementation team that includes:
  - Building Principal
  - IISD Supervisor
  - General and Special Education teachers and assistant teachers
  - IISD MTSS Consultant
  - GSRP Early Childhood Specialist
  - Occupational, Speech and Physical therapists
  - K-5 Building MTSS Coach

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Webberville Elementary

The Team:

- Established the team meeting schedule and membership and held it as a priority
- Looked at classroom configurations and added tuition preschool students into the ECSE classroom creating a collaborative preschool classroom to provide a more inclusive setting and serve more preschool students in the community
- Paired the ECSE teacher with a General Education teacher to carry out the team teaching model
- Adjusted the classroom schedule of the Collaborative classroom to align with the GSRP classroom to create common planning time
- Completed the data review and action planning process as part of the EY MTSS project thru team meetings to look at levels of support needed in classrooms
- Discussed groups and individual student needs and paired and grouped students based on needs for interventions across classrooms

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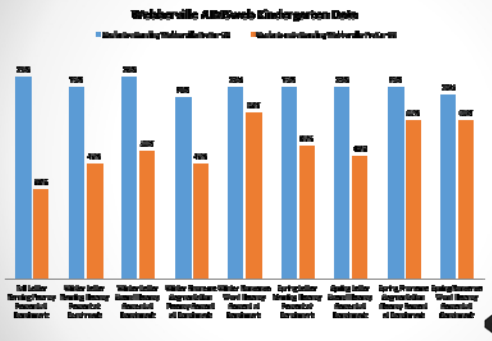

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Stockbridge Elementary

- 2 Great Start Readiness Program Classrooms ran by District Community Education
- 2 Tuition Classrooms ran by District Community Education
- 1 Early Childhood Special Education Classroom ran by Ingham Intermediate School District
- Thru EY MTSS Project formed a program implementation team that includes:
  - Preschool Program Director
  - IISD Supervisor
  - IISD MTSS Consultant
  - GSRP Early Childhood Specialist
  - Classroom Teachers
  - Speech and Autism Impairment Consultants

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Stockbridge Elementary

The Team:

- Established the team meeting schedule, membership varied
- Looked at needs of a few ECSE students, including child care, and placements with peers with support from special education staff
- Adjusted ECSE schedule to operate 4 days/wk to align with GSRP schedule
- Completed the data review and action planning process as part of the EY MTSS project thru team meetings to look at levels of support needed in classrooms
- Discussed groups and individual student needs and paired and grouped students based on needs for interventions across classrooms

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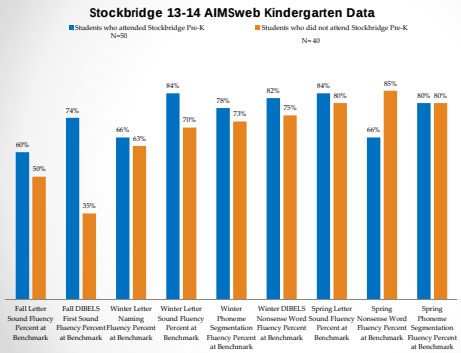

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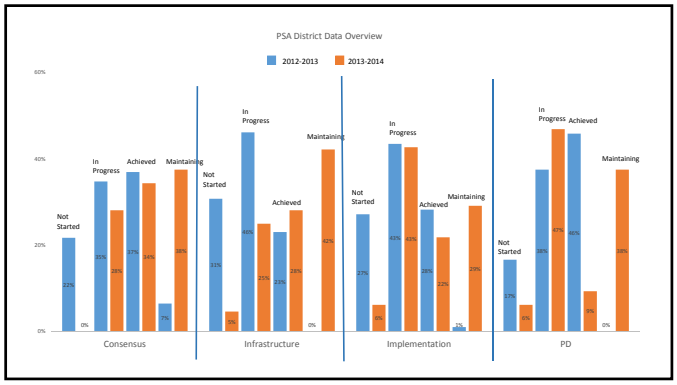
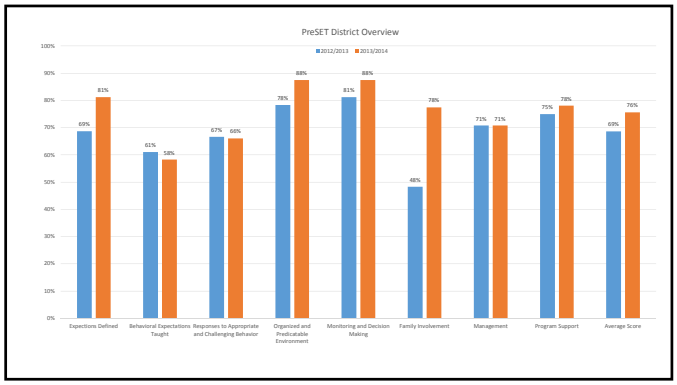
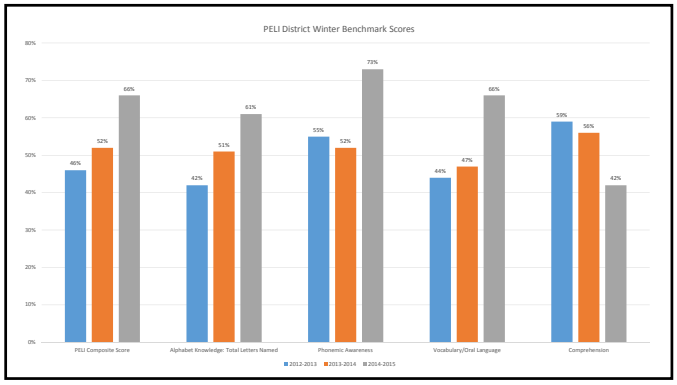

PSA District Data Overview
2012-2013
2013-2014
60%
40%
20%
0%
Not Started
In Progress
Achieved
Maintaining
Consensus
Infrastructure
Implementation
PD


PreSET District Overview
2012/2013
2013/2014
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Expectations Defined
Behavioral Expectations Taught
Responses to Appropriate and Challenging Behavior
Organized and Predictable Environment
Monitoring and Decision Making
Family Involvement
Management
Program Support
Average Score


PELI District Winter Benchmark Scores
80%
70%
60%
50%
40%
30%
20%
10%
0%
PELI Composite Score
Alphabet Knowledge: Total Letters Named
Phonemic Awareness
Vocabulary/Oral Language
Comprehension
2012-2013
2013-2014
2014-2015

Resources

http://mtss-implementers.wiki.inghamisd.org/home

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Questions

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