

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



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?



Ingham ISD – Who We Are



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



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)



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



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



Behavior Incident Recording System
BehaviorPartnership.com

Quality PGA

PreSET

Teaching Strategies for Early Childhood

pei Preschool Early Literacy Indicators

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)



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



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.



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



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.

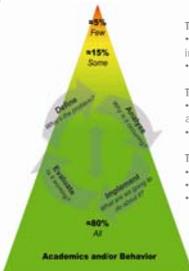


Ingham Early Years MTSS Model

ACADEMIC / LEARNING SYSTEMS

BEHAVIOR SYSTEMS

- Tier 3: Comprehensive & Intensive**
 •Students who need individualized interventions
 •Individualized scaffolding strategies
 •More frequent progress monitoring
- Tier 2: Strategic Interventions**
 •Students who need more support in addition to the core curriculum
 •Explicit small group interventions and embedded learning activities
 •Progress monitoring
- Tier 1: Core Curriculum**
 •All students
 •Researched based
 •Intentional teaching
 •Universal screening



- Tier 3: Intensive Interventions**
 •Students who need individualized intervention
 •Behavior support plans
- Tier 2: Targeted Group Interventions**
 •Students who need more support in addition to universal interventions
 •targeted social emotional supports
- Tier 1: Universal Interventions**
 •All students in all settings
 •Nurturing and responsive relationships
 •High quality supportive environments

Our model adapted from IED 1-15, Recognition and Response: The Cornerstone of the Social and Emotional Foundation for



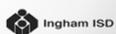
Tiered Systems: Lessons Learned

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

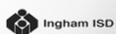
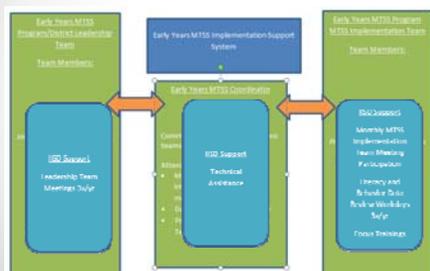


Essential Component: Shared Leadership

- 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)



Early Years MTSS Shared Leadership



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



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





Creating and Leading Cultures of Inquiry

LAURA LIPTON • BRUCE WELLMAN
<http://mitoolkit.org/using-data>

PROCESS CYCLE FOR SCHOOL IMPROVEMENT



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



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



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



Setting the Stage

Data Sets & Purpose

Outcome

Process

- | | |
|--|--|
| <ul style="list-style-type: none"> • Preschool Early Literacy Indicator (PELI) • Behavior Incident Reporting System (BIRS) • Teaching Strategies GOLD (TS GOLD) | <ul style="list-style-type: none"> • Program Self-Assessment (PSA) • Program Quality Assessment (PQA) • Preschool Wide Evaluation Tool (PreSET) |
|--|--|



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



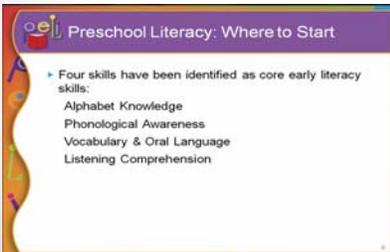
Essential Component: Progress Monitoring

- 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



Literacy Universal Screening & Progress Monitoring

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



Preschool Literacy: Where to Start

- Four skills have been identified as core early literacy skills:
 - Alphabet Knowledge
 - Phonological Awareness
 - Vocabulary & Oral Language
 - Listening Comprehension



Features of PELI

- ▶ Story book format is familiar to preschool students

Student Pictures

Assessor Directions

Read the story book to the student. Ask the student to answer the questions.

1. What is the dog's name?

2. What is the dog's color?

3. What is the dog's breed?

4. What is the dog's age?

▶ Child sits to left of assessor

PELI PELI Benchmark Form 3

Student ID: _____ Date: _____

A Day At The Beach

Alignment Knowledge

1. What is the dog's name?

2. What is the dog's color?

3. What is the dog's breed?

4. What is the dog's age?

Alignment 2: Fluency

1. What is the dog's name?

2. What is the dog's color?

3. What is the dog's breed?

4. What is the dog's age?

Alignment 3: Comprehension

1. What is the dog's name?

2. What is the dog's color?

3. What is the dog's breed?

4. What is the dog's age?

Alignment 4: Detail

1. What is the dog's name?

2. What is the dog's color?

3. What is the dog's breed?

4. What is the dog's age?

Alignment 5: Inference

1. What is the dog's name?

2. What is the dog's color?

3. What is the dog's breed?

4. What is the dog's age?

Alignment 6: Synthesis

1. What is the dog's name?

2. What is the dog's color?

3. What is the dog's breed?

4. What is the dog's age?

Alignment 7: Evaluation

1. What is the dog's name?

2. What is the dog's color?

3. What is the dog's breed?

4. What is the dog's age?

Alignment 8: Creativity

1. What is the dog's name?

2. What is the dog's color?

3. What is the dog's breed?

4. What is the dog's age?

Alignment 9: Problem Solving

1. What is the dog's name?

2. What is the dog's color?

3. What is the dog's breed?

4. What is the dog's age?

Alignment 10: Self-Reflection

1. What is the dog's name?

2. What is the dog's color?

3. What is the dog's breed?

4. What is the dog's age?

School Overview

LEVEL: 100% (100% of 100%)
Year: 2014-2015

PELI 2014-2015

Beginning of Year	Middle of Year	End of Year
<p>Alignment Knowledge</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>	<p>Alignment Knowledge</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>	<p>Alignment Knowledge</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>
<p>Alignment 2: Fluency</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>	<p>Alignment 2: Fluency</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>	<p>Alignment 2: Fluency</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>
<p>Alignment 3: Comprehension</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>	<p>Alignment 3: Comprehension</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>	<p>Alignment 3: Comprehension</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>
<p>Alignment 4: Detail</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>	<p>Alignment 4: Detail</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>	<p>Alignment 4: Detail</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>
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<p>Alignment 6: Synthesis</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>	<p>Alignment 6: Synthesis</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>	<p>Alignment 6: Synthesis</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>
<p>Alignment 7: Evaluation</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>	<p>Alignment 7: Evaluation</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>	<p>Alignment 7: Evaluation</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>
<p>Alignment 8: Creativity</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>	<p>Alignment 8: Creativity</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>	<p>Alignment 8: Creativity</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>
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<p>Alignment 10: Self-Reflection</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>	<p>Alignment 10: Self-Reflection</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>	<p>Alignment 10: Self-Reflection</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p> <p>Number of Students: 100</p>

DIBELS.net
PELI
School-Wide Overview

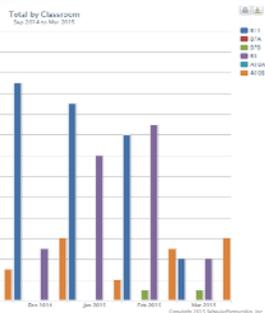
BIRS

Data reporting system for behavior incidents

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

<http://behaviorpartnership.com>





BIRS Report
Total by
Classroom



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

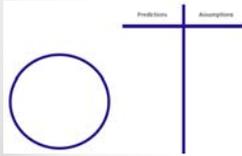
Successes

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



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



Explore & Discover

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

STUDY
LITERACY PROGRAM OUTCOME DATA

1. Use the DBE(S)est School Overview Report to identify key observation statements based on the following questions:
 1. What points seem to "pop out" in relationship to our core/ter 3 data?
 2. What are the patterns and/or trends?
 3. What is surprising/unexpected in items 2 and 3?
 - Individually reflect on the questions
 - Share out as a group
 - Come to consensus on key observation statements.

Key Observation Statements:



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.



Theories of Causation

1. Use this space to record at least three possible theories of causation related to your first key observation in the above prioritized list:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
2. Select one Causal Theory to test against additional data (i.e. TS GOLD, PQA, PIA) in the space below, record the sources of data that you could use to clarify or confirm this theory.
 - 1.
 - 2.

Review data sets to clarify or confirm the causal theories.



Behavior Incident Recording System
BehaviorPartnership.com

peji
Preschool Early Literacy Indicators

PQA

PreSET

Teaching Strategies
In 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



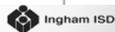
Family Learning Connection



<http://www.inghamisd.org/flc>



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:							

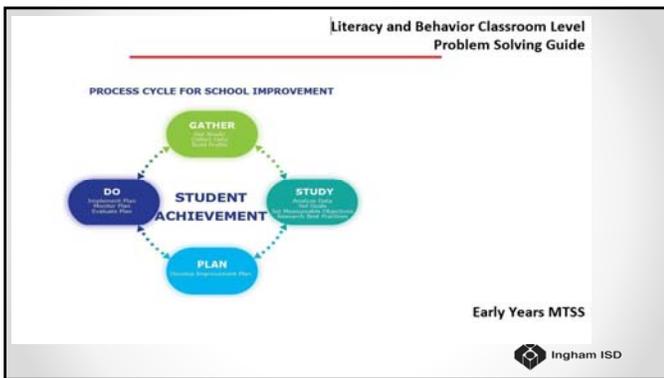


CLASSROOM COMMUNICATION PLAN

Classroom:

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

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Benchmark Scores Table

in Community Schools
K-5 (4-5)

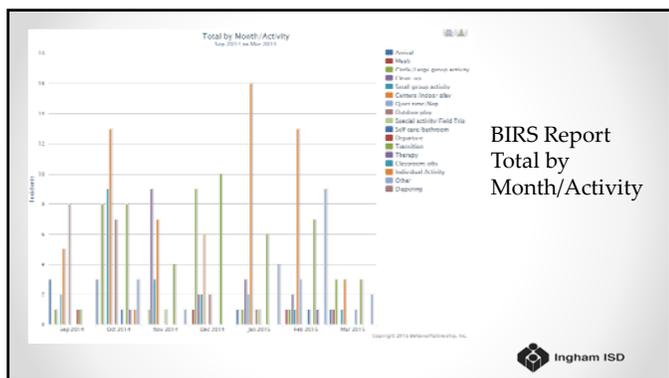
Benchmark Scores Table

DIBELSnet
PEU 2014-2015

Key: ■ Below Benchmark / Likely to Need Strategic Support ■ Well Below Benchmark / Likely to Need Intensive Support

Benchmark / OF / YEAR	2013-2014					2014-2015				
	Start Time	End Time	Start Time	End Time	Complete	Start Time	End Time	Start Time	End Time	Complete
1-10	10:00	10:30	10:00	10:30	2/14/14	10:00	10:30	10:00	10:30	3
1-11	10:30	11:00	10:30	11:00	2/14/14	10:30	11:00	10:30	11:00	3
1-12	11:00	11:30	11:00	11:30	2/14/14	11:00	11:30	11:00	11:30	3
1-13	11:30	12:00	11:30	12:00	2/14/14	11:30	12:00	11:30	12:00	3
1-14	12:00	12:30	12:00	12:30	2/14/14	12:00	12:30	12:00	12:30	3
1-15	12:30	1:00	12:30	1:00	2/14/14	12:30	1:00	12:30	1:00	3
1-16	1:00	1:30	1:00	1:30	2/14/14	1:00	1:30	1:00	1:30	3
1-17	1:30	2:00	1:30	2:00	2/14/14	1:30	2:00	1:30	2:00	3
1-18	2:00	2:30	2:00	2:30	2/14/14	2:00	2:30	2:00	2:30	3
1-19	2:30	3:00	2:30	3:00	2/14/14	2:30	3:00	2:30	3:00	3
1-20	3:00	3:30	3:00	3:30	2/14/14	3:00	3:30	3:00	3:30	3
1-21	3:30	4:00	3:30	4:00	2/14/14	3:30	4:00	3:30	4:00	3
1-22	4:00	4:30	4:00	4:30	2/14/14	4:00	4:30	4:00	4:30	3
1-23	4:30	5:00	4:30	5:00	2/14/14	4:30	5:00	4:30	5:00	3
1-24	5:00	5:30	5:00	5:30	2/14/14	5:00	5:30	5:00	5:30	3
1-25	5:30	6:00	5:30	6:00	2/14/14	5:30	6:00	5:30	6:00	3
1-26	6:00	6:30	6:00	6:30	2/14/14	6:00	6:30	6:00	6:30	3
1-27	6:30	7:00	6:30	7:00	2/14/14	6:30	7:00	6:30	7:00	3
1-28	7:00	7:30	7:00	7:30	2/14/14	7:00	7:30	7:00	7:30	3
1-29	7:30	8:00	7:30	8:00	2/14/14	7:30	8:00	7:30	8:00	3
1-30	8:00	8:30	8:00	8:30	2/14/14	8:00	8:30	8:00	8:30	3
1-31	8:30	9:00	8:30	9:00	2/14/14	8:30	9:00	8:30	9:00	3
1-32	9:00	9:30	9:00	9:30	2/14/14	9:00	9:30	9:00	9:30	3
1-33	9:30	10:00	9:30	10:00	2/14/14	9:30	10:00	9:30	10:00	3
1-34	10:00	10:30	10:00	10:30	2/14/14	10:00	10:30	10:00	10:30	3
1-35	10:30	11:00	10:30	11:00	2/14/14	10:30	11:00	10:30	11:00	3
1-36	11:00	11:30	11:00	11:30	2/14/14	11:00	11:30	11:00	11:30	3
1-37	11:30	12:00	11:30	12:00	2/14/14	11:30	12:00	11:30	12:00	3
1-38	12:00	12:30	12:00	12:30	2/14/14	12:00	12:30	12:00	12:30	3
1-39	12:30	1:00	12:30	1:00	2/14/14	12:30	1:00	12:30	1:00	3
1-40	1:00	1:30	1:00	1:30	2/14/14	1:00	1:30	1:00	1:30	3
1-41	1:30	2:00	1:30	2:00	2/14/14	1:30	2:00	1:30	2:00	3
1-42	2:00	2:30	2:00	2:30	2/14/14	2:00	2:30	2:00	2:30	3
1-43	2:30	3:00	2:30	3:00	2/14/14	2:30	3:00	2:30	3:00	3
1-44	3:00	3:30	3:00	3:30	2/14/14	3:00	3:30	3:00	3:30	3
1-45	3:30	4:00	3:30	4:00	2/14/14	3:30	4:00	3:30	4:00	3
1-46	4:00	4:30	4:00	4:30	2/14/14	4:00	4:30	4:00	4:30	3
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1-100	7:00	7:30	7:00	7:30	2/14/14	7:00	7:30	7:00	7:30	3

Ingham ISD



Tools for Classroom Action Planning

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

Ingham ISD

Problem Solving/Data Based Decision Making: Lesson Learned

<p><u>Challenges</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Successes</u></p> <ul style="list-style-type: none"> • 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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Ingham ISD

Webberville Elementary

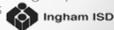
- Historically 3 Preschool Classrooms 2 ran by district and 1 ran by Ingham Intermediate School District
 - Great Start Readiness Program
 - Tuition Preschool
 - Early Childhood Special Education
- Thru EY MTSS Project formed a program implementation team that includes:
 - Building Principal
 - IISD 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



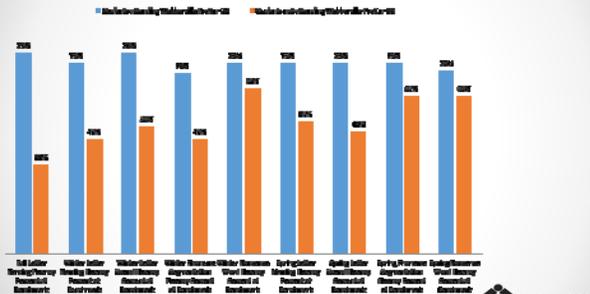
Webberville Elementary

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

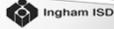


Webberville AIMSweb Kindergarten Data



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



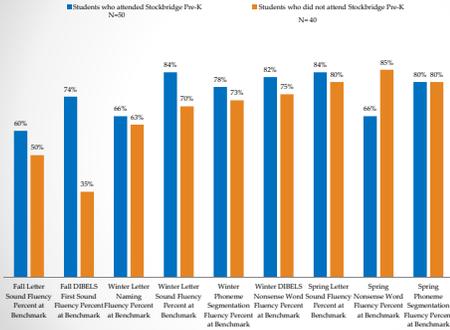
Stockbridge Elementary

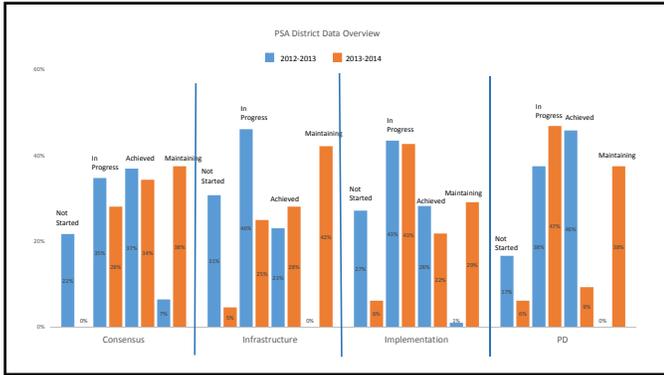
The Team:

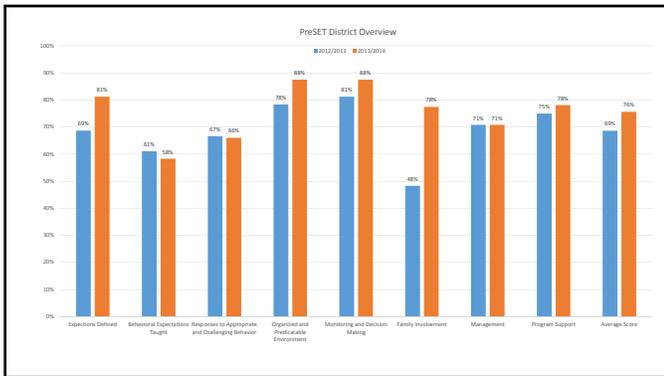
- Established the team meeting schedule, membership varied
- Looked at needs of a few ECSE students, including child care, and placements with peers with support from special education staff
- Adjusted ECSE schedule to operate 4 days/wk to align with GSRP schedule
- Completed the data review and action 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

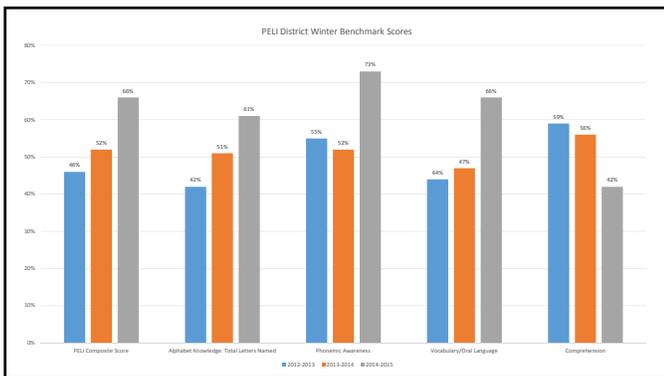


Stockbridge 13-14 AIMSweb Kindergarten Data









Resources

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

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Questions