Sanger Unified Multi-Tiered System of Support-MTSS

Sangerlearns.com/MTSS

@MtssSanger
CA MTSS

- Address the Needs of ALL Students
- Aligns the entire system of Initiatives, Supports, and Resources
- Implements continuous improvement process at all levels of the system
Universal Design for Learning

Our lens for instruction & support
Universal Design for Learning Guidelines

Provide multiple means of Engagement
- Affective Networks
  - The “WHY” of learning

Provide multiple means of Representation
- Recognition Networks
  - The “WHAT” of learning

Provide multiple means of Action & Expression
- Strategic Networks
  - The “HOW” of learning

Provide options for Access
- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for Sustaining Effort & Persistence
- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for Language & Symbols
- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for Self-Regulation
- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for Comprehension
- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for Executive Functions
- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Adapted from Todd Rose, The Myth of Average

Expert Learners who are...
- Purposeful & Motivated
- Resourceful & Knowledgeable
- Strategic & Goal-Directed
How is Sanger Unified rolling out UDL?

- Pilots
- Choice
- PLCs
Why UDL??

The measurements and accountability have changed!

## ELA Academic Indicator – Distance from Level 3

<table>
<thead>
<tr>
<th>Level</th>
<th>Maintained</th>
<th>Increased</th>
<th>Increased</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Declined</td>
<td>Significant</td>
<td>by less than 1 point or increased by less than 7 points</td>
</tr>
<tr>
<td>Declined</td>
<td>by more than 15 points</td>
<td>Declined</td>
<td>Declined</td>
</tr>
<tr>
<td>Very High</td>
<td>45 or more points above</td>
<td>by 1 to 15 points</td>
<td>by 1 to 15 points</td>
</tr>
<tr>
<td>High</td>
<td>10 points above to less than 45 points above</td>
<td>10 points above to less than 45 points above</td>
<td>10 points above to less than 45 points above</td>
</tr>
<tr>
<td>Medium</td>
<td>5 points below to less than 10 points above</td>
<td>5 points below to less than 10 points above</td>
<td>5 points below to less than 10 points above</td>
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<tr>
<td>Low</td>
<td>More than 5 points below to 70 points below</td>
<td>More than 5 points below to 70 points below</td>
<td>More than 5 points below to 70 points below</td>
</tr>
<tr>
<td>Very Low</td>
<td>More than 70 points below</td>
<td>More than 70 points below</td>
<td>More than 70 points below</td>
</tr>
</tbody>
</table>

### Proficiency!!

### Growth!!
Why UDL??

**SUSD LCAP Connections**

**Goal 1:**
Student Achievement

**Goal 2:**
Close the achievement gap

**Goal 3:**
Ensure a safe environment
Why UDL??

Chapter One
of the
English Language Arts/
English Language Development
Framework
for California Public Schools
Kindergarten Through Grade Twelve

Adopted by the California State Board
Published by the California Department of Education, Sacramento
Questions & Answers
MTSS Element 2: Aligns the entire system of initiatives, supports, and resources
<table>
<thead>
<tr>
<th>Month</th>
<th>Topics</th>
</tr>
</thead>
</table>
| September | CAASPP-P.4  
ECT Pathway completion-P.7&8  
EAP Pass Rate-P.4  
Advanced Placement-P.4  
A-G Course -P.4,7,8  
HS Readiness Rate |
| October  | Grad Rate-P.5  
9-12 On/Off Track (D/F)  
BAS  
DIBELS  
RTI Tiers |
| November | ELD progress-P.4  
Attendance/chronic-P.5  
Suspensions/Expulsions-P.6  
LEAP  
Minors/Majors |
| December | CA Dashboards  
MS Ontrack for HS-P.5  
4-5/6th Ontrack for MS |
| January  | DPA  
Math Facts  
ILP  
RTI Tiers  
FAFSA |
| February | CTE/Dual Enrollment-P.7&8  
On Track A-G-P.4  
9-12 On/Off Track (D/F) |
| March    | Suspensions/Expulsions-P.6  
Attendance/Chronic-P.5 (repeat)  
Reclassification-P.4  
ICA-P.4  
BAS  
DIBELS  
DPA |
| April    | 6-8th D and F-P.5  
MS Ontrack-P.5  
Minors/Majors  
4-5/6th Ontrack  
RTI Tiers  
Math Facts |
| May      | Parent Survey-P.3  
Staff Survey-P.6  
Student Survey-P.6  
Drop Out Rate-P.5  
ILP Repeat |
| June     | PSAT 10  
FAFSA  
BAS  
DIBELS  
Attendance/chronic-P.5  
Suspensions/Expulsions-P.6  
Reclassification-P.4 |

http://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp
## February MTSS Team: Pre-Meeting Data Examining Worksheet

**Guiding Questions to Consider:**
- What parts of the data catches your attention? **JUST THE FACTS**
- What patterns or trends appear?
- What does the data tell you? What does the data NOT tell you?
- What similarities and differences exist across various data sources? What problem of practice does the data suggest and what recommendation does MTSS Team have for responding?

### Sanger Unified School District

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Research Facts, Trends, Success, Concerns</th>
<th>Recall 15-16 factors in place</th>
<th>Reflect Reasons for current reality</th>
<th>Respond Actionable next steps</th>
</tr>
</thead>
</table>
| **Data Discussion Topic:**  
DPA/PBA  
Math Facts  
Minors/Majors  
ILP  
RTI Tiers (TBD-aw)  
ICA-P4 (TBD-dg)  
FAFSA | **District Discussion Area- idashboard** | Time has changed  
Anticipate numbers to increase  
now creating a data base  
in powerschool for FAFSA | Powerschool for discipline-admin |

### Disaggregated Information:

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Research Facts, Trends, Success, Concerns</th>
<th>Recall 15-16 factors in place</th>
<th>Reflect Reasons for current reality</th>
<th>Respond Actionable next steps</th>
</tr>
</thead>
</table>
| DPA/PBA     | 86% of 1st graders have mastered Math DPA 1  
83% of 2nd graders have mastered Math DPA 1  
62% of K have mastered ELA | DPA 1 assesses basic skills, DPA 2 & 3 will assess HUT skills. | See if other literacy measurements align to DPA.  
Wait to see what DPA 2 and 3 will show |

<table>
<thead>
<tr>
<th>EL</th>
<th>All Students</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>SPED</td>
<td>Homeless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Youth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Math Facts

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Research Facts, Trends, Success, Concerns</th>
<th>Recall 15-16 factors in place</th>
<th>Reflect Reasons for current reality</th>
<th>Respond Actionable next steps</th>
</tr>
</thead>
</table>
| All Students| 45% Mastery +/-  
55% Mastery x/.  
4-6th | change in format and tasks  
Look at next data | assessment window open to 1/20 | Research article review  
Assessing basic fact fluency |
Sanger Unified: **MTSS Cycle of Improvement and Self-Correcting Feedback Loop**

- **Site MTSS team & Grade Level PLCs**
  - **1st week of the month**

- **MTSS Site Leadership/Grade Level PLC**
  - *Site Leadership and Grade level PLCs collaborate and discuss data from the student-class-site level perspective*

- **Cabinet MTSS**
  - **4th Wednesday of the Month**
  - *discuss MTSS Data for upcoming month*
  - *Site based insights/reflections/Improvement Action Plan*

- **SALLT**
  - **1st week of the month**
  - *Site based best practices shared*

- **MTSS District Data Team**
  - **Review & analyze district data to understand what is/is not working**
  - *Provide opportunities to highlight & scale up best practices across the district*  
  - *UDL to create access for ALL*

- **Admin PLC**
  - **3rd Monday of the Month**
  - *discuss MTSS Data*
  - *Site based best practices shared*

- **MTSS District Data Team**
  - **3rd Wednesday of the Month**
  - *Cycle of Inquiry for improvement areas*
  - *Ability to share data, implementation, progress with staff, board, & community*
Analyzing and Applying data

MTSS (LCAP) For ALL students

Board

District Level Cabinet

District MTSS Team (LCAP writing team)

Admin PLC teams

Site MTSS

SAALT Teams

Stakeholder outreach

Stakeholder Groups: DELAC/SSC/PTA/PTOs

LCAP Guidance
ALL STUDENTS WILL HAVE THE OPTIONS TO DEMONSTRATE WHAT THEY LEARN AND THE OPPORTUNITIES TO BE SUCCESSFUL AND ACHIEVE THEIR DREAMS.
MTSS & the School Site: Coherence and Responsiveness

Principal- Nichole Rosales
### MTSS Data Discussion Timeline

<table>
<thead>
<tr>
<th>Cabinet</th>
<th>MTSS Meeting</th>
<th>Staff Meeting/PLC</th>
<th>SAALT</th>
<th>Admin PLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Data in School Site Cabinet</td>
<td>Review Data at school site MTSS meeting</td>
<td>Data reviewed and shared at Staff Meeting/PLC</td>
<td>Share and discuss data at SAALT</td>
<td>Share and discuss data at Admin PLC</td>
</tr>
</tbody>
</table>

*Problem solving meetings occur every 8 weeks at the end of an RtI block.*
MTSS Meeting

- Agenda sent out ahead of time
- Psych/Principal Facilitates Meeting
- Spreadsheet of TIER II and TIER III
- iDashboard displayed on APPLE TV
- Minutes shared on staff center
Why certain positions are on the MTSS team

Building **Core** instruction/supports allows more intensive supports for fewer students in 2&3-professional freed up to support core

Roles of psych, counselor, RSP
Example: Academics

- Using Dibels and BAS Data
- Large number of students in first grade were intensive at the second benchmark.
- Identified what class they were in, their needs, and identified supports.
- Whole class support given, adjusted RtI block for that class, and went through the coaching cycle for guided reading.
- Allocated resources
Example: SEL

- Using discipline data
- Identified the grade levels and classes with largest number of incidents and the types.
- Identified supports for specific grades, classes, groups of students, and teacher.
- Allocated resources
Example: Academics & SEL

- Using Dibels
- Student identified as intensive
- RSP and Teacher collaboration
- Reassessed
- Found to be CORE
Questions & Answers
MTSS & the School Site: Coherence and Responsiveness

Deputy Principal Thomas Soto
Sanger High School’s MTSS Journey

- Articulating Tiered Levels of Support
- Ongoing and Regular MTSS Data Review
- Focused Data Review
- UDL Rollout
# Sanger High’s Tiered Levels of Support

## Tier 1 Universal Prevention
### Outcome and Purpose
- 80-90%
- Core Instruction
- California State Standards
- Universal Design for Learning
- Universal prevention and supports
- Universal screening
- Formative Assessments

### Academic
- Universal Design for Learning
- Effective Instructional Practices
- Designated and Integrated English Language Development
- Common Formative Assessments
- Class Size Reduction
- Class Level Parent Presentations
- Wednesday Tutorial
- After School LEAP Intervention

### PBIS
- School/Classroom positive behavior supports
- Awards and Celebrations
- Positive Attendance Incentives
- Monthly Teacher and Student PBIS Drawings

### Social-Emotional Wellness
- Consistent Apache Four Discipline Procedure
- Apache Four Campus wide Procedures

### Key Data Indicators
- Academic
  - Common Formative and Summative Assessments
  - CAASPP
  - PBAs
  - Color Coded Grade Reports
  - Graduation Rate
  - A-G Rate
- PBIS
  - Healthy Kids Survey
  - PBIS Rubric
- Social-Emotional Wellness
  - Weekly student update Attendance Student Support Group
  - Increased HS Graduation Rate
  - Increased A-G Completion Rate
  - Increased AP Pass Rate
  - 90% Attendance Rate
  - Parent Survey
  - LCAP Funds Tier 1
    - CSP Support-60,000
    - Standards-based Supplementary Curriculum-50,000
    - Ongoing Technology Integration Development-60,000
    - Student Technology Access in Library- 25,000
    - Increase Technology Support in Library- 50,000
    - Student Hardware and Curriculum Technology-25,000

## Tier 2 Secondary Prevention/Intervention
### Outcome and Purpose
- 15-10%
- Evidence-based practices
- Diagnostic Assessment
- Progress Monitoring
- Focused skill-based prevention and intervention
- Parent Notification

### Academic Intervention
- SAP Group Counseling
- 8 Student Advocates
- 8 Guidance Learning Specialists
- 2 School Psychologists
- Grade Progress Monitoring
- SARB Peer Mediation

### Social-Emotional Wellness
- Best Buddies
- Special Olympics
- Student Support Groups

### LCAP Funds Tier 2
- Intervention Teachers-123,947
- Embedded Tutors- 50,000
- English and Math Intervention Courses-50,000
- Intervention Support Materials- 20,000
- Student Incentives for Attendance, PBIS, Academic- 30,000
# Sanger High’s Tiered Levels of Support

## Sanger High School MTSS Plan

<table>
<thead>
<tr>
<th>Tier 3 Intense Intervention Outcome and Purpose</th>
<th>Special Education Eligibility</th>
<th>SAP Individual Counseling</th>
<th>Nurturing Parenting Teen Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-10% Individualization of evidence-based practices to remediate and accelerate growth</td>
<td>Foster/Homeless Youth Liaison</td>
<td>Behavior Support Plan</td>
<td>Care Team</td>
</tr>
<tr>
<td>Behavior support is individualized focused to prevent, teach, reinforce, goal setting</td>
<td>Parent Student Advocate Assignment</td>
<td>Cal Safe</td>
<td>Foster/Homeless Liaison</td>
</tr>
<tr>
<td>Social-Emotional is individualized therapy/counseling, community services collaboration and resources</td>
<td>504 Eligibility</td>
<td>Restorative Justice</td>
<td>Nurturing Parenting Teen Group</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td>At Risk Meetings</td>
<td>Youth Court</td>
<td>Care Team</td>
</tr>
<tr>
<td>Tier 3 supports additive to Tier 1 and Tier 2 supports</td>
<td>Alternative Education Placement</td>
<td>Foster/Homeless Liaison</td>
<td>Foster/Homeless Liaison</td>
</tr>
<tr>
<td>Consider monitoring for Special Education/504</td>
<td>Student Advocates</td>
<td>Academic Intervention Assessments</td>
<td>PBIS Attendance</td>
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<tr>
<td>Parent Notification</td>
<td></td>
<td>IEP Goals</td>
<td>Grades</td>
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<td>504 Goals</td>
<td>Individualized Goals</td>
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<td>Social-Emotional Wellness Graduation Rates</td>
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<td>Attendance</td>
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<td>College Registration</td>
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<td>CAASPP Enrollment Data</td>
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<td>Placement Stability</td>
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Ongoing MTSS Data Review

2017-2018

- Weekly administrative meeting standing agenda items
- Added representatives from student advocates, psychologists, and SAP counselors
- Utilize SAP data, assessment and grade data
- AP, GLS, Advocate Weekly Grade Level Team meetings
- Student Progress Meetings with Teachers

2018-2019

- Adding a Restorative Justice Guidance Instructional Specialist
- Adding Discipline Update standing agenda item
- Adding a Student Data Meeting to more closely review grades, interventions with grade level teams.
All D’s and F’s are not the same
BLUE: 1-2 D’s & F’s
YELLOW: 3 D’s & F’s
RED: 4-6 D’s & F’s
Other data beyond D’s and F’s include: grade level, counselor, case manager, advocate, EL status, grade, percentage, absences, tardies, course name, teacher, period, date grade updated.
Used by teachers, counselors, student advocates, APs, and administration
A new report prepared every 3 weeks
UDL Rollout

2017-2018
- Utilized the PLC Leaders to rollout UDL
- PLC Leader meetings once a month
- Divided PLC Leaders into 4 groups each lead by a Curriculum Support Provider (TSA)
- Conducted UDL walk throughs prior to each PLC Leader meeting
- Debriefed all four walk throughs during PLC Leader meeting
- Began a lunch lesson study with PLC volunteers
- UDL lessons evaluated by students in the Education Pathway for effectiveness
- Feedback provided to teachers and findings shared with each individual PLC

2018-2019
- Continue UDL lunch lesson study
- Expand UDL leads from one in English to leads in each of the core subjects including math, science and social science
- Expand from Engagement to Representation

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>HLTA</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>Kirstin Coronado</td>
<td>9th Grade AP &amp; GLSs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michelle Dillon</td>
<td>Math CSP</td>
<td></td>
<td></td>
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<tr>
<td>Carmen Garvis</td>
<td>Engineering Pathway</td>
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<tr>
<td>Bryan Kinyoun</td>
<td>NJROTC</td>
<td>5/8</td>
<td>1306</td>
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<tr>
<td>Krystle Schmidt</td>
<td>Conceptual Physics</td>
<td>6/7</td>
<td>104</td>
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<tr>
<td>Erica Pennington</td>
<td>Integrated 1 Math</td>
<td>10</td>
<td>1308</td>
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<tr>
<td>Jeff Arnold</td>
<td>Business/IT</td>
<td>2/6</td>
<td>800 Pod</td>
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<tr>
<td>Nicole Roland</td>
<td>English 9</td>
<td>1</td>
<td>305</td>
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</tbody>
</table>

**GROUP B**
- Jon Tillotson
- Jason Locke
- Carole Whiteleberry
- Shannon Dietz
- Landi Mello
- Bruce Babcock
- Brenna McBrien
- Josh Bacon
- Thomas Soto

**GROUP C**
- Alfredo Ponce
- Kris Boyer
- Bryce Frantzich
- Stephen Schmidt
- Trevor Schmidt
- Allison Parks
- Rhonda Siqueiros
- Danielle Fender
- Dan Chacon

**GROUP D**
- Andrew Popp
- Matt Canaday
- Rebecca Frantzich
- Marcos Mireles
- Jacob Houston
- Laura Hansen
- Molly Krum
- Sara Smith
- Justin Gilliam

**PLC LEADER MEETING DATES**
- October 18, 2017
- November 15, 2017
- January 24, 2018
- February 14, 2018
- March 21, 2018

**CLASSROOM WALK THROUGH DATES**
- October 16-17
- November 13-14
- January 22-23
- February 13, 2017
- March 19-20
Lesson Study

16 teachers from diverse subjects and grade levels attended 4 Lesson Study Sessions where they designed and incorporated various Engagement checkpoints and competed in a design challenge.

Observational WalkThroughs

We observed teachers implementing flexible seating, providing resources to vary demands, and offering student choice and autonomy. We observed students taking initiative, enjoying their work, and working together collaboratively.

PLC Notes

We met with PLC’s to discuss how teachers have been incorporating the Engagement checkpoints and to provide concrete examples for what the checkpoints look like fully embedded into the curriculum.

Link to Design Challenge Submissions