Building a Collaborative Culture Focused on Total School Improvement through the MTSS Framework
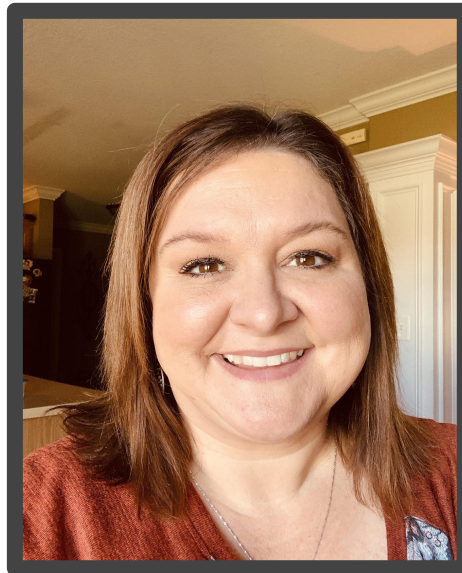
Burns Middle School | Cleveland County Schools | North Carolina

Presenters

**Melissa Lawter**
School Psychologist
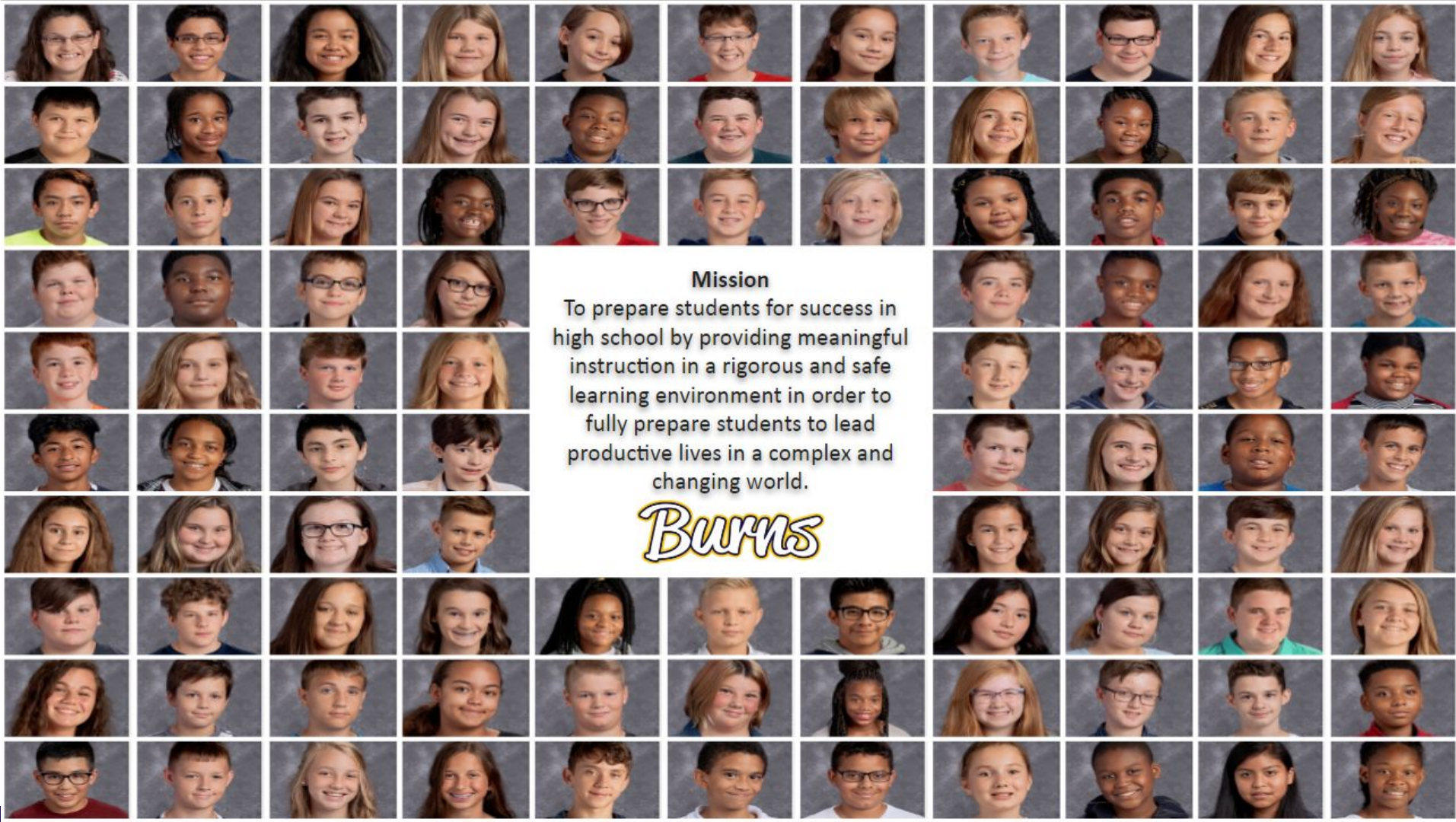

Gina Gold
CCS MTSS Coordinator

Chris Bennett, Ed.D
Principal

Context

- 763 students
  - 601 hybrid + 162 virtual
- 65% free/reduced lunch
- 13.1% EC population
- ~60% lack reliable internet connectivity
- School performance grade (proficiency + growth) has increased nearly 20 points over three years.
- Relationships are at the core of our work with students
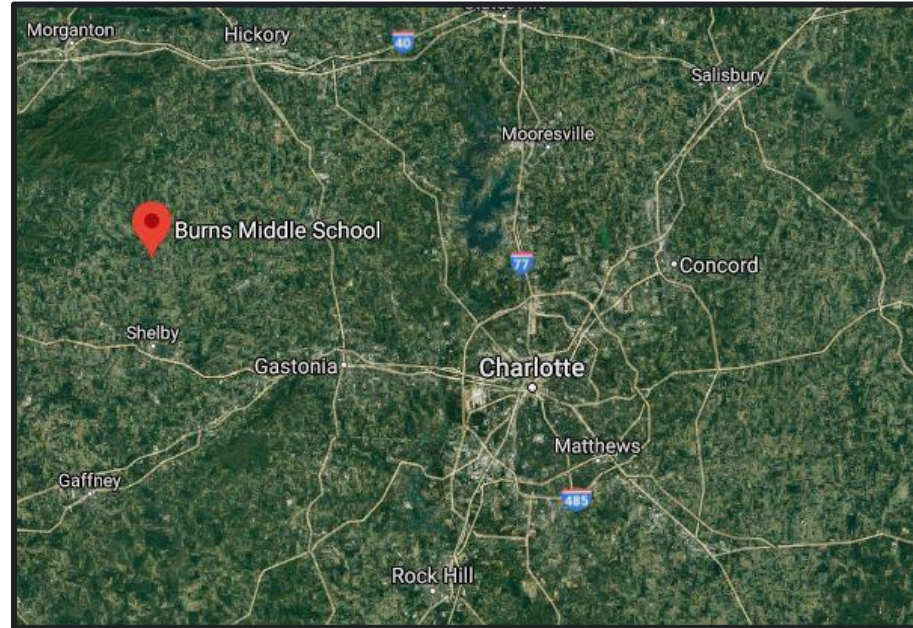
Mission
To prepare students for success in high school by providing meaningful instruction in a rigorous and safe learning environment in order to fully prepare students to lead productive lives in a complex and changing world.

Burns

Topics

- Building a collaborative culture using active, intentional teams focused on whole child results
- Defining and refining core instruction and implementing research, evidence-based best practices
- Building literacy, math, social emotional, and behavioral interventions
- Focusing on being results oriented
- Implementing adjustments due to COVID

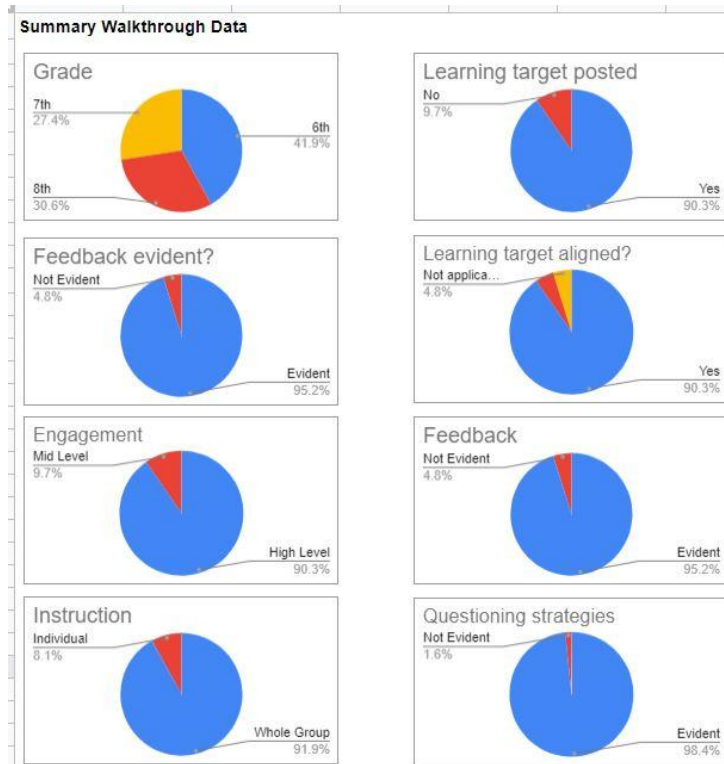*....accomplish by building defined, fluid, sustainable systems.*

Intentional Teams & Whole Child Results

- Defined leadership [structure](#)
- 'You can't expect what you don't inspect'
- PLCs - grade level/content area
  - Focus on learning, not teaching
  - Weekly [agenda](#)-driven discussions grounded in DuFour's four critical questions
    - What do we want students to learn?
    - How will we know if they have learned it?
    - What will we do if they don't learn?
    - What will we do if they already know it?
  - Summer curriculum/professional development
    - Pacing, Reading Research to Classroom Practice; Math Foundations
  - Data analysis based on common assessments using [protocol](#)

Intentional Teams & Whole Child Results

- MTSS Leadership Team
  - Review core systems
    - Core & intervention walkthrough data
    - Social Emotional Learning data
    - Behavior data
    - Attendance data
    - Risk data
    - School climate data (student survey)
  - Feedback for improvement
    - FAM-S
    - NC Beliefs Survey
    - Teacher Working Conditions Survey
  - Individual problem solving for students not responding to core or tiered instruction

Summary Walkthrough Data

Grade
- 7th 27.4%
- 8th 30.6%
- 6th 41.9%

Learning target posted
- No 9.7%
- Yes 90.3%

Feedback evident?
- Not Evident 4.8%
- Evident 95.2%

Learning target aligned?
- Not applica... 4.8%
- Yes 90.3%

Engagement
- Mid Level 9.7%
- High Level 90.3%

Feedback
- Not Evident 4.8%
- Evident 95.2%

Instruction
- Individual 8.1%
- Whole Group 91.9%

Questioning strategies
- Not Evident 1.6%
- Evident 98.4%

Intentional Teams & Whole Child Results

- Instructional Leadership Team
  - Reviews core instructional data
  - Grading structures
  - Core behavior expectations restructuring
- Interventionists
  - Core teachers
  - Review progress monitoring [documentation sheets](#) to make decisions about intervention placement - [problem solving guide](#) (sample: math)
- Literacy Leadership Team
- School Improvement Team

Questions or Discussion?

Defining & Refining Core Instruction | Academics

- Relentless focus on standards-based instruction & scaffolding strategies | PLCs
- 97 minute blocks of instruction
- [Co-teaching](#) *(filmed prior to COVID)*
- Aligned math instruction & supplemental materials with standards, Core+ Math
- Walkthrough data & adjustments
- Building capacity to analyze data
- Focus on adolescent literacy (SIP) - *building readers, not test takers*
  - Best practices; standards-based instruction and assessment
  - Xtreme Reading implementation
  - SIM (Strategic Instruction Model) Learning Strategies & Content Enhancement Routines across content areas - [XR & SIM](#) *(filmed prior to COVID)*
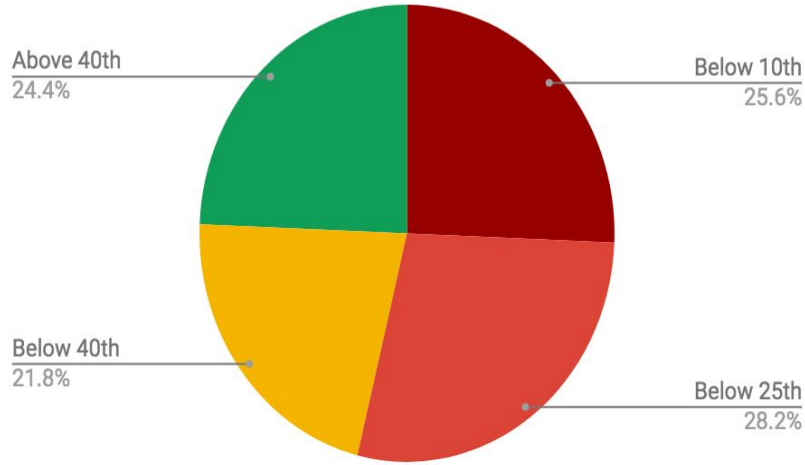 - Core+ ELA

Reading Longitudinal Data

READING/ELA Longitudinal Data	Burns Middle					
	Percent Proficient & Growth					
Grade Level / Test	13-14	14-15	15-16	16-17	17-18	18-19
	GLP	GLP	GLP	GLP	GLP	GLP
EOG - Gr. 5 Reading	52.9	49.2	62.5	54.4	51.0	47.2
EOG - Gr. 6 Reading	52.8	53.3	50.8 -1.2	66.7 -.3	68.2 1.9	65.7 1.6
EOG - Gr. 7 Reading	57.7	52.9	62.4 -.2	52.5 1	65.4 1.6	67.8 1.9
EOG - Gr. 8 Reading	59.1	52.7	49.8 -.2	53.9 .1	47.2 -2.7	63.2 -1.5

Each year, we have exceeded growth with SWD subgroup.
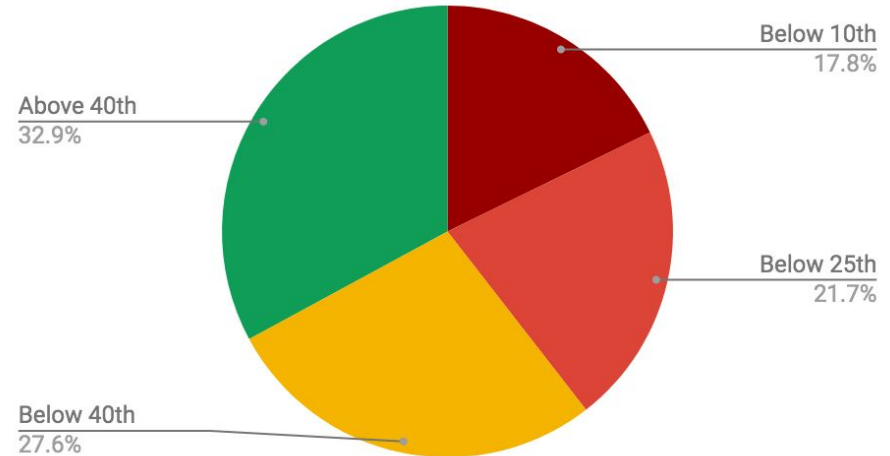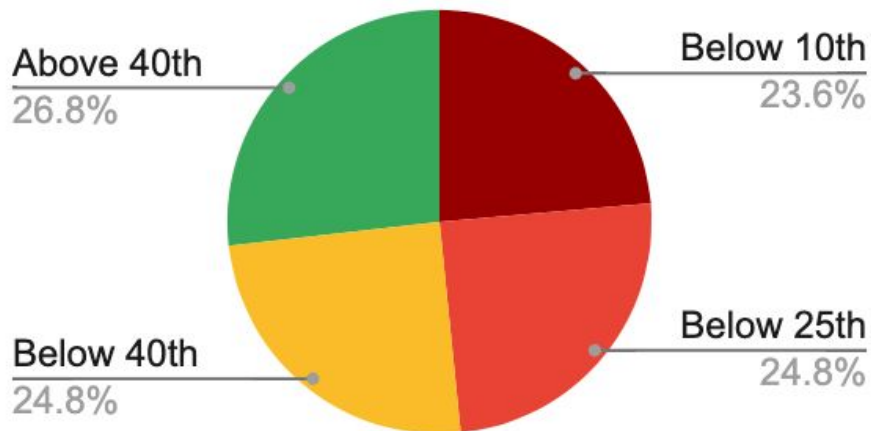
Xtreme Reading Data

TOSCRF Data Percentiles

BMS BOY TOSCRF Percentile

- Above 40th: 24.4%
- Below 10th: 25.6%
- Below 40th: 21.8%
- Below 25th: 28.2%

Measures basic reading fluency skills

BMS EOY TOSCRF Percentile

- Above 40th: 32.9%
- Below 10th: 17.8%
- Below 40th: 27.6%
- Below 25th: 21.7%

GRADE
Data Percentiles

BMS BOY GRADE Percentile

- Above 40th 26.8%
- Below 10th 23.6%
- Below 40th 24.8%
- Below 25th 24.8%

Measures basic reading comprehension skills

BMS EOY GRADE Percentile

- Below 10th 11.6%
- Above 40th 40.1%
- Below 25th 28.6%
- Below 40th 19.7%
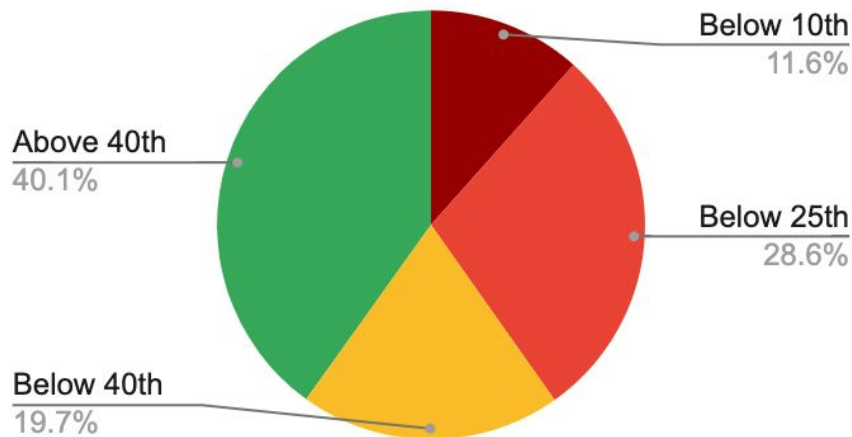
STAR Data

BMS BOY Star Reading Perce...

- Above 40th — 8.5%
- Below 40th — 22.2%
- Below 25th — 34.0%
- Below 10th — 35.3%
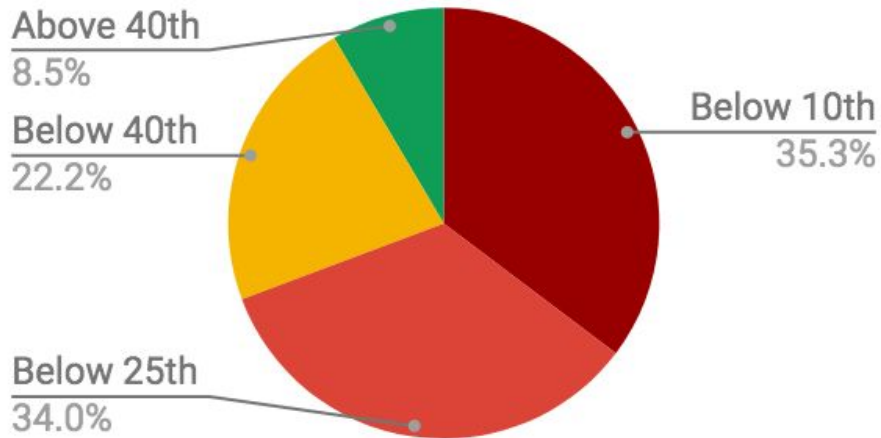
Measures grade level reading comprehension skills

BMS EOY Star Reading Perce...

- Above 40th — 11.1%
- Below 40th — 25.5%
- Below 10th — 31.4%
- Below 25th — 32.0%

EOG Data Percentiles
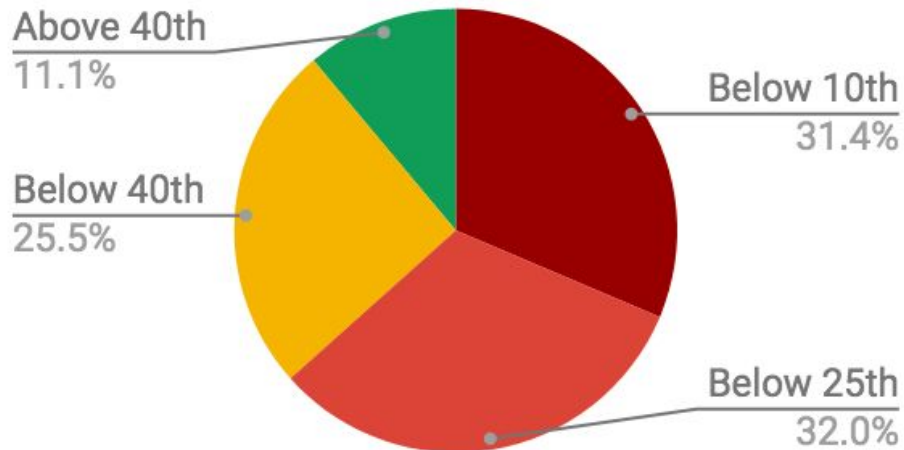
BMS 2017-2018 Reading EOG...

- Above 40th — 16.4%
- Below 10th — 27.6%
- Below 40th — 23.0%
- Below 25th — 32.9%
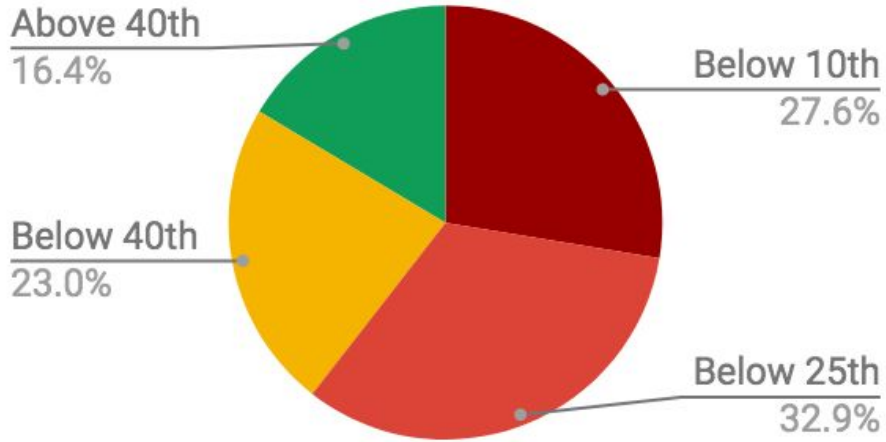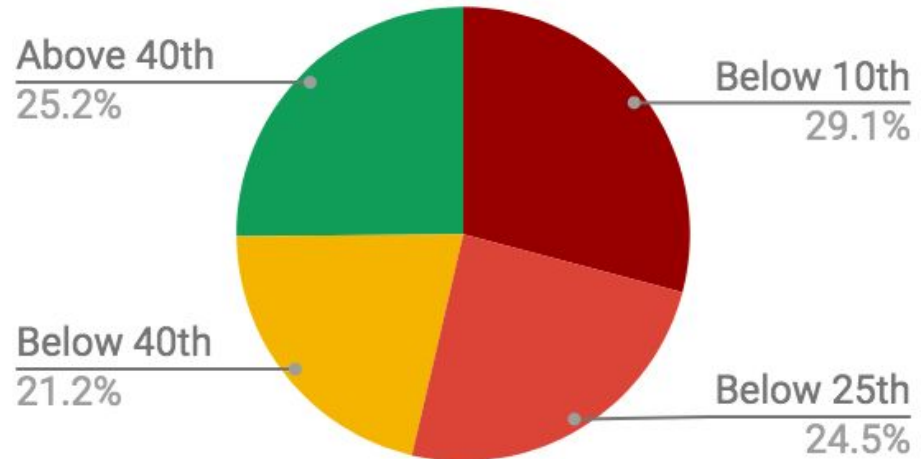
Measure of North Carolina reading standards

Percent of students above 25%tile increased by 7%

BMS 2018-2019 Reading EO...

- Above 40th — 25.2%
- Below 10th — 29.1%
- Below 40th — 21.2%
- Below 25th — 24.5%

Student Survey

Question	Percent agree/strongly agree
I am a more confident reader after having Xtreme Reading.	79.7%
I use Xtreme Reading strategies in my other classes.	28.2%
Xtreme Reading has made me more confident for the EOG.	77.0%
I understand the ACHIEVE expectations for my class.	84.0%

Question	Percent answering yes
Did you receive helpful and ongoing feedback about assignments?	93.2%
Have you learned strategies that help you read better? Do you understand what you read more?	96.0%
Do you feel more prepared for the EOG having learned the Xtreme Strategies?	90.0%
Do you better remember what you read?	91.0%

Student Comments [SIC]

"From the beginning of the year I felt unprepared because I didn't know much about the strategies and I still was reading fast and not understanding the story or the words. But now that I know the strategies I feel more comfortable and prepared for the EOG." - 6 grade student [SIC]

"Yes when I'm doing a passage the INFER strategy really helps me get a better understanding of the passage." - 8 grade student

"I have learned more strategies this year that will help me in the future. It helps me understand what I am reading now like poems and other paragraphs." - 7 grade student

"Yes I have learned new strategies that helped me read better this year. I do understand what I am reading more than I did because of the strategies that we were taught." - 8 grade student

"Yes I've learned a lot of new strategies with Xtreme and the strategies have taught me how to slow down and take my time and teach me how to comprehend what i'm reading. I used to struggle in reading class in my previous years but this 8th grade year has been a success. My favorite strategies that helped me and that I really like are the infer strategy and self questioning." - 8 grade student

Defining & Refining Core Instruction | SEL

- Community Resiliency Model (CRM) training
  - All staff
- EverFi/Character Playbook
  - Online Module and Whole Group lessons
  - Counselors drive through Health/PE sections
- Reset Room
- Trauma informed instruction training
  - Building capacity to focus on student strengths

Defining & Refining Core Instruction | Behavior

- Team restructured core behavior expectations + student representation
- School-wide matrix of expected behaviors
  - Be safe, be respectful, and be responsible
- ACHIEVE expectations within academic teams
  - Classroom expectations and procedures
- STOIC professional development for staff
  - Staff resources for school and classroom behavior management
- Consistently monitor discipline data and share with students, staff, community

Questions or Discussion?
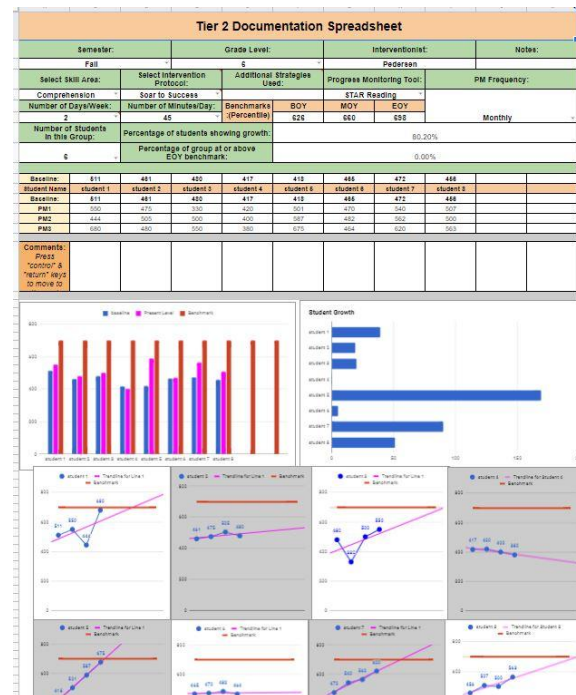
Building Interventions | Overview

- Explicitly defined [tiers of service](#)
- Teachers → interventionists
  - May/may not have 'own' students - allows for intentional groupings
- Focus on skills, not standards
- Progress monitoring for all tiered areas
  - Students need to own their data (graphing and conferencing)
  - Data-based decisions, not "I think/I feel" decisions
- Conferencing
- Intervention walkthrough fidelity checks
  - Grade, math/literacy, program, student engagement, teacher engagement

Building Interventions | Math

- Identifying
  - EasyCBM percentile
  - Previous year's End of Grade test score
- Intervening with tier 2 and tier 3 students
  - Non-COVID
    - Small, skill-based groups led by math teachers
    - Follow intervention protocol skill progression
  - COVID
    - Students work on iXL during intervention time
    - Conference with teacher
- Progress monitoring
  - EasyCBM every 3-4 weeks (dependent upon tier)
  - Goal set & self-monitor progress
  - Documentation sheets for teachers/interventionists

Building Interventions | Literacy

- Identifying
  - STAR percentile
  - Previous year's End of Grade test score
- Intervening with tier 2 and tier 3 students
  - Small, skill based groups
    - Decoding, fluency, comprehension groups
  - Use specific, research-based program
  - Teacher-led
- Progress monitoring
  - STAR every 3-4 weeks (dependent upon tier)
  - Goal set & self-monitor progress
  - Documentation sheets for teachers/interventionists

Building Interventions | SEL & Behavior

- Identifying
  - Back to school survey
  - Student Risk Screening Scale
  - Panorama
  - Student Difficulties Questionnaire
  - Team/Teacher input
  - Remove students with behavior intervention plan and/or outside therapy (for SEL)
- Progress monitoring

Differentiation:
Separate students who need to be __taught__ skills v. students who need __additional accountability__ for behaviors.

	SEL	Behavior
Tier 2	- small group with counselor(s) using evidence-based program	- level 1 or level 2 behavior card developed by team + student - check in/check out with student selected staff member (protocol to follow)
Tier 3	- 1:1 with counselor, school psychologist, or mental health clinician	

Building Interventions | Problem Solving

Literacy & Math

- Interventionists meet quarterly
- Review documentation sheets
- Complete discussion protocol to determine fidelity of instruction, students to move between tiers
- MTSSLT reviews for final determination

SEL & Behavior

- Teams review data (behavior card, documentation sheet)
- Complete discussion protocol to determine fidelity of instruction, students to move between tiers
- MTSSLT reviews for final determination

Questions or Discussion?

Results Oriented

- Focus on growth - academic, social-emotional, behavioral
- Consistent reviews of multiple data sources
  - Triangulate data
  - 30,000' to 5'2" views
- Team problem solving & decision making
- Refine systems based on data
- Summer work
  - Strategic master scheduling + individual student scheduling
  - Needs Assessment
  - Curriculum definement/refinement
- Celebrate successes

Adjusting to COVID

- Trusting and refining the systems we have in place
- Adapting systems to COVID changes without sacrificing learning
- PLCs continue to meet & are more important than ever
- Narrowing the focus
  - Standards for school year
  - Assignments/Grades
- Monitor mental health of students and staff
- Plan for the future
  - How approach future of virtual students completing no assignments after multiple interventions?

Questions or Discussion?

Contact Information

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burnsmiddle.org

References

Slide 5 - image of gears retrieved from: https://www.nicepng.com/ourpic/u2e6y3y3q8q8o0q8_decorative-gears-gears-on-a-wall/

Slide 19 - image of SEL skills retrieved from: https://www.leaderinme.org/social-emotional-learning/