

BUILDING INTEGRATED SYSTEMS THROUGH AN MTSS FRAMEWORK: IT TAKES TIME!

<https://tinyurl.com/HASDBISPres>



Huntingdon Area School District

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Johnny Miller - Principal, Standing Stone Elementary

Travis Lee-Director of Curriculum and Instruction

November 14, 2024



BUILDING INTEGRATED SYSTEMS THROUGH AN MTSS FRAMEWORK: IT TAKES TIME!

Padlet

<https://tinyurl.com/tleehasd>

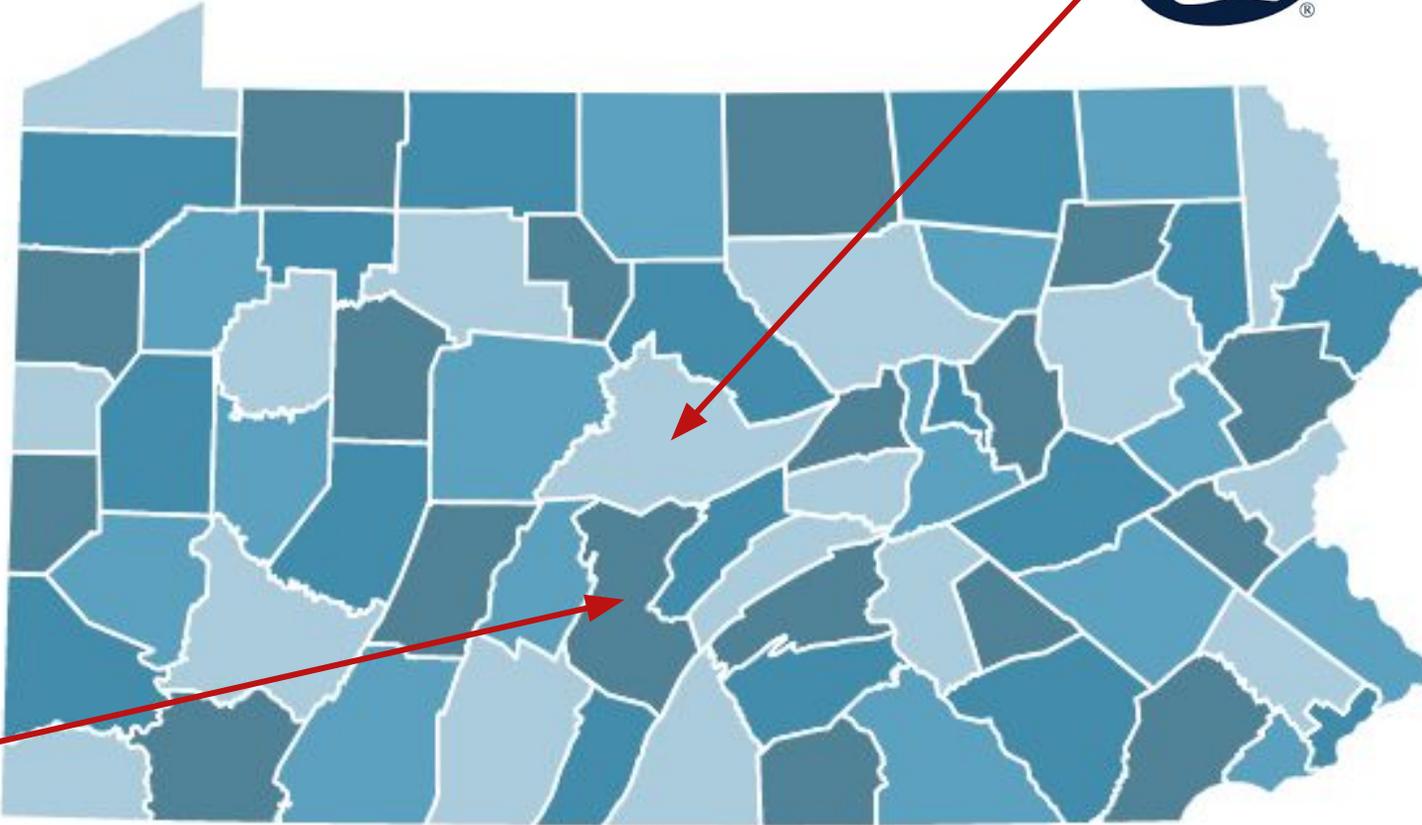


Audience Demographics

<https://tinyurl.com/tleeBISdemo>



LOCATION



Raystown
Lake



DEMOGRAPHICS



- **Rural district** in Central Pennsylvania
 - Huntingdon, PA
 - 10 townships and 2 additional small boroughs
 - County-seat
- **District Enrollment:** 1,670
 - 1 High School (540 students)
 - 1 Middle School (415 students)
 - 2 Elementary Schools (717)
 - BILD Online (87 full-time; 150 total)
- **Budget:** \$37.6 million
- **Economically Disadvantaged:** 55%
 - Community Eligibility Provision - CEP lunches; Year 1
- **Race/Ethnicity:** 94% White
- **Special Education:** 26%
- **Gifted:** 4%



INTEGRATED SYSTEMS: IT TAKES TIME

HASD Mission Statement

The Huntingdon Area School District community engages all stakeholders to create a nurturing learning environment, focused on achievement and growth, social and emotional wellness, and preparation for varied career pathways.

HASD Vision Statement

The Huntingdon Area School District will create diverse opportunities for each student to meet their maximum potential in an engaging environment.

HASD Shared Values

Safety ~ Responsibility ~ Respect ~ Accountability ~ Integrity



INTEGRATED SYSTEMS: IT TAKES TIME



INTEGRATED SYSTEMS: IT TAKES TIME

- **Goal Today:** Provided an contextualized overview of our longitudinal journey, with a focus on advanced tiers implementation, and our next steps
- **It's been a journey!**
- **Very Proud of our Work!**
 - There's still a lot to attend to
 - Continuous improvement mindset
 - It takes years!



AGENDA

- Barriers and False Starts
- Positive Movement: Knowing Our “Why”
- Behavior Systems (PBIS) and SEL
- Academic Systems
- Professional Learning
- System Structures and Lessons Learned



BARRIERS AND FALSE STARTS



ADVANCED TIERS TRANSITIONS

- **False Starts/Barriers**
 - A contextual narrative of our history helps to understand what has shaped our district, and where we are today
 - It takes time!



ADVANCED TIERS TRANSITIONS

- **False Starts/Barriers**

- **Personnel Changes**

- **Mr. Lee's 8th Year at HASD:** Moved from HS Principal to K-12 Director of Curriculum and Instruction
 - HS Counselors: 4 changes
 - HS Assistant Principals: 5 changes
 - HS Principal: 1 change
 - MS Assistant Principals: 4 changes
 - MS Principal: 1 change
 - Standing Stone Elementary Principal: 3 changes
 - Standing Stone Elementary Building Leader/AP: 2 changes
 - Southside Elementary Principal: 5 changes
 - Instructional Coaches: 2 changes; 1 position returned after 3-4 years
 - School Psychologists: Lost 1 of 2 positions - could not find a replacement
 - Online Learning Director: Position created
 - Business Manager: 2 changes
 - Pupil Services Director: 3 changes
 - Director of Education/Curriculum Director: 2 changes; no position for 3-4 years
 - Superintendent: 1 change
- ***Members are all integral to team and district planning***



ADVANCED TIERS TRANSITIONS

- **False Starts/Barriers**

- **Covid-19!**

- Plans for a new school master schedule (HS) were to be implemented in 2020-2021
 - Delayed until 22-23
- **Changing priorities:** Continuing education, addressing learning loss, setting norms and expectations in a “new normal” for education
- “Gray Group” and “Wednesday Group” during hybrid schedules
 - Great chance to really connect with learners with highest need
- TikTok challenges, pandemic anxiety, etc



ADVANCED TIERS TRANSITIONS

- **False Starts/Barriers**
 - **Personnel/Time**
 - Scheduling conflicts
 - Staff committed to multiple duties, assignments, committees
 - **General “False Starts”**
 - Initial momentum, or meetings, but nothing sustained
 - Educator fatigue



ADVANCED TIERS TRANSITIONS

Tier II Interventions

* Connect to MTSS!

* J. Whrich, T. Snare
* M. Marler, J. Snyder
→ Invite C. Long, C. Lutz
* Michelle

Behavioral

#1 **Restorative Practices!**

- Check-In/Check-Out
 - Teachers to be involved (Mentors)
 - Teacher protocols
 - Referral process/Parent input
 - HS/MS Mentors
- Check and Connect
 - Tier II Coaches training
- IST *
 - Develop Tier II Handbook!
- PBIS Retaechning **#2**
 - Teacher checklist/notes
 - PBIS Coach Retaechning
 - Disc. Lessons - what skills [Rob Rasmussen's Packets?]
 - Teacher Rec.
- Daily Learner Forms/Checklist *
- FBA's *
- Peer Mentoring
- Counseling Groups/Indiv. **#3**
 - Boundary setting
 - Social Worker, SW Intern, Linda, Linda's Intern
 - Set-up Schedule
 - to see all their kids
 - to see what needs to be met, let's make it happen!

Aca deanz

* Restorative Practices!
→ 3 week progress reports
→ set schedule
→ kid message

#4

- IST - when do we do CST?
- Teacher Referrals for Additional Support
 - Flow-chart needs to be developed
- Mid-point Reporting [Get date set]
- Counselor Mid-Year Family Reports
- Tutoring Referral
 - HW Help
 - NHS, Key Club, etc.
- Assign Supports?
 - Parent Notice & Skyward
- Structured Study
 - Work Day
 - Limits?
 - What periods
 - Limits?

#5

- When do we start remediation/credit recovery courses?
 - No choice at passing for year?
- Organizational Skills
 - Clar Miller
 - Utilize CAS
 - Peer Support!

Other notes:

- * Kim base Restorative Practices
- * Rub to fully meeting
- * Rob Rasmussen's Packets?
- * What's the challenge?
- * WIA's Periods
- * Think about truancy, and unexcused absences
- * Study Hall
- * Universal Screening
- * When do we start remediation/credit recovery courses?
- * No choice at passing for year?
- * Utilize CAS
- * Peer Support!



ADVANCED TIERS TRANSITIONS

School Closure Tasks

SAP Maintenance

- ① SAP Brochure
- ② SAP Flow chart
- ③ Agenda/Minutes/Caseworker responsibilities
- ④ Permission forms, follow-up forms, tracking sheet

School Policies

- ① Graduation Requirements
- ② Promotion/Retention

**Comp. Plan Goals!*

Tier II/Handbook

- ① Procedures for Leavers and Staff
- ④ WIA structured Study
- ⑤ Family Access Letter/Notification
- ⑥ Use of detentions/Saturdays
- ① Outlined supports
- ② Failing Grades/When referred
- ③ "Tree" of Supports/Flow

** Social Worker, School Counselor, Psychologist, CST, etc*

Online Academy Handbook

- ① Leavers + Staff
- ② All accompanying documents/paperwork

WIA Planning

- ① Teacher planning time
- ② Leader sign-ups
- ③ Research on Grade 9/10 Seminars

**Send to Dawn*

PBIS Tier I

Leader: Sarah
Team: Sider, Merle, Sner, Patrick, Mykel, S. Ibar, Ryan, Shaffer, Gabriel, Snyder, Foster, Tomlinson

**Hardbook*

**= Academic Supports*

*TFI Checklist PBIS Tier II

Leader: Matt
Team: S. Vemar, S. Arman, C. Lantz

**Hardbook*
↳ Description

Groups

- Coping Skills
- Mindfulness
- Resiliency/Grit
- Anxiety
- Character Dev [ex]
- Self Reg/Emotion/Work
- Executive Function

**New Student? ↳ Welcoming Committee*
**Rewards!*

SAP

Leader:
**Plan-Check/Handbook*

**Must do Maintenance*

"Champions"

Leader:
Team:
**Inclusive Practice [C. Eimo]*
**PEIM*

**Intervention*
**Self-Monitoring*
**Free duty teacher*
**3 day start time*
**Check & Connect*
**More member*
**Maybe weekly?*
**Counselor/EC*
**Teacher weekly report*



ADVANCED TIERS TRANSITIONS

Tier II Intervention

Integrated Systems Framework (ISF)

Note: Mission Statement Integrating Mental Health (MH) practices within the tiered framework approach to academics and behaviors (PBIS/MTSS) and trauma-informed approaches

Secondary Approach (MS/HS)

Tier I: Universal Level

Behavioral

PBIS: Tier I Coach: Sarah Muler
#2: Brent Stoltzfus
Team Members:

- BEARCATS Expectations
 - Video Lesson Plans
 - Behavior cards & rewards
 - Quarterly Celebrations
- Student Empowerment (SET) Team
- Welcoming Committee

Data Sources

- 1 School Office Discipline Referrals (ODRs)
- 2 Teacher Surveys (PBIS SSS & SPS)
- 3 TFI and BQR reports
- 4 Tier II Interventions/MH observations

Communication Processes

School:

- Learner Handbook
- Staff Handbook
- Future Ready Comp Plan [Building and District]
- PBIS: Tier I & II Handbook
- SAP Handbook
- SAP and Community Agency
- MOUs
- School Climate Committee

Statewide Presentations:

- Board Presentation
- Website
- Present!
- Community Agency Presentation
- Schedule with those parties as appropriate

Mission Statements:

- PBIS
- MTSS
- SAP
- FIECP

S.E. Schools Report to District Offices

Mental Health/Wellness/Interpersonal SKILLS

WEI Unit 2 Alex' Integration/MH/IFCS
Lead: Tami Lee

Priority topics and personal stories to lead:

Tier II/III/IV MH:

- Self-management skills
- Social skills

Are we using the right interventions?

- 1 Attention Seeking Assessment and Reaction
- 2 Health Literacy
 - Advice Program (IC, CASH)
 - Determine which modules
- 3 Wellness Wednesdays
 - Address/Plan/Brain
 - Guided by social worker
 - Group work
 - Group activities
- 4 Day + Alcohol Attention
 - Attention seeking-based programs
 - TFI
- 5 Healthy Relationship and Sex Education
 - Same time as health/wellness
- 6 Rest/Chill Challenge
- 7 Bullying Prevention

Data Sources:

- 1 FIVE Survey
- 2 District-wide Student MH Assessment (2018-2020)
- 3 School Climate Team Data and Action Plan
- 4 Results from Universal Screeners
- 5 Crisis Team Tracking

Academic

Future Ready Competency Plan
Lead: Tami Lee

- Core Content and Assessments
- Core Daily Grade Tracking
- Core Instruction
- Progress Monitoring/Benchmark Tests

Topics in Action:

- ASCA Model - Learning Strategies
- "Power" Plan
- See "Student Climate Survey" comment

Data Sources:

- 1 Future Ready Index
- 2 Benchmark Assessments (Study Island)
- 3 Curriculum Review cycle
- 4 3-year, mid-point, Mid-year, and semester/year grade reports
- 5 Curriculum-based Assessments (Common Assessment)
- 6 PIVAS Assessments

Professional Development

- Be sure to include in the TFCP the request elements on a yearly/biennial basis
- Know the key person for technical help (IT)
- Teacher processes for recognition/reward for any of the items within the plan

Tier II: Targeted Level

Behavioral

Lead: PBIS Tier II/SAP Team
Coor: Mitt Muler
SAP Leader: Sarah Muler
Team members:

Note: Lower concerns beyond Tier I lead to this team. They file on a SAP or PBIS strand.

Universal Screeners

- 1 Progress
- 2 Progress

Interventions

- 1 SAP
 - MH assessment/label
 - Day + Alcohol prevention/treatment
- 2 Social Worker
 - Individual Counselor
 - Family Support
- 3 Group Supports [Learning Agility]
 - Coping Skills
- 4 Mindfulness
- 5 Anxiety
- 6 Self-Regulation/self-worth
 - Goal/ID
- 7 Character Development
- 8 Resilience/Grant
- 9 Executive Function
 - Art "Strategy"
- 10 Foundations/BICD Library
- 11 Peer Mentoring
 - Peer - Kira Kari, SW
- 12 Champions Team
 - support, one study into the team (in 2021)
- 13 Evolution ACT 360
- 14 Staff Wellness
 - Self-care
 - Coping strategies

Restorative Practices

Lead: Brent Stoltzfus
Collaboration w/SPD

Threat Prevention

- SBIC meetings & referrals

Threat Assessment Process

Mental Health

Academic

Lead: T. Lee
Team: Sarah Muler

Note: See data collection for academic info on Tier II

Interventions

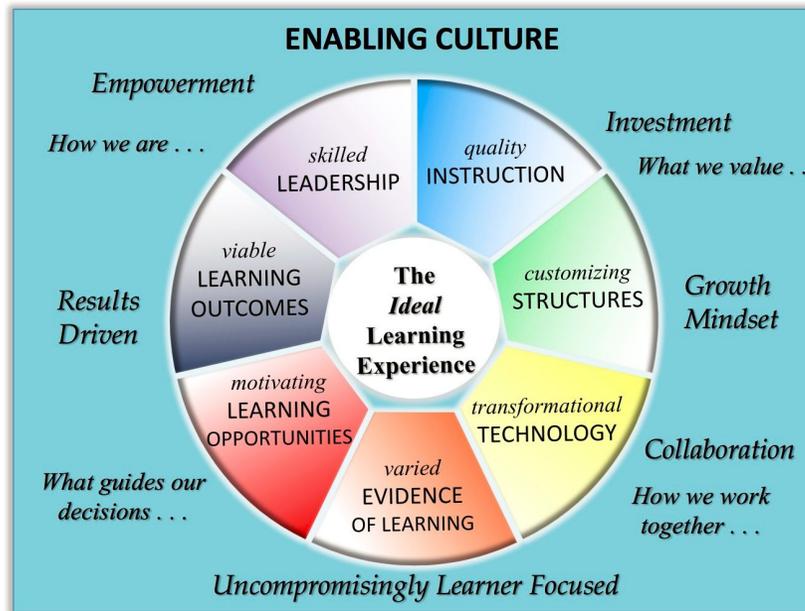
- 1 Keystone Exam Remediation
 - Paired during "WELL" or "Check ER"
 - Align to graduation requirements
- 2 Structured Study
 - Paired during WELL period
 - After-School Module
 - writing support
 - connect to 3-week reporting periods and course partners
 - Also: before "miss" or "off" week period due to power
 - make a learner and staff handbook
- 3 Brain STEPs
 - used by the STEPs team to assist learners within subject
 - copy/retain/transfer/there
- 4 Child Study Team (CST)
 - used when open as needed
 - Teacher + Family input
 - Identify pre-referral interventions to use and monitor
 - PFIAM Manual
 - Include Student [CST]
 - Include STEPs
 - Group Supports
- 5 Targeted Interventions
 - Reading and Math/History
 - "Power" or "WELL"
 - Misc?



ADVANCED TIERS TRANSITIONS

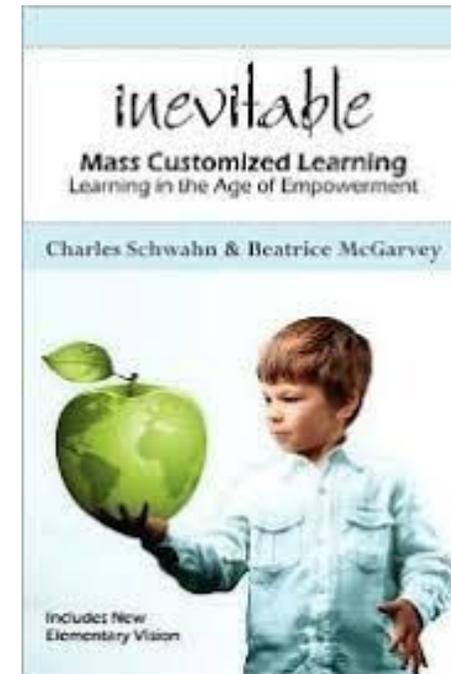
- Despite barriers, we were building capacity

Designing a MASS CUSTOMIZED LEARNING Community



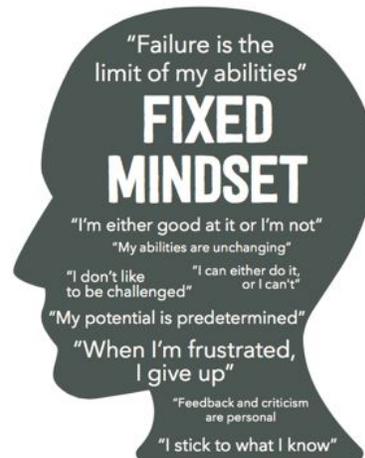
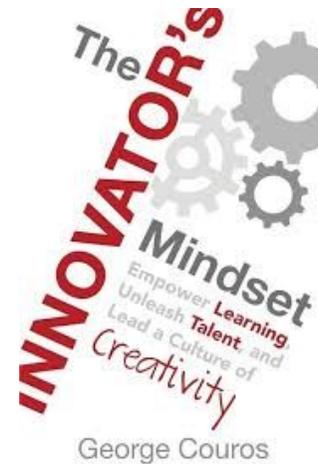
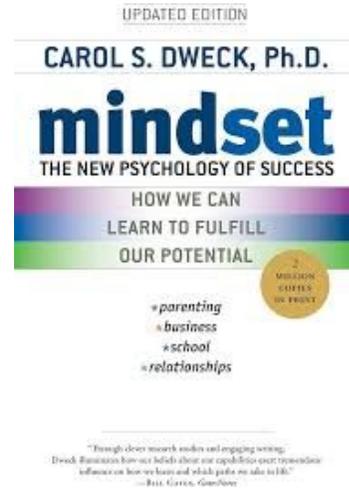
Driven by a Future-Focused Strategic Direction

MCL National 2016



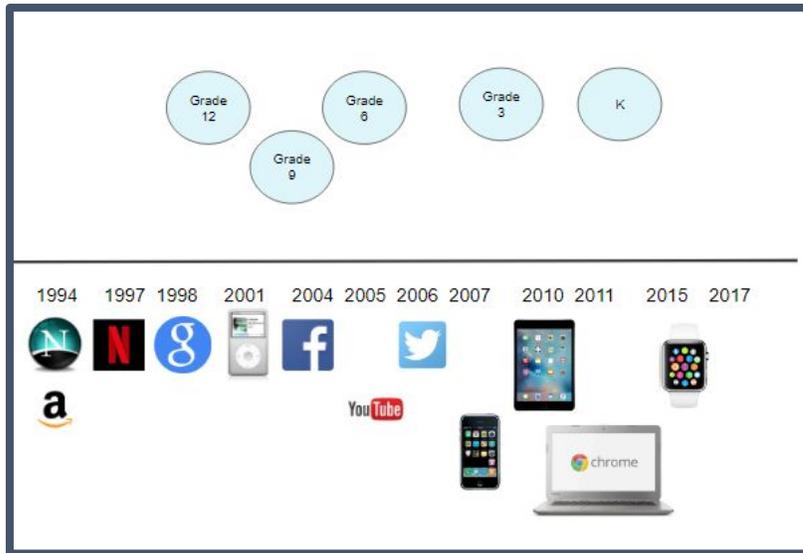
ADVANCED TIERS TRANSITIONS

- Despite barriers, we were building capacity



ADVANCED TIERS TRANSITIONS

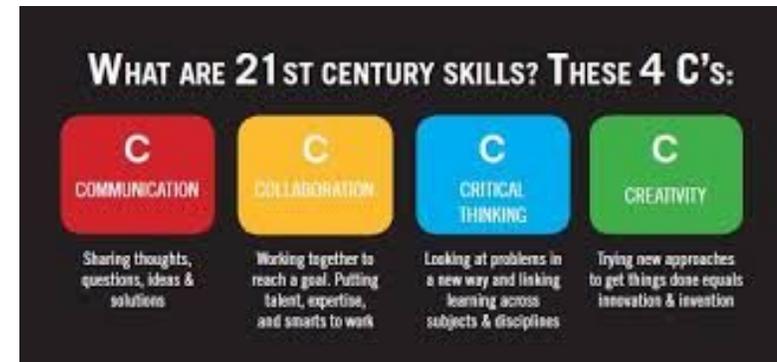
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ADVANCED TIERS TRANSITIONS

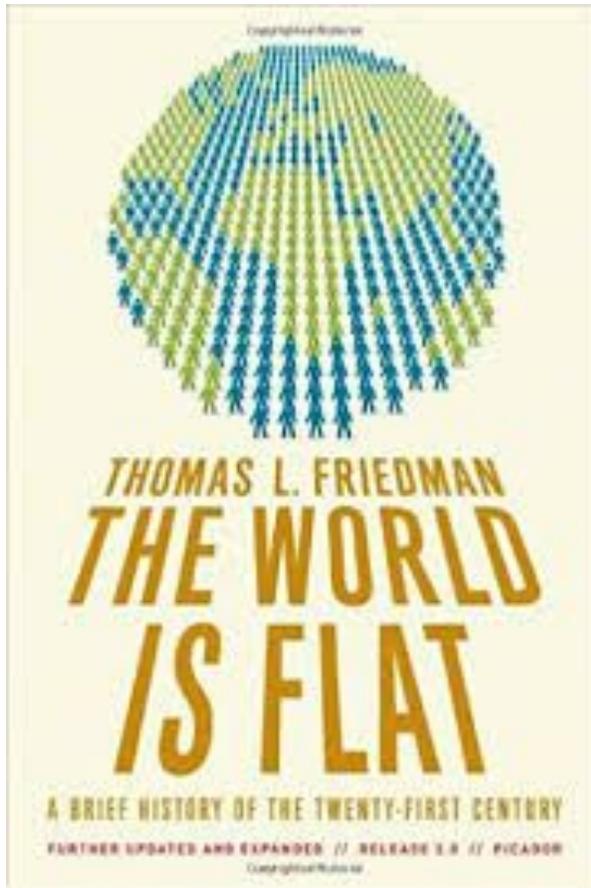
- Despite barriers, we were building capacity

Google			
S	A	M	R
<p>Substitution Tech acts as a direct tool substitute, with no functional change</p> <p>Teachers and students use Google Drive or tablet/chrome apps to replace traditional paper/pencil assignments...</p> <ul style="list-style-type: none"> Use Google Slides to create a class Presentation Use Google Docs to type an essay or take notes Online reading passages or tablet and chrome apps for practicing skills such as online books (reading silently or being read to), math fact practice, etc. Google Drawings to draw a picture or a mind/brainstorming map Google Search for researching a topic 	<p>Augmentation Tech acts as a direct tool substitute, with functional improvement</p> <p>Teachers and students use Google Drive or tablet/chrome apps and extensions to replace traditional paper/pencil assignments with functional improvement...</p> <ul style="list-style-type: none"> Google Research, Voice Typing, Spell Check, etc. in Google Docs Google Drive for Auto-Save, Spell Check, Add-ons (Flubaroo, EasyBib, Turnitin, etc.) Google Forms and Sheets to collect and represent data Insert and edit images into Google Drive apps such as Docs, Slides, or Drawings Use tablet and chrome applications for highlighting and annotating text, practicing skills, etc. Google Forms for assessment 	<p>Modification Tech allows for significant task redesign</p> <p>Teachers and students use Google Drive or tablet/chrome apps and extensions to collaborate and share feedback and differentiate assignments...</p> <ul style="list-style-type: none"> Google Drive for providing digital feedback through comments feature or through add-ons such as Kaizena Google Drive for real-time collaboration with peers in the classroom or across the world. Use tablet and chrome applications for creating through screen capture, video production and editing, etc. Post essential questions, discussions, and progress in a Google+ community or Google Classroom 	<p>Redefinition Tech allows for the creation of new tasks, previously inconceivable</p> <p>Teachers and students use Google Drive to create multimedia elements to demonstrate learning and explore options never thought possible...</p> <ul style="list-style-type: none"> Google Drawings to create graphic organizers and multimedia elements which are embedded into shared Google Docs. These resources are used to create a YouTube video that is shared with other classes. Create a Google Site, YouTube video, or blog post to publish their project findings to an authentic audience Google Maps to create, collaborate, and share Use Google+ Hangouts to communicate via video and connect with others around the world.
Enhancement		Transformation	

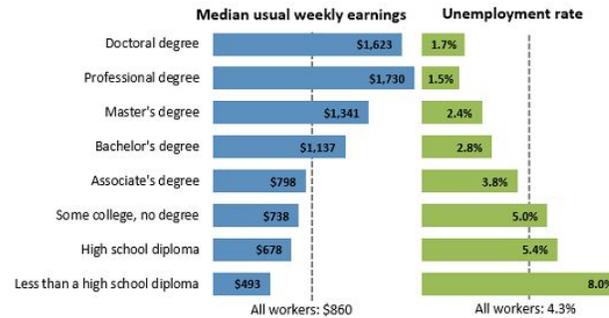


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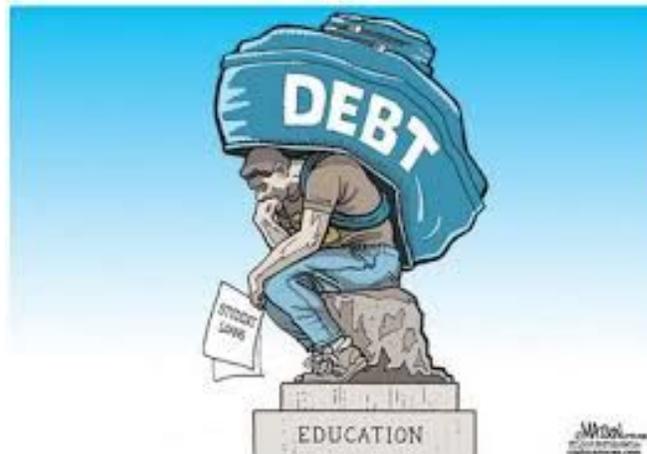
- Despite barriers, we were building capacity



Earnings and unemployment rates by educational attainment, 2015



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey



ADVANCED TIERS TRANSITIONS

- Despite barriers, we were building capacity



“All Learners, All Futures”

Meeting Every Learner's Needs, Every Hour of Every Day



ADVANCED TIERS TRANSITIONS

- **Despite barriers, we were building capacity**

Direction?

Vision?



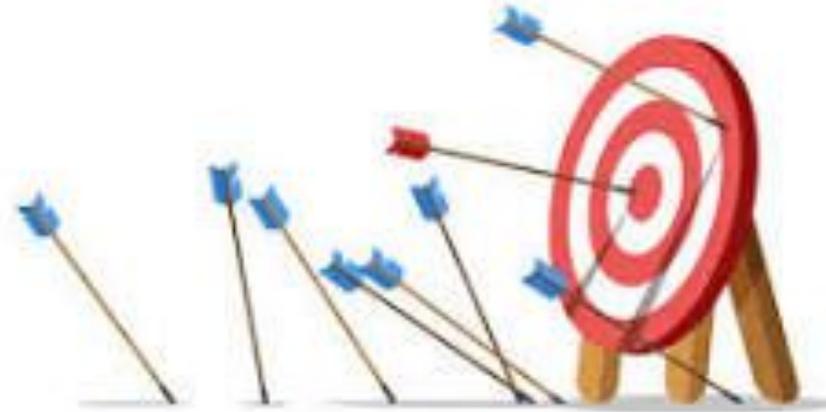
ENHANCING THE CURRICULUM

- **Despite barriers, we were building capacity**
 - Schools are **complex!**
 - Facilitating change with fidelity takes time
 - Model for Managing Complex Changes (Knoster)



ADVANCED TIERS TRANSITIONS

- **Despite barriers, we were building capacity**

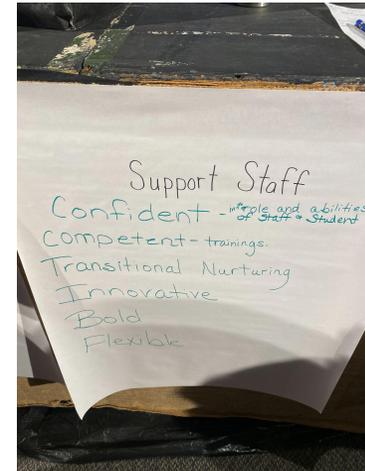
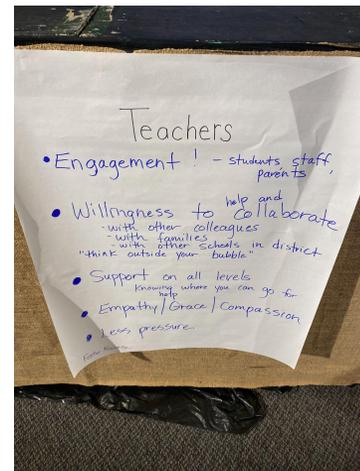
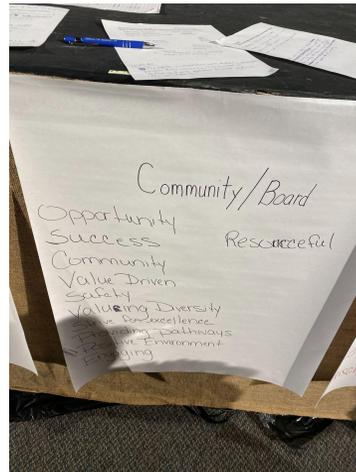
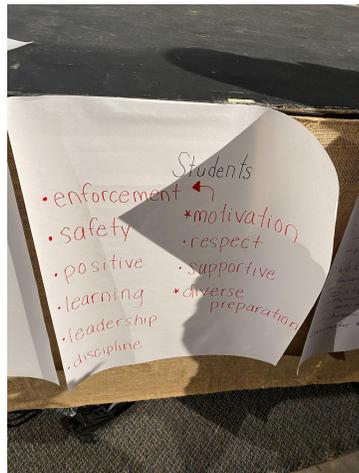
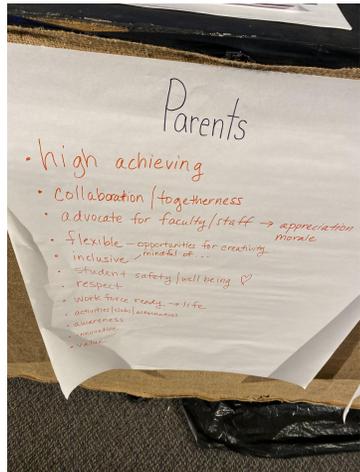


POSITIVE MOVEMENT KNOWING OUR “WHY”



KNOWING OUR "WHY" - ALIGNMENT

- **Comprehensive Planning and Mission/Vision**
 - Strategically align the important work of the district
 - ***Focus our path and commitment of stakeholders***
 - Mission/Vision: Fall 2021 - Spring 2022
 - Use opportunities to **educate your community**



KNOWING OUR “WHY” - ALIGNMENT

HASD Mission Statement

The Huntingdon Area School District community engages all stakeholders to create a nurturing learning environment, focused on achievement and growth, social and emotional wellness, and preparation for varied career pathways.

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HASD Shared Values

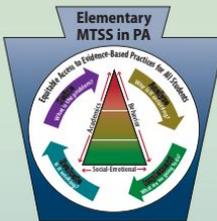
Safety ~ Responsibility ~ Respect ~ Accountability ~ Integrity



KNOWING OUR "WHY" - ALIGNMENT

Elementary MTSS in PA

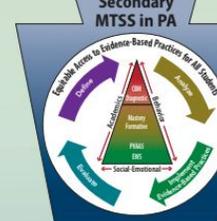
<p>Equitable Access to High-Quality, Standards-Aligned Core Instruction (K-12)</p> <p>Core Instruction</p> 	<p>Academic, Behavioral and Social-Emotional Screening is Conducted Regularly With All Students Using Technically Adequate, Efficient Measures</p> <p>Universal Screening</p> 	<p>District, Building, Grade-Level and Individual Problem-Solving Teams Continuously Collaborate Toward Enhanced Outcomes for All Students</p> <p>Shared Ownership</p> 	<p>Ongoing Process of Collecting and Analyzing Continuum of Data Sources to Inform Instruction and Intervention</p> <p>Data-Based Decisions</p> 
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PaTTAN

Secondary MTSS in PA

<p>Equitable Access to High Quality, Standards Aligned Core Instruction and Differentiated Content Support</p> <p>Core Instruction</p> 	<p>Early Warning System (EWS) PVAAS Extant Data</p> <p>Screening</p> 	<p>District, Building, Grade/Departmental and Individual Problem Solving Teams Continuously Collaborate Toward Enhanced Outcomes for All Students</p> <p>Shared Ownership</p> 	<p>Diagnostic Mastery Formative Summative</p> <p>Data-Based Decisions</p> 
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PaTTAN

<p>RTI</p> <p>Response to Intervention (RTI) is an Assessment Process That Informs Instructional Intensification and Student Growth Within MTSS and an Approach Used for SLD Determination</p>	<p>Family Engagement</p> <p>Schools and Families Work Collaboratively Toward Attainment of Positive, Strength-Based Goals and Outcomes</p>	<p>Multiple Tiers</p> <p>Equitable, Effective, and Efficient Evidence-Based Supports and Services Are Provided Via a Seamless System of Service Delivery</p>	<p>Professional Learning</p> <p>Structures are Established to Support Research to Practice Efforts that Build Capacity and Result in Sustainable Practices and Outcomes</p>
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KNOWING OUR “WHY” - ALIGNMENT

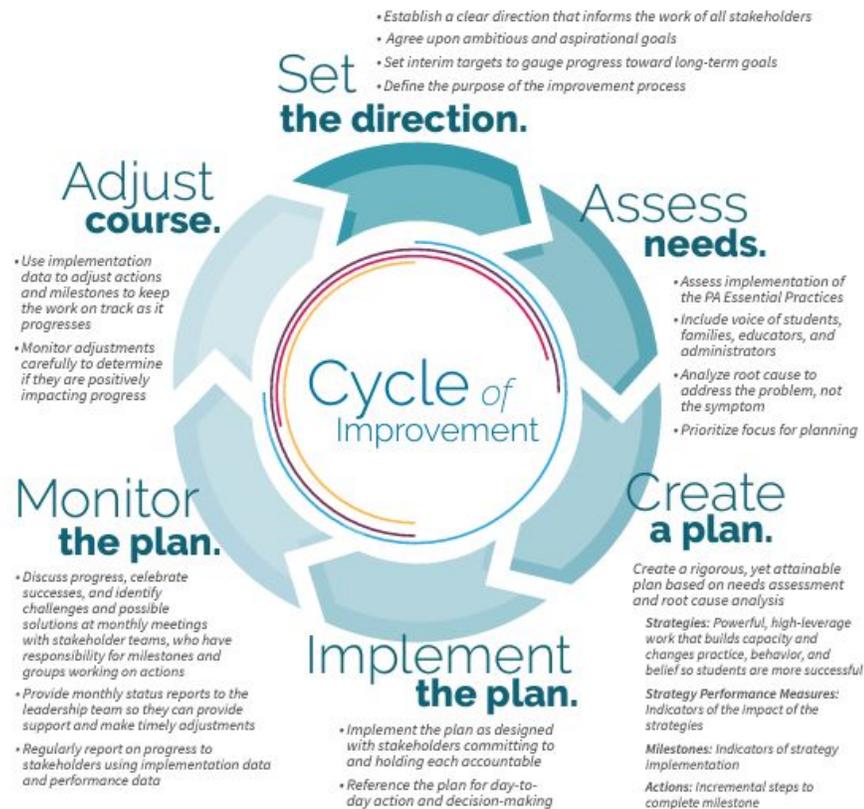
HASD Multi-Tiered Systems of Support (MTSS)

Our team will use data to provide necessary school and community support to help all students to be successful academically, behaviorally, socially and emotionally.



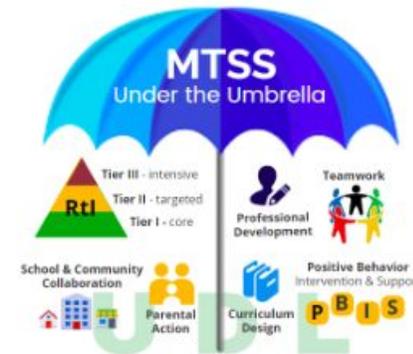
KNOWING OUR “WHY” - ALIGNMENT

- **Connection to Future Ready Comprehensive Plan (FRCP) and MTSS (Systems Approach)**



HASD Multi-Tiered Systems of Support (MTSS)

Our team will use data to provide necessary school and community support to help all students to be successful academically, behaviorally, socially and emotionally.



Last revised 08/2022

KNOWING OUR "WHY" - ALIGNMENT

Comprehensive Plan | **School Plans** | My Plan Folders

Year: Clear Search

Huntingdon Area SD
AUN: 111312503 - 0
Comprehensive Plan I 2024 - 2027

PDE Review
100.00% Complete
Due 3/31/2024

Submitted 03/26/2024
Last monitored --/--

[Ready, Set, Go](#) [Plan Monitoring](#) [Plan Communications](#)

Completion of Other State Required Reports

- ✓ [Academic Standards and Assessment Requirements \(Chapter 4\)](#)
- ✓ [Gifted Education Plan Assurances \(Chapter 16\)](#)
- ✓ [Student Services Assurances \(Chapter 12\)](#)
- ✓ [Induction Plan \(Chapter 49\)](#)
- ✓ [Professional Development Plan \(Act 48\)](#)

Huntingdon Area SD
AUN: 111312503 - 0
Comprehensive Plan I 2021 - 2024

PDE Approved
100.00% Complete
Due 2/27/2023

Submitted 08/24/2022
Last monitored 12/11/2022

[Ready, Set, Go](#) [Plan Monitoring](#) [Plan Communications](#)

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- ✓ [Professional Development Plan \(Act 48\)](#)



KNOWING OUR “WHY” - ALIGNMENT

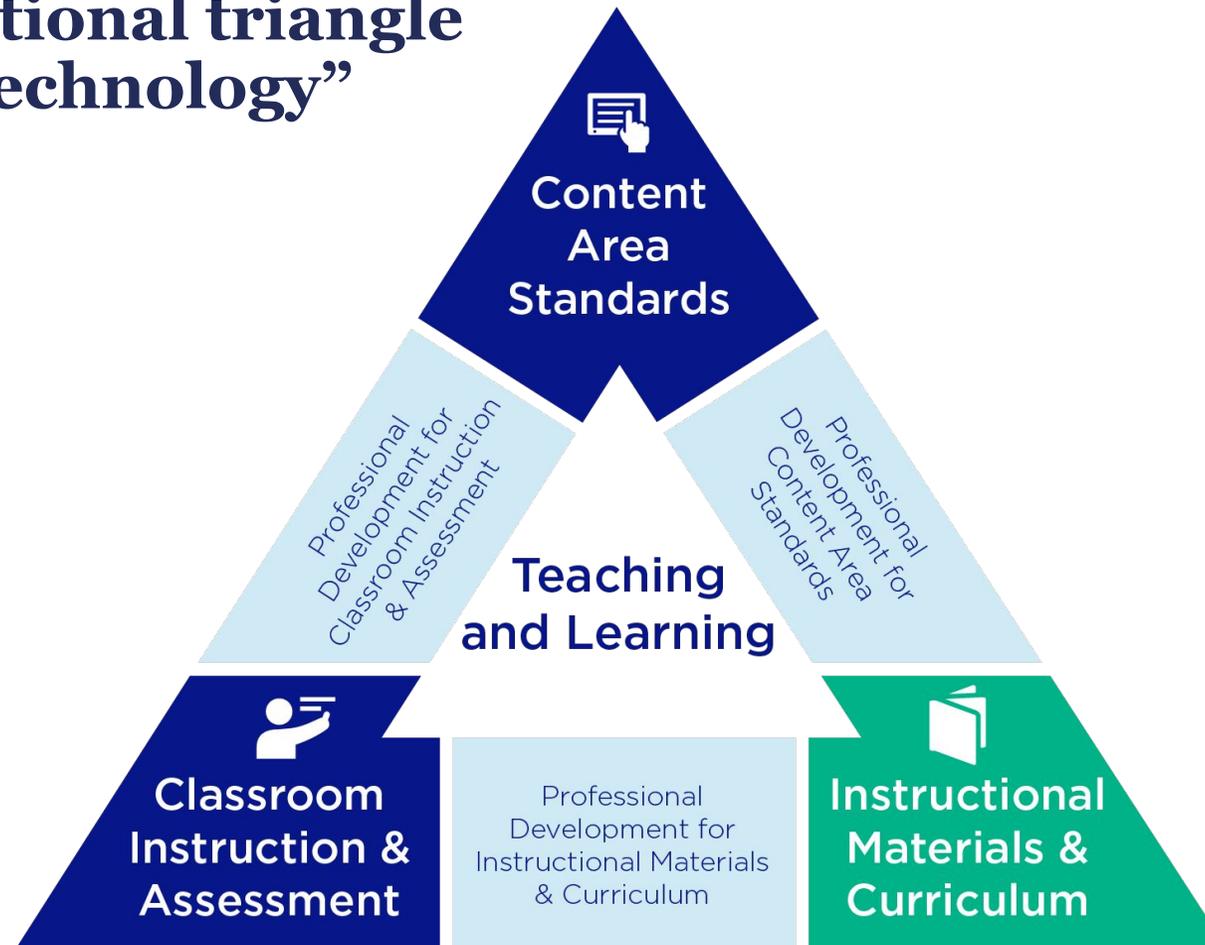
Teacher Induction Sessions

Year 2 Monthly Sessions: Comp Plan Induction Topics by Session and Danielson Domain						
Month	Topic	Comp Plan Topic Areas	Danielson Components			
September	Explicit Instruction	Instructional Practices	1A	1C	1E	3C
		Assessments and Progress Monitoring	1E	1F	3D	4B
		Data Informed Decision Making	3C	3D	1C	
		Materials and Resources for Instruction	1D	1E	4D	
		Standards/Curriculum	1A	1C	1E	
October	Universal Design for Learning (UDL) and Differentiated Instruction	Instructional Practices	1A	1C	1E	3C
		Standards/Curriculum	1A	1C	1E	
		Accommodations and Adaptations for Diverse Learners	1B	2B	1C	3C
		Data Informed Decision Making	3C	3D	1C	
November	Individualized Needs Session	<i>TBD According to the Needs of the Teacher</i>				
		Educator Effectiveness	4A	4D	4E	
January	The Science of Reading and Structured Literacy Practices	Instructional Practices	1A	1C	1E	3C
		Standards/Curriculum	1A	1C	1E	
		Data Informed Decision Making	3C	3D	1C	
		Assessments and Progress Monitoring	1E	1F	3D	4B
		Materials and Resources for Instruction	1D	1E	4D	
		Educator Effectiveness	4D	4E		
February	The MTSS System	Instructional Practices	1A	1C	1E	3C
		Standards/Curriculum	1A	1C	1E	
		Data Informed Decision Making	3C	3D	1C	
		Assessments and Progress Monitoring	1E	1F	3D	4B
		Materials and Resources for Instruction	1D	1E	4D	
March	District Initiatives	<i>TBD According to the Needs of the District</i>				
		Educator Effectiveness	4A	4D	4E	
April	Culturally-Relevant and Sustaining Education: Trauma-Informed Practices and Poverty	Safe and Supportive Schools	1B	2A	3A	
		Parental and/or Community Involvement	1B	2A	4C	
		Culturally Relevant and Sustaining Education	1B	2A	3A	4C
May	Reflection of the Program	Educator Effectiveness	4A	4D	4E	



KNOWING OUR “WHY” - ALIGNMENT

- Connection to Future Ready Comprehensive Plan (FRCP) and MTSS (**Systems Approach**)
 - Instructional triangle
 - “Core technology”



KNOWING OUR “WHY” - ALIGNMENT

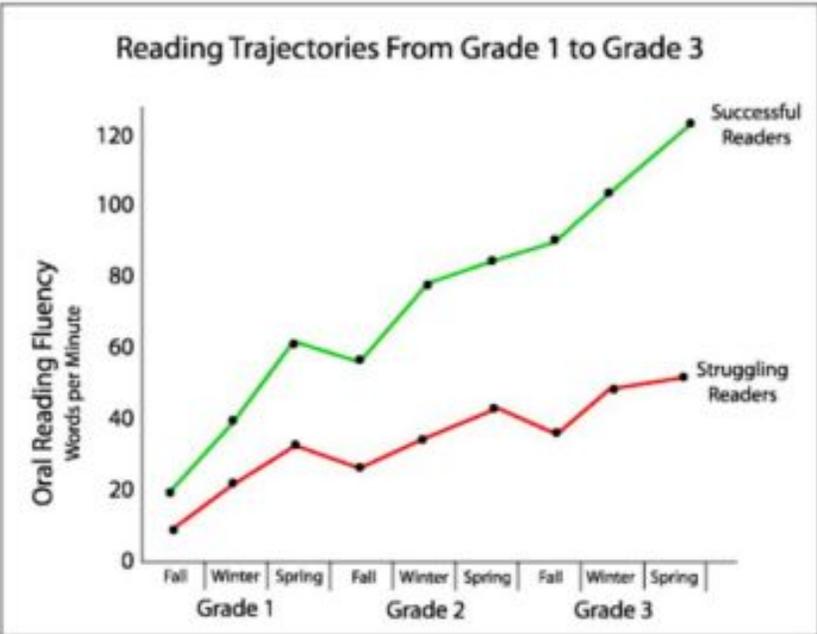
- **MTSS District Team**
 - **Formed during Fall 2022**
 - Superintendent, Principals, Counselors, PBIS Coaches, Special Education Reps
 - Facilitated by TIU11 lead School Psychologist
 - Skilled in research and evidence-based practices
 - Adept at facilitating meetings and analyzing data
 - Goal of developing an MTSS Handbook
 - **Paused during Spring 2023**
 - Determined that there were greater needs at the Tier 1 level
 - Mostly *academic in nature* and *school processes*
 - *Prioritize*
 - ***Helped to build capacity and understanding for next steps***
 - Mission Statement; Integrated Systems Framework; Language and Definitions
 - ***Identified an internal need for support***
 - Director of Curriculum and Instruction



KNOWING OUR “WHY” - ALIGNMENT

Teaching Reading is **URGENT!**

The Scope of Reading in the U.S.



Students in the bottom 25% of the reading continuum have a trajectory of progress that diverges early from their peers who have learned to read successfully.



KNOWING OUR “WHY” - ALIGNMENT



Special Education Data Report School Year 2022-2023

Enrollment (School Age) Source: December 1, 2022 Child Count

	LEA	State
Total Enrollment ^	1,655	1,680,038
Total Special Education Enrollment	434	324,720
Percent Special Education	26.2%	19.3%
Percent of Special Education Enrollment by Disability		
Autism	8.3%	13.2%
Deaf-Blindness	---	0.0%
Emotional Disturbance	7.1%	7.9%
Hearing Impairment Including Deafness	---	0.8%
Intellectual Disability (Mental Retardation)	4.6%	6.2%
Multiple Disabilities	---	0.9%
Orthopedic Impairment	---	0.2%
Other Health Impairment	20.5%	18.2%
Specific Learning Disability	41.2%	38.3%
Speech or Language Impairment	16.8%	13.9%
Traumatic Brain Injury	---	0.2%
Visual Impairment Including Blindness	---	0.3%

^ Total Enrollment, for Special Education reporting purposes, includes all students enrolled in an LEA regardless of the location where a student is receiving services.

Race/Ethnicity (School Age) Source: December 1, 2022 Child Count

	Spec ED	LEA
American Indian/Alaska Native	---	---
Asian	---	---
Black or African American	---	1.1%
Hispanic	---	1.0%
Multiracial	6.2%	4.0%
Native Hawaiian/Other Pacific Islander	---	---
White	91.7%	93.4%

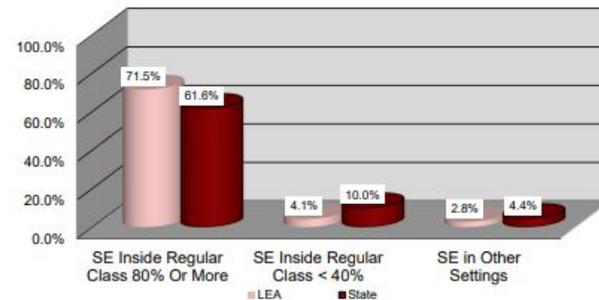
Posted: September 2023 by the Pennsylvania State Data Center

Huntingdon Area SD

Where this symbol (---) appears, the PDE is not displaying these data on this report to guard against improper statistical comparisons due to small group sizes (n=10 or less), and to protect the confidentiality of those students with disabilities who comprise this category.



Educational Environments (Ages 6-21, Age 5 School Age) Source: December 1, 2022 Child Count



Page 1 of 1

BEHAVIOR SYSTEMS (PBIS) AND SOCIAL-EMOTIONAL LEARNING



BEHAVIOR SYSTEMS (PBIS) AND SEL

- **PBIS**

- Tier 1 Banner Status (all 4 buildings)
 - *HS/MS: 2016-2017 implementation
- Tier 2 Banner Status (2 elementary schools)
 - *Secondary: Hopefully Tier 2 with fidelity 24-25 school year
- Ongoing improvement efforts
- **De-escalation strategies**



BEHAVIOR SYSTEMS (PBIS) AND SEL

- **Preparation Over Time/Capacity Building**
 - **Tier I with fidelity** as Step 1
 - Takes continued work and monitoring
 - Since 2017-2018
 - Focus on **Building/Student Needs**
 - Academics, Behavior, SEL
 - Behavior was not identified as the top priority (Secondary level)
**Convergence of data sources*
 - Some shifting priorities along the way
Often *overlapping professional learning*
 - **Mental Health** was the dominant need
 - PAYS Survey, SAP Teams, PBIS School Safety Survey (SSS) and Self-Assessment Survey (SAS); Center for Safe Schools District/Mental Health Assessment, School Psychologist Input; School Climate Surveys (students, families, staff)
 - *Student advocates*
 - **Often led to individual interventions (Tier 3)**
 - Follow-ups with students and families to take advantage of these supports
**Use of social-workers*



BEHAVIOR SYSTEMS (PBIS) AND SEL

- **Preparation Over Time/Capacity Building**
- **Enhancing MH and Behavior Supports**
 - **Social Workers**
 - 17-18: No social worker support (District-level)
 - Worked with Tuscarora Intermediate Unit 11 (*TIU11*) for support
 - 18-19: 1/2 time support
 - 19-20: 1 full-time SW
 - 20-21: 2 full-time SWs
 - 24-25: 2.5 full-time SWs
 - **Emotional Support and Special Education Staff (CSBBH)**
 - Increase in number and specialization over time
 - Executive functioning focus



BEHAVIOR SYSTEMS (PBIS) AND SEL

- **Preparation Over Time/Capacity Building**
- **Enhancing MH and Behavior Supports**
 - **Community and School-Based Behavioral Health (CSBBH)**
 - ***CenClear* Partner**
 - Elementary: 20-21
 - Middle School: 23-24
 - **Partial Hospitalization (6-12)(TIU11)**
 - Established 21-22
 - Fortunate to have this countywide resource on our campus
 - **High School Transitions Classroom**
 - Teacher, Behavior Coach, Masters-Level Therapist; Family Connections
 - Facilitated by ***Laurel Life***
 - Helps to provide services in-house rather than attending an alternative location



BEHAVIOR SYSTEMS (PBIS) AND SEL

- **Preparation Over Time/Capacity Building**
- **Enhancing MH and Behavior Supports**
 - **Renaissance Fundamentals Survey (PASS)**
 - Year 3 of Implementation; Used in conjunction with Early Warning System (EWS)
 - Building-wide Tier I goals
 - **Freshmen Wellness Seminar** (HS WIN period)
 - Year 3 of implementation
 - *Huntingdon County Prevention Network*, HAHS Health Staff
 - **Teen Mental Health First Aid** (Grade 10 Health)
 - Year 2 of implementation
 - *Jana Marie Foundation*, funded by *Mt. Nittany Health*



BEHAVIOR SYSTEMS (PBIS) AND SEL

- **Preparation Over Time/Capacity Building**
- **Enhancing MH and Behavior Supports**
 - **Funding**
 - Safety Grants/PCCD Grants
 - ESSER
 - **PaTTAN Systemic Supports** (LiveSchool)
 - District Budget
 - Careful planning each year, over time, and when opportunities are presented



BEHAVIOR SYSTEMS (PBIS) AND SEL

- **Preparation Over Time/Capacity Building**
- **Bolstering Tier I/Educating for Tier II**
 - **Trauma-Informed Practices**
 - “Champions” Team: January 2021
 - K-12 Staff: March and October 2021
 - Trainings provided by *Laurel Life*
 - **PASS Survey (*Renaissance Learning*)**
 - SEL Universal Screener
 - Year 3 of Implementation; Used in conjunction with Early Warning System (EWS)
 - Small Tier 1 Goals; Celebrate the Data!
 - **De-escalation Training**
 - **January 2025**
 - Response to staff concerns
 - **BrainSTEPS**
 - Nurses, counselors, social workers



BEHAVIOR SYSTEMS (PBIS) AND SEL

- **Preparation Over Time/Capacity Building**
- **Bolstering Tier I/Educating for Tier II**
 - **Tier II Faculty Presentations (Secondary)**
 - HS Tier II Overview (22-23)
 - MS CI/CO and Tier II Overview (23-24)
 - HS/MS Tier II Team Training (January 2024)
 - **K-12 Tier II Team Review** (Spring 2025)
 - **Focusing Emotional Support Curriculum**
 - October 2023
 - Elementary: *Everyday Speech*
 - *ES staff, SLPs, OT, School Counselors, Social Workers
 - Secondary: 7 Mindsets - *BASE Education*
 - Can use these resources to facilitate Tier 2 groups!
 - August 2024
 - **Second Step for Tier 1: K-8**



BEHAVIOR SYSTEMS (PBIS) AND SEL



Huntingdon Area School District

District Data Dashboard

Behaviors Recorded All Campuses

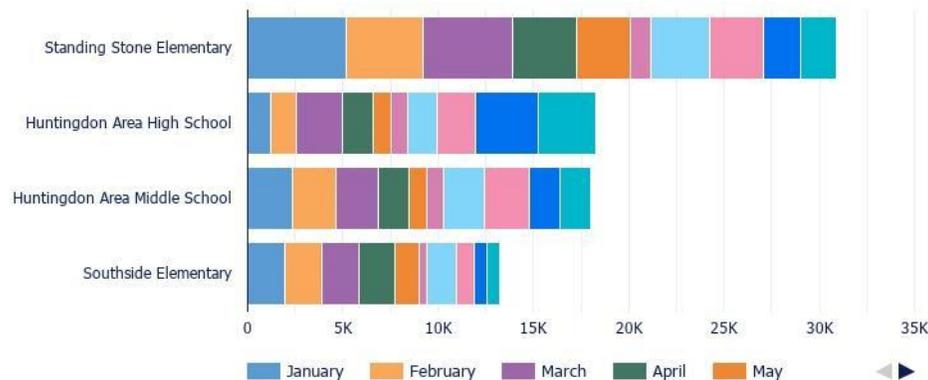


Total Behaviors Recorded

This Month
6,664 merits
569 demerits

This Year
73.3K merits
7.0K demerits

Behaviors Recorded By Campus



Total Campuses Recording

This Month
4

This Year
4



BEHAVIOR SYSTEMS (PBIS) AND SEL

EWS Quarterly Data									
		High Risk		Medium Risk		Low Risk		#Students	
		#Students	% of Class	#Students	% of Class	#Students	% of Class		
Class of 2026	Grade 9	5	3.5%	13	9.0%	126	87.5%	144	MP1
		13	8.8%	11	7.4%	124	83.8%	148	MP2
		15	10.1%	13	8.7%	121	81.2%	149	MP3
		11	7.4%	31	20.8%	107	71.8%	149	MP4
Class of 2025	Grade 10	12	8.6%	19	13.7%	108	77.7%	139	MP1
		12	8.4%	18	12.6%	113	79.0%	143	MP2
		20	14.1%	15	10.6%	107	75.4%	142	MP3
		26	18.1%	12	8.3%	106	73.8%	144	MP4
Class of 2024	Grade 11	9	6.8%	12	9.0%	113	85.0%	133	MP1
		6	4.5%	12	9.0%	116	86.6%	134	MP2
		14	10.4%	17	12.6%	104	77.0%	135	MP3
		18	13.4%	24	17.9%	92	68.7%	134	MP4
Class of 2023	Grade 12	7	5.3%	21	15.8%	105	78.9%	133	MP1
		8	6.0%	8	6.0%	117	88.0%	133	MP2
		7	5.3%	12	9.0%	114	85.7%	133	MP3
		13	9.8%	27	20.3%	93	69.9%	133	MP4
HAHS MP1 Totals		33	6.0%	65	11.8%	452	82.3%	549	MP1
HAHS MP2 Totals		38	7.0%	49	8.8%	470	84.2%	558	MP2
HAHS MP3 Totals		56	10.0%	57	10.2%	446	79.8%	559	MP3
HAHS MP4 Totals		68	12.2%	94	16.8%	398	71.2%	560	MP4
HAHS Final Totals		196	8.8%	265	11.9%	1766	79.3%	2226	Totals
MP1 Risk Calculations		3+		2		1 or Less			
Note: Sill review individually for student within each category, and review levels of "high risk"									
Note: Adjustments may be made to these numbers over time									

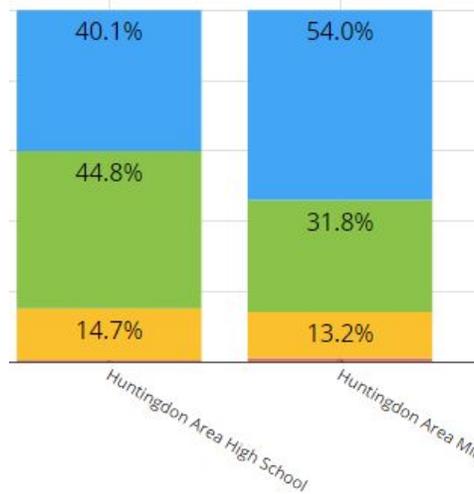
Risk Score		EWS Classification
Red	4+	High Risk
Orange	3	
Yellow	2	Medium Risk
No Color	1 or 0	Low Risk

EWS Legend				
Attendance	Behavior	Math Grade	ELA Grade	
> 90%	<3 office refer	> 70%	> 70%	4 or less day
80%-90%	4-5 office refer	60%-70%	60%-70%	5-9 Days
<80%	>5 office refer	< 60%	< 60%	10+
Risk Score	Note:			
Green = 0	Risk scores are assigned by category			
Yellow = 1	Total risk score is a summation of the categories for each student			
Red = 2				
Support in Place Responses				
SAP		Tier II (T2)		
Social Work		EF		Executive Functioning
Transitions		CI/CO		Check In/Check Out
		AT		Academic Tutoring
Partial				
Evolution				
Children Services				
AEDY/Ait. Placement				

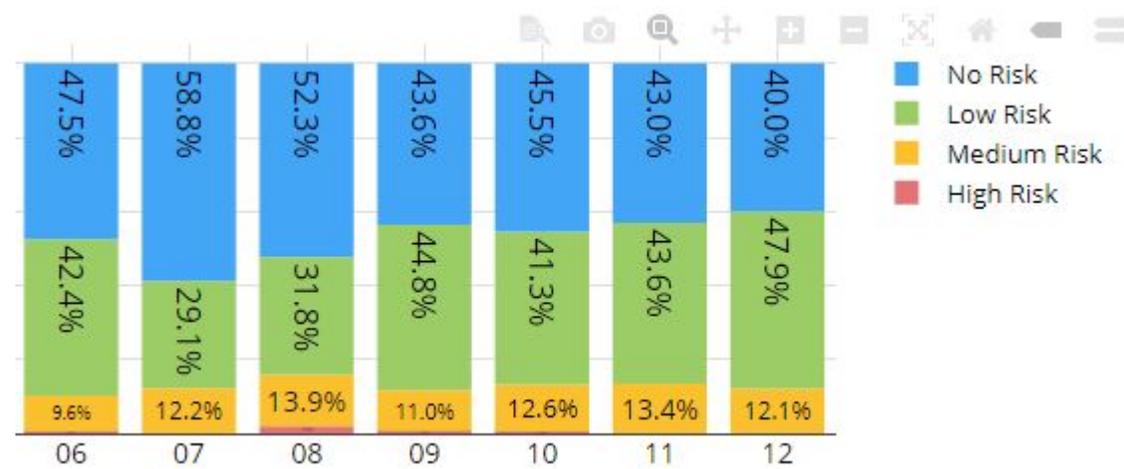


BEHAVIOR SYSTEMS (PBIS) AND SEL

Risk Level by School



Risk Level by Grade Level



Risk Levels		Criteria & Points																																							
<table border="1"> <thead> <tr> <th>Risk Levels & Points</th> </tr> </thead> <tbody> <tr> <td>No Risk (0 Pts)</td> </tr> <tr> <td>Low (1-2 Pts)</td> </tr> <tr> <td>Medium (3-4 Pts)</td> </tr> <tr> <td>High (5+ Pts)</td> </tr> </tbody> </table>		Risk Levels & Points	No Risk (0 Pts)	Low (1-2 Pts)	Medium (3-4 Pts)	High (5+ Pts)	<table border="1"> <thead> <tr> <th>Attendance - As of Today</th> <th>Points</th> <th>Grades (Most Recent)</th> <th>Points</th> <th>Discipline - Full Year</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>Attendance Rate >94%</td> <td>0</td> <td>A's, B's and C's Only</td> <td>0</td> <td>0-1 Discipline Incidents</td> <td>0</td> </tr> <tr> <td>Attendance Rate 90% to 94%</td> <td>1</td> <td>No More than 1 D/F</td> <td>1</td> <td>2-5 Discipline Incident</td> <td>1</td> </tr> <tr> <td>Attendance Rate <90%</td> <td>2</td> <td>2 or more D's/F's</td> <td>2</td> <td>6+ Discipline Incidents</td> <td>2</td> </tr> </tbody> </table>						Attendance - As of Today	Points	Grades (Most Recent)	Points	Discipline - Full Year	Points	Attendance Rate >94%	0	A's, B's and C's Only	0	0-1 Discipline Incidents	0	Attendance Rate 90% to 94%	1	No More than 1 D/F	1	2-5 Discipline Incident	1	Attendance Rate <90%	2	2 or more D's/F's	2	6+ Discipline Incidents	2					
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BEHAVIOR SYSTEMS (PBIS) AND SEL

- **Advanced Tier Meetings**
 - **Elementary: MDT and SAP Meetings**
 - **Secondary: EWS, SAP, and Tier II Meetings**

MDT 2024-2025						
Date	Grade	Teacher	Need for referral	Referral to:	Follow up	Completed
10/7	4	team	Academic concerns; needs one on one support; do not work well independently; sleeping in class; Crisis was contacted for a suicide comment; Mom did not let crisis in; CYS referral due to Mom not doing crisis assessment; Mom did not return crisis contract	District Social Worker	11/21 - District social worker set up a meeting - but Mom was a no show	
10/7	2	Boyer	academic concerns, but her overall behaviors are under control	Problem Solving		
10/7	2	Boyer	academic and behavioral concerns	Big Brothers, Big Sisters referral; Problem solving at end of MP 1		Mom agreed to BBBS and the referral form was sent home on 10/11/24 - Mom has not filled out form yet
10/7	3	Meadows	academic concerns; Mom is ready for a problem solving meeting	set up problem solving meeting		
10/7	2	Tanney	academic concerns	Problem solving at end of MP 1		
10/7	2	Tanney	language and severe medical concerns	District Social Worker	Team meeting being set up - Meeting held 10/17 - district social worker is following up with and has yet to hear from family	
10/7	2	Boyer	academic concerns	Problem solving		
10/7	5	Simpson	academic concerns	Testing	Waiting for parents to sign permission to evaluate - Miller contacted Mom to see if she signed permission to evaluate and she had not but said that she would do so that night	
10/7	3	Weaver	academic concerns	Problem solving		
10/7	4	team	behaviors	Team meeting on 10/9	SAP permission was sent and parent permission received on 10/9/24 - Payton Casner met with her on 10/14	
10/21	2	Boyer	Mom needs help in the home	district social worker	Shirley has been in CATS club and is on the list to be added to CSBBH	
10/21	1	Metz	Academics/behaviors	district social worker	He was added to CSBBH list but no showed 3 times so he was dropped from the list - he was added to IBH through YAP and has an intake 10/21 at 11:00 am - district social worker adding observations to twice a month	
10/21	5	Rader	Just returned from Meadows	watch	Jacobi is returning from the Meadows today (10/21) - he already has emotional support - we will continue to monitor	

Gr	MATH	ELA	ATTENDANCE	BEHAVIOR	RISK	IEP (Y/N)	Support Type	SAIC He	SAIC Da	Referral	Referral	Watch Li	Notes
10	F	D	7.5	8	8	504	Yes	Social Work		Yes	Structured Study		
10	F	F	4.5	4	6								Transferred to Outlook Academy
10	D	F	5	4	5	Yes	Tutoring			Yes	Check and Connect		
10	D+	F	7	4	4			Yes					
10	F	F	3.5	9	4	Y				Yes	Check and Connect		
10	F	F	5.5	4	4								Withdrew - Homeschool
10	F	F	2	4	4								
10	D-	F	2	17	3	Y						Yes	
10	D+	F	4	3	3					Yes	Structured Study, Check and Connect		
10	D	F	7.5	1	3	Y	Yes	LS, ES, Social Work				Yes	
10	D	F	10	2	3	Y							
10			27		2								
10			18		2								
10	D	F	7		2								
10			16		2					No			Absences due to medical issue, excused
10			9.5		2								
10			13.5		2								
10	F	F	2		2								
10			14		2								
10	D-	F	6.5	1	2								
10			3		2								
10			5	3	2								
10			27		2								
10			12.5		2								
10			18		2								

Support in Place Responses		
SAP		Tier II (T2)
Social Work		EF Executive Functioning
Transitions		CI/CO Check In/Check Out
		AT Academic Tutoring
Partial		
Evolution		
Children Services		
AEDY/Ait. Placement		



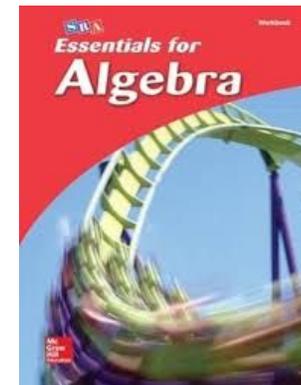
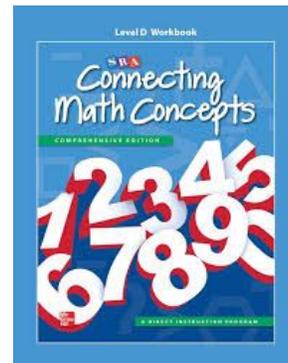
ACADEMIC SYSTEMS



ACADEMIC SYSTEMS - MATHEMATICS

- **Mathematics**

- Core Resource: Reveal Math (K-8)
- Classwide Intervention: Spring Math (K-8)
 - *Individual interventions
- Interventions: SRA Connecting Math; Essentials for Algebra



ACADEMIC SYSTEMS - MATHEMATICS

SpringMath by Summit 2024-25 Travis Lee

Southside Elementary 303 Students [Print This Page](#)

School Overview/Coach Dashboard

Fall screening is underway!
During screening historical data is available as well as new data for all classes within Southside Elementary.

100% Completed 16 of 16 Classes Screened

100%
Completed
Grade K

100%
Completed
Grade 01

100%
Completed
Grade 02

100%
Completed
Grade 03

100%
Completed
Grade 04

100%
Completed
Grade 05

There is more than one student working on the same Individual Intervention skill this week. To see small group options [click here](#)

Classwide Interventions

Grade	Teacher (Group)	# of students needing / getting / completed individual intervention	Most Recent Score Entry	Intervention Progress	Intervention Consistency	Average Weeks Per Skill	Coaching Visit Recommended	% of Scores Increasing
K	MEDVA A. (MEDVA (121))	0 / 0 / 0	10/23/2024	<div style="width: 100%;"><div style="width: 100%;">Intervention Skill 3 of 13</div></div>	83% <small>5 of 6 weeks with scores</small>	2	No	82%
K	MITCHELL S. (MITCHELL (115))	0 / 0 / 0	10/17/2024	<div style="width: 100%;"><div style="width: 100%;">Intervention Skill 3 of 13</div></div>	100% <small>5 of 5 weeks with scores</small>	1.7	No	53%
K	SENTMAN M. (SENTMAN (116))	0 / 0 / 0	10/21/2024	<div style="width: 100%;"><div style="width: 100%;">Intervention Skill 3 of 13</div></div>	83% <small>5 of 6 weeks with scores</small>	2	Yes	41%
1	WALTERS J. (WALTERS (122))	2 / 0 / 0	10/23/2024	<div style="width: 100%;"><div style="width: 100%;">Intervention Skill 4 of 11</div></div>	88% <small>7 of 8 weeks with scores</small>	2	No	56%
1	ZEEK D. (ZEEK (123))	3 / 0 / 0	10/24/2024	<div style="width: 100%;"><div style="width: 100%;">Intervention Skill 2 of 11</div></div>	100% <small>8 of 8 weeks with scores</small>	4	No	88%
2	CUNNINGHAM J. (CUNNINGHAM (138))	0 / 0 / 0	10/24/2024	<div style="width: 100%;"><div style="width: 100%;">Intervention Skill 6 of 16</div></div>	88% <small>7 of 8 weeks with scores</small>	1.3	No	88%
2	MULARSKI J. (MULARSKI (117))	0 / 0 / 0	10/17/2024	<div style="width: 100%;"><div style="width: 100%;">Intervention Skill 3 of 16</div></div>	86% <small>7 of 8 weeks with scores</small>	2.3	No	81%



ACADEMIC SYSTEMS - MATHEMATICS

Classwide Intervention

Screening

Students

Growth

Great work, your class is ready to start working on a new intervention skill!

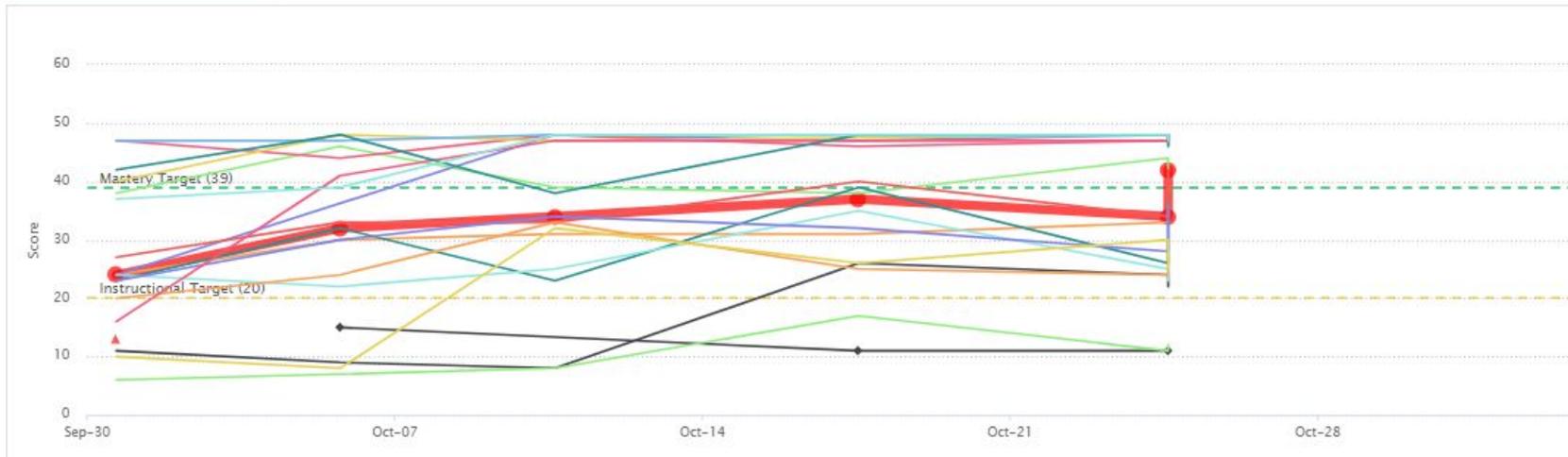
Your class is currently in classwide intervention. Complete intervention activities weekly and enter progress monitoring scores weekly.

Subtraction 0-12

Classwide

Create Intervention Materials to View or Print

Create Intervention Materials ▾



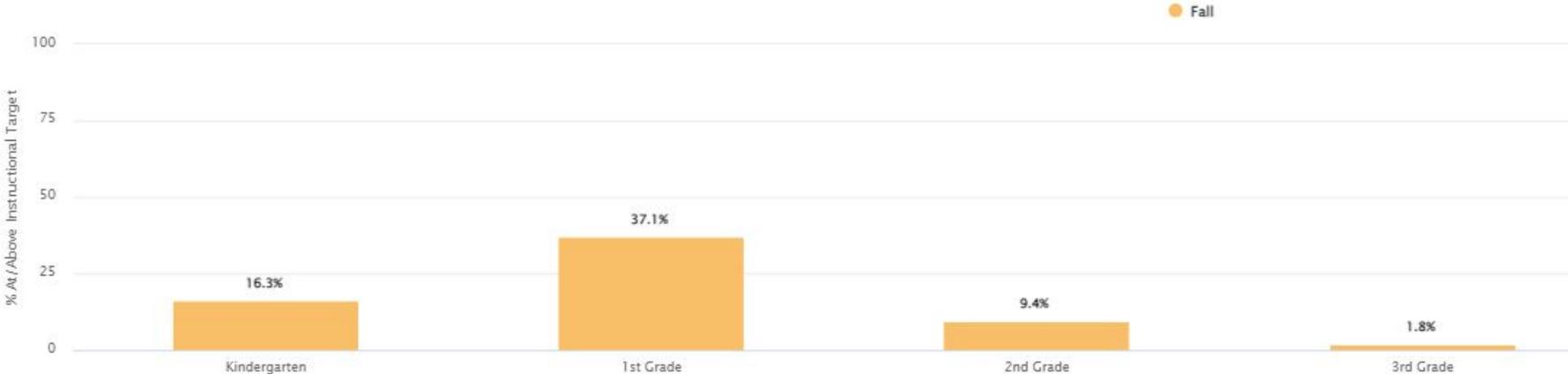
ACADEMIC SYSTEMS - MATHEMATICS

Screening Results (Percent of Students Meeting Target)

Screenings are snapshots of student math comprehension at a given time. Screening allows you to identify student groups at-risk, commit resources to their improvement, and review their progress.

In Fall 2024-25, 9% of Southside Elementary At/Above Instructional Target.

Percent of Students At Or Above the Instructional Target by Season



ACADEMIC SYSTEMS - MATHEMATICS

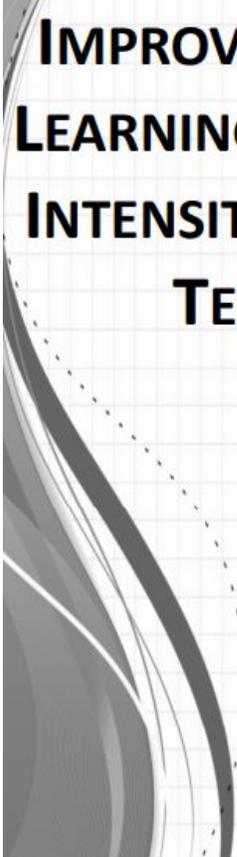
**DEVELOPING, SUSTAINING, &
SUPPORTING HIGH QUALITY
MATHEMATICS INSTRUCTION:
MAXIMIZE *ALL*
STUDENTS' LEARNING**
TUSCARORA INTERMEDIATE UNIT 11

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 @pjr146



**IMPROVE MATHEMATICAL
LEARNING THROUGH HIGH
INTENSITY INSTRUCTIONAL
TECHNIQUES (HIIT):
FOCUS ON
PROBLEM SOLVING**
SEPTEMBER 23, 2024

Dr. Paul J. Riccomini
Penn State University
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ACADEMIC SYSTEMS - MATHEMATICS



Math PSSA Grade 6	
	MS/District
17-18	20.3%
18-19	14.7%
20-21	28.4%
21-22	32.5%
22-23	37.1%

Math PSSA Grade 7	
	MS/District
17-18	38.6%
18-19	18.5%
20-21	22.3%
21-22	23.0%
22-23	37.8%

Math PSSA Grade 8	
	MS/District
17-18	17.8%
18-19	19.5%
20-21	19.0%
21-22	28.3%
22-23	28.7%

2023



Across Grades
Internal

Keystone Algebra I

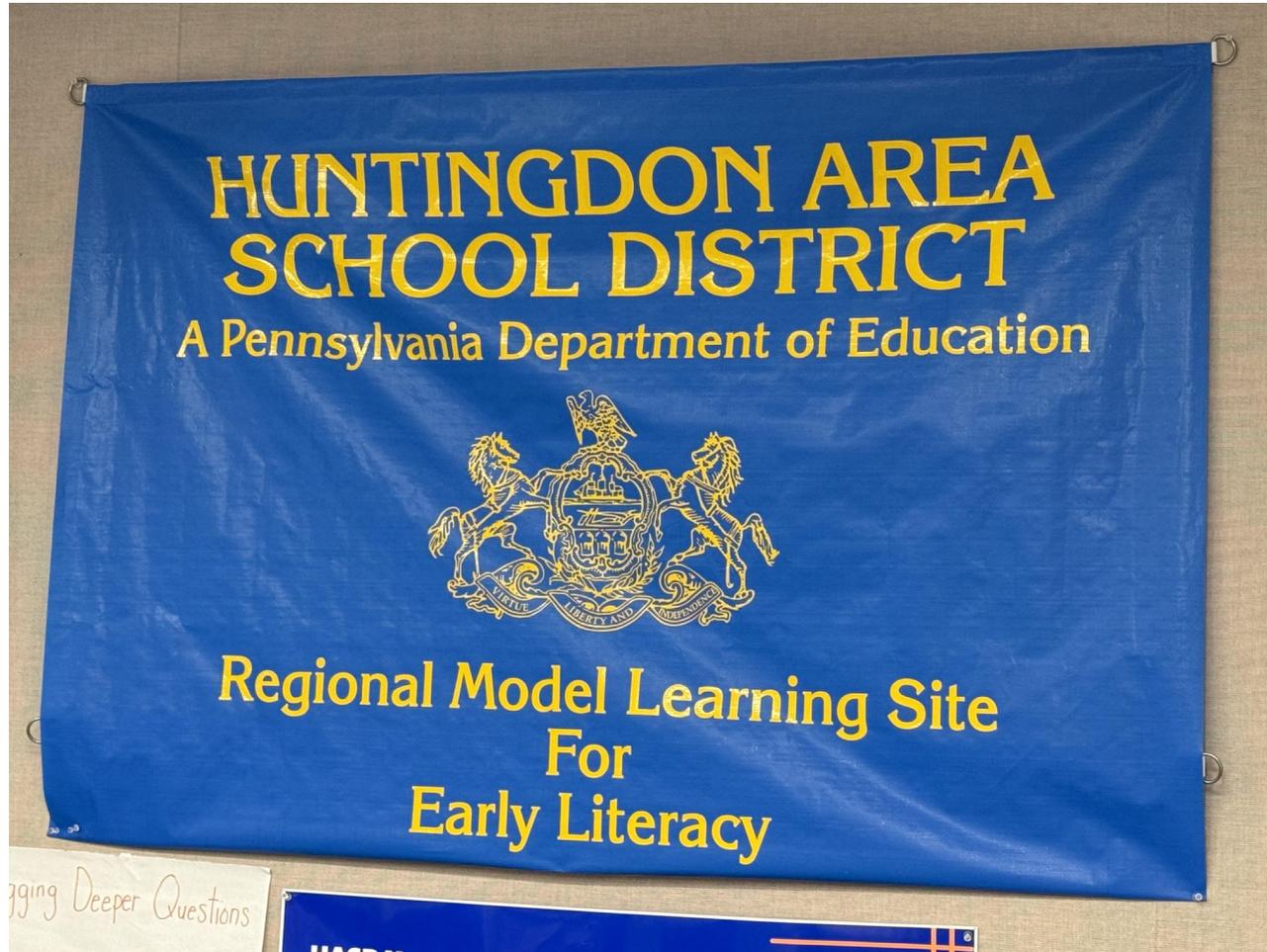


ACADEMIC SYSTEMS - MATHEMATICS

- **Mathematics**
 - Advanced Tier Growth Areas
 - *Individualized interventions
 - *Focus on DI and return to core instruction



ACADEMIC SYSTEMS - LITERACY



gging Deeper Questions



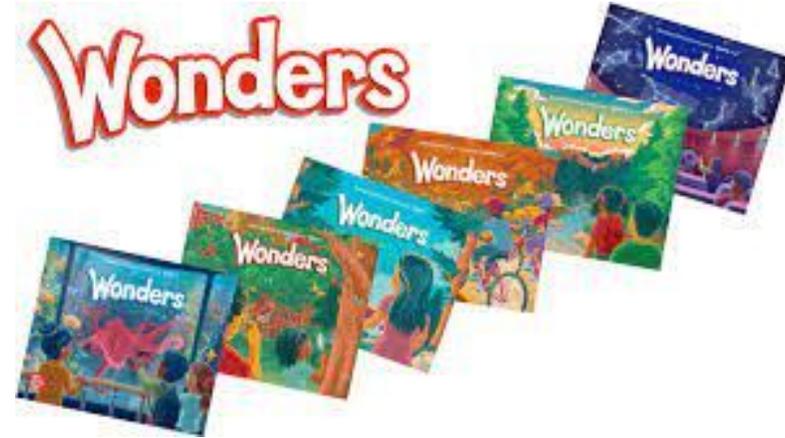
ACADEMIC SYSTEMS - LITERACY

- **Before the Shift to Structured Literacy**
- Mix of approaches
- Benchmark curriculum, some phonics and phonological awareness instruction
- Teachers working hard doing what they thought was best for their students
- It seemed like everyone was doing their own thing and there wasn't a lot of consistency



EFFECTIVE, EFFICIENT, DIFFERENTIATED SYSTEM

INSTITUTIONAL



ACADEMIC SYSTEMS - LITERACY

- **Using Data to Drive Instruction**
- Prior to our shift we had Acadience, but teachers didn't really dive deep into the data to inform instruction.
- With ALO teachers are able to see their student data and really look closely at student needs
- Teachers are able to use ALO to progress monitor and track student progress
- All interventionists have access to all student data as well and can use the same program for their progress monitoring
- Training staff how to look at the data and use it to make instructional decisions.
- Upcoming parent information session on understanding the data



ACADEMIC SYSTEMS - LITERACY

- **Using Data to Drive Instruction**
 - All teachers have a toolbox full of interventions that can be used for those who need Tier 2 or Tier 3 support
 - When looking at the data, teachers are able to choose an intervention that can be used either whole group or small group to meet the needs of the students
- *Instructional Matching: Tier I and Tier II**

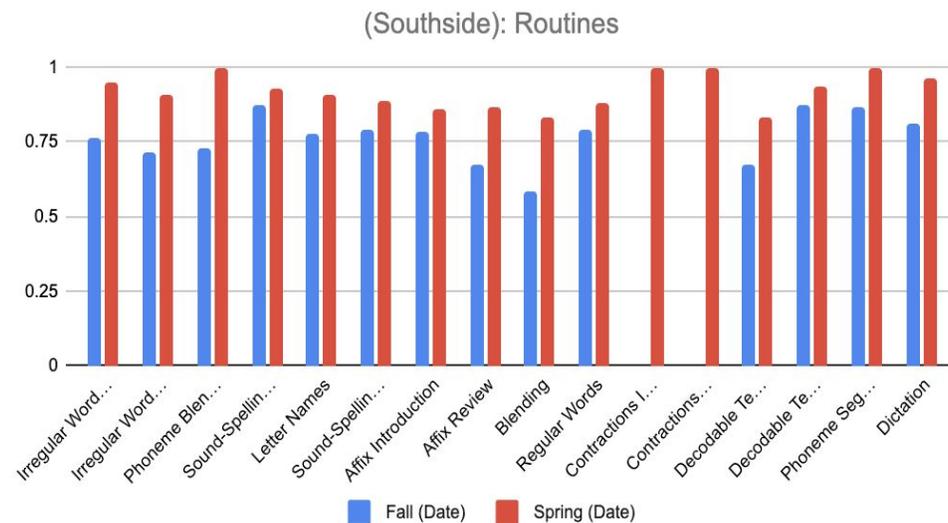
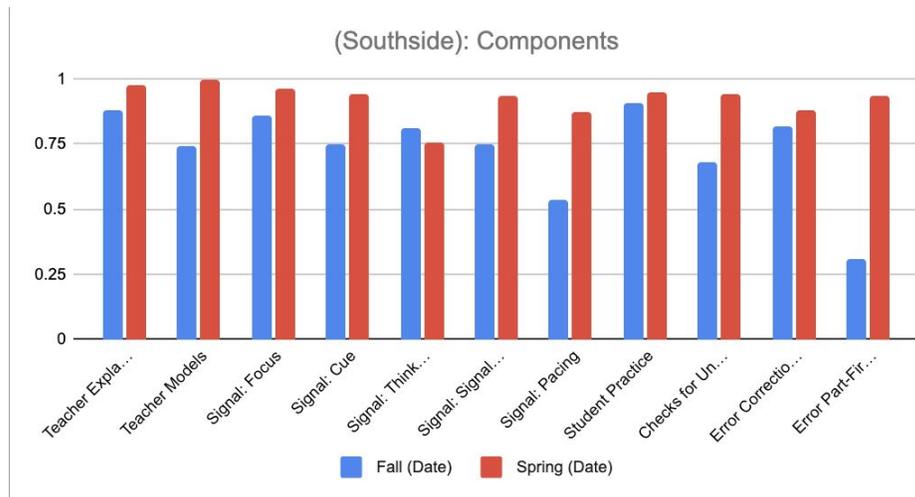
Examples of Whole Group Interventions:	Examples of Small Group Interventions:
REWARDS	ECRI Reteach/Preteach
Partner Reading/Paragraph Shrinking	UFLI
Parallel Universe	Great Leaps
	WonderWorks
	95% Group



ACADEMIC SYSTEMS - LITERACY

● Supporting Teachers in this Journey

- Structured literacy professional development
- Coaching as we rolled out new core program
- Coach's Corner
- Collecting implementation data
- Refinement sessions based on implementation data



ACADEMIC SYSTEMS - LITERACY

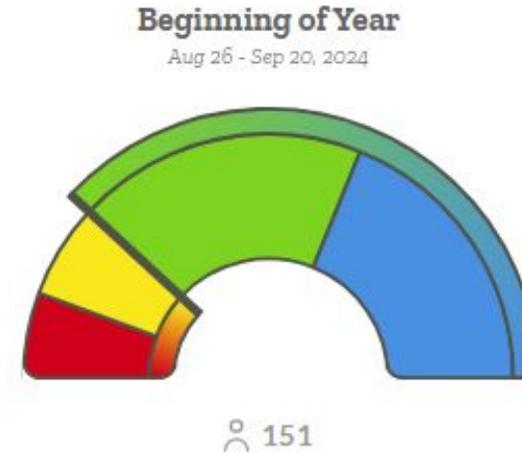
- Grade 5 (23-24) to Grade 6 (24-25)



Standing Stone Elementary PSSAs

Spring 23
Grade 4 P&A
53%

Spring 24
Grade 5 P&A
62%



BOY 23-24: 45%
EOY 23-24: 54%
BOY 24-25: 76%



ACADEMIC SYSTEMS - LITERACY

Advanced Tier Individual/Group Progress Monitoring



ACADEMIC SYSTEMS - LITERACY

	Cunningham-Skills/Text(s)	Lash- Skills/Text(s)
1st Grade Students by Group 10:30-11:00	3/18 - 3/22 Skill: ch/sh digraph review. All texts can be found in the students' take home bag after we have covered them.	3/18/24 - ECRI Intensification Lessons 18-20; NWF drill; Decodable texts. Amelia and Cashtyn's decodable texts are in their homework folders. Myla will now be seen by herself from 8:55 - 9:15 because she is moving at a slower pace, and because her
1st Grade Students by Group 1:00-1:30	3/18 - 3/22 Skill: e-e and u-e and vce review. Texts: The Grime Stopper, Duke the singing Mule, June's Flute and A Cake for Tess. All texts can be found in the students' take home bag after we have covered them.	3/18/24 - Both girls will be practicing decodable text in Wonders books with repeated readings and working on short phrase reading for fluency. We will also be working on sentence writing with these words. Skills: Digraphs sh,
1st Grade Students by Group 1:30-2:00	3/18 - 3/22 Skill: tch and dge. Texts: Ranch Pals, Catching fish, Bridget Please Don't Fidget, The Lodge. All texts can be found in the students' take home bag after we have covered them.	3/18/24 - ECRI Intensification Lessons 18-20; NWF drill; Decodable texts. Decodable texts are in their homework folders. These texts along with ECRI Int. paragraphs from the lessons can be reread in the regular classroom.
1st Grade 8:45 - 9:15	3/18 - 3/22 Skills: beginning r blends, and 3 letterblends. 95% Group chip Kit 3.3 - 3.4 All texts can be found in the students' take home bags after we have covered them.	
Grade Level Teacher Name	Metz	Hess
ECRI Unit/Week/Day Where are you starting on Mon?		
	Unit 3 Week 4 (Feb. 5-9) Days 1-5	Unit 3 Week 4 (Feb. 5-9) Days 1-5
	Unit 3 Week 5 Days 1-5	Unit 3 Week 5 Days 1-5
	Unit 3 Summative assessment on Tuesday and Wednesday. I will begin unit 4 week 1 day 1 on Thursday.	Unit 4 Week 1 Days 1-2 (Feb. 22 to Feb. 23)
	Unit 4 Week 1 Days 3-5 (Feb. 26 to Feb. 28)- long o Unit 4 Week 2 Days 1-2 (Feb. 29 to Mar. 1) - long e and prefixes un, re, and pre.	Unit 4 Week 1 Days 3-5 (Feb. 26 to Feb. 28) Unit 4 Week 2 Days 1-2 (Feb. 29 to Mar. 1)
	Unit 4 Week 2 Days 3,4,5 (Mar. 4-6) - long e and prefixes un, re, and pre. Unit 4 Week 3 Days 1-2 (March 7-8)contractions: aren't, won't, don't, didn't and sound spelling long o	Unit 4 Week 2 Days 3,4,5 (Mar. 4-6) - long e and prefixes un, re, and pre. Unit 4 Week 3 Days 1-2 (March 7-8)contractions: aren't, won't, don't, didn't and sound spelling long o
	Unit 4 Week 3 Days 3,4,5 Unit 4 Week 4 Days 1	Unit 4 Week 3 Days 3,4,5 Unit 4 Week 4 Days 1
	Unit 4 Week 4 Days 3,4,5 Unit 4 Week 5 Days 1-2	Unit 4 Week 4 Days 3,4,5 Unit 4 Week 5 Days 1-2



PROFESSIONAL LEARNING



PROFESSIONAL LEARNING

- **PaTTAN/TIU11 Comprehensive/Systemic Supports**

Year	Elementary	Secondary
20-21	MTSS Math (Grades 5-8), Step *Step Up to Writing	6th Grade MTSS Literacy Cohort *Math
21-22	MTSS Math (Grades 5-8)	Grade 8/9 Partnerships (ELA, Math, PBIS)
22-23	MTSS Literacy (ECRI Grade 1 Study)	MS: Math; HS: EWS, Literacy
23-24	Wonders and ECRI Implementation	MS: Math; HS: EWS, Literacy
24-25	RTI for SLD, Advanced Tiers	Vocabulary Practices, Tier 2 PBIS



Tuscarora
Intermediate Unit 11



PROFESSIONAL LEARNING

- **PaTTAN/TIU11 Comprehensive Supports**
 - ***PBIS Supports throughout!***
 - Extremely helpful with systems-level expertise, providing guidance and **professional learning** regarding research and best practices, **coaching**, data-analysis and problem-solving support
 - Supporting initiatives with funding



Tuscarora
Intermediate Unit 11



PROFESSIONAL LEARNING

23-24 HASD Structured Literacy PD Plan						
Elementary and Middle School						
June-August	ECRI Initial Training	ECRI Refinement	ECRI Intensification	PaTTAN SOR Knowledge Course	Wonders Open Box	
	K-2 Classroom Teachers Reading Specialists	Grade 1 Study Group	Select Interventionists	K-5 Classroom Teachers Reading Specialists K-5 Special Education	K-6 Classroom Teachers	
September Act 80	Wonders Follow-Up Training	ECRI Routine Review	CRI: PR/PS			
	K-6 Classroom Teachers Reading Specialists K-5 Special Education	K-2 Classroom Teachers	3-6 Classroom Teachers			
October Act 80	Wonders Grade Level Planning	ECRI Routine Review	CRI: PR/PS	Acadience Progress Monitoring	ECRI Vocab Planning	Intervention Review
	K-5 Classroom Teachers	K-2 Classroom Teachers	3-6 Classroom Teachers	Reading Specialists	Grade 1 Study Group	K-5 Special Education
January Act 80	ECRI Vocab and Comp	CRI: PR/PS	ECRI Vocab Planning	PaTTAN SOR Knowledge Course		
	K-2 Classroom Teachers Reading Specialists K-2 Special Education	K-5 Classroom Teachers	Grade 1 Study Group	6-8 ELA/Reading Staff		
Miscellaneous Update Trainings	ECRI Initial Training	ECRI Insensification	Acadience Sessions			
	Select Teachers and Paraeducators	Select Teachers	Classroom Teachers Reading Specialists			
March Act 80	Tier I Small Group Diff. Instruction					
	K-6 Classroom Teachers Reading Specialists K-5 Special Education ESL Staff					
April Act 80	Vocabulary and Comp Planning	Wonders Assesment Review				
	K-5 Classroom Teachers ESL Staff	K-5 Classroom Teachers				
May	Secondary Literacy Summit (PaTTAN)					
	Select 6-12 Classroom Teachers Select 6-12 Special Education					



PROFESSIONAL LEARNING

24-25 HASD Structured Literacy PD Plan				
Elementary, Middle School, and High School				
	ECRI Initial Training	ECRI Intensification	PaTTAN SOR Knowledge Course	PaTTAN Literacy Symposium
June-August	New K-2 Staff	Select Interventionists	K-12 Special Education	Select Classroom Teachers
	Reading Specialists		6-8 Reading/ELA Staff	Select Reading Specialists
			ESL Staff	Select Special Education
August Act 80	IU11 SOR Overview			
	6-12 Staff			
	Elementary Area Specialists			
September Act 80	Vocab and Comp Practices			
	6-12 Staff			
	Elementary Area Specialists			
October Act 80	ECRI Refinement			
	K-2 Classroom Teachers			
	Reading Specialists			
	Select Special Education			
January Act 80	Structured Literacy TBD			
	Elementary Staff			



SYSTEM STRUCTURES AND LESSONS LEARNED



LEARNED

- **Lessons Learned/Suggestions for Consideration**
- *These are still a work in progress for HASD!*
 - *Many of these are the focus of our current work*
- **Start Small!**
 - Build success through small steps
 - Commit to 1 or 2 reasonable achievable actions
- **Intervention Planning**
 - Leverage practices that can yield quick and meaningful results, or impact many students
 - **Check In/Check out**
 - **Groups - Skill/Need focused**
 - **Peer mentoring**
- **Handbook**
 - General overview to specific calendars, intervention descriptions, etc
 - Dynamic and iterative
 - Reflect the work in the Comprehensive Plan, and Student/Faculty handbooks



LEARNED

- **Lessons Learned/Suggestions for Consideration**
- **Language and Processes**
 - Problem-solving meetings; Child Study Team (CST); Instructional Support Team (IST) meetings
 - Tier I - Health of the System
 - Tier II/III - Group and Individual Intervention effectiveness, needs
- **Systems for Efficiency**
 - Data systems to provide information quickly and efficiency
 - Reduce the “man hours” to find what you need to review
- **Master Schedule Structures**
 - Time and personnel to deliver interventions
 - Keep students in the classroom for core instruction



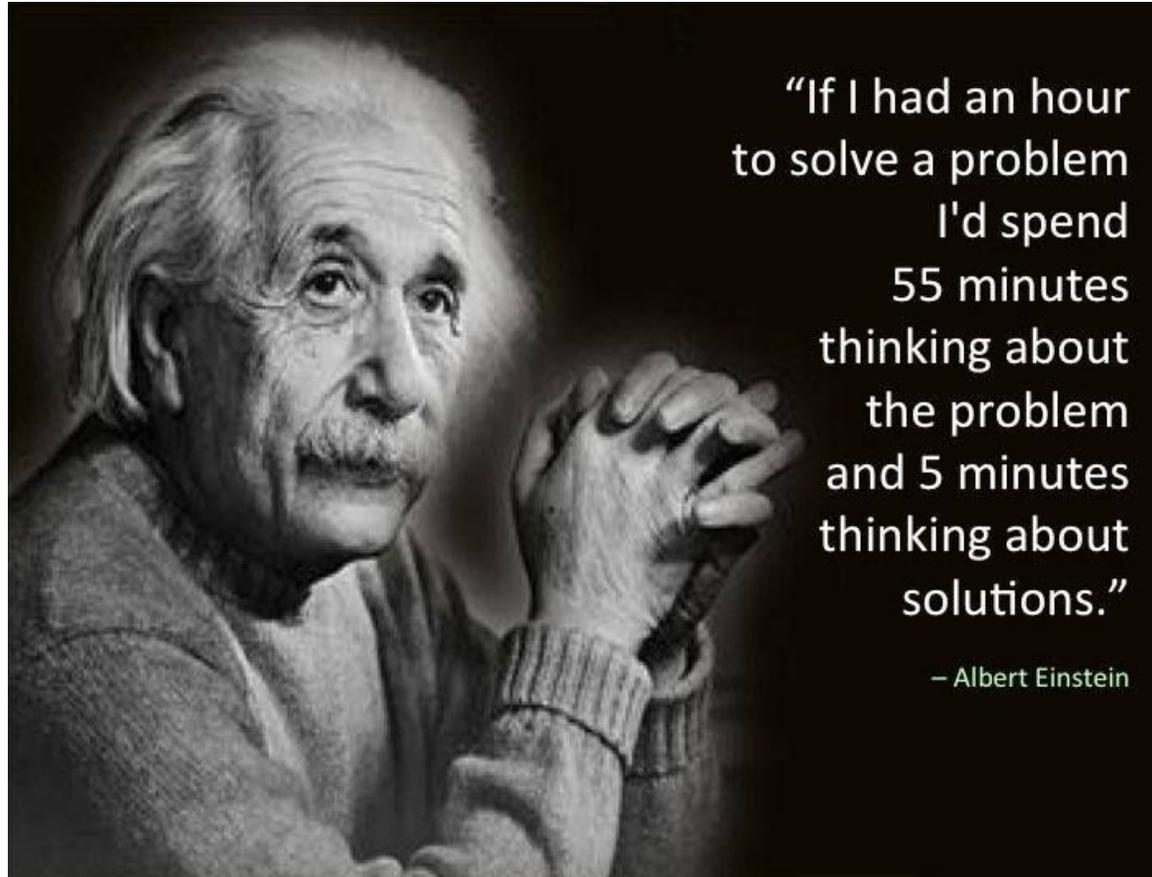
LEARNED

- **Lessons Learned/Suggestions for Consideration**
- **Structure for Meetings**
 - Team Initiated Problem Solving (**TIPS**) model
 - Focus the meeting - **problem solving**
 - Capacity for team members to contribute through multiple roles
 - Tiered and Intervention Coordinators
 - Data leads
 - 30 minute meetings
 - Differentiate your teams
 - Avoid educator fatigue
 - Consider additional building-level meetings and teams
- **Measures of Effectiveness**
 - ***“Inspect what you Expect”***
 - Entry and exit criteria for interventions
 - Celebrate successes!
- **Sustainability**
 - Coaches for each Tier
 - Funding in school budget and community sponsors



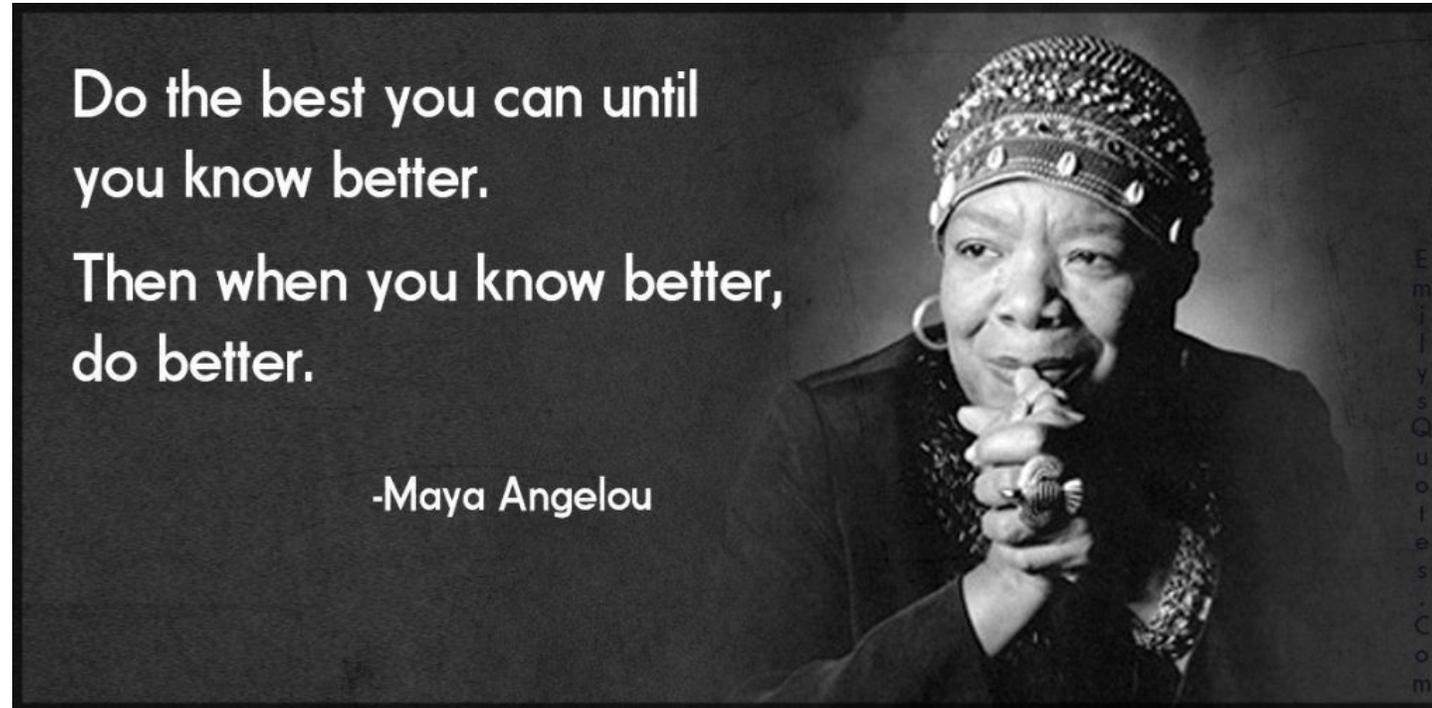
LEARNED

- It's been a journey!



LEARNED

- It's been a journey!



LEARNED

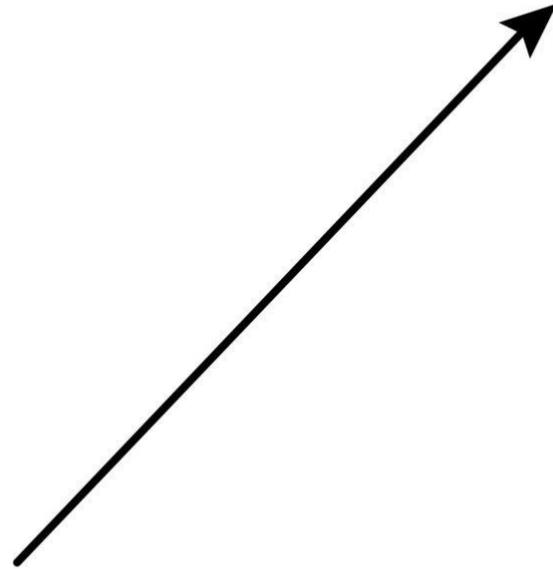
- It's been a journey!



LEARNED

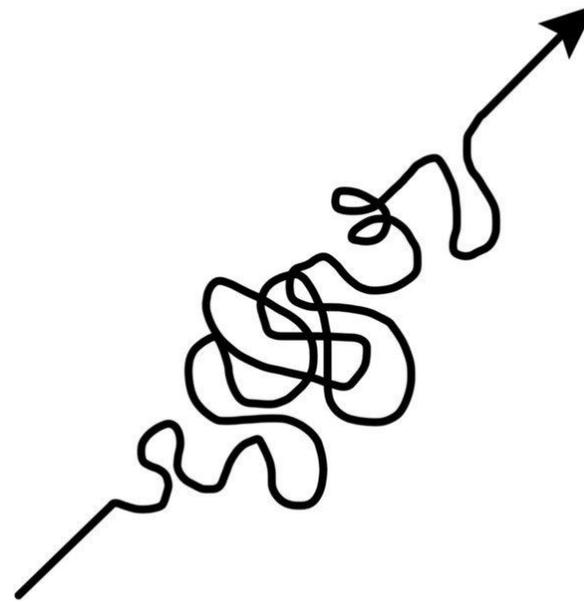
- It's been a journey!

SUCCESS



what people think
it looks like

SUCCESS



what it really
looks like



LEARNED

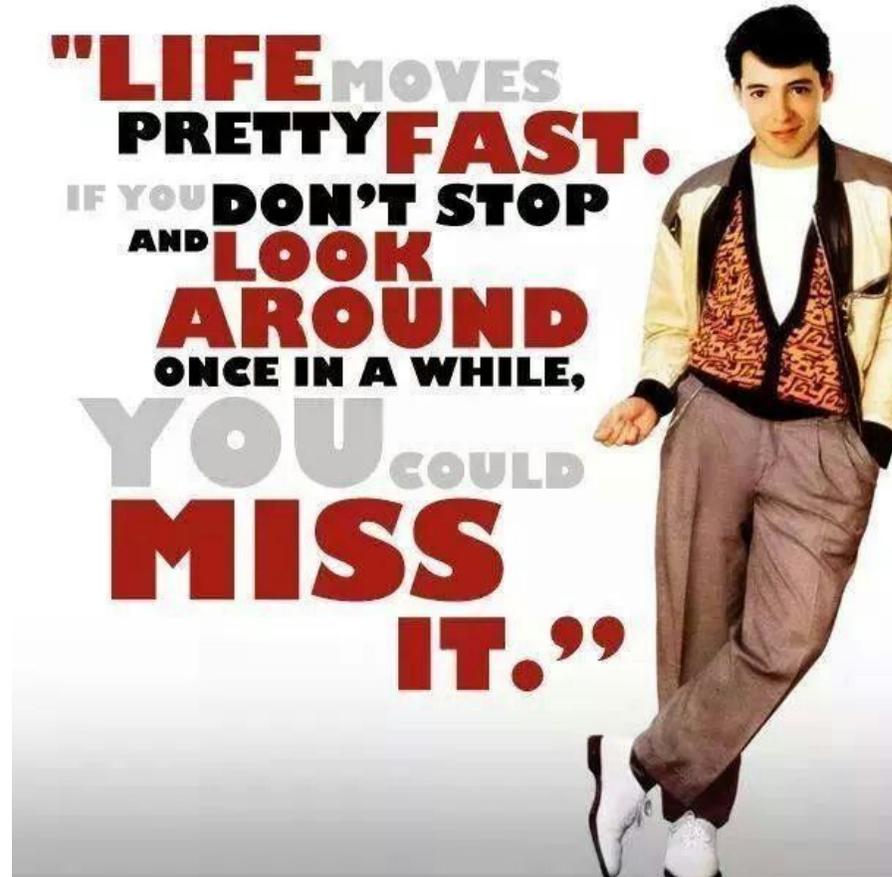
- It's been a journey!

**BUILDING INTEGRATED SYSTEMS THROUGH AN MTSS
FRAMEWORK: IT TAKES TIME!**



LEARNED

- It's been a journey!



PARTNER SUPPORT



Community and School Based
Behavioral Health



QUESTIONS?



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