

MTSS Newsletter

Winter 2023

MTSS Family Night at Goshen Post Elementary

Goshen Post Elementary (GPE) School hosted '[Stories Under the Snowflakes](#)' in early December to inform families of school and home MTSS (multi-tiered systems of support) structures and strategies. During this event, students visited designated classrooms to hear winter stories directly tied to SEL and PBIS themes read by teachers and staff. After each story, teachers guided students through provided reflection questions to reinforce themes and messages. While students were listening to stories, parents and adults were in the cafeteria, engaging in a presentation from the MTSS Leadership team. During this time, families had opportunities to ask questions, talk through scenarios, and hear about the variety of supports at GPE and how they can be transferred within the home setting. This event was designed after reflecting on survey data from the 2021-2022 school year and discipline and academic data from this school year. We received wonderful feedback from the event and look forward to providing our community with future experiences as we continue to foster an inclusive and affirming school environment.

-Mr. Brian Klippel, Principal



Multi-Tiered System of Supports

MTSS Teams

It is so exciting to have an opportunity to attend so many MTSS team meetings at the elementary, middle, and high school levels. Through the lens of their plans for continuous school improvement, MTSS teams are having intentional conversations surrounding academic, behavior, and mental health data and using that information to identify action steps to support the school, staff, and students.

For schools interested in learning more about the structure of an MTSS team and how to leverage existing teams and practices to support a more efficient and streamlined conversation, contact [Stefanie LaPolla](#), MTSS Supervisor.

In addition, remember to visit the MTSS Library>MTSS Integration and Teams page for resources, including sample agendas, data source guides, and information about members of the MTSS team.

Social Emotional Learning

Building SEL Schoolwide

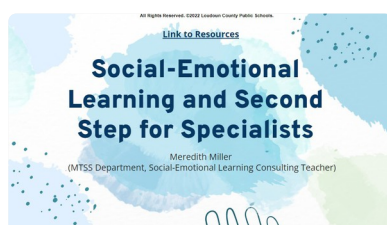
A school setting includes many contexts beyond the classroom, such as hallways, cafeterias, gyms and playgrounds. These spaces offer many opportunities for students to utilize social-emotional skills and for adults to apply practices to support their development. Through planning and coordinated efforts across the school, staff can build upon what has started in Morning Meeting and Advisory, creating a learning environment that infuses SEL throughout the day and helps students continue to practice the skills which support positive social-emotional, behavioral and academic outcomes.

Here are some ways in which schools are expanding SEL and infusing practices throughout their schools:



Applying SEL Signature Practices at Harper Park

Harper Park Middle students can count on receiving high fives and fist bumps from adults each Friday. As a way to build positive relationships with students, every adult on staff who comes in contact with a student gives them a fist bump or a high five. Creating a routine like this is a signature SEL practice that communicates the importance of personal connection within the learning community.



SEL for Specialists

Multiple schools, such as Frederick Douglass and Steuart Weller elementary schools, have offered a professional learning opportunity for specialists to explore strategies and resources for implementing SEL through their role. Takeaways include ready-to-implement strategies for infusing SEL into their content instruction and instructional resources. This learning is available to all schools, with upcoming sessions planned for Hutchison Farm and Legacy. Please contact the division SEL team if you are interested in bringing this learning opportunity to your school!



Beginning with Best Practices at Elaine Thompson

As a new school, SEL implementation is one of many firsts for Elaine Thompson this year. With all the work that comes with opening a new school, the SEL leads and staff have embraced schoolwide SEL. The SEL leadership effectively utilizes its teaming structures to support planning, discussion, and sharing of SEL resources. Specialists are supported in their roles too. Each specialist is paired with a classroom teacher for morning meetings and uses [resources](#) designed for their content areas. Staff members are connected weekly with SEL updates and information through Principal Sparbanie's newsletters. The SEL team established a goal this year of "getting everyone on the same page" and implementing best practices. They have truly committed to this goal, and their collective efforts are moving them well on their way!

Songs for Elementary SEL

Following our transition to the digital K-5 Second Step curriculum in 2021-2022, many elementary teachers were disappointed to see the songs that accompanied the older version no longer part of the new curriculum.

In an attempt to fill this void, our partners at "A Place to Be" created a playlist of original songs, aligning with the content. Kindergarten students at Lovettsville Elementary provided wonderful artwork, which was used to create a video for the song. You may view the video [HERE](#). As student art is submitted, we hope to create more videos to go along with the songs created for our students by "A Place to Be."

Second Step has also responded to teacher feedback and added new songs to the digital curriculum! Teachers now have a full playlist of songs for reinforcing SEL concepts!

Positive Behavioral Interventions and Supports

Culturally Responsive - Tiered Fidelity Inventory (CR-TFI) Update

The CR-TFI has been given a complete overhaul by the district PBIS team. The CR-TFI is a critical source of data on implementing PBIS at each school. Based on the feedback from PBIS coaches, we updated every item to make it easier to complete. We also developed a Companion Document to provide teams with further details about each item and offered LCPS-friendly language for clarification. School PBIS teams can use the results of CR-TFI to identify areas of growth and reference the Companion Guide, where a sample goal for every item was developed. The PBIS team can use these goals to align with their School Improvement Plan (SIP).

PBIS & SEL Walkthroughs

The PBIS and SEL teams are combining forces to complete a joint walkthrough this year. By merging the two walkthroughs we will be more efficient with our school visits and reduce the amount of time commitment from school staff. The PBIS and SEL teams are piloting the new walkthrough at a handful of schools before fully implementing the assessment this winter and spring.

School Shout Outs

There are so many schools that are excelling at the implementation of PBIS across all tiers. This winter, we're highlighting three schools that have taken steps to improve their systems this year.



Smart's Mill Middle School: Check-In/Check-Out Training

The Smart's Mill Middle School staff learned about the Tier 2 & Tier 3 intervention Check-In/Check-Out. The main topics of CICO that were discussed, including effective feedback, roles of coaches, and how to monitor progress towards behavioral goals.

If you would like to have your school receive training in CICO, contact your PBIS consulting teacher!



Lightridge High School: Mentoring Program

Lightridge is creating a new Tier 2 mentoring program for their students that will begin in the third quarter. As a part of this program's launch, the LRH team is holding a refresher training for all Interdisciplinary Teams on relationship building, high quality feedback and ways to be a mentor.



Horizon Elementary School: Behavior CLTs and MTSS Plans

With the support of the PBIS team, teachers at Horizon are diving headfirst into Behavior CLTs and MTSS plans. The teachers are having rich and meaningful conversations about students' needs and ways to support all learners.

Contact your PBIS team or PBIS consulting teacher for support in planning and delivering Behavior CLT meetings!

Response to Intervention

Little River Elementary School Integrates RTI and SEL through Goal Setting



Model creating and tracking goals together as a class (ex. reading stamina)

Use standards to create scaffolded opportunities to break learning targets into goals



Use goal setting partners to support independent goal setting students

Engage in goal setting conversations with students who need targeted support

Little River Elementary dedicated time at the start of the 2022-2023 school year to prioritize and elevate intervention practices across the school. Each grade level team was provided time for Response to Intervention (RTI) planning and intervention time within the school's master schedule. Little River's beginning of the year PD focused on defining the MTSS framework and building a school culture around goal setting.

In the fall, each grade level team engaged in professional learning with the MTSS team that identified student strengths, trends, and areas for growth in both academics and social-emotional skills. The team then collaborated with the MTSS-SEL team to design grade-level specific templates and strategies to support personalized student goal setting. The goal-setting templates integrated SEL practices to encourage student metacognition and efficacy in reaching their academic and RTI-specific goals. Grade-level teams applied the templates and strategies within their classroom and shared the impact in their Personalized Learning Walk. During these learning walks, students described a clear understanding of their goals, the skills they use to reach their goals, and student ownership of their learning and successes.

As the year continues, teachers will continue to strengthen their knowledge of goal setting by using the MTSS module to document the goals and interventions students are working towards during their RTI time.

New Math RTI Guidance and Progress Monitoring Assessments

The LCPS Mathematics, Multi-Tiered System of Supports (MTSS) and Research, Assessment, & School Improvement (RASI) Offices have collaborated to update, expand and create new tools for implementing math intervention and progress monitoring. The guidance documents include



- A revised [LCPS Math Decision Tree](#) that includes a similar structure and process to the LCPS Reading Decision Trees while also staying true to best practices of math instruction
- Expanded guidance supporting data-driven decision-making, intervention implementation, and progress monitoring
- Professional learning available to staff

Pre-made math progress monitoring measures and standards-based questions that can be used to create new measures have been created for staff in Performance Matters.

J

Jason Checca

Jason is using Smore to create beautiful newsletters