Reimagine MN – Strategy F
North St. Paul – Maplewood - Oakdale
March 7, 2018

Christine Osorio – Superintendent
Ty Thompson – Tartan High School Principal
Lynn Pham – Skyview Middle School Principal
Strategy F: Eliminate disproportionality due to adult behavior and policies; provide growth-oriented student support
Elementary Examples

MTSS Established for Reading and Math

Enrichment (formerly Gifted) Programming reflective of student demographics

Shift in Thinking about Behavior Intervention & Support
K-8 Reading Assessment & Intervention Flow Chart 2017-18

Universal screening assessment is completed by all students in grades K-9 in September, January, and May. Use results as starting point for intervention placement.

Does the student have an IEP?

**For grades 1-4, there is no need to repeat assessment of fluency if completed as part of universal screening.**

Inform the IEP case manager of the results of the assessment. Students with an IEP may be considered if their IEP goals are not for reading, their IEP team recommends it and there is room in the intervention.

Reminders:
- This flow chart should serve as a starting point for determining intensive intervention need after and alongside continued class-wide and/or strategic interventions.
- Use the Intensive Intervention guide to facilitate placement in specific interventions.
- Student on an IEP can access general education intervention if 1) the student's goals are not for the same skill and 2) the IEP team meets, agrees on, and documents the need for the intervention.
- Students above the 98th percentile may benefit from additional services, notify the High Potential Teacher in your building.
Universal screening assessment is completed by all students in September, January, and May.

Does the student have an IEP?

- **NO**
  - Did the student perform at a proficiency rate of 30th percentile or lower on district norms?
  - **YES**
    - Use a diagnostic assessment (Early Math or CBMM or classroom measure) to determine specific areas of need for intervention.
    - Is the student’s performance on district norms (on Universal Screener) considered a significant risk (15th percentile or lower)?
      - **NO**
        - This student will likely need educational enrichment as an intervention. Researching intensive enrichment will be future MTSS work.
      - **YES**
        - This student may be considered for Dreambox (K-5) or VMath (2-5), based on available space in intervention.
        - Set goal for student growth. Implement the curriculum with fidelity for at least 8 weeks. Collect progress monitoring data at least every other week. Grade level teams will review/analyze data to assess progress.
        - Is this student responding to the intervention? (Is their growth toward their goal equal to or greater than what is expected given their time in the intervention?)
          - **YES**
            - The intervention is working. Student should continue receiving intervention services with progress monitored at least every other week. Exit student from intervention when goal is met.
          - **NO**
            - Bring the student of concern to the MTSS team to determine the next course of action, which may include:
              - making an adjustment to intervention (materials, teacher, scheduling)
              - adding an additional intervention
              - continued monitoring
              - discontinuing intervention
              - a change of intervention
              - conf. w/ family
              - SPED referral

- **YES**
  - Did the student perform at a proficiency rate of 95thile or higher on district norms?
  - **NO**
    - This student's learning needs will likely be met by a combination of core curriculum instruction and classroom interventions.
  - **YES**
    - Inform the IEP case manager of the results of the assessment. Students with an IEP may be considered if their IEP goals are not for math, their IEP team recommends it and there is room in the intervention.
    - This student should be considered for Dreambox (K-5) or VMath (2-5), based on student’s specific need and goal for growth.
Middle School Examples

Understanding All Students

SEL Focus

Beliefs Drive Our Actions

Changing Mindsets

Focusing on Safe Learning Environments

Proactive vs. Reactive
Understanding All Students

Changing Adult Mindsets

Strategy #1
1. Provide De-Escalation Techniques for the Adults in the Building.
2. Create a solid plan for teachers to welcome students back regardless of their behavior and start fresh every day.

Strategy #2
1. Devote staff development focusing on brain development of middle schoolers.
2. Focus on the functions of behavior and not to take it personal.
Beliefs Drive Our Actions

Changing Adult Mindsets

Strategy #1
1. Distribute Beliefs Survey
2. Gather Data and Create Shared Beliefs
3. Look at Referral Data and Compare that to the Beliefs Data
4. Have Courageous Conversations with Staff and Aligning that with our Shared Beliefs

Strategy #2
1. Socratic Seminar with Teachers around a “high flyer” student.
Focusing on Safe Learning Environments

Changing Adult Mindsets
1. As an admin team identify what results in a suspension.
2. Get naysayers together to spend 10% venting and 90% focusing on action and solutions.
3. Take the time to celebrate wins to build momentum with staff.

Number of Suspensions September - February
High School Examples

Beliefs Drive Our Actions
Changing Mindsets

Focusing on Safe Learning Environments
Proactive vs. Reactive

Aligning Resources with our Mission
Master Schedule
Beliefs Drive Action

'T's Golden Circle

Why? = The Purpose
- Individuals learn and thrive through connections in a safe, caring, and supportive environment.
- High expectations with appropriate supports result in growth.

How? = The Process
- Site Improvement Plan (SIP)
  - Costa’s Level of thinking/questioning
  - AFL
  - CLR

What? = The Result. The proof.
- We commit each day to develop and empower lifelong learners who thrive in diverse communities.
Focusing on Safe Learning Environments
Aligning Resources with our Mission

### 2017-2018 Tartan Master Schedule

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District-Wide Examples

Inclusive Strategic Planning
World Café Model – Over 1000 Participants

Principals as a Learning Community
Practice Courageous Conversations

Changes to Contract
Tools to Address Toxic Adult Behavior
Article X, Section 5, Subd. 10
Table-Top Discussion

1. What is your district currently doing to engage in this strategy?

2. What are other districts doing that interests you?

3. Based on what you heard/learned, what new or additional steps will you take to implement this strategy in your district?