



*A Community of Learners*

**Reaching All Learners:**  
***MTSS and Integrated Service Delivery Updates***

TO: School Board  
Superintendent Kocanda

FROM: Beth Martin

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**Background**

The Department of Student Services is responsible for implementation and oversight of two of the District's annual goals.

- Strengthen MTSS practices to effectively identify and serve students who require intervention in reading, writing or math.
- Implement co-teaching and instructional coaching models to enhance integrated service delivery in elementary schools.

This memo is designed to provide the School Board with an update on both goal areas. The Department of Student Services will continue to expand opportunities for students to receive academic or behavioral support within the general education setting, among their non-disabled peers, to the greatest extent possible.

**Alignment with the District 36 Shared Vision**

The Department of Student Services provides a variety of services to students who have been identified as requiring specialized support. Departmental work aligns with the District 36 Shared Vision in multiple ways.

- Special education services include specific instruction that supports students who may demonstrate deficits in their learning or social and emotional profiles, and challenges students to function to their full potential.
- Provision of intervention or specific instruction, accommodations and curricular

modifications enables each student to demonstrate individual growth and to achieve a level of success.

- Through provision of proper levels of intervention and instructional support, students are provided an opportunity to meet challenges successfully, to engage in their learning, to demonstrate independence, and better prepare for their future.
- Providing integrated service delivery results in better outcomes for all students, improving their capacity to make a meaningful difference in the world.

## **Overview**

Below are bulleted statements regarding progress in goal areas to date. A more in depth description regarding goal outcomes can be found in the next section of this informational memo.

### ***MTSS (Multi-Tiered System of Supports)***

- Increased opportunities for in-classroom support from reading interventionists in first grade.
- Increased number of second graders integrating successfully without need for reading intervention
- Implemented new benchmarking and progress monitoring system; AIMSweb Plus
- Increased supports for behavior management in the classroom.

### ***Integrated Service Delivery***

- Implemented a co-teaching model at Greeley in 4th grade.
- Implemented a co-teaching model at Hubbard Woods in 1st grade.
- Expanded co-teaching practices at Washburne.
- Implemented instructional coaching support through NSSD at Crow Island and Hubbard Woods.
- Modified speech pathology service delivery practices.
- Outfitted the SEL resource classroom at Skokie School with sensory equipment.
- Provided targeted professional development for classroom and special education associates.
- Offered a WPI session regarding parents' roles in the IEP process.

## **Current Outcomes**

### ***MTSS:***

- Increased classroom support in first grade has enabled reading interventionists to model techniques for classroom teachers while also offering additional reading support to a greater number of students.
  - Increased opportunities for differentiation for students within the classroom.

- Increased opportunities for modeling effective reading strategies.
  - Continued access to targeted intervention for those most discrepant.
- Elementary schools have realized a decrease in the number of students who have required reading intervention in second grade as a result of targeted intervention offered to these students as first graders last school year.
- Use of AIMSweb Plus, an upgraded benchmarking and progress monitoring tool, has allowed for expanded data collection regarding need for intervention supports.
  - Interventionists will continue to determine which information from this upgraded tool best informs next steps for classroom supports and interventions.
- The addition of full time School Psychologists within each elementary school has been instrumental in provision of direct support to teachers regarding student behavior management.
  - Development of problem solving practices
  - Direct supports to teachers “in the moment”

*Integrated Service Delivery:*

- Co-teaching at Greeley School has been implemented in a fourth grade classroom and has been highly successful. All students within this classroom approach either teacher for assistance when needed. Both teachers are able to differentiate effectively for the students within the classroom and the special education teacher is able to offer direct instruction to students within the classroom setting.
- Co-teaching at Hubbard Woods has been implemented in a first grade classroom. This classroom model has also met with great success. Both teachers collaborate regularly to allow for effective differentiation for all students. Students view themselves as individuals who can help one another.
- Co-teaching models and practices have expanded at Washburne. Special education staff on some teams are becoming more of an integral part of the team, and are viewed as an additional teacher by students in the classroom.
  - The majority of special education services are delivered in the general education classroom.
  - Remaining in general education has reduced any stigma that was previously associated with having to leave the classroom to get instruction in a small group setting.
- Instructional coaching at Crow Island has been paramount in supporting general education teachers as they work with students with unique behavioral needs.
  - NSSD instructional coach is supporting students predominantly in 4th and 1st grades.
  - Coaching support has also been provided to special education teachers as they work with students in the general education setting.
- Instructional Coaching at Hubbard Woods has allowed for increased access to general education curriculum for students who are discrepant from their typical

peers.

- Instructional coaching has helped general education teachers and associates identify learning targets and modify curriculum as warranted in second grade.
- Instructional coaching in 4th grade has focused on building student independence through effective cueing and redirection.
- Speech Pathologists have increased service delivery within the general education classrooms and have expanded flexible service delivery for students with minor articulation errors.
- Acquisition of a foundation grant led to the installation of specific sensory equipment in the SEL resource classroom at Skokie School. This has resulted in provision of a sensory room within the classroom.
  - All students have access to this classroom
  - All members of the staff have opportunity to meet the sensory needs of students who may not have an IEP.
- Classroom and special education associates have received professional development through NSSSED in the following areas:
  - Professionalism
  - Special Education 101
  - Fostering Student Independence
- Parents have had opportunity to attend a WPI regarding their role in the IEP process. All present indicated this particular session was extremely beneficial.

## **Next Steps**

As we move forward this school year, a clear communication plan regarding department goals and objectives will continue to be implemented. This will include meeting with principals, school psychologists and building special education coordinators regularly as a means to provide all staff with access to information regarding District and departmental goals. As a part of this communication plan, the following will be addressed.

## **MTSS**

- Continue to evaluate AIMSweb plus - what data is most useful and is helping to inform our instructional and intervention practices?
- Continue work in the area of differentiated instruction
  - Utilize specialists and coaches to model for teaching staff.
  - Evaluate roles and responsibilities of building level staff to determine best steps in expanding opportunities to model and coach.
- Expand professional development opportunities for all staff
- Reconstitute a District MTSS committee

*Integrated Service Delivery*

- ❑ Provide ongoing evaluation of current instructional models
- ❑ Review need for increased social and emotional support for students.
  - ❑ School anxiety and school refusal needs
- ❑ Offer additional WPI on special education practices.
  - ❑ Will include a repeat of a parent’s role in the IEP process
- ❑ Begin staff planning for next school year.
  - ❑ Instructional coaching models
  - ❑ Co-teaching models
  - ❑ Use of associates
- ❑ Expand professional development for special education staff on IEP eligibility and documentation practices.
- ❑ Provide collaboration opportunities among school teams regarding building level needs to most effectively support students.
- ❑ Review utilization of associates by re-evaluating current practices for determining when 1:1 support or program support is warranted.

*Below is an overview of next steps in a table/timeline format*

December, 2018	-DSS Committee Meeting - expanding service delivery opportunities in general education - School Psychologist meeting -Math interventionist meeting
January, 2019	-Principal Check-in -Preliminary Staffing Plan - School Psychologist meeting
February, 2019	-Institute Day - Continued committee work regarding expanding integrated services. -WPI - Special education 101 - Special Education Coordinator meeting - School Psychologist meeting -Reading Specialist meeting
March, 2019	Board Update