



**2020-21 Secondary MTSS Series:
Enhancing Middle/High School Partnerships,
Practices & Outcomes**

Targeted Audience: Middle & High School Teams within Same District (Grades 5-9)

**ALL applications must be uploaded to <https://forms.gle/fM39yVp6ynJhat6W7>
on or prior to 5/29/2020**

What is a Multi-Tiered System of Supports (MTSS)?

Pennsylvania's Multi-Tiered System of Supports is a standards-aligned, comprehensive school improvement framework for enhancing academic, behavioral health and social-emotional learning outcomes for ALL students (K-12) within the context of data-informed decision-making, equity, and meaningful family engagement.

Secondary MTSS Series Description:

In this series, connected middle and high school teams comprised of general and special education teachers, will work to adopt, implement and align evidence-based core/universal and supplemental academic, behavioral and social-emotional practices within a supportive infrastructure and with fidelity.

The middle school team must be comprised of 8th grade practitioners. Middle school administrators may send additional general, special education and ESL teachers from other grade levels in the middle school if desired. The high school team will be comprised of 9th grade general and special education and ESL teachers. Central and building level administrators will support all practitioners with the adoption and implementation of evidence-based academic, behavioral and social-emotional practices to enhance the quality of core instruction and supplemental intervention relative to student needs. Each middle and high school team will expand the role and function of related service providers (e.g., school counselors, social workers and psychologists, reading specialists, math coaches, ESL teachers, speech/language therapists, etc.) in order to support fidelity of implementation via internal coaching structures. Per IU discretion, an MTSS IU consultant will collaborate with PaTTAN MTSS consultants to provide training and technical assistance with identified middle and 9th grade team goals.

All within-district middle and 9th grade teams will prioritize improved levels of student engagement, through systematic expansion of their continuum of evidence-based practices and formative assessment.



Criteria for Readiness and Participation in this Series:

Interested secondary teams (**minimally 8th and 9th grade practitioners**) should evaluate their “readiness for participation” in this series relative to the following central and building level administrative commitments:

- ✓ *Establish requisite middle school (minimally 8th grade) and 9th grade teams*
- ✓ *Participate as team leader in virtual professional learning sessions*
- ✓ *Provide substitute coverage for required professional learning sessions*
- ✓ *Expand continuum of evidence-based academic, behavioral and SEL practices based upon universal and targeted student needs as measured by an Early Warning System (EWS) and existing PSSA/PVAAS data*

Requirements:

1. Central office, high school, and middle school administrators will work together to determine their desired scope of impact over the course of the series. The high school principal will establish a team of 9th grade general and special education teachers to include other team members deemed essential for facilitating effective systems level change at the secondary level. The middle school principal **must prioritize Grade 8**. However, the middle school administrator may include representative practitioners from the other grade levels within the series.
2. In order to enhance the quality of standards-aligned core instruction and supplemental intervention toward improved outcomes for students, PaTTAN requires each administrator to commit the **maximum number of General and Special Education and ESL teachers with ELA, Math, and Science/Social Studies representation to all professional learning sessions**. **Both 8th and 9th grade teams** must commit a minimum of one general education teacher per content area, one special education teacher and one ESL teacher (if applicable). **Each** school team may send other representatives per discretion of the building administrator.
3. PaTTAN recommends that scaling of integrated practices occur incrementally and systematically, with acknowledgment that infrastructure development and implementation will occur over a multi-year period. It is recommended that short and long term goals associated with secondary MTSS be embedded within the strategic planning process toward a sustainable district wide model.



4. Each team will be required to adopt an Early Warning System that uses PDE's metrics. PaTTAN & IU consultants will review a continuum of options that partnering middle and high school teams may wish to use to screen for social-emotional status, needs and/or risk. Early Warning System data will be used in conjunction with PVAAS data to identify students who are in need of supplemental, intensive intervention in ELA and/or Mathematics.
5. Each team will be required to engage in collective professional learning with planned discussion and submission of tasks associated with a series of required webinars.

Pre-Recorded 1-Hour Webinar Topics:

Webinar 1: The Implementation Science: Selecting Evidence-Based Practices using the Hexagon Tool

Webinar 2: Embedding Principles of Explicit Academic, Behavioral and SEL Instruction within Lesson Design and Delivery

Webinar 3: Secondary MTSS: Enhancing Social-Emotional Learning (SEL) Outcomes

Webinar 4: Sustaining Effective Practices and Processes within a Secondary MTSS

6. Each team must use a portion of their stipend monies toward adoption of evidence-based practices (i.e., academic, behavioral, and/or social-emotional learning) matched to student needs.
7. Each team will be required to establish and implement practices and processes that meaningfully engage families.

Commitments:

1. Teams will receive high-quality virtual training aligned to series content and goals.
2. Teams will receive virtual and/or on-site technical assistance customized to needs and implementation priorities PaTTAN and/or IU Consultants will work together to coordinate Fall and Spring virtual and/or site visits.
3. Teams will be afforded access to a continuum of training activities, tools and additional resources.
4. Each middle school team will receive a monetary stipend of \$10,000.00. Each partnering 9th grade high school team will also receive a monetary stipend of \$10,000.00. Stipend allotments to a given district will not exceed \$20,000.00.
5. Stipend monies will be provided to the district upon completion of series requirements in June 2021.
6. Notwithstanding substitute coverage for participating team members, each school will be required to spend a significant amount of its' stipend monies on the adoption and expansion of evidence-based practices in the areas of ELA, Mathematics, Social-Emotional Learning and/or Behavior based upon student needs and per collaboration and consultation with PaTTAN and IU Consultants.



MTSS Needs Assessment (Grades 5-9)

Please Note: Each Team Must Complete and Submit a Needs Assessment

Secondary MTSS: Essential Components	Not Implementing (0) Partially Implementing (1) Fully Implementing (2)	Current Level of Implementation (0, 1 or 2)
Our staff has conceptual and applied understanding of MTSS principles, practices and processes.	We use a method to assess (at the systems, grade and student level) our level of implementation of a seamless system of service delivery.	*
We have an Early Warning System that aligns to PA criteria in place for all middle and high school students	Early Warning System (EWS)	*
<p>We have a universal screening measure for Academics and Behavior in place that we administer 3x per year for ALL students in Grades 5-6.</p> <p>For students In grades 7-9, we have a progress-monitoring system in place for students who are at-risk and who receive supplemental intervention (supports and services).</p>	<p>Universal Screening for Academics and Behavior is conducted with ALL students in grades 5-6 three times per year. Existing screening measures are used to conduct gated screening with students in grades 7-9 based upon PSSA performance standing.</p> <p>Data meetings are scheduled after benchmark assessment windows to assess the health of Tiers 1, 2 and 3. We have adopted criteria to determine the “health” of practices in Tiers 1, 2 and 3.</p> <p>We subscribe to a system that generates user-friendly analyses of our data.</p>	* * *
We have adopted a universal screening measure for SOCIAL-EMOTIONAL FUNCTIONING (e.g., Student Engagement Instrument (SEI), Student School Engagement Survey (SSES), Academic Skills Problems – 4 th Edition, Motivation and Engagement Scale (MES), Reading Engagement Index (REI), Engagement vs. Disaffection with Learning (EvsD),	<p>Social-Emotional Screening is conducted with ALL students 3 times per year.</p> <p>Data meetings are scheduled after benchmark assessment windows to assess the health of Tiers 1, 2 and 3.</p>	* * *



Code for Instructional Structure and Student Academic Response (MS-CISSAR), Instructional Practices Inventory (IPI), etc.).	We subscribe to a system that generates user-friendly analyses of our data.	
We have expanded our continuum of robust, evidence-based ELA and MATH practices matched to needs of diverse learners.	Evidence-Based Universal ELA & Math Practices Evidence-Based Supplemental ELA & Math Practices	* *
We have expanded our continuum of robust, evidence-based BEHAVIORAL health practices matched to need.	Evidence-Based Universal Behavioral Practices Evidence-Based Supplemental Behavioral Practices	* *
We have expanded our continuum of robust, evidence-based SOCIAL-EMOTIONAL LEARNING (SEL) practices matched to need.	Evidence-Based Universal SEL Practices Evidence-Based Supplemental SEL Practices	* *
We assess student Response to Intervention (RtI) using a continuum of reliable and valid data sources.	General and special education teachers are working with related service providers to monitor progress relative to significant skill deficiencies in basic reading, writing, math, behavioral and/or social-emotional domains.	* *
Secondary MTSS Core Team	A cross-disciplinary team has been established to facilitate shared ownership for academic, behavioral and social-emotional learning outcomes at the school, grade and individual student levels. We have established procedures and processes to enhance data-based decision-making and inform instruction/intervention matched to the needs of our student population.	* * *



	<p>We engage in capacity-building through targeted professional learning and coaching structures.</p> <p>We meaningfully engage families.</p> <p>We have adopted and implemented culturally responsive practices.</p> <p>We have established systems-level indices of fidelity of our MTSS framework/system.</p>	<p>*</p> <p>*</p> <p>*</p>
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Central/Building Level Administrator Commitments:

- Organize and maintain **2 teams** to work both independently and interdependently within their K-12 system.
- Register all team members for all virtual professional learning sessions via Kelly Kapp (kkapp@pattan.net). On-site and/or virtual visits will be scheduled after Day 2 of training and after Day 4 of training.
- Provide time and resources for all team members to participate in training and technical assistance per series goals and requirements.

Each team must include the following representative team members minimally from the 8th and 9th grades:

- Building Principal
- General Education Teacher(s)
- Special Education Teacher(s)
- School Psychologist
- Speech/Language Therapist
- Reading Specialists
- ESL Teacher
- School Counselor
- Academic/Instructional and PBIS Coaches (if applicable)
- Family/Parent Representative (optional)

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- PaTTAN MTSS Series Consultants will collaborate with your IU MTSS Consultant per IU discretion



**2020-21 Secondary MTSS Series:
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FALL Sessions (VIRTUAL)	WINTER Sessions (VIRTUAL)	SPRING Sessions (VIRTUAL)
<p>Day 1 (8/12/2020) 8:30-4:00PM</p> <p><i>AM/Secondary MTSS Dr. Mark Shinn</i></p> <p><i>PM/Early Warning Systems Dr. Robert Balfanz (1-230PM)</i></p> <p><i>PVAAS Quintile Analysis Dr. Jennifer Collins (245-415PM)</i></p> <p>Day 2 (8/13/2020) 8:30-11:45AM</p> <p><i>Evidence-Based Academic, Behavioral and Social-Emotional Practices for use in Secondary Settings</i></p> <p><i>ELA/Dr. John Vail Math/Jared Campbell Tier 1 Content Enhancement/Dr. Drew Hunter Behavior/SEL/Dr. Pam Emery, Dr. Nikole Hollins-Sims, Dr. Tina Lawson ESL/Francine Dutrisac</i></p> <p>NOTE: Fall Virtual and/or On-Site Visits will be scheduled – 2/4 webinars must be viewed by team prior to site visits.</p>	<p>Day 3 (11/4/2020) 8:30-4:00PM</p> <p><i>AM/Evidence-Based Attendance and Classroom Management Strategies (Dr. Adam Saenz, Applied EQ Group)</i></p> <p><i>PM/Evidence-Based Academic, Behavioral and Social-Emotional Practices for use in Secondary Settings: Extended Content & Implementation Debrief per Day 2 sessions</i></p> <p><i>Writing/Dr. Lana Edwards Santoro – Writing/confirmed; Reading/Michelle Trostle – Math/Jared Campbell Tier 1 Content Enhancement/Drew Hunter; Behavior/SEL/Dr. Nikole Hollins-Sims ESL/Francine Dutrisac</i></p> <p>Day 4 (11/5/2020) 8:30-4:00PM</p> <p><i>AM/Team Presentations</i></p> <p><i>PM/Secondary Scheduling Dr. Michael Rettig</i></p> <p>NOTE: Spring Virtual and/or On-Site Visits will be scheduled – 2/4 webinars must be viewed by team prior to site visits.</p>	<p>Day 5 (3/10/2021) 8:30-4:00PM</p> <p><i>Check and Connect PaTTAN Consultants</i></p> <p>Day 6 (3/11/2021) 8:30-11:45AM</p> <p><i>Enhancing Student Engagement via Integration of Evidence-Based Practices (Dr. George Batsche)</i></p> <p><i>Facilitator: Dr. Pam Emery, PDE</i></p>



Secondary MTSS: Enhancing Middle/High School Partnerships, Practices & Outcomes

NOTE: Please complete and upload one form/application for your middle school team (8th grade representatives are required) and one form/application for your 9th grade team by 5/29/2020 to <https://forms.gle/fM39yVp6ynJhat6W7>

District: _____

School Building: _____

School Principal (print clearly): _____

Principal Email/Direct Phone (print clearly) _____

Director of Special Education (Electronic Signature) _____

Superintendent (Electronic Signature): _____

School Team & Scope of Impact (Identify Grade Level/s for Implementation):

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. We are part of Intermediate Unit _____



Please Register Your Team as Follows:

1. The principal is considered the “Team Leader” and will register their team as the name of the school building and school district.
2. The Team Leader will complete the team commitment/series requirements form above and include the required signatures.
3. The Team Leader will upload this application to the shared MTSS Google Drive by May 29, 2020.
4. Each team will receive a \$10,000.00 stipend. Upon admission to the series, Kelly Kapp will send you final registration instructions and information related to the stipend requirements.
5. **Series Contacts:**
 - State: Dr. Jennifer Collins, State Lead, MTSS (jcollins@pattan.net)
 - State: Dr. Tina Lawson/Dr. Nikole Hollins-Sims, Co-State Leads, Behavior (tlawson@pattan.net; nhollins-sims@pattan.net)
 - State: Jared Campbell, State Lead Mathematics (jcampbell@pattan.net)
 - State: Francine Dutrisac, State Lead ESL (fdutrisac@pattan.net)

Grant:

- PATTAN- 2020-21 Secondary MTSS Series:Enhancing Middle/High School Partnerships, Practices & Outcomes

Grant Amount:

- \$10,000

Commitment of grant:

- Teams will receive high-quality virtual training aligned to series content and goals.
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- Teams will be afforded access to a continuum of training activities, tools and additional Resources.
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- Stipend monies will be provided to the district upon completion of series requirements in June 2021.
- Notwithstanding substitute coverage for participating team members, each school will be required to spend a significant amount of its' stipend monies on the adoption and expansion of evidence-based practices in the areas of ELA, Mathematics, Social-Emotional Learning and/or Behavior based upon student needs and per collaboration and consultation with PaTTAN and IU Consultants.

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All within-district middle and 9 th grade teams will prioritize improved levels of student engagement, through systematic expansion of their continuum of evidence-based practices and formative assessment.

MTSS Team Members:

Team Leader: Josh Fuller

General Education Teachers:

- **English:** Laura Householder
- **Math:** Karla DeLeon/ Amberly Warner
- **Social Studies:** Michael Stalker
- **Science:** Jennifer DeLong

Special Education Teacher / PBIS Leader/ Behavior Background: Jennifer Fuller

School Psychologist (Shared with Lehman): Maki King

Speech Language/ Therapist (Shared with Lehman): Kathy Bilisic

ESL (Shared with Lehman):Evelyn Reveron

School Counselor: Dave Falbo

Secondary Social Worker: Erin Dreisbach

Trainings:

Training Date / Hours	Topic
8/12/2020 8:30- 4:00pm (7.5 hours)	AM/Secondary MTSS Dr. Mark Shinn PM/Early Warning Systems Dr. Robert Balfanz (1-230PM) PVAAS Quintile Analysis Dr. Jennifer Collins (245-415PM)
8/13/2020 8:30 - 11:45am (3 hours 15 minutes)	Evidence-Based Academic, Behavioral and Social-Emotional Practices for use in Secondary Settings ELA/Dr. John Vail Math/Jared Campbell Tier 1 Content Enhancement/Dr. Drew Hunter Behavior/SEL/Dr. Pam Emery, Dr. Nikole Hollins-Sims, Dr. Tina Lawson ESL/Francine Dutrisac
11/4/2020	AM/Evidence-Based Attendance and

<p>8:30 - 4:00pm (7.5 hours)</p>	<p>Classroom Management Strategies (Dr. Adam Saenz, Applied EQ Group) PM/Evidence-Based Academic, Behavioral and Social-Emotional Practices for use in Secondary Settings: Extended Content & Implementation Debrief per Day 2 sessions Writing/Dr. Lana Edwards Santoro – Writing/confirmed; Reading/Michelle Trostle – Math/Jared Campbell Tier 1 Content Enhancement/Drew Hunter; Behavior/SEL/Dr. Nikole Hollins-Sims ESL/Francine Dutrisac</p>
<p>11/5/2020 8:30 - 4:00pm (7.5 hours)</p>	<p>AM/Team Presentations PM/Secondary Scheduling Dr. Michael Rettig</p>
<p>3/10/2021 8:30 - 4:00pm (7.5 hours)</p>	<p>Check and Connect PaTTAN Consultants</p>
<p>3/11/2021 8:30 - 11:45am (3 hours 15 minutes)</p>	<p>Enhancing Student Engagement via Integration of Evidence-Based Practices (Dr. George Batsche) Facilitator: Dr. Pam Emery, PDE</p>

Cost of Coverage for Staff

Staff Member	Training Dates / Hours	Total Hours	Total Cost \$29.31 curriculum rate
Laura Householder	8/12; 8/13; 11/4; 11/5; 3/19; 3/11	14.75	\$432.33
Karla DeLeon / Amberly Warner (as of 9/2020)	8/12; 8/13; 11/4; 11/5; 3/19; 3/11	14.75	\$432.33
Jennifer DeLong	8/12; 8/13; 11/4; 11/5; 3/19; 3/11	14.75	\$432.33
Michael Stalker	8/12; 8/13; 11/4; 11/5; 3/19; 3/11	14.75	\$432.33
Jennifer Fuller	8/12; 8/13	10.75	\$315.08
Maki King	8/12; 8/13	10.75	\$315.08
Dave Falbo	8/12; 8/13	10.75	\$315.08

Sub Coverage	11/4, 11/5, 3/19, 3/11 4 subs x 4 days (\$100/ day)	4 subs x 4 days	\$1,600
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Total:

Curriculum Rate: \$ 2,674.56

Day Sub Coverage: \$1,600

Grant Stipend allotted:

Staff coverage: \$4,274.56

Evidence-based practices in the areas of ELA, Mathematics, Social-Emotional Learning and/or Behavior : \$5,725.44

MTSS Grant

PATTAN Secondary MTSS Series Enhancing Middle/ High School Partnerships

Commitment of the grant

- MTSS teams will
 - Receive 6 days of high quality virtual training from PATTAN
 - Have access to a continuum of training, tools, and resources
 - Access to a PATTAN consultant
 - Receive \$10,000 each
 - Monies will be provided to the district, upon completion of the training requirements, in June 2021
- Monies are to be spent by June 1, 2021 on
 - Staffing- Including teacher trainings outside normal school hours and sub coverage for teachers during normal school hours.
 - Materials for adoption/ expansion of evidence based practices in ELA, Mathematics, SEL, and/or behavior
 - Check and Connect training and curriculum

Value to Our Students and BIG Picture Goals

- MTSS is one of our building ATSI goals
- Early Warning System:

Based on Green/ Yellow/ Red from extrapolated data of students grades, attendance and discipline (20% of our students have been on this list at some point during this school year)

- This grant will allow us to purchase resources to support students as they transition from middle to high school and provide both academic and SEL/ behavioral interventions.

9th grade Study Strategies Class

We hope to provide a class with curricular needs met from this grant for all freshman students to prepare them for the rigor of high school academics as well as the coping strategies to deal with the SEL component of High School. This grant funding will allow us to purchase the specific grade 9 resources.

8th Grade Transition to High School

- LIS MTSS team collects data and determines appropriate interventions
- Both LIS and HSN MTSS teams meet to discuss 8th grade students in an effort to create a seamless transition of interventions and services into their high school years.

Purpose for Presenting

- We just received the contract from the IU 13 and it needs to be added to February's Board agenda to be voted on.
- We need approval to pay staff for trainings outside contractual hours