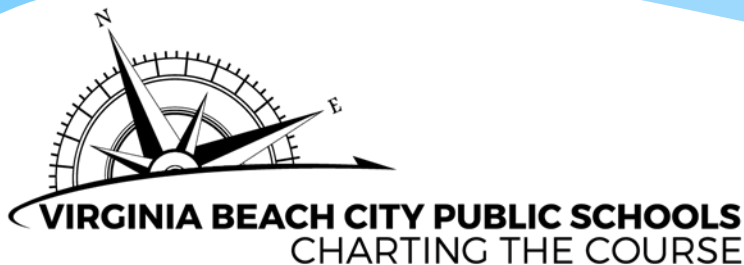


Exploring Equity Through Multi-Tiered Systems of Support

A Panelist Discussion with
Williamsburg-James City County Public Schools
Virginia Beach City Public Schools



Our MTSS Panelists

WJCC Representatives

Dr. Aaron Butler, Supervisor
of Student Services

Mr. Michael Hurley, Principal
Clara Byrd Baker Elementary
School

Mrs. Cathy Vazquez, Principal
D.J. Montague Elementary
School

VBCPS Representatives

Mr. Zachary Bucholz,
MTSS-B District Coach

Mr. Robert Jamison,
Coordinator of
Guidance Services

Mrs. Elizabeth Herman,
PBIS District Coordinator &
School Psychologist

WJCC MTSS Implementation Overview

Division Leadership Team

Review and Analyze Division and individual school Student Discipline and Academic Data

Plan division-wide professional development trainings based on needs

Provide support and guidance to building based MTSS Leadership teams and coaches

Building Based Student Intervention Team

Implement a Problem Solving Model approach for addressing student academic and discipline concerns

Review outcomes and implement necessary interventions

Monitor the effectiveness of the interventions and modify the plan



MTSS Building Based Coaches & Administrators

Attend MTSS Trainings for train-the-trainer professional development approach

Lead the building based MTSS Leadership team

Liaison between Division MTSS coordinator and DLT

Building Based MTSS Leadership Team

Review and Analyze School Based data for discipline and academics

Plan professional development sessions to meet building needs

Guide the MTSS implementation process

Building-Based Team Samples

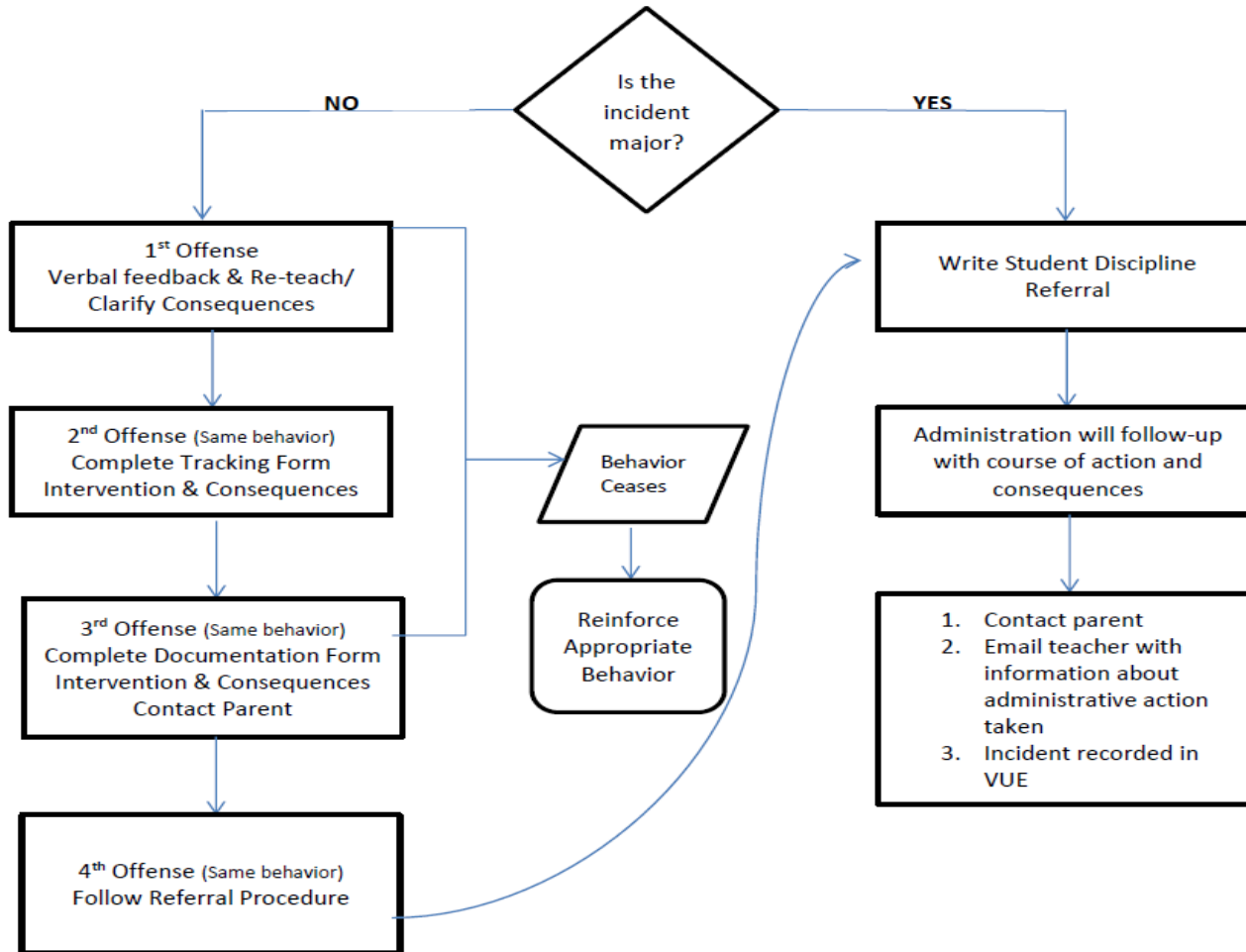
Everyone at DJ Montague has the responsibility to make our learning community a place that is...

DJ Montague Elementary

		Hallway	Bathroom	Cafeteria	Recess	Walk and Talk
Expectations	Students					
	Safe	<ul style="list-style-type: none"> *I will go only where I am supposed to go *I will stay to the right 	<ul style="list-style-type: none"> *I will flush and wash my hands *I will keep the bathroom neat and clean 	<ul style="list-style-type: none"> *Remain safely seated *I will clean up after myself *I will keep my hands, feet, and food myself *I will raise my hand for help 	<ul style="list-style-type: none"> *I will keep my hands and feet to myself *I will use playground equipment safely 	<ul style="list-style-type: none"> *I will walk and talk *I will keep my hands and feet to myself
	Caring	<ul style="list-style-type: none"> *I will be kind and respectful to all adults and all students *I will walk in a straight, single-file line *I will keep my hands to myself 	<ul style="list-style-type: none"> *I will be kind and respectful to all adults and all students *I will respect other peoples' privacy 	<ul style="list-style-type: none"> *I will be kind and respectful to all adults and all students *Let anyone sit next to you *I will use good manners 	<ul style="list-style-type: none"> *I will be kind and respectful to all adults and all students *I will show good sportsmanship and include others *I will bring in everything that I take out *I will help clean up all equipment 	<ul style="list-style-type: none"> *I will be kind and respectful to all adults and all students *I will bring in everything that I take out
	Learning	<ul style="list-style-type: none"> *I will stay silent 	<ul style="list-style-type: none"> *I will use the bathroom and go directly back to class 	<ul style="list-style-type: none"> *I will use a quiet voice 	<ul style="list-style-type: none"> *I will stop playing and line up quickly and quietly when I am called 	<ul style="list-style-type: none"> *I will stop playing and line up quickly and quietly when I am called

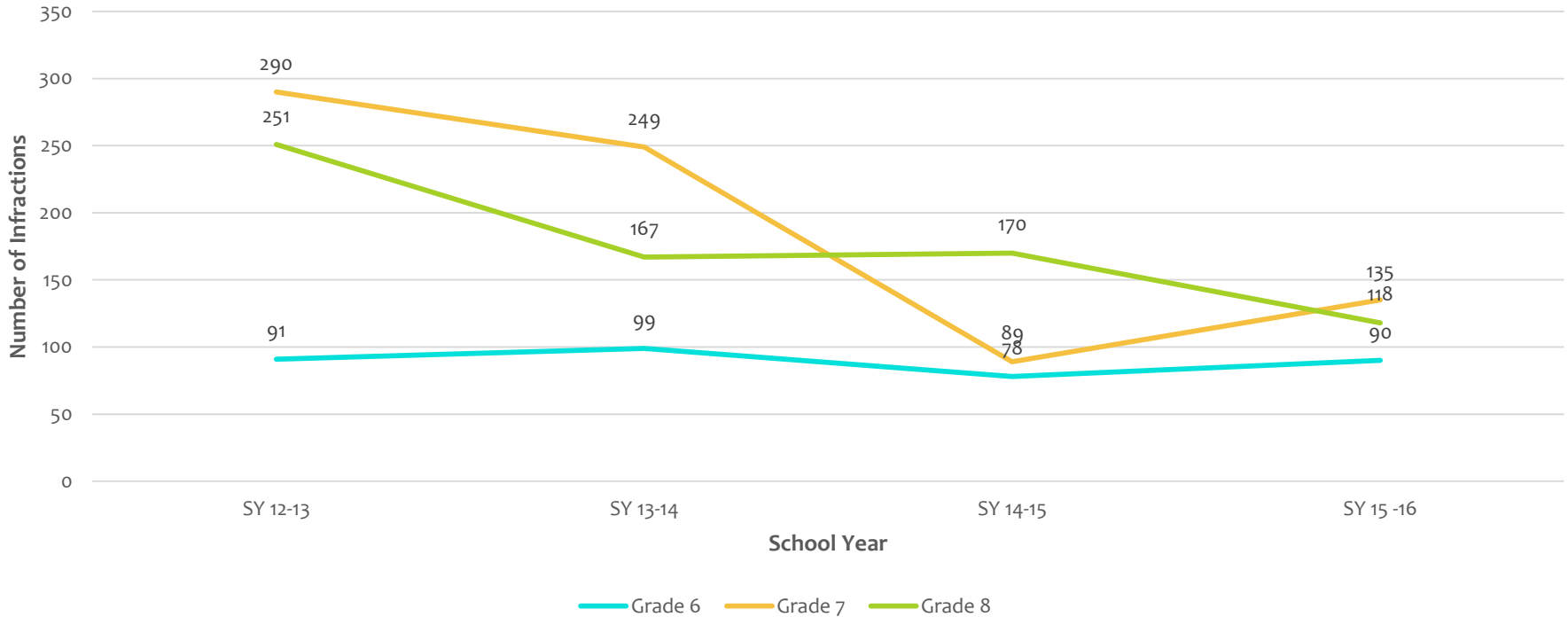
Building-Based Team Samples

Incident Reporting Flow Chart



Impact of Student Interventions

Toano Middle School Four Year Discipline Trends



Equity Indicator	% Enrolled SY 12-13	% of Referrals SY 12-13	% Enrolled SY 15-16	% of Referrals SY 15-16
African American	24.7%	46.6%	25.6%	18.4%
Special Education	17%	38.4%	18.6%	19.4%

How TMS Made Progress

Behavior Interventions

- * Developed school wide expectations for appropriate behavior.
- * Discipline Data Teams analyzed ODR information for trends including where infractions were occurring, demographic information of students committing infractions, and type of infractions.
- * Held class meetings on Wednesday mornings. School wide behavioral expectations were taught and modeled during class meetings.
- * Based on Data Teams recommendations, provided appropriate behavioral, social, and emotional supports to meet the needs of all students.

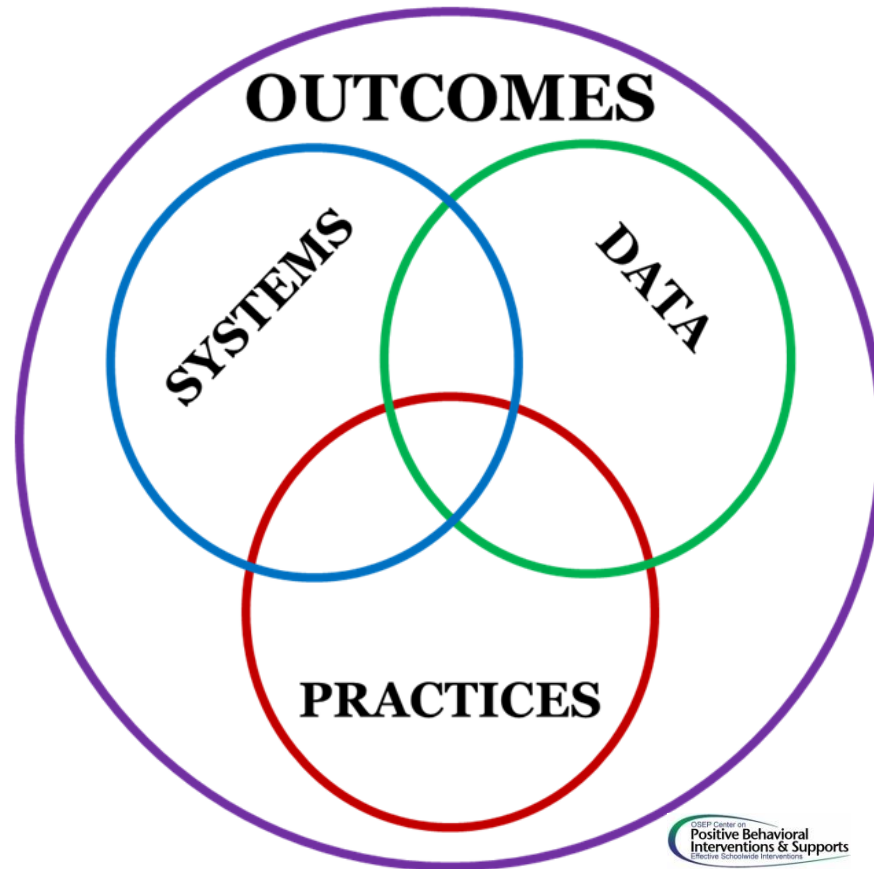
TMS Progress (cont...)

Academic Interventions

- * Development of Content / Grade Level Data Teams - Data Teams developed common formative assessments and analyzed results. Results were used to prioritize needs and improve instruction.
- * Data teams set, reviewed and revised instructional goals.
- * Administration conducted data talks with each teacher individually after quarter assessments. Discussion centered on instructional strategies being used to address learning goals of all students.
- * Special education lead teacher and administration provided instruction on co-teaching models and encouraged delivery model.
- * Implementing evidence-based educational interventions that afford all groups access to educational opportunities.

VBCPS MTSS Framework Overview

Supporting **Culturally Equitable** Academic & Behavioral Competence

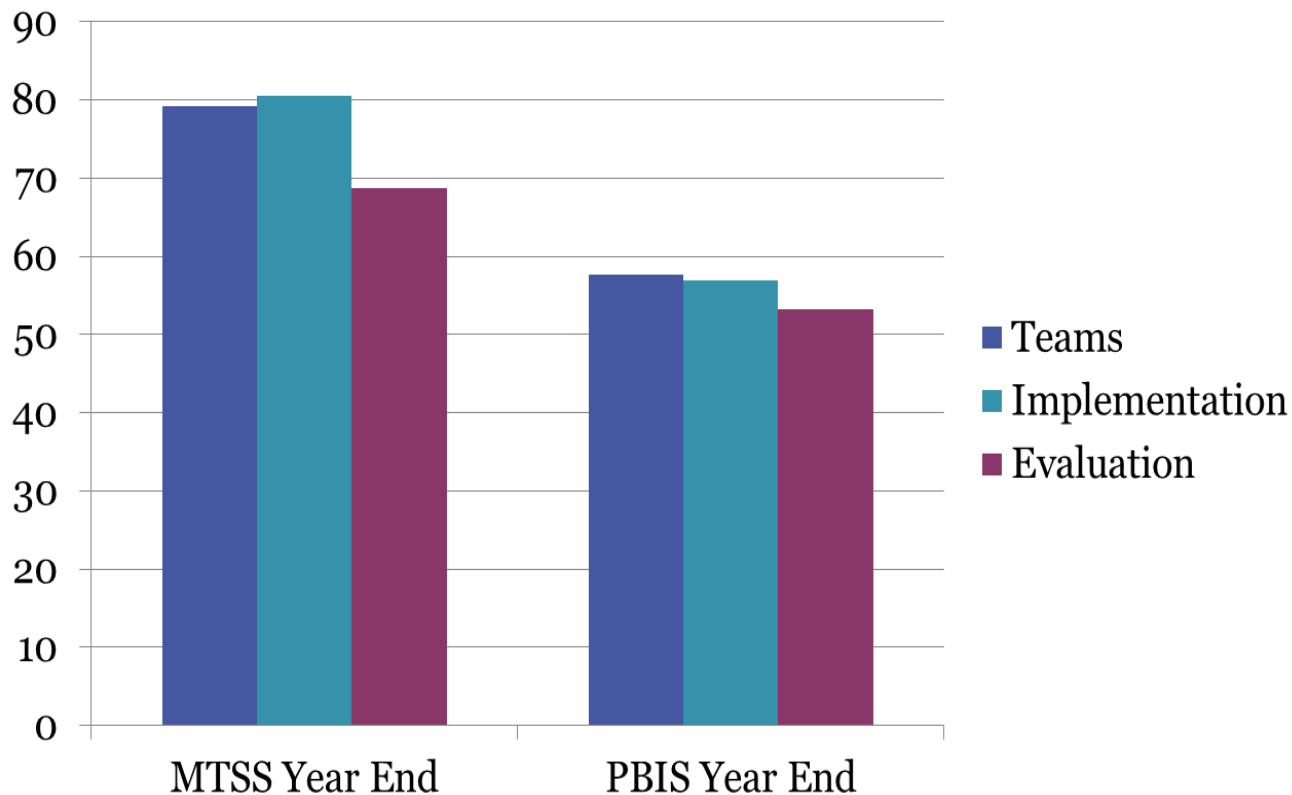


Supporting
Culturally
Knowledgeable
Staff Behavior

Supporting
Culturally
Valid Decision
Making

Supporting **Culturally Relevant** Evidenced-Based Interventions

Two Stories of Implementation

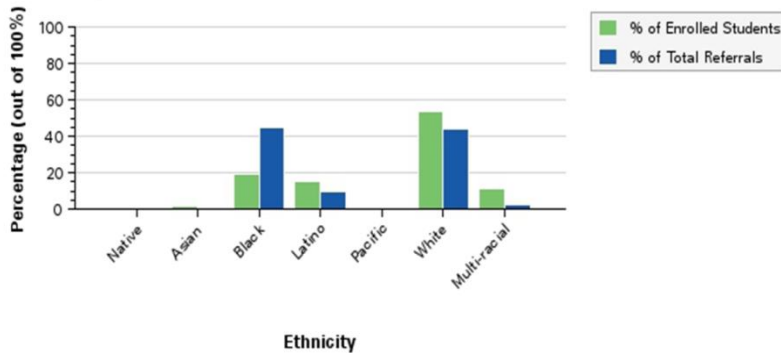


MTSS-B: federally funded to facilitate a rapid implementation of multi-tiered systems of support

PBIS: state funded, supported by TTAC, and follows the traditional 3-5 year implementation process

VBCPS Practices Addressing Disproportionality

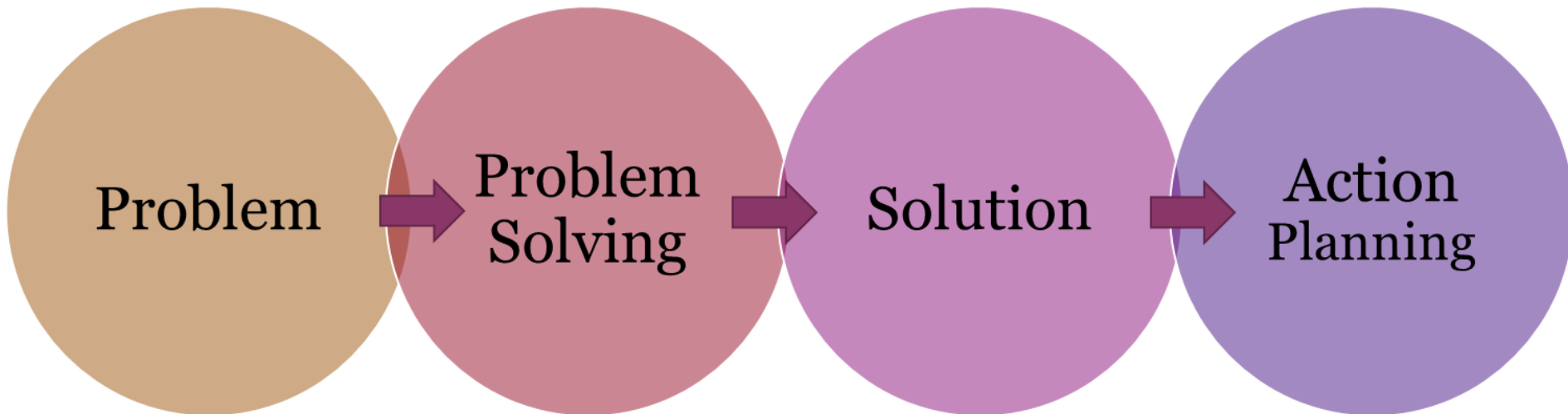
Referrals By Ethnicity
All, 2015-16



- ✓ Explicit language/practices to combat implicit bias
- ✓ Data transparency & accessibility within a safe environment
- ✓ Routines to prevent predictable behaviors
- ✓ Embed behavioral instruction in our curriculum
- ✓ Improve opportunities to engage our learners
- ✓ Invite staff and student voice when building systems
- ✓ Increase community involvement, education, & support

Ethnicity	Total Enrolled	Number of Referrals	% Enrolled	% of Total Referrals
Native	0	0	0.00%	0.00%
Asian	6	0	1.39%	0.00%
Black	82	42	18.98%	44.68%
Latino	64	9	14.81%	9.57%
Pacific	2	0	0.46%	0.00%
White	231	41	53.47%	43.62%
Multi-Racial	47	2	10.88%	2.13%

Team Initiated Problem-Solving



Improving Decision-Making w/Data

Primary Statements

Too many referrals

September has more suspensions than last year

Gang behavior is increasing

The cafeteria is out of control

Student disrespect is out of control

Precision Statement

There were **30 more ODRs** for **aggression** on the playground than last year, and these are most likely to occur from **12:00-12:30** during **fifth grade's recess** because there is a large number of students, and the **aggression is related to** getting access to the **new playground equipment**.

VBCPS MTSS Testimonials

Questions for our Panel

