



# Kent City Community Schools Board of Education Workshop

Monday, October 10, 2022 at 5:15 p.m.

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**Board of Education Members Present:**

Bruce Hawley, Tim Kruithoff, Rick Stockhill, Stacey Alt, Glenn Crabtree, and Sandra Vanderhyde-Volkers

**Board of Education Members Absent:** Derik Miller

**Others Present:** Bill Crane, Susan Brummel, Eric VanTreese, and Kristen Wegener

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The meeting was called to order at 5:15 p.m. by Board President, Bruce Hawley.

**PLEDGE OF ALLEGIANCE**

**RECOGNITION OF GUESTS**

- A. Audience Comments: There were no audience comments for this meeting.

**INFORMATIONAL ITEMS**

- A. MTSS at Kent City Schools
- Susan Brummel and Eric VanTreese presented on the beginning stages of the MTSS process.
    - PowerPoint attached
- B. 98c Learning Loss Grant Information
- Bill Crane presented information on the 98c Learning Loss application to be submitted to the MDE.
    - PowerPoint attached

**ADJOURNMENT**

The meeting adjourned at 6:05 p.m.

Respectfully Submitted,

Superintendent

# Kent City Community Schools

**MTSS...it's not a training,  
it's a system of continuous improvement**

10/10/22



# Introductions

Susan Brummel: MTSS Executive Leader/ School Improvement Facilitator

Eric VanTreese: Director of Student Services/ Co-MTSS District Coordinator

Kristen Wegener: School Psychologist Intern/ Co-MTSS District Coordinator



# What is a Multi-Tier System of Supports?

A Multi-Tier System of Supports (MTSS) is a **framework** to provide **all** students with the best opportunities to succeed **academically and behaviorally** in school.

The principles and practices of an MTSS are based upon what research has shown to be effective in:

- Creating successful and sustainable system change
- and
- Providing the most effective instruction to all students





## MTSS PK-12 Framework

### Continuous Data-Based Decision Making

- Multiple Data Sets
- Efficient
- Regular Data Review Process
- System & Implementation Coaching

### Comprehensive Screening and Assessment System

- Universal Screening
- Progress Monitoring
- Diagnostic

### Tiered Delivery System

- Core Curriculum and Classroom Interventions for ALL
- Supplemental/Targeted Group Interventions for Some
- Intense Individual Interventions for Few

### Team Based Leadership

- Organized & Knowledgeable
- Representative
- Whole Child Focus
  - Academic
  - Behavior
- Coordinate & Evaluate Supports

### Selection and Implementation of Instruction, Interventions, and Supports

- Evidence Based
- Whole Child Approach
- Alignment to Existing Programs/Initiatives
- Fidelity of Implementation

# MTSS...

## IS NOT

## IS

An instructional Program	A framework to implement effective practices
Intended to encourage placement of students	Matching needs and resources
Possible to implement alone	A collaborative effort
The same for every school	Uniquely designed for each site
A special education, a general education, a Title 1, a Talented and Gifted Initiative	An “Every” Education Initiative



# Formula for Success

Education continues to rely on the “excellent teacher” myth rather than on the “improved system” approach.

Excellent teachers are a gift, and we should admire, learn from, and support them. But the real issue is how to:

- A. Train more “excellent teachers,”
- B. Give them curricula that really works, and
- C. Give them a system that makes it easier and more likely that excellent teaching happens by design rather than by heroic efforts to overcome the system

~Rob Horner, 2013



MTSS implementation has shown a/an:

1. Reduction in **problem behavior**
2. Increased **academic performance**
3. Increased **attendance**
4. Improved perception of **safety**
5. Reduction in **bullying behaviors**
6. Improved **organizational efficiency**
7. Reduction in **staff turnover**
8. Increased perception of **teacher efficacy**
9. Improved **Social Emotional competence**



# Kent ISD & MiMTSS

- Kent ISD partnership with MiMTSS Technical Assistance Center
- Local districts partner with the ISD
- Contextualize implementation for districts
  - Content
  - Scope
  - Sequence
  - Pace



# How will MTSS be supported in Kent City?

- Kent ISD Training and Coaching Supports
- District Implementation Team
  - Representatives from each building and district leadership
- School Implementation Teams
  - Administration and Representatives of grade level, special education, and support staff



# Implementation Infrastructure

## District Teams and Roles

Comprised of three entities with distinct functions and two distinct roles:

### 1. Entities

- a. Administrative Team
- b. District Implementation Team
- c. School Leadership Teams

### 2. Roles:

- a. Executive Leader
- b. MTSS Coordinator
- c. Building-Level Coaches



# MTSS Structure

**District Implementation Team**  
with decision-making authority providing  
vision, support, and alignment

## 2-Way Communication

- Accomplishments
- Barriers to implementation
- Reviewed monthly at DIT and school-level meetings

**School  
Team**

**School  
Team**

**School  
Team**



**MIBLSI**  
Michigan's Integrated Behavior  
and Learning Support Initiative

**Kent ISD**  
We Lead Learning

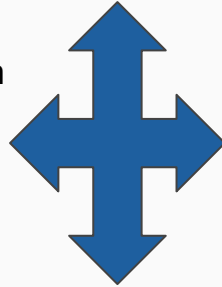


# MTSS Structure

**District Implementation Team**  
with decision-making authority providing  
vision, support, and alignment

## MTSS Coordinator

- Supports high-quality implementation
- Prompts collection & analysis of data
- Ensures access to training



## School-Level Coaches

- Supported by MTSS Coordinator
- Meet monthly
- Celebrate strengths
- Problem-solve challenges

School  
Team

School  
Team

School  
Team



**MIBLSI**  
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# Training Scope and Sequence

Level	Year 1- 22/23	Year 2 - 23/24
District Implementation Team	DIT Installation Stage - Fall	DIT Data Review - Winter
Elementary	PBIS Winter	School-Wide Reading/Data Review
Secondary	PBIS - Winter	Attendance/T1 Reading



# Example of roll-out of Neighboring District

2017/2018

- DIT Training Sequence

2018/2019

- Tier 1 PBIS training sequence and installation phase (building principals, building coaches, building PBIS teams)

2019/2020 (COVID shutdown in March)

- Tier 1 PBIS implementation phase and roll-out (K-12)
- Building and District data reviews begin (3 times yearly)

2020/2021

- Tier 1 Reading Systems (K-5) training sequence and installation phase (principals, building coaches, building reading teams)
- New reading curriculum adoption (CKLA)
- Implemented Acadience assessment K-5
- District Intervention Systems training sequence (for DIT team only)
- Check-In Check-Out training was available but opted out and will follow up at a future point as capacity allows

# Neighboring District Roll-out continued...

## 2021-22

- Tier 1 Reading Systems implementation phase and roll-out with new CKLA curriculum
- Beginning Tier 1 Secondary Reading Systems training sequence (will most likely roll over into 2022-23)
- Elementary Intervention Systems training sequence and installation phase

## 2022-23

- Tier 1 Secondary Reading Systems installation/implementation phases (will be slow roll-out with possible piloting with cohorts of teaching teams)
- Secondary Intervention Systems training sequence and installation phase
- Elementary Intervention Systems implementation phase begins
- At some point will be looking to integrate math systems also...not offered by MiMTSS/Kent ISD currently so plan would be developed in-house



# How will MTSS Impact Kent City?

- Improve academic outcomes for all students
- Improve behavioral outcomes for all students
- Connects buildings K-12...no more silos
- Becomes the District's Continuous Improvement Model in a meaningful way; Data reviews 3x a year meets requirements
- Strengthens Tier 1 districtwide through a specific framework using data



# What makes us unique?

- We are a small district: perhaps our executive leadership team and admin team is one in the same
  - It's not the number of people on a team, it's about the right people on the teams
- Usage of SWIS: how is it different from last attempts at implementation
  - Discipline documentation consistency district wide?
- Through a MTSS process, we may identify needs, such as a district-level literacy coach, building level coaches, etc
- This is a coaching model with district foundation which is different than previous PBIS/Intervention attempts in Kent City



# Kent City

## MISSION

We will provide a nurturing learning environment and educate ALL students to be lifelong learners.

## VISION

All students will learn a rigorous curriculum through instructional excellence everyday.

## VALUES

### QUALITY INTERACTIONS

through collaboration, compassion, and honest communication.

### GROWTH MINDSET

through high-expectations and risk-taking.

### CULTURE OF OPPORTUNITY

through accessibility and belonging.



# Questions?



# 98c – Learning Loss Plan Overview

- Reduction in Class Size
  - 3 Elementary Teachers 2022-23 SY
  - 2 Secondary Teachers 2022-23 SY
- Academic Interventionist Focused on Grades 3-5
  - Upper Elem. Academic Interventionist for 2022-23 SY
- After School Core Content Tutoring Supports
  - 4 Tutors for Core MS Content for 2022-23 SY
  - 4 Tutors for Core HS Content for 2022-23 SY
- College/Career Readiness/Whole Child
  - MAVIN Subscription HS for 2022-23 SY
- Behavioral Supports
  - 3 Behavioral Interventionists (Ele, MS, HS) for 2022-23 SY

# 98c Learning Loss Plan Detail– Total: \$559,660

- \$75,529 - New Elementary Teacher #5 for 2022-23 SY
- \$103,422 - New Elementary Teacher #6 for 2022-23 SY
- \$50,000 - New Elementary Teacher for 2022-23 SY
- \$50,000 - New Secondary Teacher for 2022-23 SY (Yet to be hired)
- \$50,000 - New Secondary Teacher for 2022-23 SY (Yet to be hired)
- \$42,000 - New Upper Elem. Academic Interventionist for 2022-23 SY (Yet to be hired)
- \$7,200 - 4 HS Tutors 40.00 per hour + benefits (Yet to be hired)
- \$7,200 - 4 MS Tutors 40.00 per hour + benefits (Yet to be hired)
- \$4,800 - MAVIN Subscription HS for 2022-23 SY
- \$56,503 - New Elem. Behavioral Interventionist for 2022-23 SY
- \$56,503 - New MS Behavioral Interventionist for 2022-23 SY
- \$56,503 - New HS Behavioral Interventionist for 2022-23 SY

# 98c Learning Loss Plan Measures

- Teachers and Academic Interventionists
  - NWEA MAP (Elementary Levels)
  - SRI Reading, Delta Math (Middle School)
  - Course Grades/GPA (High School)
- Behavior Interventionists
  - Decreased suspensions and office referrals
  - Decreased absenteeism
- MAVIN
  - Increased usage rates by high school students
  - EDP development based on student identified areas of interest in MAVIN