



RethinkEd

**Achieving Together:
Bridging Academic and Behavioral
Gaps with MTSS**

Dr. Roberta Scott

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National Partnerships



What Resonates?

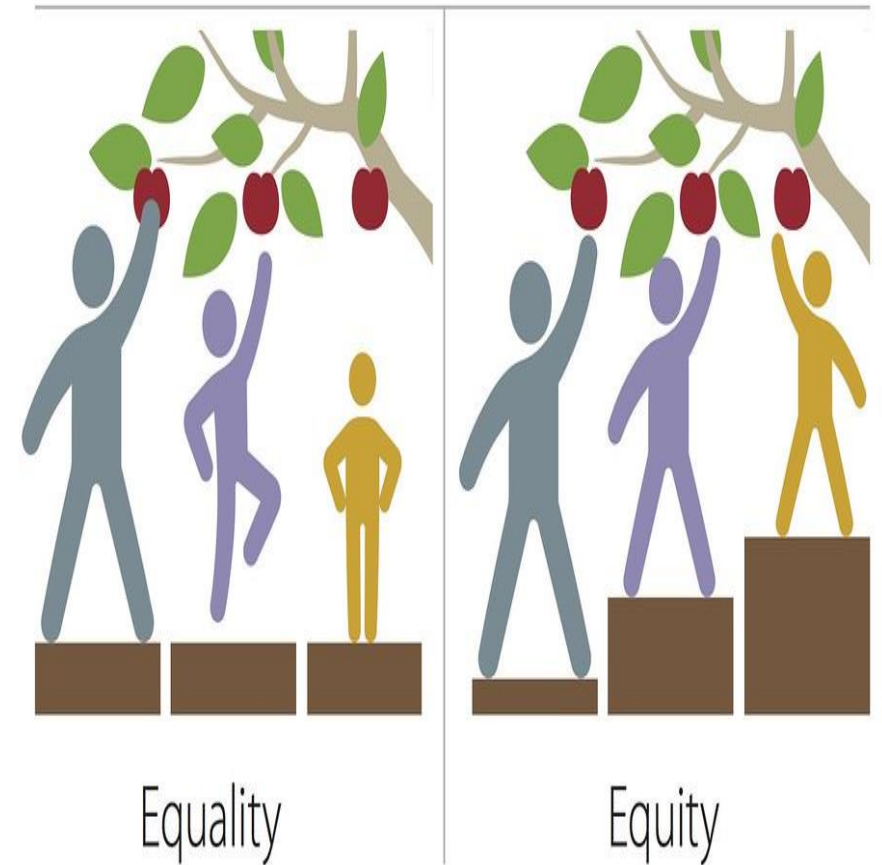


The Framework



Support for ALL students...

- Not a one-size-fits-all individualized and targeted
- Fair isn't always equal.
- Planning for every student to succeed with a proactive response to support all students.

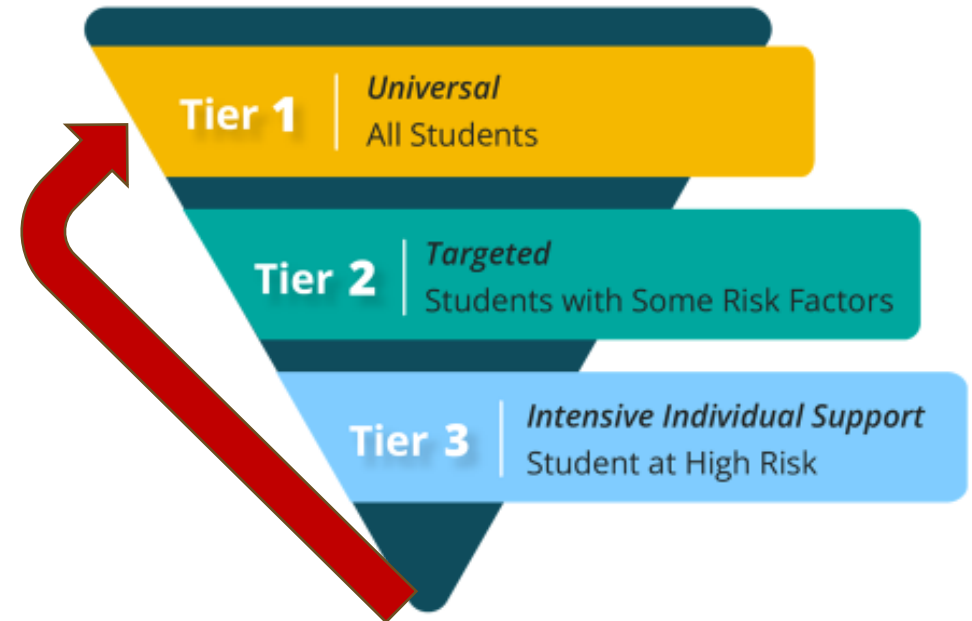


Exploring MTSS



SUPPORTS	TIER 1	TIER 2	TIER 3
On-demand PD modules (Wellness, MTSS, Behavior)	●	●	●
Incident Tracking	●	●	●
Behavior Points	●	●	●
Data Intergration	●	●	●
Customized Alerts	●	●	●
Intervention Plans		●	●
Self-Monitoring		●	●
Behavior Contracts		●	●
ABC Data Collection			●
BIP Data Collection			●

Multi-Tiered supports to meet the needs of all students



Data-Based Decision Making

RethinkEd Dashboard Program Tools Students Setup Review Docs Help Inbox

Welcome, John Miller

2024-2025 School Year

Smith School District

Overview ELA Math Behavior SEL Attendance

ELA

Math

Behavior

SEL

Attendance

Group by Building Search

Grade Gender Race IEP FRL Housing Status 504 EP

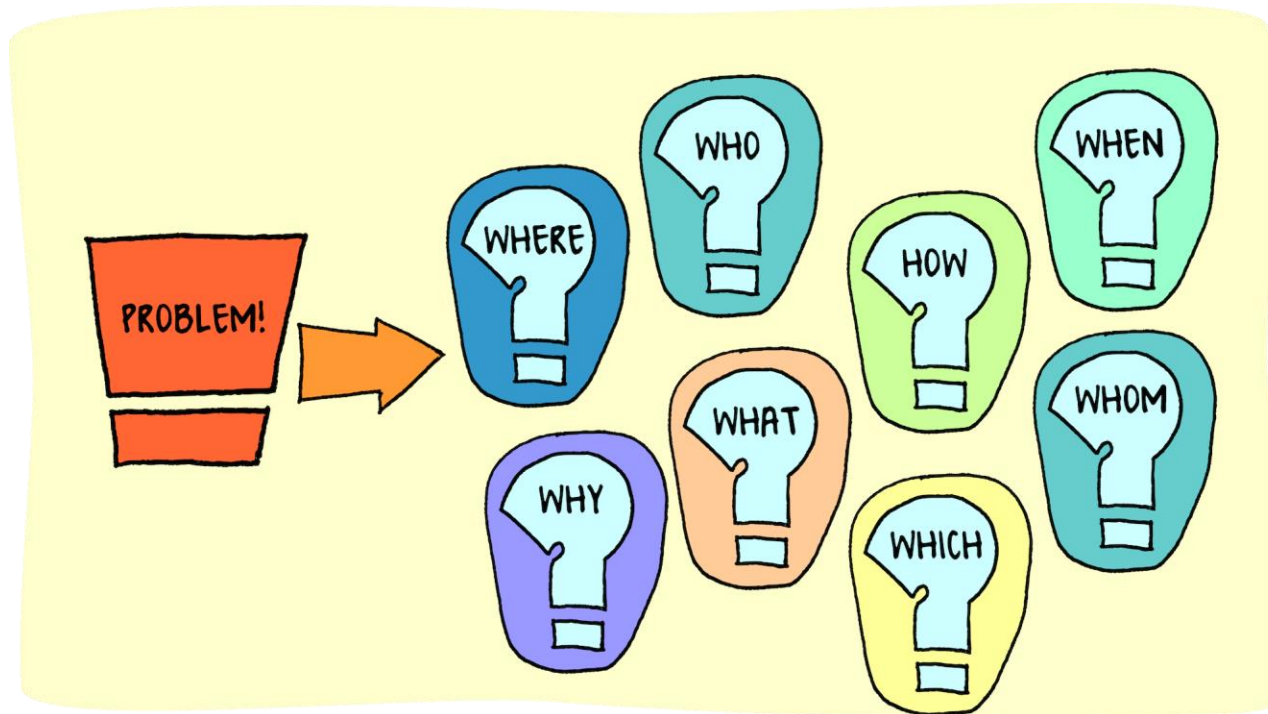
Building	ELA Tier 3	ELA Tier 2	Math Tier 3	Math Tier 2	Behavior Tier 3	Behavior Tier 2	SEL Tier 3	SEL Tier 2	Absences Tier 3	Abs
Smith Elementary	6%	18%	11%	22%	9%	17%	22%	22%	22%	22%
Cooper Elementary	5%	17%	17%	22%	14%	14%	22%	22%	22%	22%
Gabel Elementary	5%	33%	29%	29%	18%	25%	22%	25%	22%	22%
Prism Elementary	4%	8%	9%	9%	17%	17%	22%	22%	22%	22%
Basel Elementary	4%	8%	7%	7%	7%	22%	22%	22%	22%	22%
Norman Elementary	4%	9%	9%	9%	9%	9%	5%	8%	22%	22%
Miller Middle	3%	15%	15%	15%	15%	15%	17%	19%	22%	22%
Kaper Middle	3%	20%	20%	20%	20%	20%	17%	22%	22%	22%

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Employing MTSS



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Partnerships



Learn



Assess



Analyze



Intervene



Track



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Teacher Thoughts...

- *Individualized Support*
- *Early Intervention*
- *Collaboration*



Administrator Thoughts...



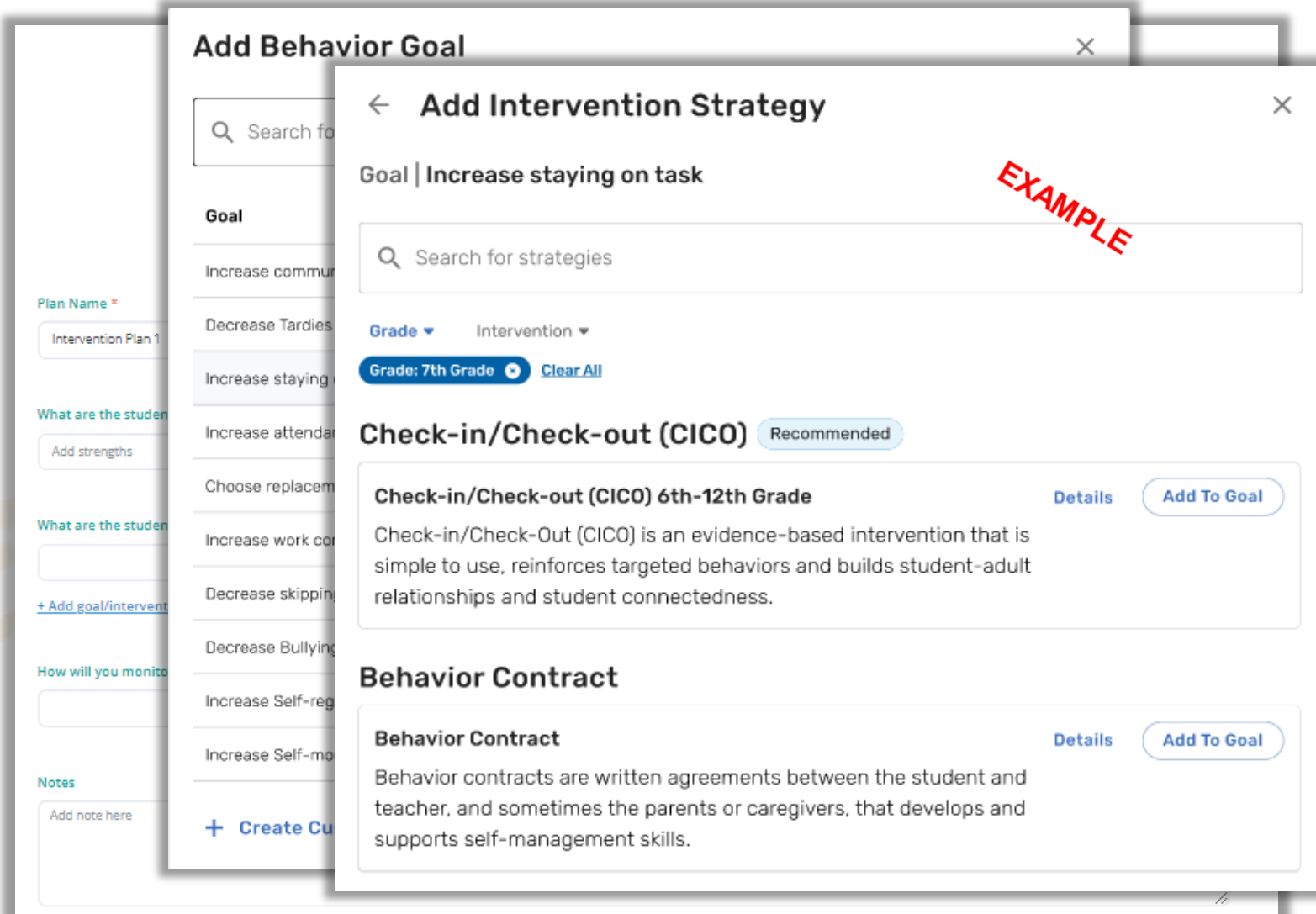
- ***Early Identification and Intervention***
- ***Personalized Learning and Differentiation***
- ***Data-Driven Decision-Making***

Comprehensive Intervention Planning Tool



- Easy step-by-step guidance for ELA, Math, Behavior, and SEL intervention plans
- Provides suggested goals
- Direct connection to evidence-based interventions

Targeted, Guided Intervention Planning



Add Behavior Goal

Search for

Goal

Increase staying on task

Decrease Tardies

Increase staying on task

Increase attendance

Choose replacement

Increase work completion

Decrease skipping

Decrease Bullying

Increase Self-regulation

Increase Self-monitoring

Plan Name *

Intervention Plan 1

What are the student's strengths?

Add strengths

What are the student's needs?

+ Add goal/intervention

How will you monitor progress?

Notes

Add note here

+ Create Custom

← Add Intervention Strategy

Goal | Increase staying on task

EXAMPLE

Search for strategies

Grade Intervention

Grade: 7th Grade Clear All

Check-in/Check-out (CICO) Recommended

Check-in/Check-out (CICO) 6th-12th Grade Details Add To Goal

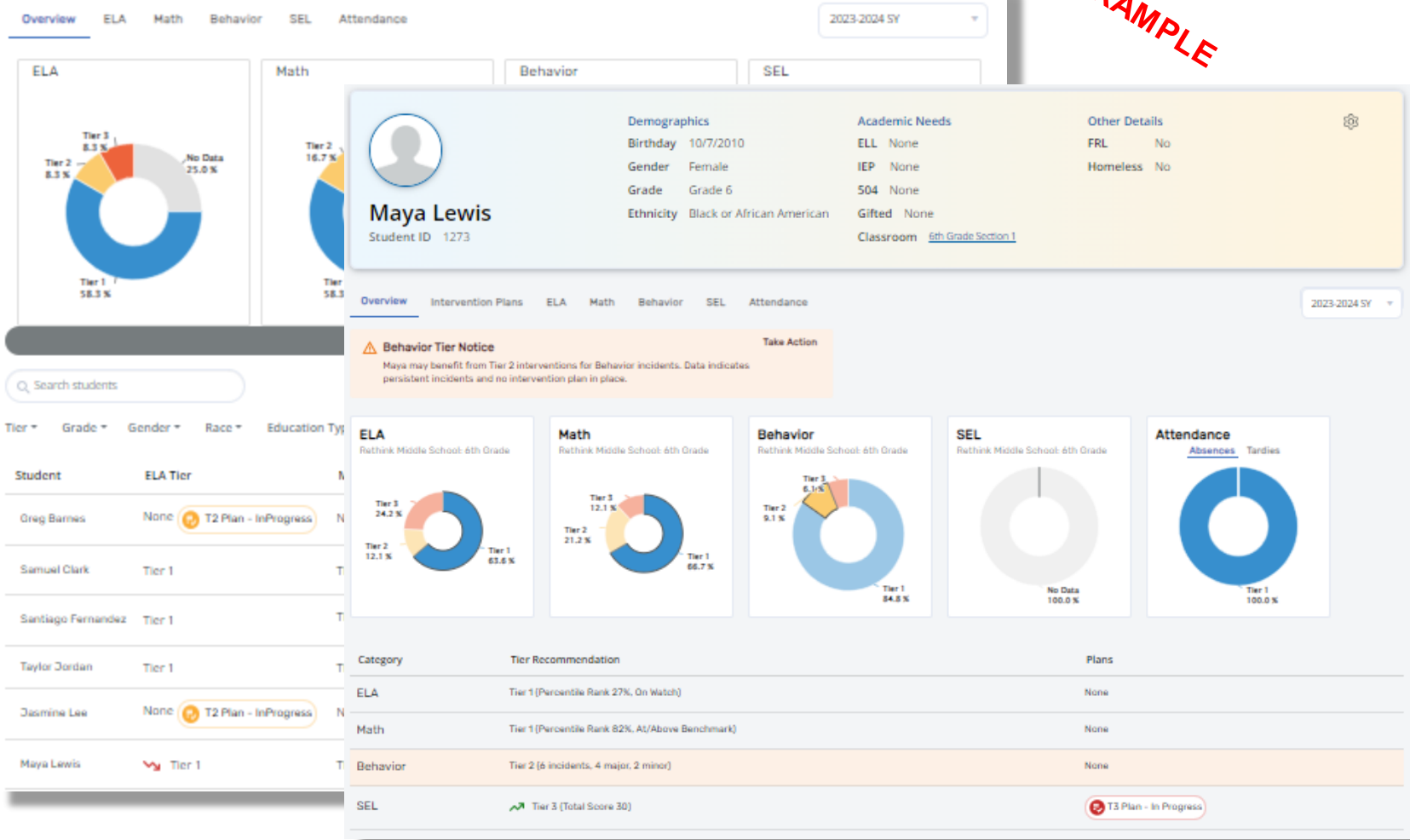
Check-in/Check-Out (CICO) is an evidence-based intervention that is simple to use, reinforces targeted behaviors and builds student-adult relationships and student connectedness.

Behavior Contract Details Add To Goal

Behavior contracts are written agreements between the student and teacher, and sometimes the parents or caregivers, that develops and supports self-management skills.

- ✓ Guided plan creation for ELA, Math, Behavior, and Social Emotional Learning
- ✓ Provides suggested goals
- ✓ Directly connected to evidence-based interventions to meet goals

What's Working? Comprehensive Data Analysis for District Leaders



Multidimensional reporting evaluates effectiveness of supports based on robust platform data for continuous improvement.

Intervention Plan Review and Discussion

Intervention Plans

Sarah Smith

ELA Math Behavior Social

Schedule: 1/13/18-1/20/18 | Plan Name: Plan 1 | Tier: Tier 2 | Plan Status: In Progress | Progress Status: New Plan

What are the student's strengths? Outgoing and above average in spelling

What motivates the student? Enjoys reading graphic novels

What are the student's goals? Acknowledge differences in the points of vi...

Interventions: Explicit Instruction | Limited Progress

+ Add goal/intervention

How will you monitor progress? Weekly AR Assessment

Who is responsible for implementing the plan? Tanesha Knight

Vizzle Assignments			
Lesson	Score	Actions	
Vocabulary	75%	View →	

Other Assignments

Discussion

EXAMPLE

Len Cassell

Type your message

Send

Tanesha Knight 1d
Do you have any age appropriate graphic novels that show distinct points of view? She loves graphic novels .

I will check and get back to you. 12h

Tanesha Knight 11h
Thank you. I am struggling to get Rihanna reading today.

I am sending over a few now.

Tanesha Knight Now
Thank you! I would love to discuss how we will move forward with her intervention plan. I have some ideas about next steps.



How Can We Help?



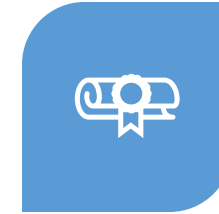
BUILD DISTRICT-WIDE
CAPACITY



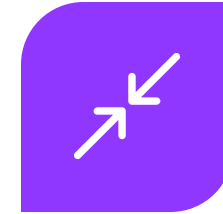
DECREASE
DISPROPORTIONALITY &
OVER REFERRALS



TRANSPARENT &
DEFENSIBLE
DOCUMENTATION



INCREASE POSITIVE &
SAFE CLASSROOMS



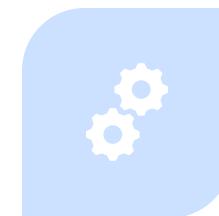
DECREASE BEHAVIORS
(REDUCE ISS, OSS AND
EXPULSIONS)



INCREASE
INSTRUCTIONAL TIME &
ACADEMIC ACHIEVEMENT



ACTIONABLE DATA &
REAL-TIME
INTERVENTIONS



"NOW WHAT?" TOOLS



RethinkEd Provides Real Solutions for MTSS Implementations

- ✓ **Integrated Data** shatters silos bringing clarity
- ✓ **Exceptional Educator Training** builds sustainable capacity system-wide
- ✓ **All-in-One Platform** integrated data, intervention planning & tracking to support the whole child
- ✓ **Intuitive Tools** unify planning and progress monitoring to promote collaboration
- ✓ **Automated Reporting** monitor intervention effectiveness to drive continuous improvement



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