

IGNITING MTSS-B

SPARKING SUCCESS FOR DISTRICT
AND SCHOOL WIDE CHANGE

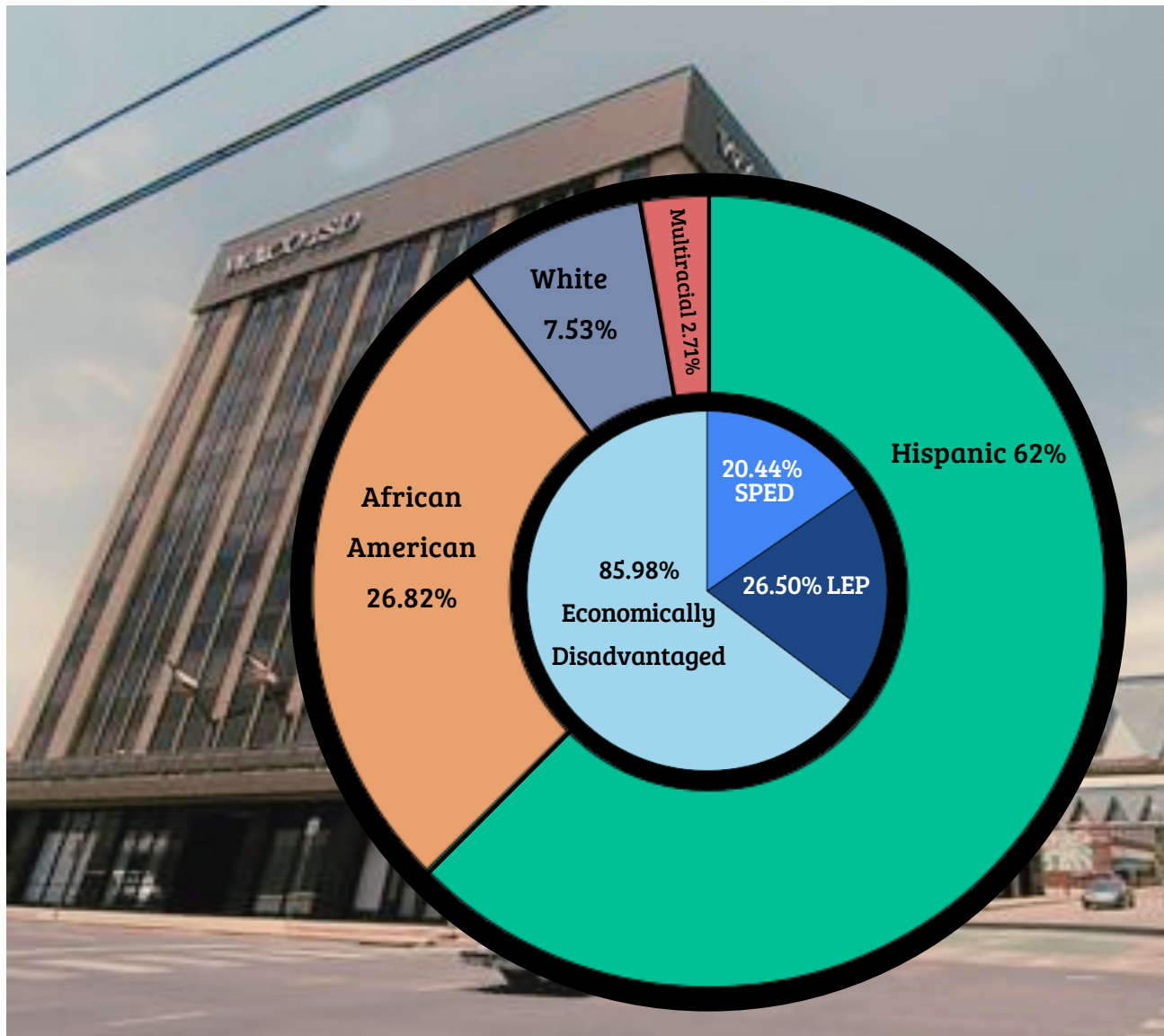
June - 2025

Christy Freeman, M.Ed - MTSS-B Director
Adam Nulph, M.Ed - District Behavior Coach



Favorite Summer Time Activity





Student Enrollment : 13,376

12 Elementary Campuses

PK – 5th Grade

1 Magnet Fine Arts Elementary

PK – 5th Grade

1 Magnet Montessori Campus

PK 3 – 8th Grade

3 Middle Schools

6th – 8th Grade

2 High Schools

9th – 12th Grade

2 CTE High Schools

1 DAEP Campus

TIMELINE OF MTSS - B IMPLEMENTATION

2019-2020

District Committee was established to explore current systems district and campus behavior systems

2020-2021

Year 1

Tier 3 specialized supports for behavior through SPED

2021-2022

Year 1

- District Behavior Team
- District Behavior Universal Screener

Year 2

Tier 3 specialized supports for behavior through SPED

2022-2023

Year 1

Behavior Boot Camp

Year 2

- District Behavior Team
- District Behavior Universal Screener

Year 3

Tier 3 specialized supports for behavior through SPED

2023-2024

Year 1

- District MTSS-B Department
- District provided PD and coaching for Campus Tier 1 and 2 Teams

Year 2

Behavior Boot Camp

Year 3

- District Behavior Team
- District Behavior Universal Screener

Year 4

Tier 3 specialized supports for behavior through SPED

2024-2025

Year 1

District Aligned Campus Planning Document for teachers

Year 2

- District MTSS-B Department
- District provided PD and coaching for Campus Tier 1 and 2 Teams

Year 3

Behavior Boot Camp

Year 4

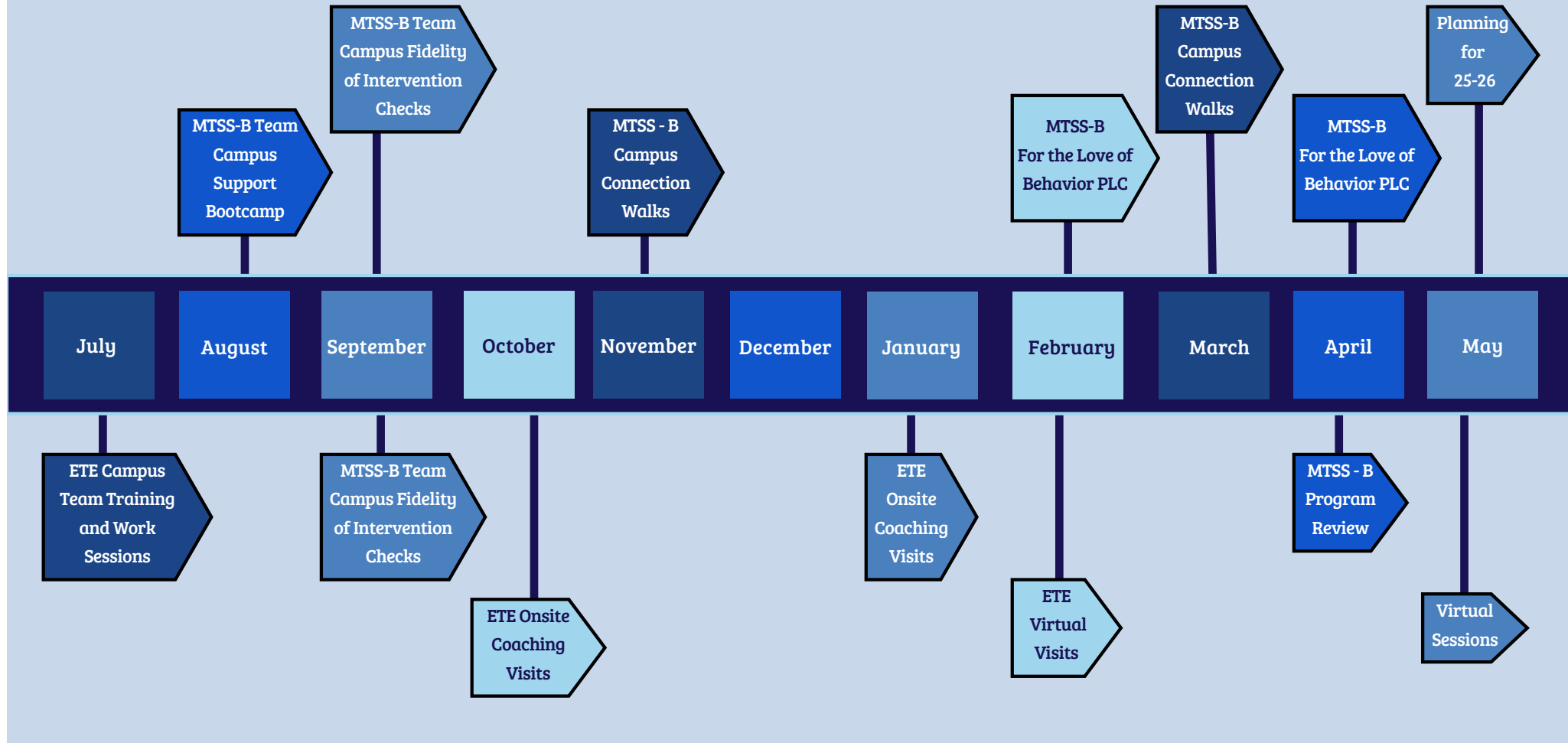
- District Behavior Team
- District Behavior Universal Screener

Year 5

Tier 3 specialized supports for behavior through SPED

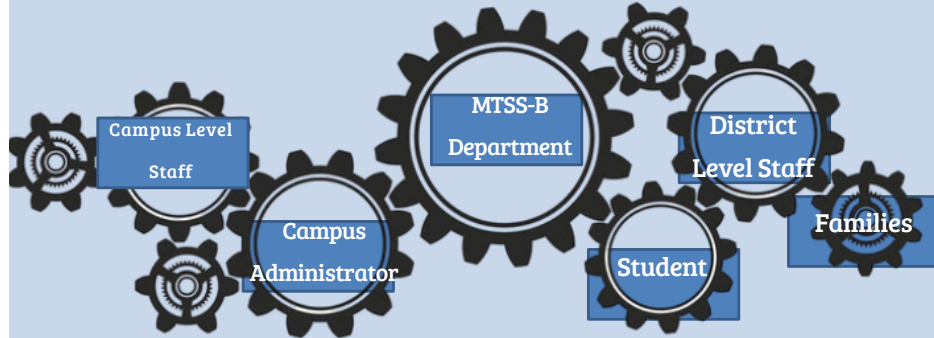
WISD MTSS-B Department & Emergent Tree: A Partnership

2024 - 2025 Timeline of Campus Support



Waco ISD District Behavior Team

Behavior Does NOT belong to one person



It's a collective responsibility in Waco ISD.

Lessons Learned from the Behavior Team



Shared Responsibility for Behavior

Our shared goal: Meet the needs of all staff, students, and stakeholders to ensure everyone's success.



Team Membership

- Members are selected because of what they do, not who they are.
- Each role contributes a unique perspective and critical function.



Accountability Through Action

- Every team member has a clear action item between meetings.
- Builds shared accountability and ensures ongoing progress.
- Creates purpose and structure



Waco ISD District Behavior Team

Alignment of Language Around Behavior



Aligning how behavior interventions are recorded, monitored, and discussed across staff



Using Safe, Respectful, and Responsible to unify expectations and instruction across campuses



Embedding Tier 1 and Tier 2 terminology in daily practice to reinforce proactive interventions



Providing staff with the right language and tools to address behaviors within their responsibilities



Defining and reinforcing expected adult behaviors to support consistency in implementation



MTSSB Behavior Boot Camp

Behavior Boot Camp: Overview



Audience

Teachers new to the
profession or new to
Waco ISD



Training Format

Day 1 & 2:

Classroom Management and
Instructional Planning

Day 3 & 4:

Proactive Strategies for
Preventing and Responding
to Challenging Behavior

Day 5:

Asynchronous Learning:
"Behavior in Schools from
the Instructional Approach"



Purpose

Equipping new
teachers with
foundational tools to
build positive, well-
managed classrooms
from day one



MTSSB Behavior Boot Camp

Lessons Learned (3 Years In)



Evidence of Learning Matters

Require teachers to submit a completed classroom planning document before awarding credit or stipends



Follow-Up Is Essential

Equip campus leaders with a clear plan to reinforce training — use T-TESS observations, PLCs, faculty meetings, or other structures to revisit Domain 3 consistently



It's Just the Beginning

A one-week training sparks conversation, but ongoing support is needed — it won't solve every challenge or fully equip every teacher alone



Campus Support Staff Boot Camp

Campus Support Staff Boot Camp: Overview



Audience

Campus Support
Professionals

Campus Support
Paraprofessionals

Campus Administrators
who support MTSS-B



Training Format

Two full days of
in-depth training
on the Functions of
Behavior



Purpose

To gain hands-on
application of proactive,
research-based
intervention strategies



Campus Support Staff Boot Camp

Lessons Learned (1 Year In)



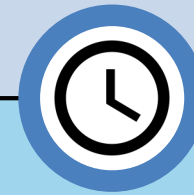
Administrator Presence Matters

Require teachers to submit a completed classroom planning document before awarding credit or stipends



Power in Sharing Case Studies

Equip campus leaders with a clear plan to reinforce training; use T-TESS observations, PLCs, faculty meetings, or other structures to revisit Domain 3 consistently



More Time is Needed

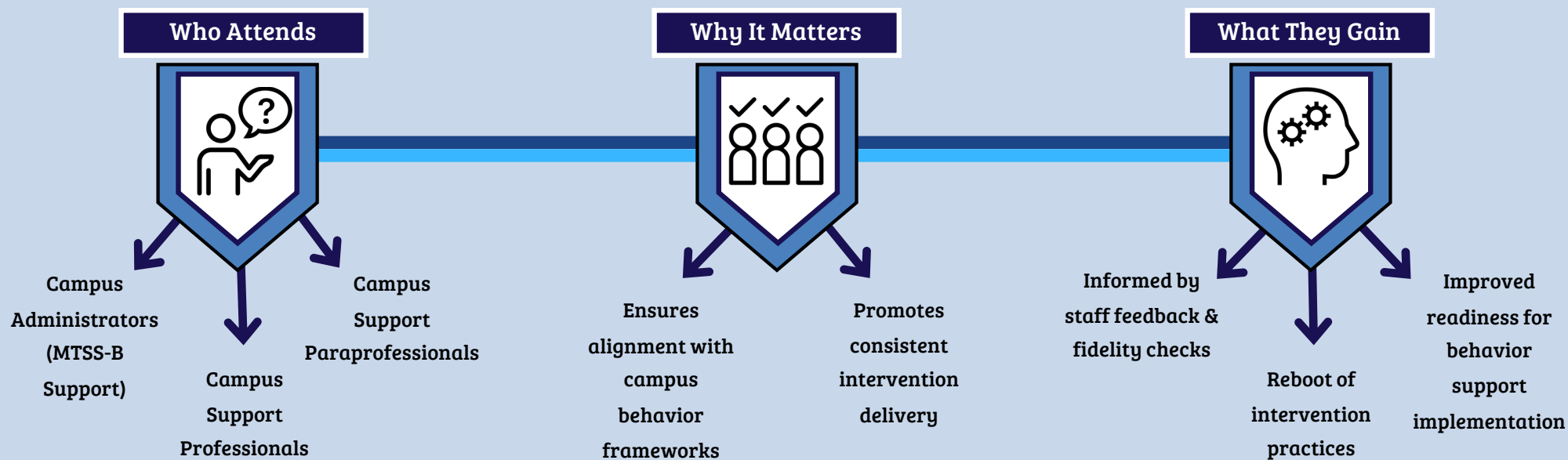
A one-week training sparks conversation, but ongoing support is needed; it won't solve every challenge or fully equip every teacher alone



Coaching for Campus Support Staff

Campus Support
PLC

Building Capacity Through Targeted Training



Coaching for Campus Support Staff

Campus Support PLC

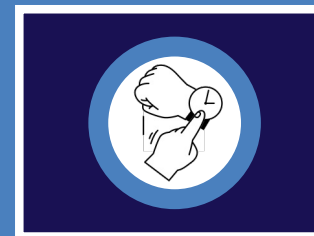
What We've Learned Over Two Years



Administrator Presence
=
Protected Time



When Administrators attend, Campus Support Staff are more likely to have protected time to implement interventions as designed.



"Two days and one collaborative session weren't enough."

- Staff asked for more PLC time to plan effectively.



Behavior Consultation Process

1



Campus completes a Behavior Consultation Request Form when Tiered behavior support may be needed

2



The MTSS-B Director receives the request and assigns it to the appropriate coach or department.

3



~~The Coach conducts observations and develops interventions and strategies to help support the campus~~



Moving Forward

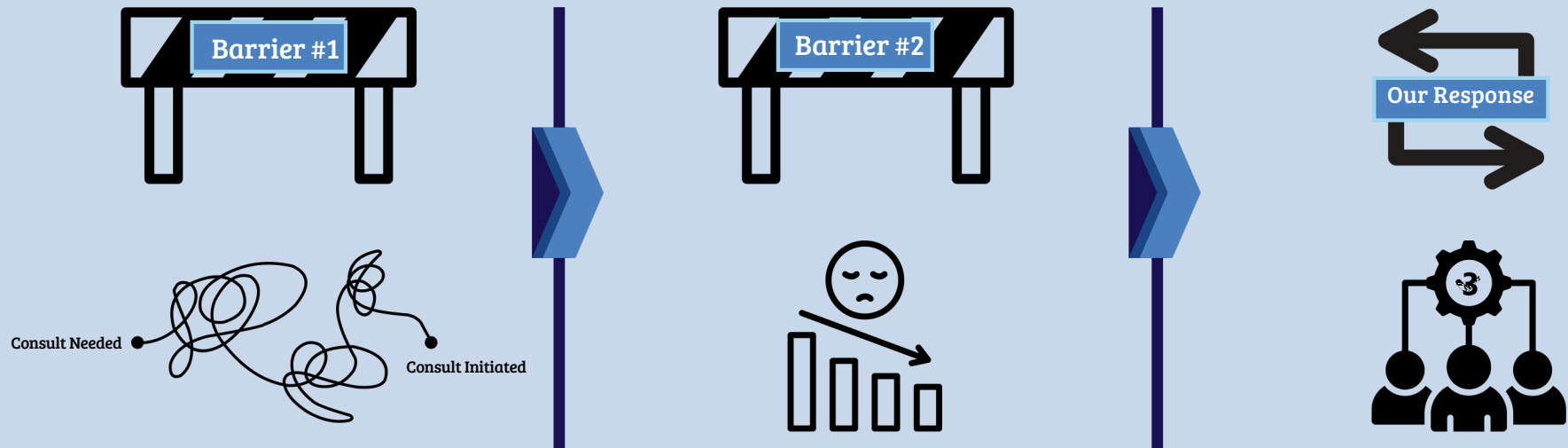


MTSS-B caseloads will begin after the campus has already identified the student as Tier 3.



Behavior Consultation Process

What We've Learned (and Why We're Shifting)



Campuses lacked clear systems to initiate consultations quickly.

By the time requests were made, ineffective or poorly documented interventions were often already in place

We are shifting from a reactive consultation process to a proactive Tier 3 support model. Campus teams will drive Tier 3 identification.



Evidence of MTSS-B Implementation

Gallery Walk

This gallery walk provides an opportunity to pause, reflect, and assess your current progress on the MTSS-B implementation path.



Reflection # 1

What is your starting point?



Reflection # 2

What is an area that is working for you in the area of Tier 1 or Tier 2 Intervention?



Reflection # 3

Where do you need to see a “spark” of growth in your Tier 1 or Tier 2 Interventions?



Reflection # 4

Where do you need to slow down and refocus your efforts?



Waco Independent School District MTSS-B in Action



WACO INDEPENDENT SCHOOL DISTRICT

MTSS-B IN ACTION

Multi-Tiered Systems of Support for Behavior



Waco ISD MTSS-B Department

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