



March 30, 2015

# Multi-Tiered Systems of Supports (MTSS)

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# What is a Multi-Tiered System of Supports?

- **Multi-Tiered System of Supports (MTSS)** is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, parental engagement, central/building level leadership, RtII/SLD determination and professional development. - PaTTAN
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Warren Area

Elementary Center

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# Warren Area Elementary Center

## ■ Academic

- ❑ K-4 implementation – more fully evolved in grades K-2
- ❑ Universal screening K-5 utilizing DIBELS
- ❑ Fluency progress monitoring in grades K-5 utilizing DIBELS
- ❑ Team meetings more data focused
- ❑ Created data templates to focus grade level meetings on data and student achievement
  - Use the data templates to be more effective and efficient with targeted interventions and staff (Title I, Spec Ed, and aides)
- ❑ School based MTSS Committee
- ❑ Distinguished resources/interventions to be used at the different tiers

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# WAEAC Academics Continued

- Progress monitoring - Intensive students should be monitored bi-weekly. Strategic students should be monitored one time per month.
  - All students should receive 60-90 minutes of uninterrupted, whole group instruction. This is called Core Instruction.
    - Core instruction is differentiated to meet the different styles and abilities of learners within the classroom.
  - After 60-90 minutes of Core Instruction, students should be placed into tiered groups for 20-30 minutes of individualized instruction. During this time, there may be additional staff that would work with students.
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# Warren Area Elementary Center

## ■ Behavior

- ❑ Be a Bucket Filler/Missy McNett
  - ❑ Mr. Clean Award/Custodial Staff
  - ❑ Bathroom Award/Principal and Teachers
  - ❑ Cafeteria Award/Lunchroom Teachers
  - ❑ Classroom Behavior Rewards/Classroom Teachers
  - ❑ Monthly Charm Rewards/Classroom Teachers
  - ❑ 3 All School Behavior Rewards/School-Wide Behavior Committee
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Sheffield Area

Elementary School

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# Sheffield Area Elementary Center

- MTSS implemented in K during the 2014-2015 School Year.
- Intensive students receive small group instruction. Small group leaders are special education teacher, title one teacher, and two title one paraprofessionals.
- MTSS interventions occur daily.
- MTSS team conducts bi-weekly data analysis meetings. Student's identified as intensive are placed into small groups for remedial instruction. Groups are fluid and students can move in and out of intensive small groups based on achievement.
- Data used to determine grouping includes letters, sounds and sight words. Classroom teachers are responsible for the assessing students and tracking progress.
- Data based decision making and differentiation.
- Small groups are using the Foundations Program and significant gains have been documented.



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# Youngsville Elementary/ Middle School

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# Youngsville Elementary/Middle School

- YEMS will implement Reading Component fully at the Kindergarten and 1st grade levels for the 2015-2016 school year and will add 2nd grade and possibly 3rd grade for the 2016-2017 school year – Ultimate end plan will be MTSS for Reading K-5
  - Interventions will be provided by Title I teachers, aides, classroom teachers, students, and special education teachers
  - School-wide Positive Behavior Intervention Supports will also be implemented for the 2015-2016 SY Grades K-8
  - IU Consultant(s) visit/PD to help strengthen Core 1 instruction by providing training on active engagement and direct instruction of phonics on February 18th and April 1st
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# Youngsville Elementary/Middle School

- **Tier I** ~ K and 1 focus for 2015-2016 SY and will add 2<sup>nd</sup> grade in the 2016-2017 SY
  - ★ General Curriculum
  - ★ Reading Buddies
  - ★ Student Buddies (1-2 times a week)
- **Tier II** – Targeted by ability
  - ★ Workshops
    - Pull out – small group
    - 5 groups rotate based off of ability – broad reading skills
    - Kindergarten once a week for 30 minutes ~ next year will need to be 3-5 times a week
    - First Grade twice a week for 30 minutes ~ next year will need to be 3-5 times a week
- **Tier III** ~ Targeted students
  - ★ Based off of DIBELS scores
  - ★ 30 minutes daily
  - ★ Foundations K-2
  - ★ Approximately 29 students

## Data Analysis

- Child Study Meetings
- RTII Meetings – Monthly
- Data is provided by administration to all staff and reviewed at faculty meetings and team meetings
- Data determines workshops
- Will lead future PD opportunities/decisions

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# Eisenhower Elementary School

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# Eisenhower Elementary School

- Implemented in grades K-3, covering 11 classes
- Grade level teams meet weekly to discuss student progress, tier placement, and improve instruction and intervention
- In house meetings to discuss individual students and hold Child Study meetings.
- Universal screening of K-3 with DIBELS
- Explored a school-wide behavioral support plan
- Intervention team consists of aides, Title I, special education teachers, and school psychologist

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# Eisenhower Elementary School

## ■ Struggles

- ❑ Local assessments pulled intervention team members away from MTSS schedule
  - ❑ Schedule is too tight to get in a full 30 minutes of intervention
  - ❑ Lack of movement in Tier 3
  - ❑ Gaps are widening between Tier 1 and Tier 3 in 2<sup>nd</sup> and 3<sup>rd</sup> grades
  - ❑ Need more intervention time for Tier 3 students
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# Eisenhower Elementary School

- Goals
    - ❑ Changes to Child Study process
    - ❑ Add grades 4 and 5 to MTSS
    - ❑ Implement a parent involvement component
    - ❑ Implement school-wide behavioral program
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# District Wide - Critical Areas of Focus for Improvement and Sustainability

- Focus on instruction – Tier 1
    - ❑ Core curriculum is only reaching 60% of our students district-wide. The goal is at least 80%.
  - Sustainable effort and commitment
    - ❑ Professional development, staffing, and interventions
  - Assessment of student performance
    - ❑ Common assessments and universal screening measures
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