

MULTI-TIERED SYSTEM OF SUPPORT

Intervention Presentation
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What is MTSS?

- RtI is to MTSS as phonemic awareness is to phonological awareness.
- RtI is an integral part of MTSS but MTSS is more cohesive and comprehensive in the goal of meeting the needs of all learners.

MTSS & RtI - Difference

- MTSS encompasses RtI and then some.
- MTSS addresses **academic** as well as the **social, emotional, and behavioral** development of children from early childhood to graduation.
- MTSS provides multiple levels of support for all learners (struggling through advanced).
- MTSS aligns resources and support for students receiving instruction AND for teachers and other support staff who are delivering the instruction.

MTSS & RtI - Difference

- MTSS benefits from continued support for teachers in delivering instruction, utilizing and developing effective curriculum, administering assessment, and using data to guide instruction.
- MTSS requires a greater focus on collaboration between general education and special education within each school as well as between the school and the district office.
- MTSS also includes a focus on intervention but has a stronger goal of prevention than perhaps RtI does.
- MTSS is more likely to produce professional development that is aligned across school and district settings.

Response to Intervention

RtI refers to the practice of providing effective instruction and intervention across three tiers to all students.

- Assessment
- Progress monitoring
- Data-driven Decision

Response to Intervention

RtI is an instructional framework focused solely on student response to instruction and intervention.



Rtl – Tier I

80-90% of students should have their needs met in Tier 1

- 90 minutes of core instruction per day - every day

This is excellent classroom teaching!

Rtl – Tier II

5-10% of all students may need Tier 2 interventions

- 90 minutes core instruction
- 25-30 additional minutes of targeted intense research/evidence-based interventions
- Small group (ratio of 1:10 or less)
- Progress monitoring (minimum bi-weekly)

Rtl – Tier III

1-5% of all students who continue to fall below the aim line after receiving Tier 2 interventions

- 90 minutes core instruction
- 50 additional minutes per day of targeted intense research/evidence-based interventions
 - Very small, homogenous group instruction (1:3)
 - Progress monitoring (minimum weekly)

What is MTSS?

Integrates components to improve
social and academic outcomes
for students.

MTSS Framework

Structured & systemic process involving

- Evidence Based Curriculum
- High Quality Instruction
- Comprehensive Assessment
- Progress Monitoring
- Data-based Decision Making (PLC/teaming)
- Universal Screening
- Effective Interventions
- Empowering Leadership

Evaluation Questions

- What are the assessments used throughout WCSD?
- How are teachers Progress Monitoring?
- How are students performing in schools that have implemented MTSS? Data?
- What do WCSD Tier II & III interventions look like?
- What are the social & behavioral interventions?
- How will schools sustain MTSS?

Implementation Plan

2016-2017

Initial

Implementation K-12

- Reading
- Baseline Data
 - Discipline Referrals
 - Special Education Referrals
 - State Assessments

2017-2018 Full
Implementation

2018-2019 Initial
Implementation

- Mathematics

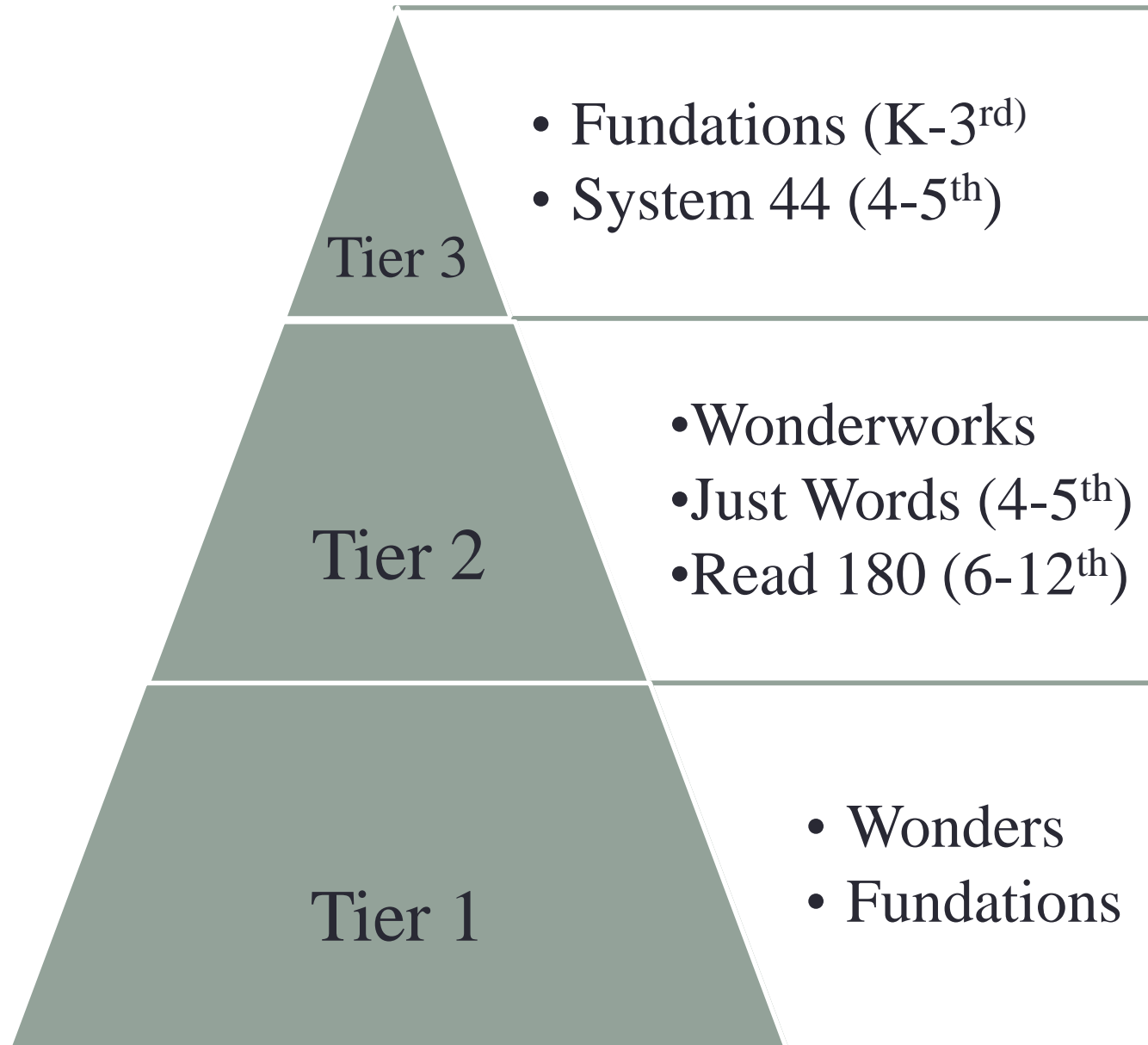
Special Education
Teacher (K-5)
Reading Specialist
(6-12)



Title I Teacher
(K-2)
Reading Specialist
(3-5)



Regular Education



2016-2017 Implementation Resources

Tier 1

Fundations

June 3, 2016 Training

Kindergarten Teachers & Tier 3
Special Ed Kindergarten Teachers

Tier 2

Just Words Presentation

June 8, 2016

Reading Specialists (grade 3-5)

Tier 3

System 44 Presentation

June 8, 2016

Special Education Teachers (grade
4-5)

2017-2018 Planning

Tier 2 Just Words – Reading Specialists (grade 3-5) Focus Group will monitor and review 2016-2017 implementation to determine 2017-2018 programming.

Tier 3 System 44 – Special Education teachers (grade 3-5 & BWMS gr6) Focus Group will monitor and review 2016-2017 implementation to determine 2017-2018 programming.

January 2017 Focus Groups will present the Board of Education with a comprehensive review of 2016-2017 initial implementation progress and recommend 2017-2018 MTSS programming (full implementation).

Recommendations

- 90 minutes of un-interrupted core reading instruction every day in K-3
 - guided reading, read alouds, teaching vocabulary, & direct phonics instruction
- District-wide K-3 curricular schedule (time per class)
- District-wide common assessment
- Reading Specialist/Title Teacher in each building for K-2 support