

2020-21 MTSS ELA Grant Summary

Grant Overview: Pennsylvania's Multi-Tiered System of Support is a standards-aligned, comprehensive school improvement FRAMEWORK for enhancing academic, behavioral and social-emotional outcomes for ALL students. Response to Intervention (RTI) refers to the methodology that is used to determine performance level and rate of growth, as an alternative to ability-achievement discrepancy within the Specific Learning Disability (SLD) Determination process.

Within a secondary MTSS model, cross-disciplinary grade level teams use a problem-solving process to facilitate shared ownership for enhancing literacy outcomes. Teams expand their continuum of evidence-based practices and use of reliable and valid data sources to inform universal instruction and advanced tier supports and services. Through inter and cross disciplinary team collaboration and systematic decision-making, general and special education teachers and related service providers will work toward the goal of implementing standards-aligned, evidence-based reading and writing instruction and supplemental evidence-based intervention toward growth and enhanced ELA outcomes for all students, including students who are in need of additional supports and services.

Eisenhower Middle/High School (EMHS) will be reimbursed up to \$10,000 in pursuit of MTSS activities, to include assistance in using and interpreting reliable/valid data sources; training in evidence-based writing practices/implementation; and virtual training and technical assistance from PaTTAN and IU staff.

The EMHS team will be expected to present their results at a conference at a later date.

Amount of Award: \$10,000

Due Date/Notification of Award: Due May 29, 2020.

Alternatives if not Awarded: None.

WCSD Resources Required: None.

Administrative Recommendation: That the Board of School Directors directs the administration to work with Eisenhower Middle High School (EMHS) staff to develop and submit an application to the MTSS ELA Grant in the amount of \$10,000 to support a team at EMHS working to improve student literacy outcomes in that building.