Multi Tiered System of Support

2018-19 School Year

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Educational Services Instructional Theory of Action

If we…
- Implement an effective Multi Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention

That…
- Engages parents/guardians as knowledgeable partners and effective advocates for student success
- Provides standards aligned with instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminates systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following …
- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by implementing PBIS, systematic behavioral supports, restorative practices, culturally responsive curriculum, and instructional strategies
- Provide students with disabilities access to the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and co-teaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective academic and social emotional instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources
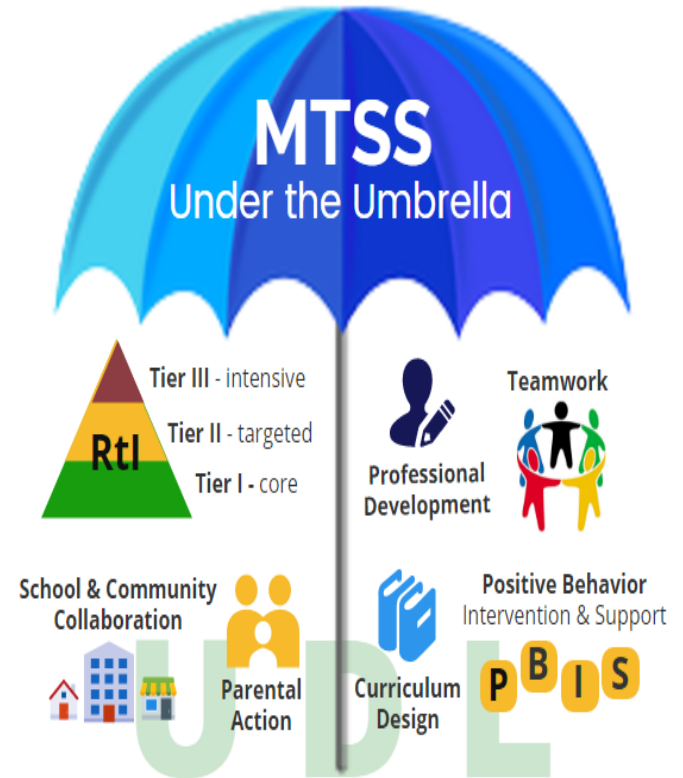
Then…
- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

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Multi Tiered System of Support (MTSS)

What is MTSS?

A Multi-Tiered System of Support is not a separate program, class, or intervention. It is a way of organizing instruction and intervention to help all students. The goal of the multi-tiered framework is to provide high-quality instruction and supports based on student need.

This framework helps educators by providing information (data) to identify students needing additional support (academic and behavioral) and also identify students who may need special education services.

MTSS Under the Umbrella

RtI — Tier III - intensive, Tier II - targeted, Tier I - core
Teamwork
Professional Development
School & Community Collaboration
Parental Action
Curriculum Design
Positive Behavior Intervention & Support
PBIS
UDL

*Presentations to the Board in 2016-17 & 2017-18

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Multi Tiered System of Support (MTSS)

Continuum of Evidence-Based Practices

MTSS includes three levels (or tiers) of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.
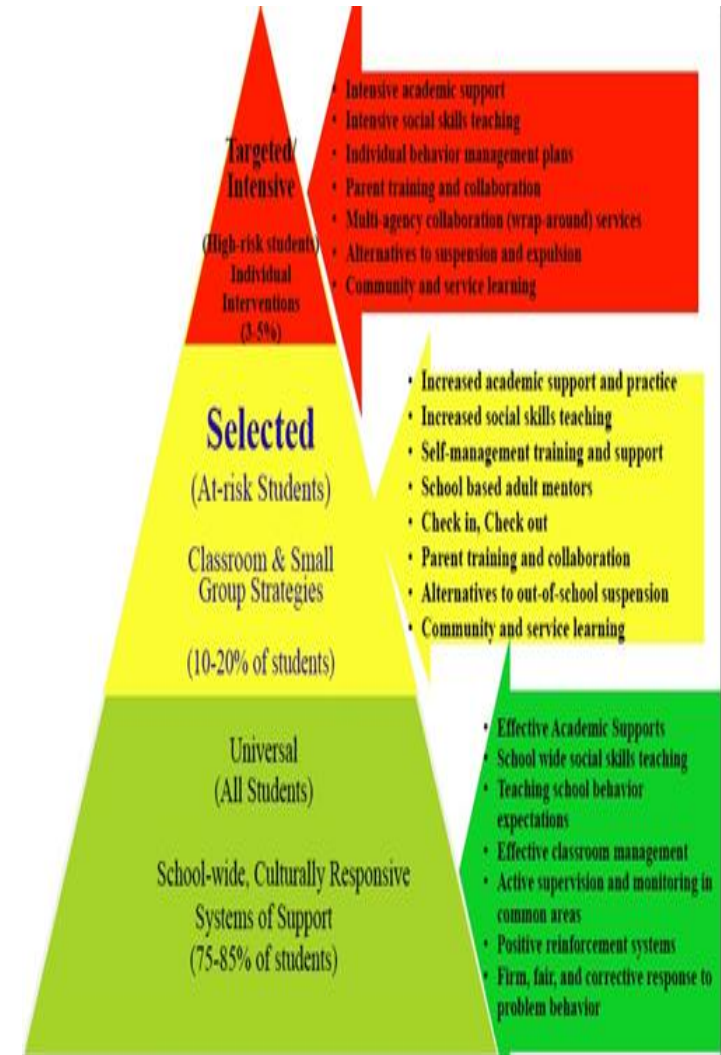
Tier 1

For MTSS, a school must first establish its Tier 1 or universal supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

Tiers 2 and 3

The intensity and duration of supports increase for Tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

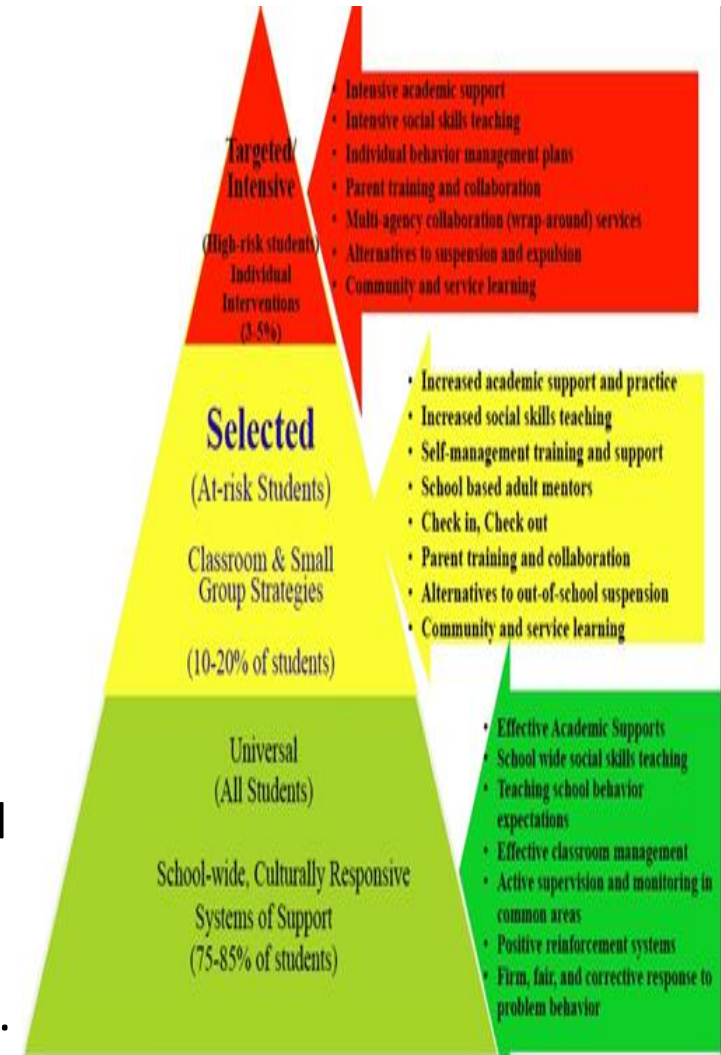***Presentations to the Board in 2016-17 & 2017-18**

- Intensive academic support
- Intensive social skills teaching
- Individual behavior management plans
- Parent training and collaboration
- Multi-agency collaboration (wrap-around) services
- Alternatives to suspension and expulsion
- Community and service learning

Targeted/Intensive (High-risk students) Individual Interventions (3-5%)

- Increased academic support and practice
- Increased social skills teaching
- Self-management training and support
- School based adult mentors
- Check in, Check out
- Parent training and collaboration
- Alternatives to out-of-school suspension
- Community and service learning

Selected (At-risk Students) Classroom & Small Group Strategies (10-20% of students)

- Effective Academic Supports
- School wide social skills teaching
- Teaching school behavior expectations
- Effective classroom management
- Active supervision and monitoring in common areas
- Positive reinforcement systems
- Firm, fair, and corrective response to problem behavior

Universal (All Students) School-wide, Culturally Responsive Systems of Support (75-85% of students)

Multi Tiered System of Support (MTSS)

Tier 1 – All students receive high-quality instruction in academics and school behavior.

Tier 2 – In addition to Tier 1, students needing more support also receive small-group intervention and supports. Students continue to receive Tier 1 instruction but receive targeted group intervention in the areas of concern.

Tier 3 – In addition to Tiers 1 and 2, students receiving Tier 3 intervention receive the most intensive supports based on individual need. Students continue to receive Tier 1 instruction and may still receive group intervention but may also receive replacement curriculum and/or individualized intervention in the areas of concern.

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(High-risk students)
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(3-5%)

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How Do We Implement?

Exploration: 2016-17 (District) and 2017-18 (Site) — a small team does research to learn as much as they can about MTSS in determining whether to implement such an approach

Installation: 2018-19 — begins when the decision to implement is made and continues until the first use of the innovation (may include planning, assigning job responsibilities, determining how it will be organized, and initial team building)

Initial Implementation: 2019-20 — where the "rubber meets the road" as many sites/teachers try to use new practices in their day

Full Implementation: 2020-21 — practices have been installed and most professionals are comfortable with practices and operating smoothly

Innovation: 2021-22 — after implementing the innovation the way it was laid out, this is the time to try to make improvements

Sustainability: 2022-23 — in which the focus is on figuring out how to sustain the innovation over the long term

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Key Components of a Multi-Tiered System of Support?

Tiered Teams

- Efficient collection and use of data (all domains; all levels)
- Teams are informed by data and make decisions based on available information
- Protocol(s) for effective analysis of data is/are established

Layered Continuum of Supports

- Universal/Targeted/Intensive

Evidence Based Practices

- Long history of demonstrated success informed by a large body of research

Universal Screening/Assesement

- The practice of assessing all students to identify those who are not making academic or behavioral progress at expected rates

Progress Monitoring

- The practice of assessing students to determine if academic or behavioral interventions are producing desired effects

Family and School Partnering

- School Leadership Teams are collaborating to provide equal opportunities for ALL families to serve on committee(s) and/or team(s)

Master Scheduling

- All students engage in curriculum that is aligned with the curriculum frameworks; all students participate in robust and responsive core instruction (Tier 1)
- All students have a schedule that will permit Tier 2 or Tier 3 interventions/supports or enrichment opportunities in addition to the core instruction
- All students are able to move seamlessly out of and into Tier 2 and 3 interventions/supports

Equity and Culturally Responsive Pedagogy

- All school personnel (i.e., instructional and other personnel) share responsibility and employ culturally responsive practices to educate all students in the school
- Learning environments and activities that reflect students' social, cultural, and linguistic experiences maximize learning opportunities and make instruction relevant for students

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Multi Tiered System Of Support Five Year Plan

District Exploring: 2016-17

- District administration and Board learned about the elements of MTSS
- Established a district wide leadership team to discuss implementation planning
- Began developing a strategic plan for special education
- Created an online procedural manual for special education and student support services
- Implemented a Tier 1 mathematics program (K-5) and began the process of adopting a language arts curriculum grades K-5
- Finished the last cohort of schools through PBIS training: explicitly teaching and implementing universal behavior exceptions, positive reinforcements systems, and classroom routines

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Multi Tiered System Of Support Five Year Plan

Site Exploring: 2017-18

- School sites began learning about the elements of MTSS
- District wide leadership team developed a district wide MTSS implementation plan
- Completed strategic plan for special education
- Implemented teaming at each school site: Tier 1 and 2
- Implemented a new language arts program at grades K-5 and continued PD on mathematics curriculum grades K-5
- Explored elements of master scheduling at elementary schools to include a common RTI period across grade levels
- Continued implementation of PBIS and developed a sustainability plan: explicitly teaching and implementing universal behavior exceptions, positive reinforcements systems, and classroom routines. Booster trainings for new staff and staff who need assistance with action planning. Progress measures by 2 TFI's: one in October and one in February
- Piloted Tier 2 social emotional intervention curriculum
- Developed a district wide focus on student to student discourse, flexible grouping, and explicit instruction of routines

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Multi Tiered System Of Support Five Year Plan

Site Exploring: 2017-18 (continued)

- Developed a shared walkthrough tool (K-12)
- Began district wide walkthroughs focused on the above
- Piloted and adopted district wide universal screening and diagnostic tools in the areas of math/reading/writing and social emotional
- Conducted a district wide mental health needs assessment
- Convened a team to look at Tier 1 social emotional learning curriculum
- Completed a strategic plan for special education
- Began to create a district MTSS procedural manual. Include procedures for referral, data cut points for academic and behavioral Tier 2 and Tier 3, teaming definitions, data calendars, assessment calendars, COST procedures, and academic core programs
- Developed a district wide MTSS implementation rubric

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Multi Tiered System Of Support Five Year Plan

Installing: 2018-19

- Begin year 1 of 3 year professional development cohort plan. Anti-bias work with Facing History (AHS, Lincoln), Restorative Practices (IHS, EHS, Wood, Bay Farm, secondary), and UDL/STAR screening system (elementary schools)
- Implementing Teaming: Tier 1, 2, and 3 (Leadership Team (Tier 1, COST team Tier 2, and the Tier 3 team))
- Planning the implementation of master schedule at every elementary school to include a common RTI period across grade levels and built-in teacher collaboration time
- Continue sustainability of PBIS: 3 booster trainings for new staff. Implementation measured by the TFI in February
- Finalize adoption of Tier 2 social emotional intervention curriculum
- District wide focus on student to student discourse, flexible grouping, and explicit instruction of routines. Explicitly define what these look like in a classroom setting kindergarten through 12th grade
- Continued support for teachers around the new language arts and mathematics curriculum grades K-5 through a lens of Universal Design for Learning
- Refine K-12 walkthrough tool to include elements of Universal Design for Learning

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Multi Tiered System Of Support Five Year Plan

Installing: 2018-19 (continued)

- Conduct formative walkthroughs focused using the district wide walkthrough tool
- Develop common data calendar for all sites
- Develop common assessment calendar for all sites
- Develop common data protocols used by all school site leadership teams
- Complete district MTSS procedural manual. Include procedures for referral, data cut points for academic and behavioral Tier 2 and 3, teaming definitions, data calendars, assessment calendars, COST procedures, and academic core programs
- Present the strategic plan for special education to all sites and public and convene a steering committee to guide the strategic plan for the next three years
- Present the findings of the district wide mental health needs assessment and convene a steering committee to create an implementation action plan based on the recommendations of the needs assessment for the next three years
- Pilot district wide MTSS implementation rubric and action planning guide

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Multi Tiered System Of Support Five Year Plan

Initial Implementation 2019-20

- Year 2 of 3 year professional development cohort plan. Anti-bias work with Facing History, Restorative Practices (all elementary), and UDL/STAR screening system

- Implement master schedule at every elementary school to include a common RTI period across grade levels and built-in teacher collaboration time

- Plan to implement a master schedule at every secondary school to include a common RTI period across grade levels and built-in teacher collaboration time

- Continue sustainability of PBIS: explicitly teaching and implementing universal behavior exceptions, positive reinforcements systems, and classroom routines. 3 booster trainings for new staff. Measured by the TFI in February

- Refine adopted materials of Tier 2 social emotional intervention curriculum

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Multi Tiered System Of Support Five Year Plan

Initial Implementation 2019-20

- District wide focus on student to student discourse, flexible grouping, and explicit instruction of routines. Explicitly define what these look like in a classroom setting kindergarten through 12th grade

- Continued use of K-12 walkthrough tool

- Formative walkthroughs focused on the above

- Refine K-12 walkthrough tool and data point collected to assess fidelity of Tier 1 instruction across the district

- Professional development (PLC groups) to train and reinforce the use of specific instructional strategies by grade level and content areas in the Tier 1

- Implement common data calendar for all sites

- Implement common assessment calendar for all sites

- Implement common data protocols used by all school site leadership teams

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Multi Tiered System Of Support Five Year Plan

Initial Implementation 2019-20 (continued)

- Train and use district MTSS procedural manual

- Steering committee to guide the strategic plan for the next three years. Report out to school sites twice a year on the work and once a year to the Board

- Steering committee guiding 3 year implementation action plan based from mental health needs assessment. Report out to school sites twice a year on the work and once a year to the Board

- District wide MTSS implementation rubric and action planning guide used to drive work of site planning year to year. Data on individual school wide implementation rubric presented to Board in May

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Multi Tiered System Of Support Five Year Plan

Full Implementation 2020-21

- Year 3 of 3 year professional development cohort plan. Anti-bias work with Facing History, Restorative Practices, and UDL/STAR screening system. Sustainability plan created to continually train new staff on all items and assess continued need for booster trainings

- Continued refinement of teaming: Tier 1, 2, and 3

- Refine master schedule at every elementary school to include a common RTI period across grade levels and built-in teacher collaboration time. Establish grade level common protocols for flexible grouping and access to intervention

- Implement a master schedule at every secondary school to include a common RTI period across grade levels and built-in teacher collaboration time

- Continued refinement of K-12 walkthrough tool and data points collected to assess fidelity of Tier 1 instruction across the district. Establish a data year to year collection to measure success of Tier 1 practices.

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Multi Tiered System Of Support Five Year Plan

Full Implementation 2020-21 (continued)

- Consistent district wide cross site walkthrough experiences. Four shared experiences per year

- Continued professional development through (PLC groups) to train and reinforce the use of specific instructional strategies by grade level and content areas in Tier 1

- Refine the common data calendar for all sites

- Refine the common assessment calendar for all sites

- Refine the common data protocols used by all school site leadership teams. Train and refer to district MTSS procedural manual. Include procedures for referral, data cut points for academic and behavioral Tier 2 and 3, teaming definitions, data calendars, assessment calendars, COST procedures, and academic core programs

- Continued use district wide of MTSS implementation rubric and action planning guide used to drive work of site planning year to year. Data on individual school wide implementation rubric presented to Board in May.

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Social Emotional Layered Continuum of Supports Rubric

Phase	School site expectations for MTSS implementation
Exploring 2017-18	Our school is exploring universal behavioral supports. We have some behavioral interventions in place. We are unsure if our interventions are research based. Advanced interventions for behavior are only available to students based on eligibility for special education or other student support services. Behavior issues are handled primarily by administrators.

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Social Emotional Layered Continuum of Supports Rubric

Phase	School site expectations for MTSS implementation
Installing 2018-19	Our school is building a multi-tiered instructional system for behavioral support and intervention. We are supporting teachers to understand and utilize a multi-tiered instructional system for behavior support and interventions. Our school: • is investigating research based behavior interventions • is recruiting grade level and special educators to work as a team to monitor students' behavioral progress • is collecting resources • has assigned staff members to participate in training related to research-based behavior interventions and our multi-tiered instructional system for behavioral support. We are developing clearly defined decision rules for access to and exit from the interventions, and we are developing procedures to monitor the fidelity of implementation.

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Social Emotional Layered Continuum of Supports Rubric

Phase	School site expectations for MTSS implementation
Implementation Year 1 and 2 2019-20 & 2020-21	Our school has a multi-tiered instructional system available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility for special education or other student support services. Interventions for behavior are matched by function and intensity to student need, and interventions: • are research-based • have clearly defined decision rules for access and exit • have procedures in place to monitor the fidelity of implementation and the overall effectiveness. Our school has Behavior Intervention Plans (BIP) that: • incorporate input from families and/or students and assessment results such as Functional Behavior Assessment (FBA), academic outcomes, etc. • include prevention strategies, strategies for increasing desired behavior, and strategies for minimizing rewards for problem behavior.

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Social Emotional Layered Continuum of Supports Rubric

Phase	School site expectations for MTSS implementation
Innovation/Sustainability 2021 forward	Our school has a multi-tiered instructional system available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tier interventions are available for all students, regardless of eligibility for special education or other student support services. Interventions for behavior are matched by function and intensity to student need, and interventions: • are research-based • have clearly defined decision rules for access and exit • have procedures in place to monitor the fidelity of implementation and the overall effectiveness. Our school has Behavior Intervention Plans (BIP) that: • incorporate input from families and/or students and assessment results such as Functional Behavior Assessment (FBA), academic outcomes, etc. • include prevention strategies, strategies for increasing desired behavior, and strategies for minimizing rewards for problem behavior. The school has well functioning multi-tiered interventions for behaviors that are in place, and the School Leadership Team reviews them for continuous improvement.

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Benefits of MTSS

- ALL students benefit when MTSS is implemented with fidelity
- Targeted teacher support (PD, technical assistance, and instructional coaching)
- Clearly defined roles, responsibilities, and accountability for teachers, site administrators, and district personnel
- Coherent system for continuous improvement
- District level policies remove barriers to effective implementation
- Common understanding/language for discussing implementation and expected outcomes
- Fewer meetings that contain more comprehensive consideration of learning needs and progress
- Teacher retention

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Questions?

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