



Multi-Tiered System of Supports: Planning and Leadership Team Meeting



November 9, 2017

Tonight's Outcomes

- ▶ Understand the purpose of our leadership team and the roles of members
- ▶ Begin to develop a common understanding of a district-wide Multi-Tiered System of Supports (MTSS)
- ▶ Review work plan for the year that will allow us to make short and long-term recommendations



Shared and Individual Interests and Hopes

1. Please take a few minutes to individually reflect on the following question:

What interest(s), hope(s) or question(s) do you have personally or professionally in the work of the MTSS Planning and Leadership team this year?

2. Record your thoughts and be ready to share with your table group.





Our Mission and Vision

Mission

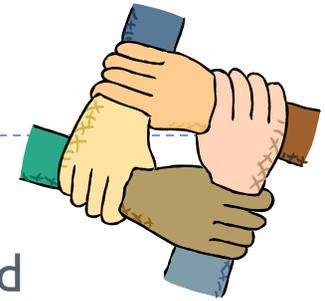
- ▶ Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society

Vision

- ▶ Every Student Future Ready:
 - ▶ *Prepared for College*
 - ▶ *Prepared for the Global Workplace*
 - ▶ *Prepared for Personal Success*



Group Expectations / NORMS



- ▶ **An open attitude/willingness to learn:**
 - ▶ Being open to learning about curriculum, instruction, and assessment

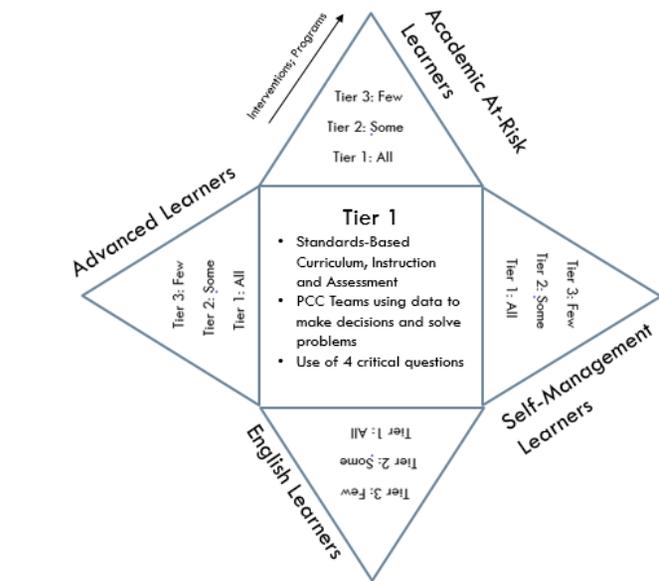
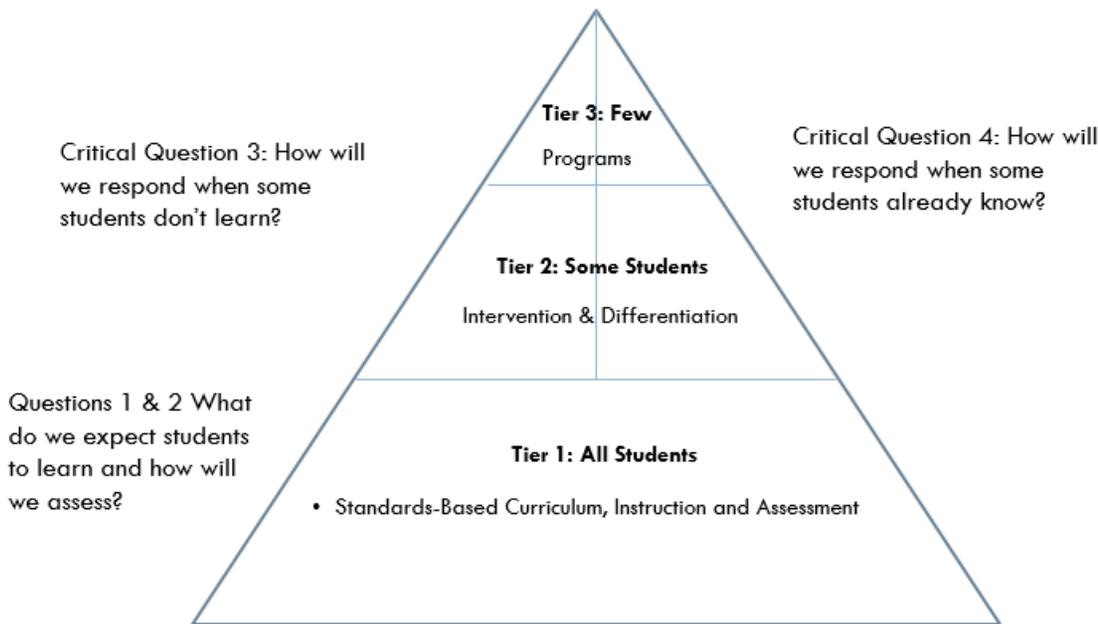
- ▶ **A professional work ethic that includes:**
 - ▶ Following through on the commitment to this work (monthly meetings, three year process)
 - ▶ Speaking with respect and working collaboratively with colleagues
 - ▶ Expressing opinions openly, honestly, and kindly
 - ▶ Being solution-oriented
 - ▶ Supports reasoning with evidence

- ▶ **Engaging fully in every meeting:**
 - ▶ Staying focused by not engaging in side conversations, email, or other work during meetings
 - ▶ Following and helping monitor group norms



Multi-Tiered System of Supports

MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions." (Batsche et al., 2005).



Purpose of Leadership Team

To make recommendations for a district-supported Multi-Tiered System of Supports Framework that increases the achievement of students and reduces achievement and opportunity gaps.

The Framework includes:

- ❑ Evidence-based, curriculum, instruction and assessment in every classroom
 - ❑ Valid and reliable measures of student performance
 - ❑ Data-driven decision-making processes to improve student performance
 - ❑ Evidence-based differentiation and intervention strategies and resources
 - ❑ Increasingly more intense levels of instruction and intervention for students who do not make progress
 - ❑ Structures and supports for school-based leadership teams
 - ❑ Plans for professional development and program evaluation
 - ❑ Community resources to support students and families
 - ❑ Roles and responsibilities
-



MTSS Framework: Guide

Written guidelines for a district-wide multi-tiered system of supports in the Lake Washington School District

- ▶ Defines MTSS
- ▶ Provides guidance for supports at the classroom, school, and district-level
- ▶ Identifies levels of responsibility

Iron County School District
Multi-Tiered System of Supports (MTSS)

REACHING HIGHER

School Board
Debbie Allen, President
Bodie Brown, Vice President
Michelle Longenecker
Shane Adams
Harold Stevens

Superintendent
Sharon Chisney

Iron County School District
2877 W. Royal Avenue Drive
Under City, UT 84124

August 2013

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Multi-Tiered System of Supports (MTSS) Pyramid

Conceptual Framework

Assessment Guidelines for High School Reading and Writing

| Tier One | Tier Two | Tier Three |
|---|---|---|
| <p>Assess core/alternate core reading program aligned with the state-level Core Curriculum for Language Arts</p> <p>Appropriately challenging content, process and products for all learner types</p> | <p>Assess program with additional measures beyond state level</p> <p>Assess program for students who do not make adequate progress in Tier 1 and Tier 2 (approx. 2-5% of students)</p> <p>Assess program for students who do not make adequate progress in Tier 2 and Tier 3 (approx. 2-5% of students)</p> <p>Assess program for students who do not make adequate progress in Tier 3 (approx. 2-5% of students)</p> | <p>Assess program with additional measures beyond state level</p> <p>Assess program for students who do not make adequate progress in Tier 1 and Tier 2 (approx. 2-5% of students)</p> <p>Assess program for students who do not make adequate progress in Tier 2 and Tier 3 (approx. 2-5% of students)</p> <p>Assess program for students who do not make adequate progress in Tier 3 (approx. 2-5% of students)</p> |
| <p>Systemic English Whole Class Instruction with differentiated small group instruction as needed every other day</p> | <p>Small multi-level group with specially targeted instruction</p> <p>Individualized instruction as needed</p> | <p>Small multi-level group or one-on-one individual</p> |
| <p>It is recommended that assessments chosen by the school are given to yearly</p> | <p>Other program monitoring as chosen by the school on a regular basis</p> <p>Other assessments as determined by school team</p> | <p>Assessments as a minimum of 10% of students in a specialized class as needed</p> <p>Other program monitoring as chosen by the school on a regular basis</p> <p>Additional assessments as needed by school team</p> |
| <p>Classroom Teacher</p> <p>Classroom teachers refer to differentiation strategies</p> | <p>Qualified Classroom Teacher, Special Education Teacher, or High Achievement Teacher or High Achievement Teacher or Qualified Para Educator, or Community Educator</p> | <p>Qualified Classroom Teacher or Special Education Teacher</p> <p>Classroom Teacher, Qualified Para Educator, or Community Educator</p> |

Labels reading here in all learner types, all groups (learners, students) or both learners and students. Labels reading here in all learner types, all groups (learners, students) or both learners and students. Labels reading here in all learner types, all groups (learners, students) or both learners and students.

MTSS Framework: Potential Recommendations

1. **Core Curriculum, Instruction and Interventions/Supports for Academics and Behavior**
 - Materials
 - Community Partnerships

2. **Assessments for Academics and Behavior**
 - Universal screeners
 - Progress monitoring
 - Data tracking tools

3. **School Leadership Teams**
 - Number, schools, levels
 - Composition/structure
 - Decision-making protocols
 - Areas and levels of focus for 2018-19

4. **Other**

Leadership and Level of Responsibility

Resources and Systems

Professional Learning



Roles of Team Members

1. Use experience and expertise to contribute to the development of recommendations
2. Develop a deeper understanding of components of MTSS to contribute to the development of recommendations
3. Pilot interventions and/or school-based leadership teams



Why MTSS?

- ▶ There are persistent achievement and opportunity gaps for:
 - ▶ Students receiving special education services
 - ▶ Students who are not yet proficient in English
 - ▶ Students from low-income households
 - ▶ Black/African American, and Hispanic/Latino students
- ▶ Students entering schools or grade levels already at or above standard
- ▶ Programs and services often exist in silos
- ▶ Academic and behavioral interventions are typically applied independently





MTSS Overview

What is MTSS?



What is MTSS?



Research Brief: Multi-tier System of Supports (MTSS)

1. Individually read the research brief
 - *Record characteristics or qualities of MTSS*
 2. When finished, have each member of your group share characteristics or qualities, until you've captured each
 - *Have a note-taker record on poster-paper*
 3. Individually, use your group's record, to develop a working summary of MTSS. Also, identify what you want/need to learn more about MTSS?
 4. Share summary with a partner
-





Supports for Academic and Social Emotional Learning in the LWSD

Departments and Programs Providing Academic and SEL Supports

1. Intervention Services
2. Special Education Services
3. Student Services
4. Teaching and Learning
5. School Support
6. Accelerated Programs





Draft Plan and Timeline

DRAFT Timeline for Our Work: 2017-18

| | Tasks |
|--------|--|
| Fall | <ul style="list-style-type: none">• Learning about MTSS• Identifying success indicators for an effective MTSS• Identify community partnerships |
| Winter | <ul style="list-style-type: none">• Gap analysis using indicators and data• Identifying and reviewing universal screeners and progress monitoring tools; interventions• Developing guidelines for school leadership teams• Develop community partnerships• Communicating progress and gathering feedback |
| Spring | <ul style="list-style-type: none">• Drafting MTSS Framework• Identifying pilot sites• Communicating progress• Initial recommendations for 2018-19 |



Potential Recommendations

1. Assessments for Academics and Behavior

- Universal screeners
- Progress monitoring
- Data tracking tools

2. Core Curriculum, Instruction and Interventions/Supports for Academics and Behavior

- Materials
- Community Partnerships

3. School Leadership Teams

- Number, schools, levels
- Composition/structure
- Decision-making protocols
- Areas and levels of focus for 2018-19

4. Other

Leadership and Level of Responsibility

Resources and Systems

Professional Learning



Technical Assistance



SWIFT is a national technical assistance center that builds whole system—state, district, school, and community—capacity to provide academic and behavioral support to improve outcomes for all students.





Closure and Next Steps

Tonight's Outcomes

- ▶ Understand the purpose of our leadership team and the roles of members
- ▶ Begin to develop a common understanding of MTSS
- ▶ Review work plan for the year that will allow us to make short and long-term recommendations



Looking Ahead

At our next meeting we will...

- Identifying success indicators for an effective Multi-Tiered System of Supports
- Begin to identify community partnerships



Reflecting on Our Learning



- ▶ On a blank piece of paper, please reflect on your learning throughout the day:
 - ▶ *Key learning*
 - ▶ *Questions you have*
 - ▶ *Other*



Announcements

- ▶ **Clock hours/credit forms**
 - ▶ Collect a half-sheet at each meeting
 - ▶ Submit at the end of the year for up to 30 hours or 3 credits



Key Messages

- ▶ These are the messages that we'll share with schools and the community.

