



Multi-Tiered System of Support

October 6, 2022



BOE Goal



To establish a committee of administrators, faculty and service providers to review the current status of our District plan for academic support programs and make recommendations for improvements for Multi-Tiered Support Services.



Mindsets

The central question is not:

“What about the student is causing the performance discrepancy?”



but rather...



“How might we implement an asset-based approach to learning?”

Mindsets

How might we cultivate the skills, dispositions and mindsets that support learners in thriving in and beyond school?



Goals

The mission of the Rockville Centre School District is to educate our students to become independent problem solvers. It is our goal to empower each student to meet the challenges of tomorrow's emerging world. The District will provide a safe, nurturing environment in which individual and civic responsibility is fostered, diversity is respected and all students are enabled to realize their full potential.

Efficacy

Agency

Independent

Critical
Thinkers

Problem
Solvers



What is MTSS?



Multi-Tiered System of Support is a collaborative, evidenced-based approach to differentiating and personalizing instruction and intervention, across academics and behavior for ALL students, so that every student can thrive in and beyond school.



Why MTSS?



Multi-Tiered System of Support is one of the most effective ways to provide an equitable educational experience because it leverages the collective knowledge and expertise to help teachers understand their learners' needs and make informed and strategic decisions that best support learners: academically, socially, emotionally with both instruction and intervention.



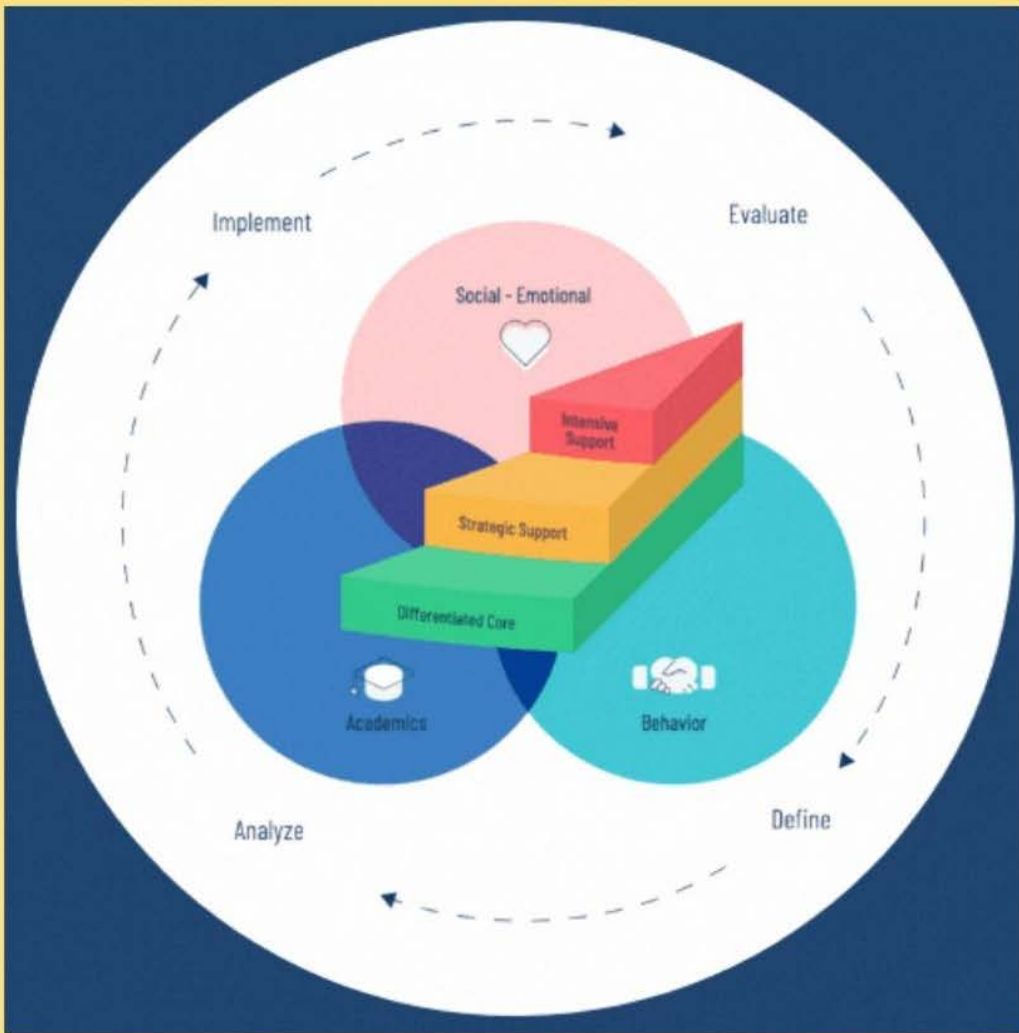
Why MTSS now?



There is tremendous evidence supporting the power of an effective MTSS system to improve student outcomes for learners who struggle, but there is also solidly convincing research that it improves student outcomes for ALL learners.

A rising tide raises all boats!





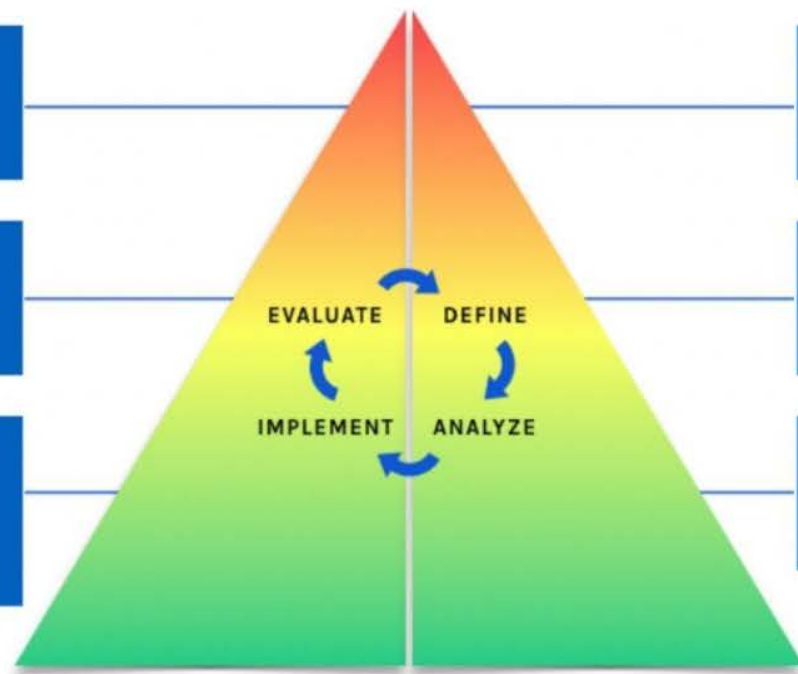
Multi-Level Prevention

Academics

Tier 3: Intensive
1 - 5%
Individual, intensive
instruction and learning.

Tier 2: Strategic
5 - 10%
Small group, differentiated,
strategic instruction

Tier 1: Core
80 - 90%
Standards-based classroom
learning: differentiation using
core curriculum



Behavior

Tier 3: Intensive
1 - 5%
Individual, assessment-based,
intense, durable procedures

Tier 2: Strategic
5 - 10%
Some students, rapid
response, high efficiency

Tier 1: Core
80 - 90%
Positive behavior support and
school climate

Response to Intervention/Instruction

- A "practice of way of work"
- Focused on student-level problem solving
- Led by Special Education
- Interventions
- Focused on literacy



Multi-Tiered Support System

- Systems approach–Core Instruction
- System, school, and student problem solving
- Led by general education
- Accelerating performance of ALL learners
- Focused on integrated systems:
 - academic
 - social & emotional
 - behavioral



Shift in Responsibility to Shared Responsibility

Tiered Levels of Support

- Core instruction is foundation for success.
- Beyond core curriculum, we want to match learners' instruction and/or support to the level and intensity of their needs.

Tier 3: 1-5%

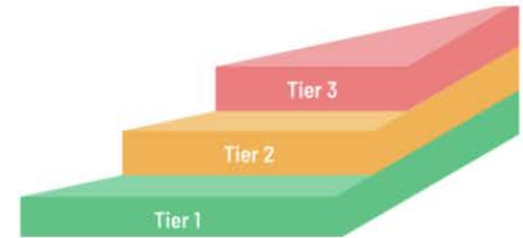
High-Intensity Support for individual students

Tier 2: 5-15%

Early Intervention - High-Efficiency Strategic Support using small group interventions

Tier 1: 100%

Differentiated Instruction for all students
—using best evidence-based supports.
Students receive additional support at Tier 2 and Tier 3.



What are the essential components of MTSS?



SCREENING

.....

- 3x a year
- Identify learners
- Identify patterns
- Additional academic, social, and behavioral support



MULTI-LEVEL

.....

- Prevention system
- Continuum
- Integrated:
 - academic
 - social
 - behavioral
- Evidenced-based
- Responsive



PROGRESS

.....

- Monitoring
- Valid & reliable
- Assess performance
- Evaluate effectiveness
- Measure improvement



DATA-BASED

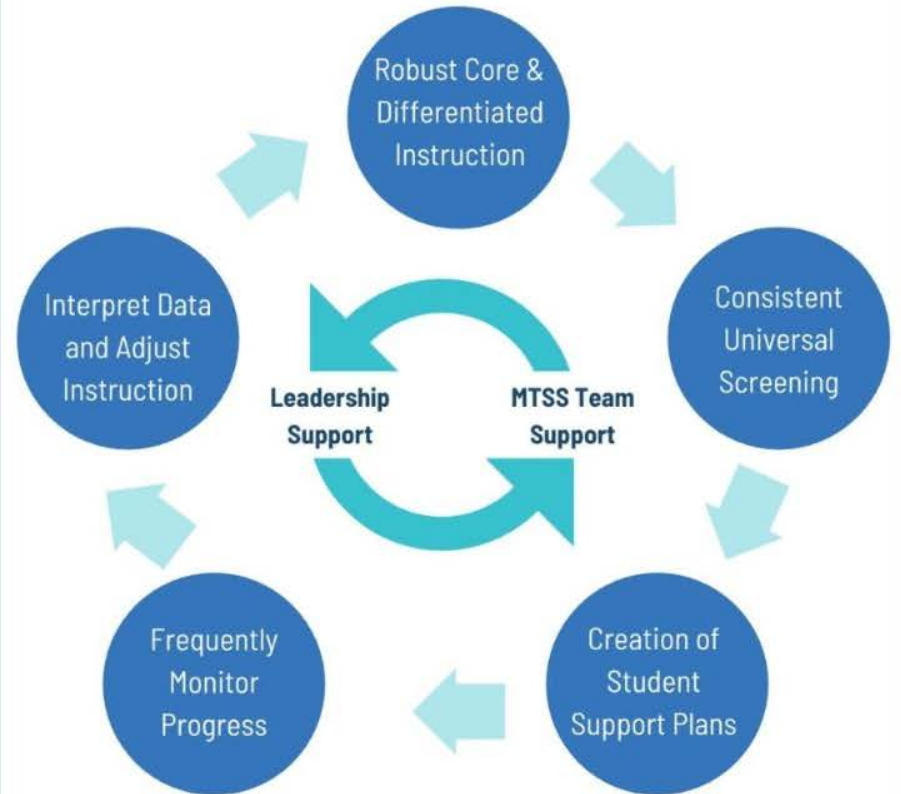
.....

- Data analysis
- Qualitative
- Quantitative
- Problem-solving
- Solution oriented:
 - instruction
 - intervention
 - implementation

Cycle of Support



Wrap-Around MTSS Cycle Of Support



Multi-faceted Approach



Foundational

Developmental

Operational

Board Retreat

Vision for the Future

- BOE Goals
- Establish North Star
- Enhance

July

Administrator Retreat

Vision for the Future

- Where are we?
- Where is their opportunity to grow?
- How might we...?

August

Superintendent's Conference Day

Current Reality

- Data Analysis
- Scheduling
- Plans for Experimentation

August

Teacher Expertise Groups

Refining Research

- Defining the Categories
- Crafting Analysis

September

Parent/Student Groups

Collect Data

- Diving Deeper
- Centering the learner's experience

Ongoing

Team-Based Approach



Phases of Evaluation

Foundational



Developmental



Operational

MTSS Committee

October 21st
December 15th
February 17th
April 3rd

Teacher Expertise Groups

Grade Level
Reading
ESL
Math

SEP Meetings
&
PTA Curriculum
Committee
Monthly

Research Questions



How might we...

strengthen core instruction?

utilize universal design for learning?

incorporate our learners' identities?

leverage current system & create a continuum of supports?

incorporate goal setting with our learners?



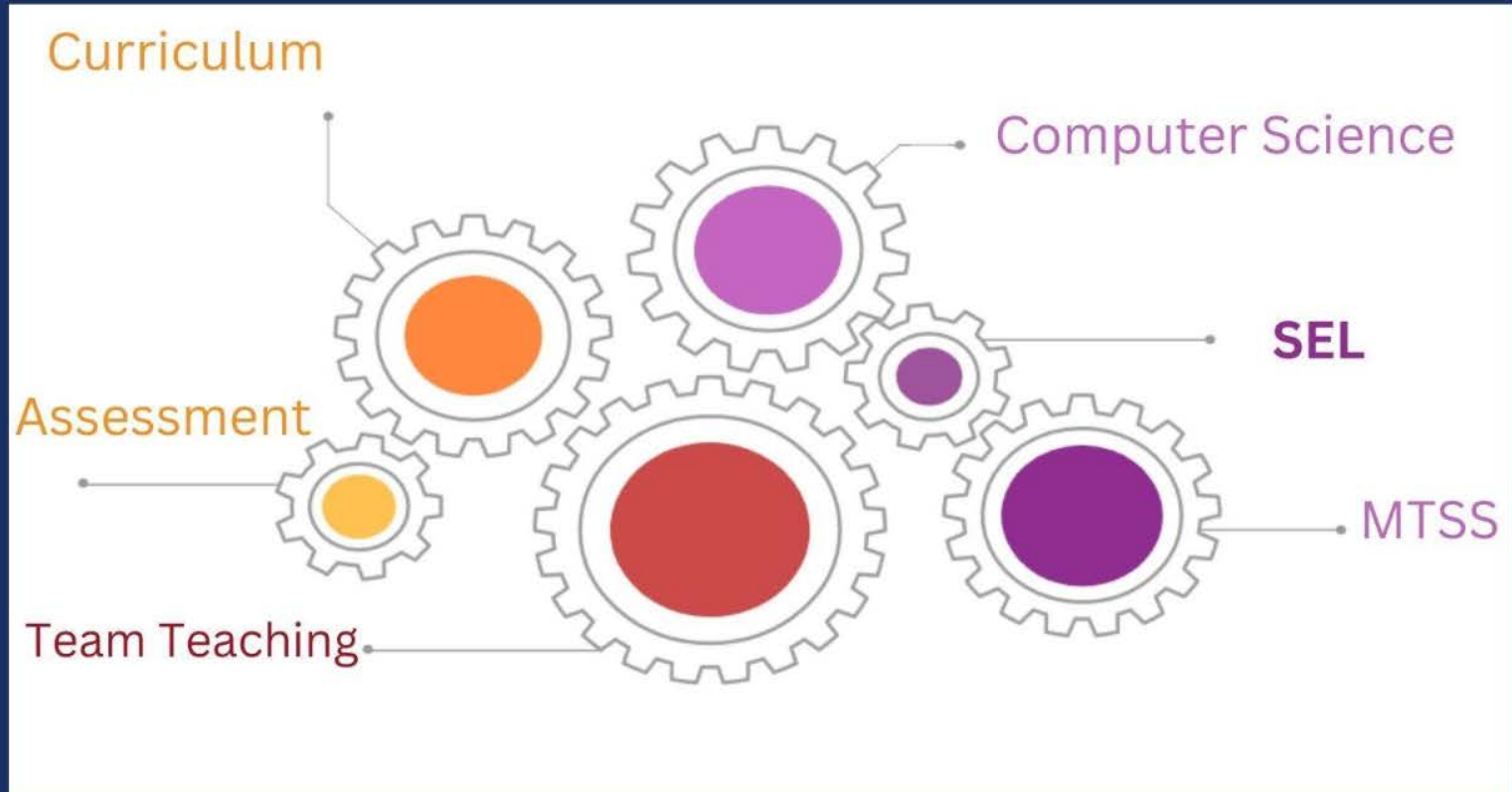
Question

Strength

Opportunity



Integration of Systems



How might we cultivate a culture of sustained learning?

Continuous Professional Learning

Partnerships Higher Institutions

Partnerships with Community Organizations

Culture of Learning



Ongoing Teacher Professional Learning Communities

New Educator Workshop

Partnerships with Researchers & Experts in the Field

#GameOnRVC



We have the results...what now?



