



# Multi-Tiered System of Support

From Response to Instruction to Multi-Tiered System of Support:  
A Wholistic Approach to Teaching and Learning



Imagine a Garden...



# To Support the Growth & Success of all Learners...

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 (MTSS)



# Committee



3 Things I Learned:  
- Mindset effects how students approach their work  
- setting goals is important for both teachers + students  
- creating a scale with bite size pieces helps them attain goals



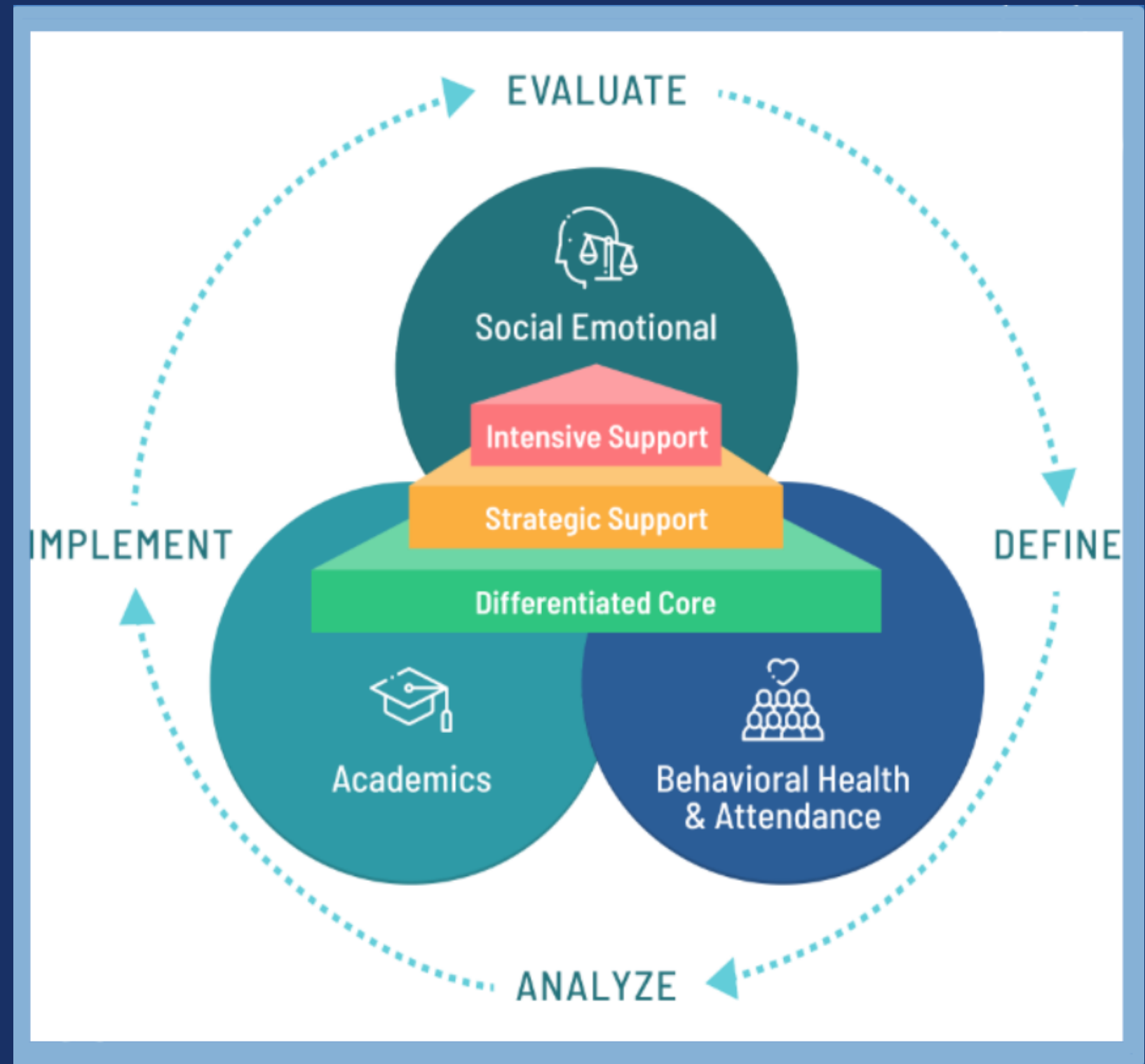
Action Steps

Opportunities

Strengths

Research

Process



# Multi-Tiered System of Support

# Backward Design

Planning for Alignment, Cohesion & Sustainability

**1**

Determine  
Outcomes

What is MTSS?

What are the  
components?

How do we  
ensure success for  
all learners?

**2**

Analyze  
Evaluate

How does our  
current practice  
align to effective  
MTSS Practices?

**3**

Plan for  
Shifts

What action steps  
can we take  
immediately?

What action steps  
will need to occur  
later?

What do we need  
for successful  
implementation?

“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now and so that the steps you take are always in the right direction.”-Covey

# The Process



Establish Partnerships  
&  
A Collaborative  
Problem-Solving  
Team



## BRANCHING MINDS

Support Team Launch (6 Hours)

TO MAKE MTSS/RTI EFFECTIVE, EFFICIENT & EQUITABLE

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# Infrastructure Analysis



Current RTI Plan

Evaluate & Analyze

6 Components

## Mobilization Framework

Key Components	<input type="checkbox"/> Foundational	<input type="checkbox"/> Developmental	<input type="checkbox"/> Fully Operational
<b>Universal Screening</b>	<p><b>At the Foundational Level, Universal Screening includes:</b></p> <ul style="list-style-type: none"> <li>• <b>Three windows</b> (fall, winter, spring) with specific dates &amp; schedules placed on the school calendar are dedicated to assessing all students.</li> <li>• <u>Standardized, norm-referenced, state standards-aligned measures</u> are given to <b>ALL students</b> and cover all grade levels and content areas (including SEL).</li> <li>• <b>Valid and reliable</b> results help to identify students who meet criteria for support based on established cut-scores that correspond to national percentiles.</li> <li>• <b>Data review within 2 weeks of administration</b> to promptly identify students at risk as well as determine school-wide trends.</li> </ul>	<p><b>At the Developmental Level, Universal Screening requires:</b></p> <ul style="list-style-type: none"> <li>• All designated staff members to administer, score &amp; <i>interpret</i> data after receiving necessary training on measures.</li> <li>• Staff contributing to small group and individual decisions based on data organized by one designated person and is readily accessible.</li> <li>• Key measures and decision criteria are identified and documented in the MTSS handbook.</li> <li>• The team considers multiple data points and determines needs within a problem-solving framework; but also responds adaptively to unique cases requiring expedited analysis/solutions.</li> </ul>	<p><b>At the Fully Operational Level, Universal Screening requires:</b></p> <ul style="list-style-type: none"> <li>• Staff identifies situations in which specific data may not be valid/reliable based on students' knowledge or testing conditions. This decision may lead to identifying alternative assessments or sources or reducing the number of assessments.</li> <li>• Staff routinely use triangulated data to make decisions on growth, support on any particular measure.</li> <li>• Appropriate level of all instructional</li> </ul>

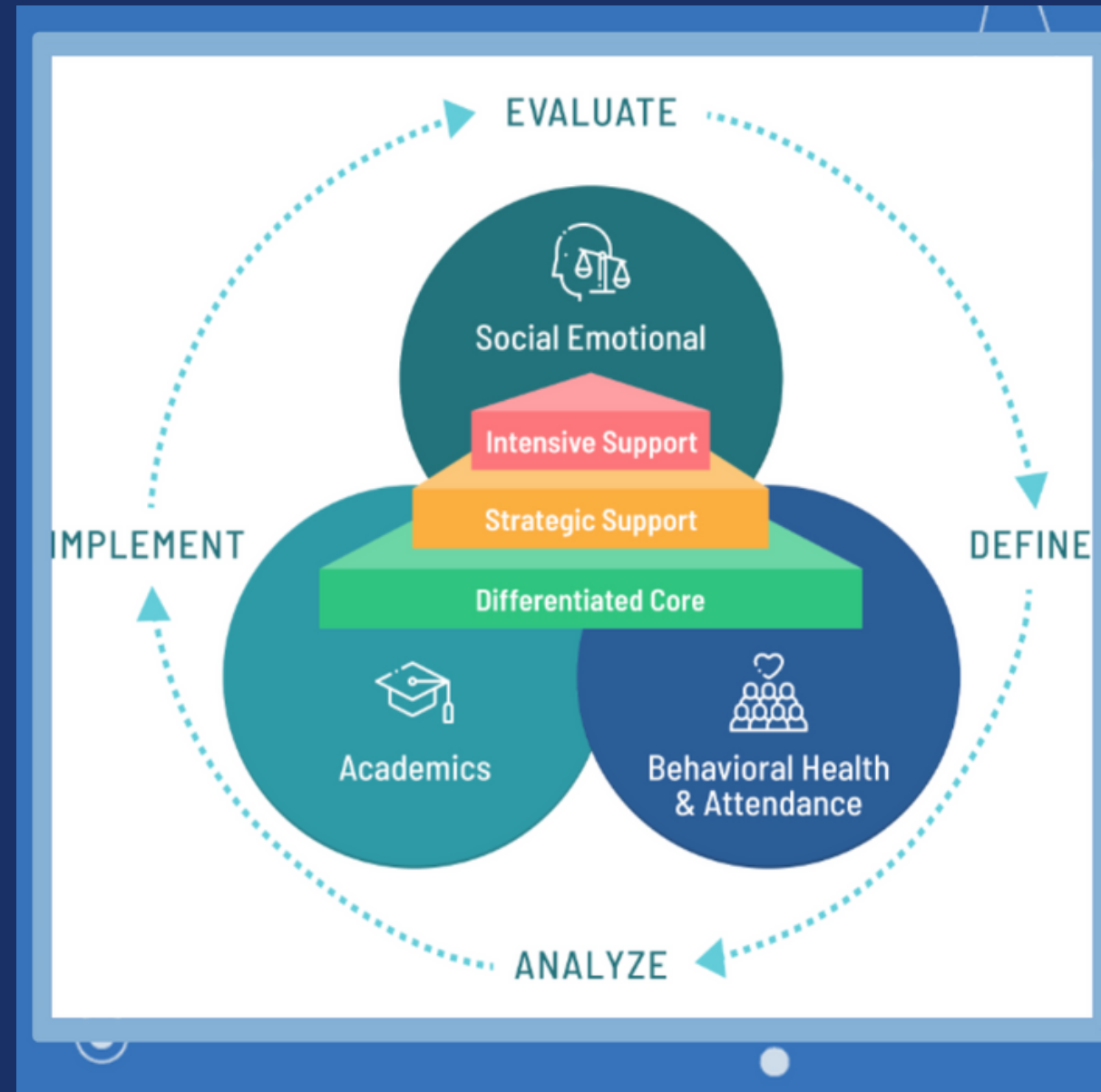
Strengths  
&  
Opportunities for  
Growth





# MTSS...A SYSTEM

Foundation, Reinforce, Enrich



**Multi-Tiered System of Support (MTSS)** is a <<system>> that wraps around the entire student body and uses data-driven, collaborative problem-solving to address academic and non-academic (attendance / social-emotional) needs.

1975

Discrepancy Model



2004

Response to Instruction

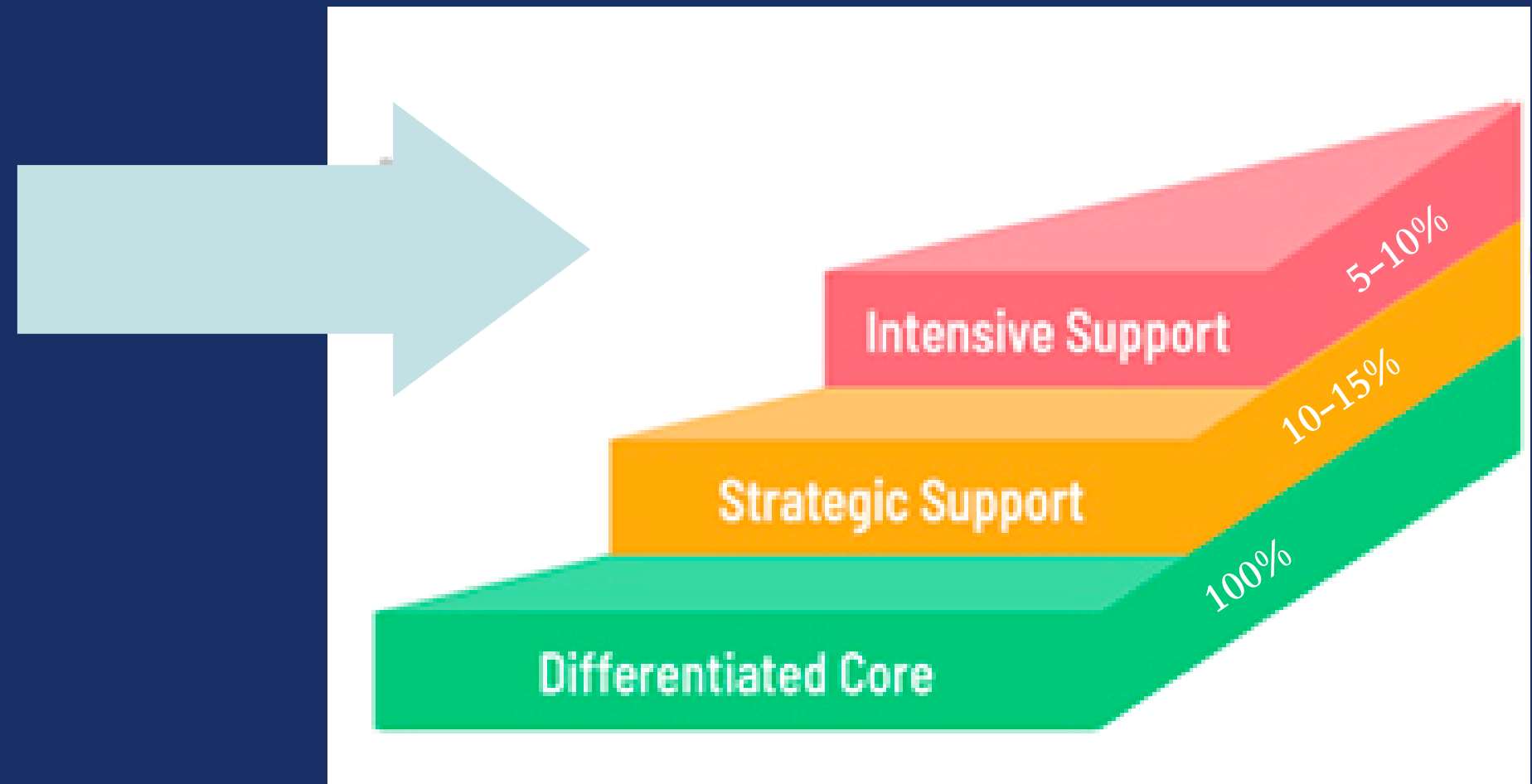


2015

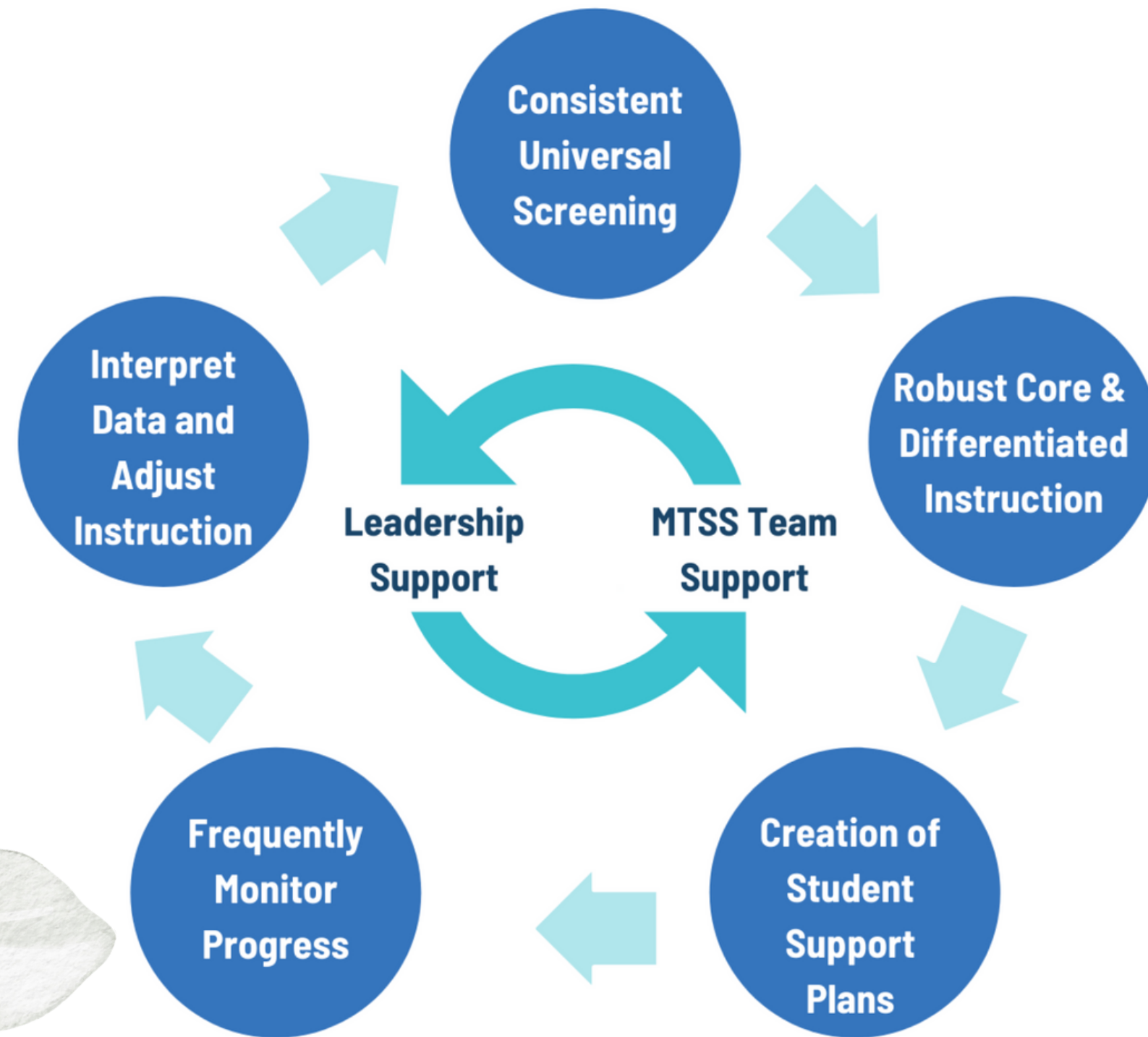
Multi-Tiered System

# MTSS an Overview

Foundation, Reinforce, Enrich



# MTSS WorkFlow





# What is Core Instruction?

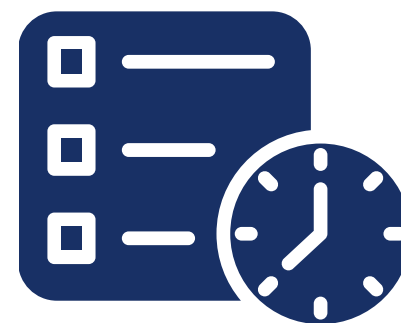
## Core Instruction

- Instructional strategies for ALL students
- Based on varying readiness levels, interests, strengths
- Provide access to core instruction and curriculum for ALL



Tier 1

ALL Students



In class



Standards Based

Scaffolded to provide access to ALL

Support ALL Learners



# Defining Core Instruction



Standards Based  
Core Curriculum



Systematic Explicit  
Instruction



Differentiated  
Instruction



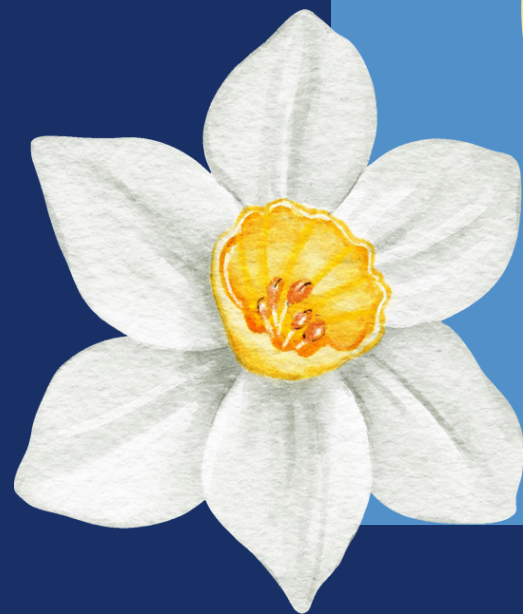
Flexible Grouping



Active Student  
Engagement



Classroom Behavior  
Strategies



# District-Level & School-Wide Data Teams

## Evaluating Core Instruction

1 hour/3x per year  
(post screening window)


### Guiding Questions:

Is our core healthy?


Are we All supporting students ?



Grade Level Data Analysis



Is our core instruction meeting the needs of 80% of our learners?



Who is getting it?  
(% of students labeled Tier 1 per screener data)



Who is getting it somewhat?

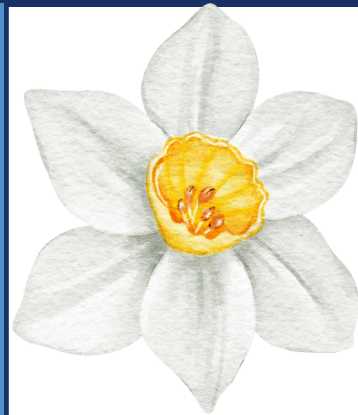


Who is not getting it and how are we going to support the learner?



# Strengths

- Universal Screening
- Benchmarking
- Foundations Unit Assessments
- Math Unit Assessments
- High School Quarter Assessments
- ELA Scope & Sequence—explicit instruction
- Math Curriculum
- Science Curriculum
- Social Studies Resources
- K-2 Word Study
- School-Wide Data Teams



# Opportunity for Growth



## Immediate Action Steps

### Assessment

- Assessment Alignment
- Creation of Data Sheets
- Analysis of Data

### Professional Learning:

- Team Teaching
- Flexible Grouping
- Differentiation
- Alignment Instruction
- Science of Reading
- Deliberate Practice
- Comprehension Strategies

## Long-Term Action Steps

### Creation of ELA Unit Assessments

- Grade Level Teams Data Analysis
- Ongoing Assessment on Health of Core

### Ensure Alignment

- 5 Pillars of Literacy & Science of Reading
- Mathematical Principles
- Knowledge-Content Based Curriculum

"The only way to help children become strong readers, regardless of topic, is to equip them with a large store of general knowledge to help them learn something about everything. And that means implementing a well-designed, sequential, content-rich curriculum, especially in the early grades."-Finn & Perilli

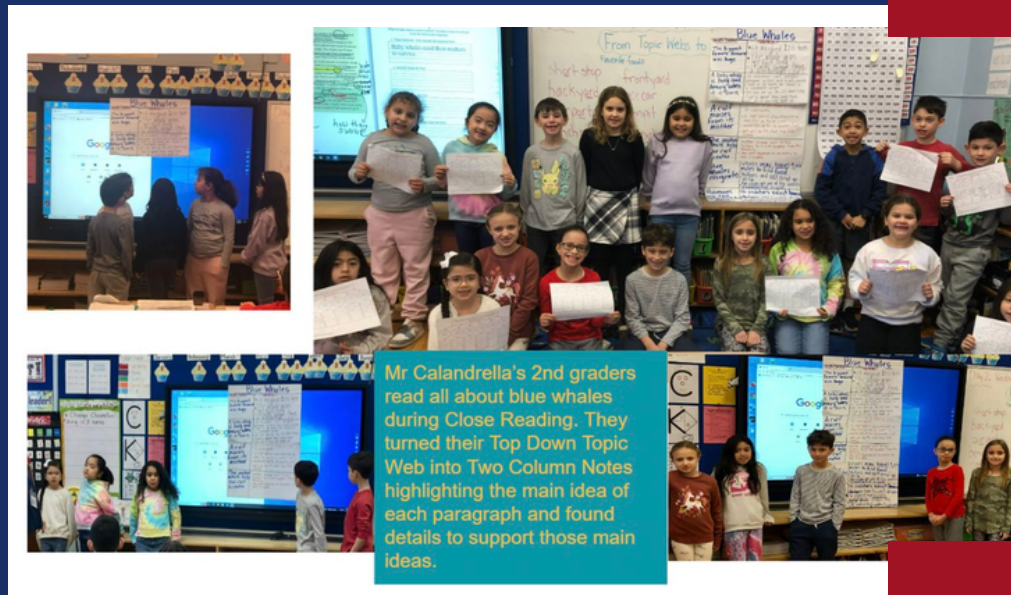
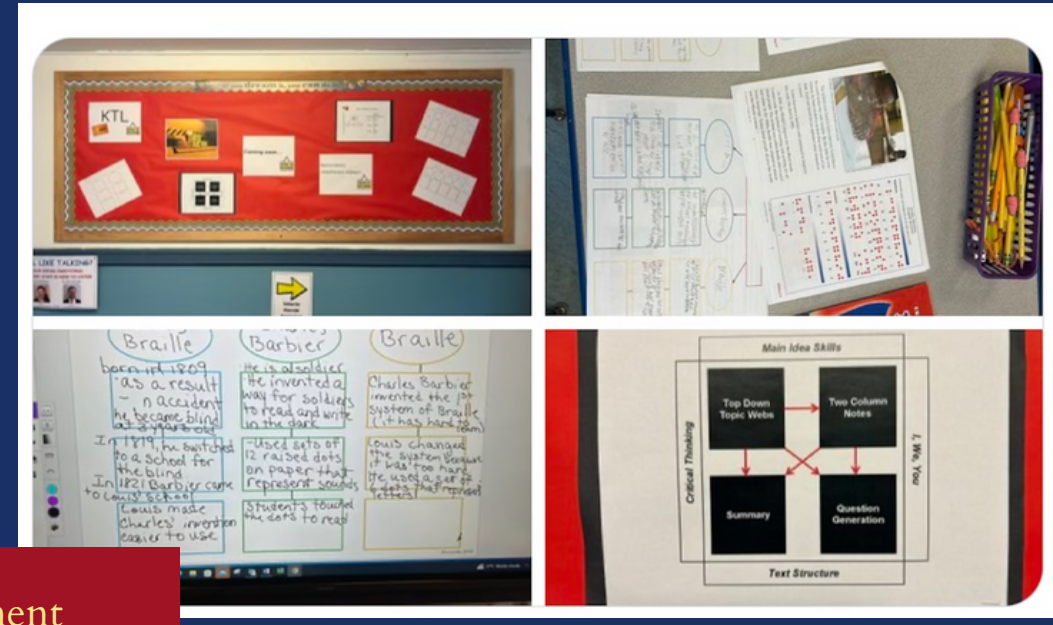
# Research & Learning in Action



Grade Level Data Analysis



Alignment  
Cohesion



Rigor  
Relevance



Professional Learning, Modeling, Coaching







# What is Tier 2 Instruction?

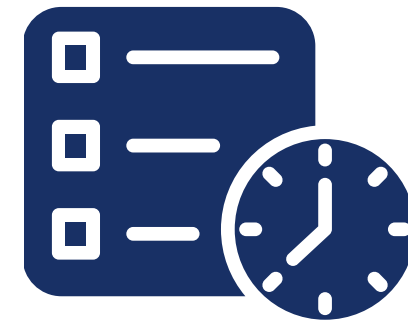
## Strategic Instruction

- Small subset of students
- Struggling with similar area
- Receive same support plan
- Provided by classroom teacher and or AIS teacher



**Tier 2**  
Some Risk

10-15% of Learners  
\*Research-based percentage



**In addition:**  
to core instruction

60-90 minutes of  
instruction per cycle  
\*Developmentally appropriate

In Classroom



**More:**  
Explicit

Strategic Support  
Small Group



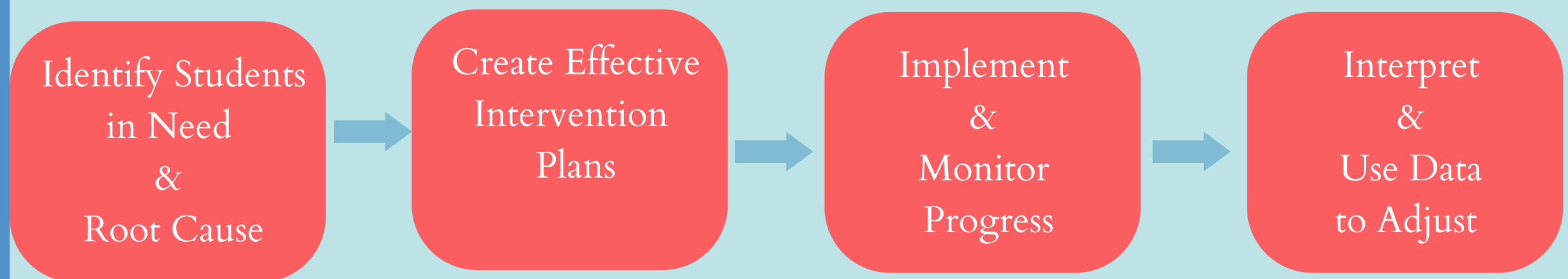
# Identification of Strategic Tier 2 Instruction

## Grade Level Teams

1. To create plans for students needing Tier 2 level instruction, reinforcement, enrichment
2. To monitor the progress of all students needing Tier 2 or 3 level support
3. To look for trends in support needs

- Classroom Teachers
- Reading Teachers
- Math Implementation Coaches
- Building Principals
- Other Staff




## Problem Solving Strategy



1 hour - typically one planning period per month

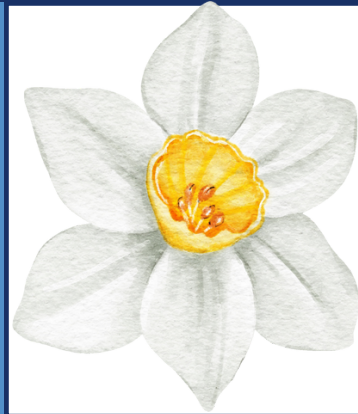
\*meetings should be scheduled for after progress monitoring data collection points

# Goals to Growth

<p><b>Strategic Instruction</b></p> <p>Team Develops an Instructional Plan</p> <p>Delivered in Authentic Classroom Settings</p> <p>Deliberate Practice &amp; Transfer</p>	<p>Goal</p>	<p>Instruction</p>	<p>Progress Monitor</p>
	 <p>What does the learner need to learn?</p>	 <p>How will the learner get there?</p>	 <p>How will we know the learner got there?</p>

## Strengths

- AIS Support
- Team Meetings
- Benchmarking
- Foundations Unit Assessments
- Math Unit Assessments
- Program Specific Progress Monitoring



## Opportunity for Growth



### Immediate Action Steps

**AIS: Experiment with Team Teach Approach**

**AIS: Create Goals & Monitor Progress**

**Professional Learning:  
Team Teaching Models of Instruction**

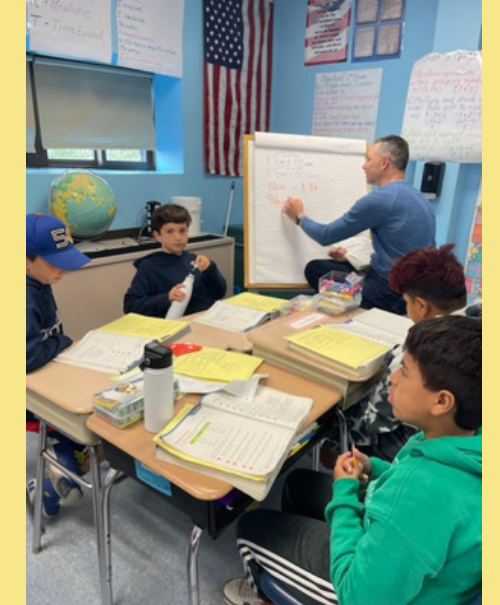
### Long-Term Action Steps

**Master Schedule  
Push-In Instructional Support**

**Grade Level Teams Data Analysis  
Identify Goals  
Team Teach Approach  
Each Teacher Responsible for Goals**

**Ongoing Professional Learning  
Crafting Goals**

# Research & Learning in Action



Collaboration



Team Teaching



Station Teaching



Parallel Teaching



# What is Tier 3 Instruction?

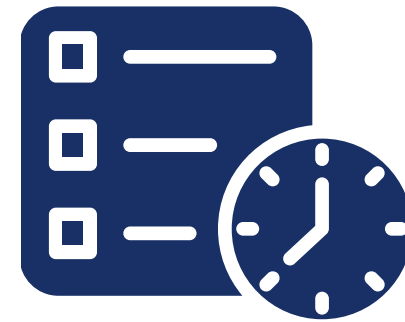
## Intensive Instruction

- Individual Learner
- Receives Individual Plan
- Designed for Specific Needs
- Norm Referenced Progress Monitoring
- Provided by Intervention Specialist



**Tier 3  
At Risk**

5–10% of Learners  
\*Research-based percentage



**In addition:**  
to core instruction  
with Tier 2

120–135 minutes of  
instruction per cycle  
\*Developmentally appropriate

**Pull Out**



**More:**  
Explicit

Intensive Support  
Individualized  
Evidence-Based  
Interventions

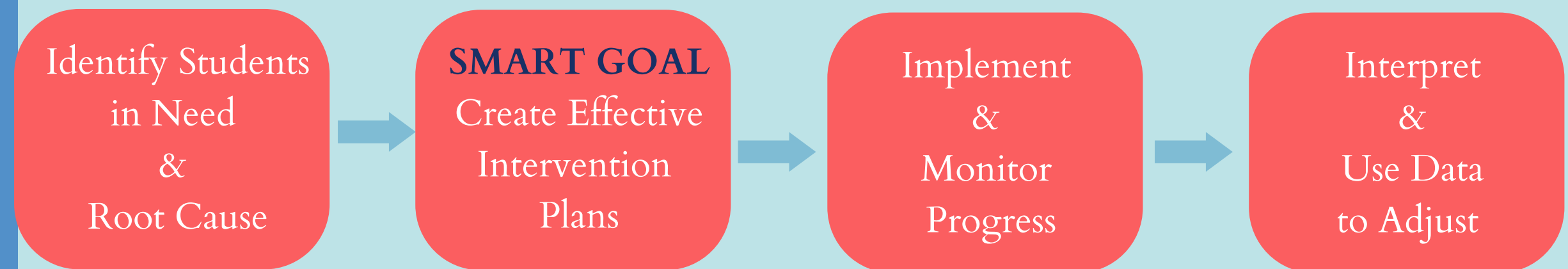
# Identification of Tier 3 Instruction

## Instructional Support Team Meeting

Deeper dive problem-solving for students not making sufficient progress, and to create/revise Intervention Plans.

- Instructional Support Team Chair
- Classroom Teachers
- Reading Teachers
- Math Implementation Coaches
- Building Principals
- Psychologist/Social Worker
- Parent/caretaker Communication

### Problem Solving Strategy



Document plan and share out to all stakeholders, including parents




Set a date on the calendar for a follow-up meeting (6-8 weeks after)

# Goals to Growth

## Intensive Instruction

Instructional Support Team (IST) Develops an Intervention Plan

Small Group or Individual

Goal	Instruction	Progress Monitor
 <p>What does the learner need to learn?</p>	 <p>How will the learner get there?</p>	 <p>How will we know the learner got there?</p>





# Progress Monitoring Assessments & Tools

<b>Skills Based</b> Measure Specific Skill	<b>Reliable</b> <b>Norm Referenced</b> <b>Assessment</b> Assess Progress toward SMART Goal	<b>Scheduled</b> A Set Cadence Based on Tool, Skill, and Severity of Need
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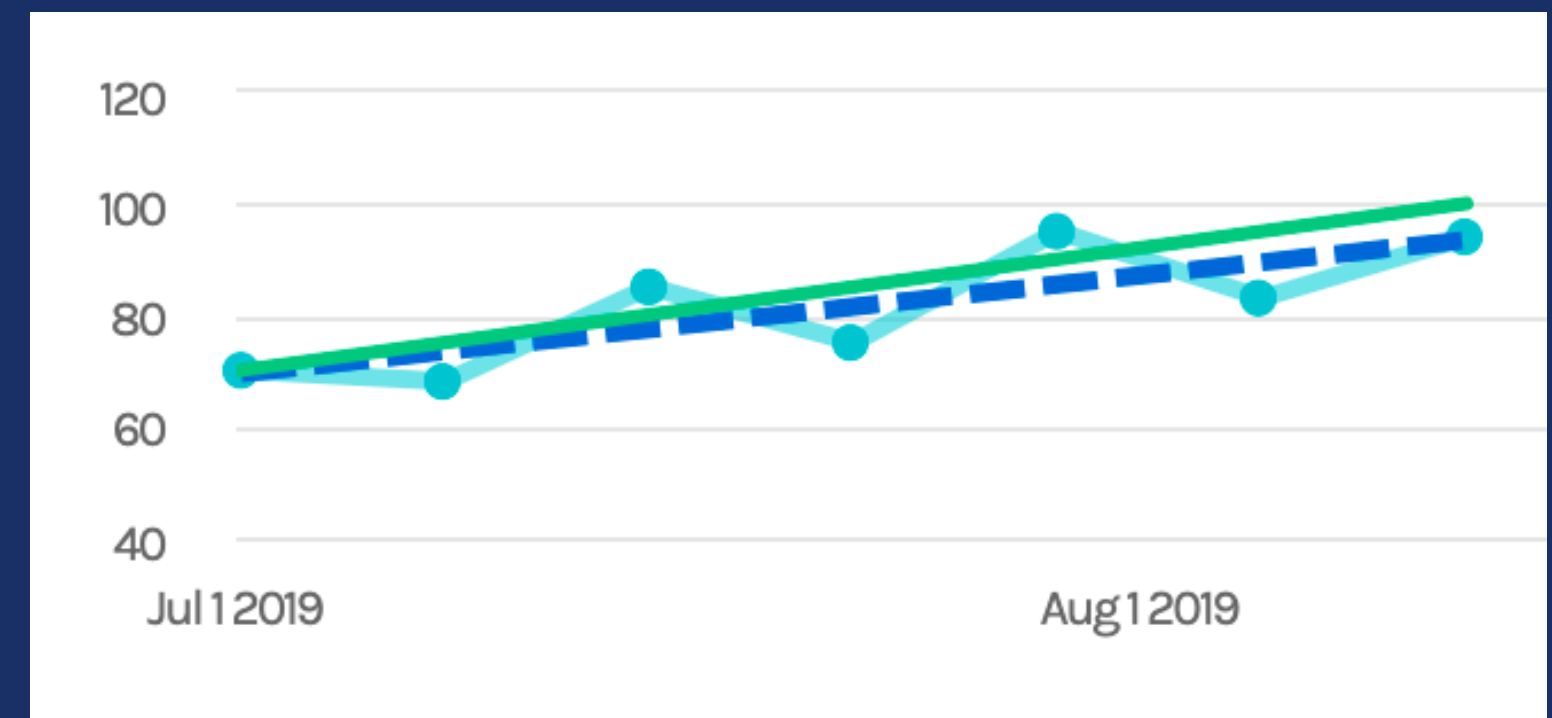
These data allow us to have better visibility into whether or not our support is working for a given student, and more importantly, when it's not so that we can adjust the intervention approach quickly to better meet the needs of that student.

Assessments used for progress monitoring should be quick, skill (not content) based, and valid and reliable (i.e., having demonstrated to accurately and consistently measure what they are supposed to be evaluating).

# Interpreting Progress Monitoring Data

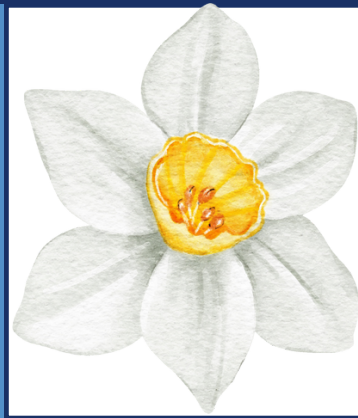
In order to clearly see student progress, it's important to graph their assessment data and **compare the rate of their improvement (ROI) to the ROI needed to meet their goal**. The student's ROI can be seen by plotting their data points and examining the trend line for their performance.

**The ROI needed to meet the goal can be seen by plotting a line from the baseline score to the goal score.** The comparison of those two lines will help you determine if the student is on track to meet the goal.



## Strengths

- Instructional Support Team Meetings
- AIS Pull-Out Support
- Knowledgeable Practitioners
- Tier 3 Programs
- Program Specific Progress Monitoring
- Parent Communication



# Opportunity for Growth



## Immediate Action Steps

**Craft Individual Goals**

**Assessment**

Calendar Alignment

Assessment Alignment

Assessment Protocol Training

**Professional Learning:**

Progress Monitoring with Norm-Referenced Assessment

Tracking & Plotting Data

## Long-Term Action Steps

**Master Schedule**

Create a What I Need Period (WIN)

**Instructional Support Team Meetings**

Craft Individual Goals & Bank

Assign Goals and Intervention to ALL

Teachers Working with Learner

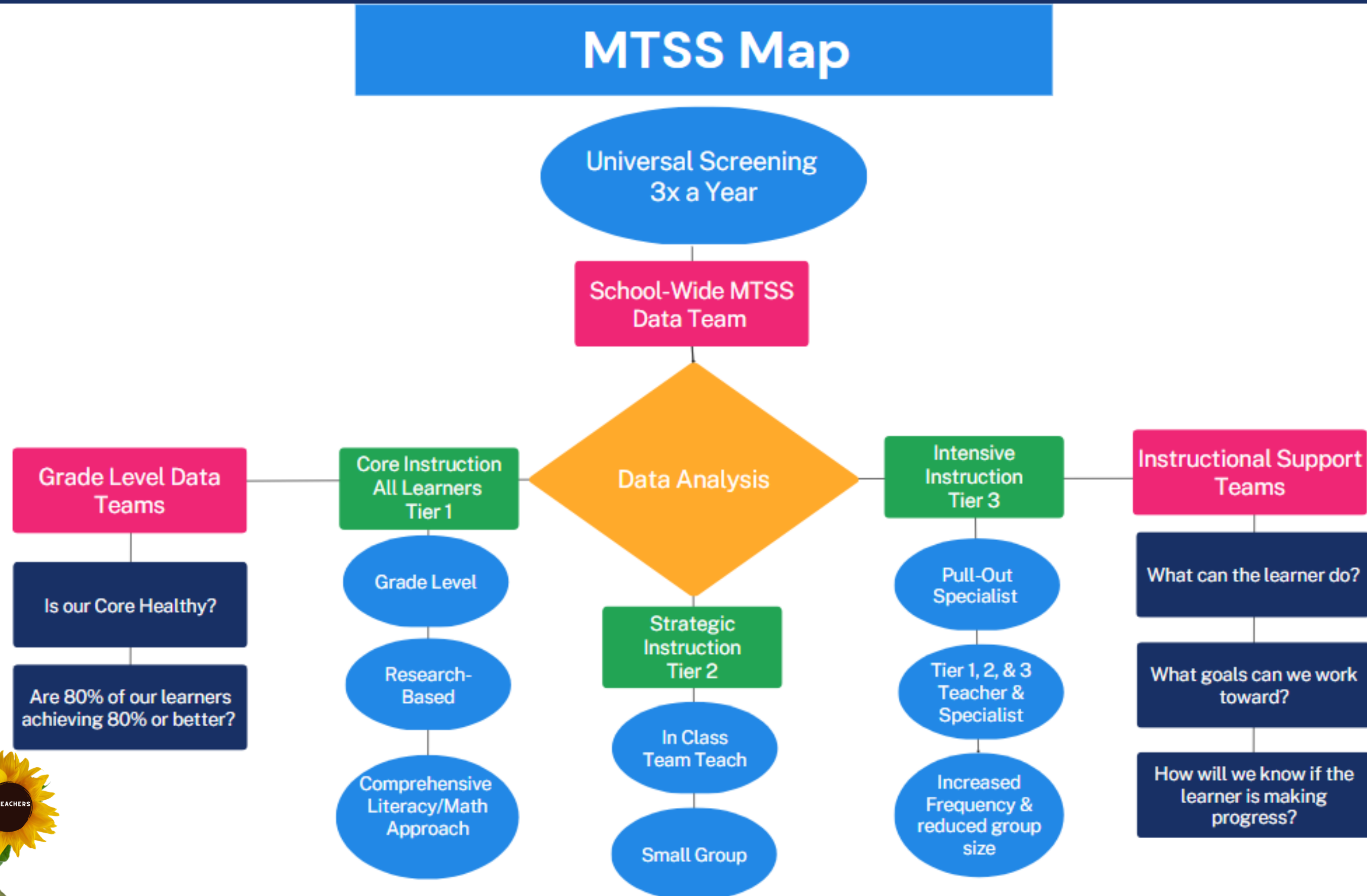
Track Progress on System

Parental Communication

**Ongoing Professional Learning**

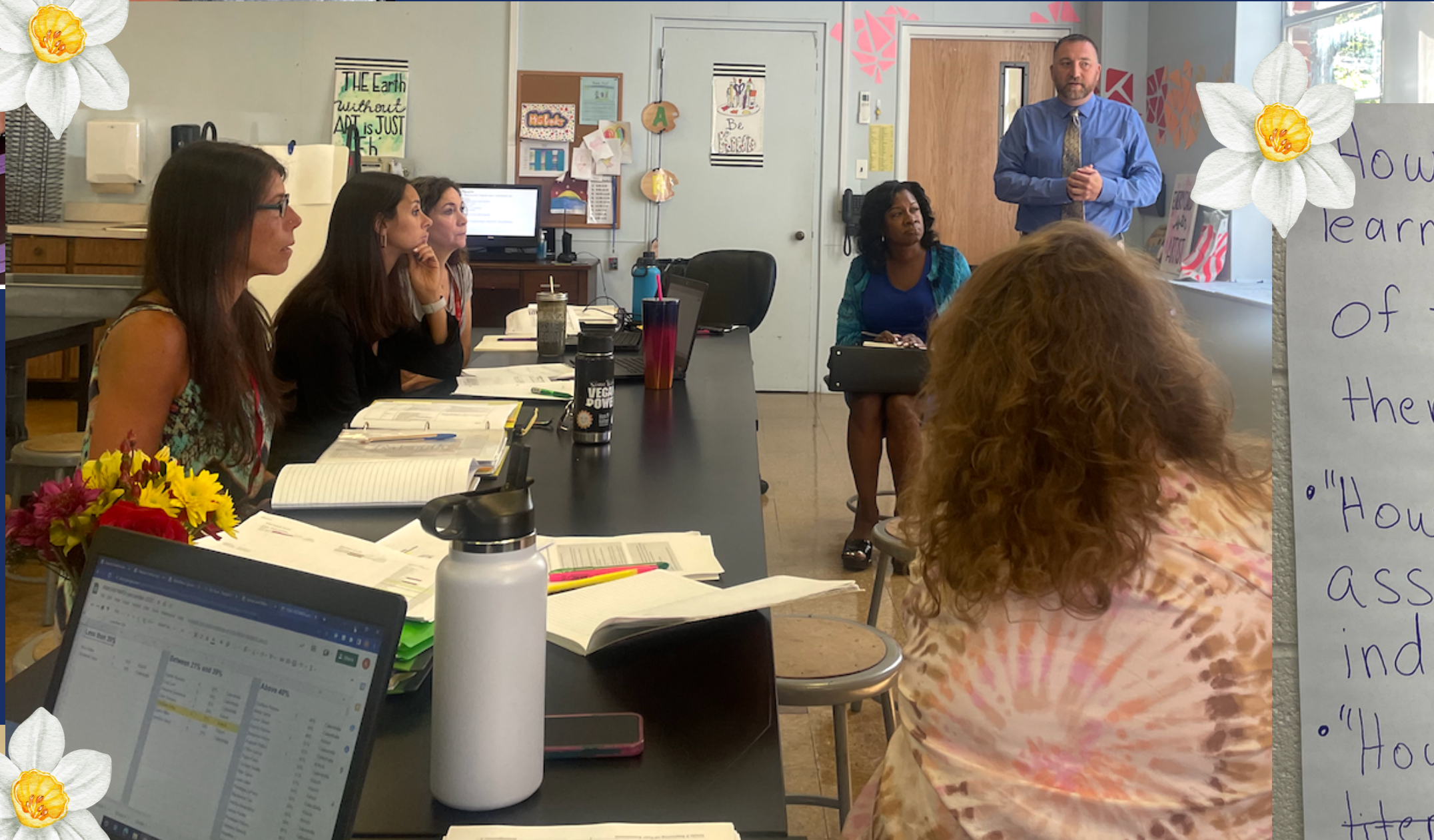
Adopt Progress Monitoring Tools

# Multi-Tier System of Support



# Collaborating, Learning, Growing

## "The Power of We"



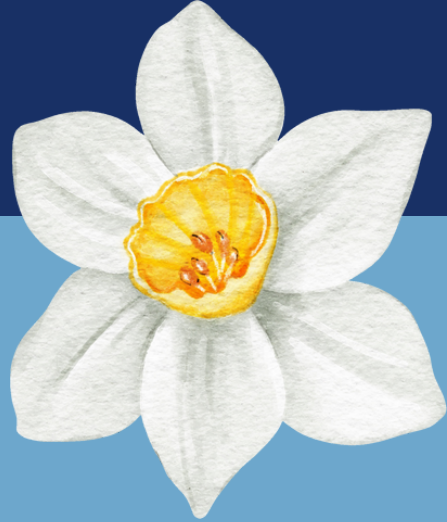
How might "we" involve the learners in all components of their learning to empower them?

- "How might we" effectively assess students as individuals?
- "How might we" collaborate ~~literacy~~ ~~at~~ our literacy education among buildings?



# Multi-Tiered System of Support

From Response to Instruction to Multi-Tiered System of Support:  
A Wholistic Approach to Teaching and Learning



## Questions?

