

UNIFIED SCHOOL DISTRICT OF MARSHFIELD



Multi-Tiered System of Support Update



What is MTSS?

- MTSS = Multi-Tiered System of Support
- MTSS is a systemic, continuous- improvement framework that uses evidence-based practices, focusing on data-based problem-solving at multiple levels to support “need-driven” decision making to accelerate performance for all students.
- It is based on the assumption that **ALL** students can learn and achieve when provided with effective teaching, research-based instruction and access to standards-based curriculum.
- Main Goal:
 - To problem-solve why students are struggling with grade level content and provide assistance to those identified students within all tiers to ‘close the gap’ of student achievement
- Originally referred to as Response to Intervention (RtI)
 - Difference from RtI:
 - problem-solving and support for students’ social/emotional/and behavior needs
 - provides a framework for focusing on overall school improvement
 - emphasizes prevention

(Hurst, S. (2014, January 6). What is the Difference Between RtI and MTSS? Retrieved July 27, 2015.)

(Gibbons, K., Bollman, K. (Directors) (2015, June 23). Response to Intervention Summer Institute. *10th Annual Response to Intervention (RtI) Summer Institute*. Lecture conducted from Crowne Plaza, Bloomington).



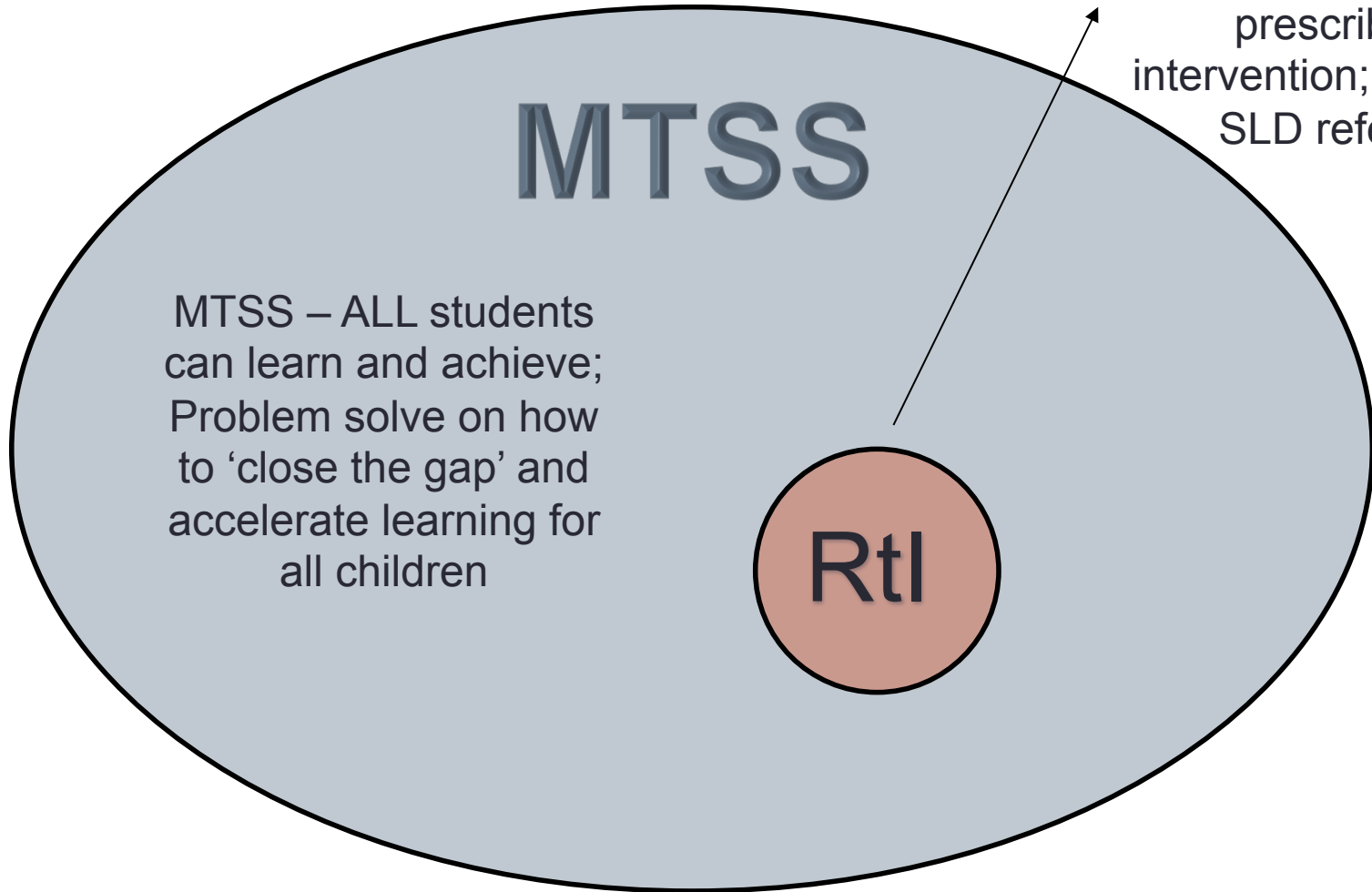
What is MTSS?

Rtl – Referral based process to determine if a student is responding to the prescribed intervention; used for SLD referral

MTSS

MTSS – ALL students can learn and achieve; Problem solve on how to 'close the gap' and accelerate learning for all children

Rtl





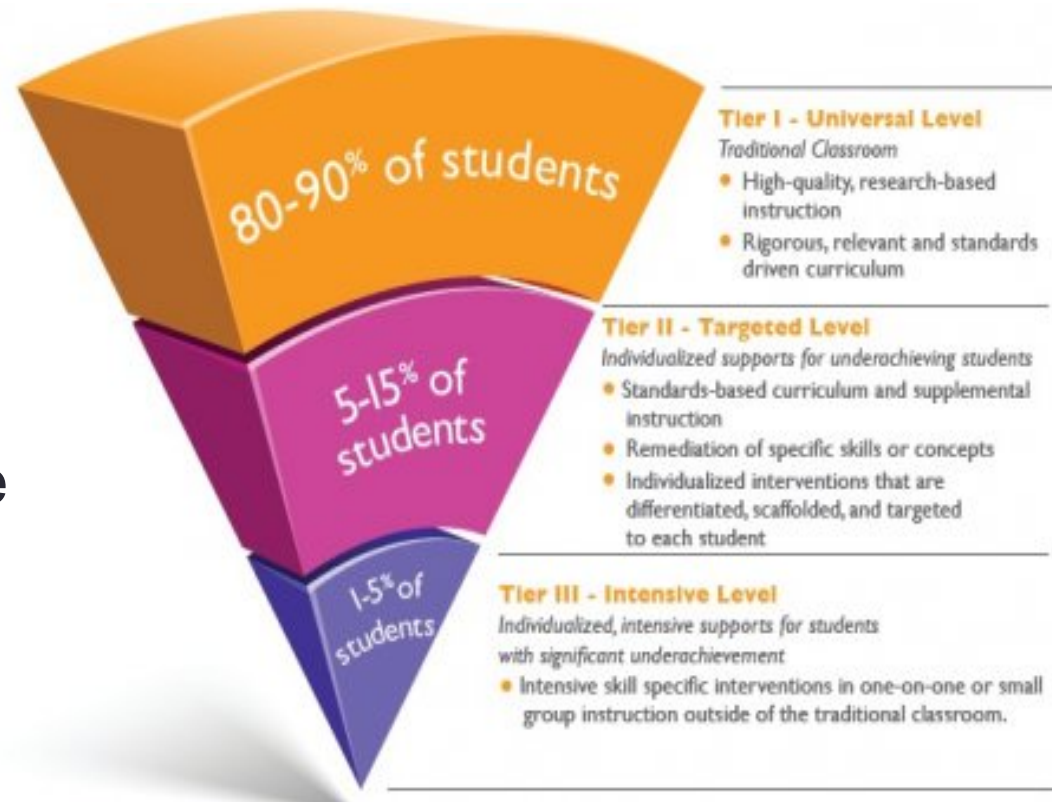
WHY MTSS?

- The Unified School District of Marshfield's vision for the implementation of a MTSS framework, embedded in best practice, is to ensure that **ALL** students in the district are provided with high quality instruction that is evidence based within a supportive environment, ensuring that students' academic and behavior needs are not only met, but promote growth within the learning environment.



Marshfield MTSS Framework

- Three Tiers
- Following components are implemented in each tier:
 - Instruction
 - Assessment
 - Problem-solving





MTSS Teams

District Team

- Made up of representatives throughout the district
 - Principal/Assistant Principals
 - School Psychologists
 - Director of Teaching and Learning
 - Director of Student Services
 - Literacy Coach (TBA)

Building Team

- Includes:
 - Administrator
 - Data coach
 - PRESS Facilitator
 - Reading/Math Specialists
 - School Psychologist
 - General Education Representative
 - Primary/Intermediate
 - Core Content Areas
 - Special Education Representative



MTSS Teams

District Team

- Reviewing district data to assess needs of the district
- Develop protocols to assist buildings with implementation
- Provide training to building teams

Building Team

- Review school-wide data to determine needs of the school
- Assist teachers with problem solving on individual students
- Assist staff members with MTSS implementation, including collecting data, documenting interventions and intervention implementation to ensure fidelity



Strategic Priority – MTSS Update

- Priority Area 1 – Aligned, Coherent, Relevant Curriculum & Instruction
 - Strategic Action 1: Improve Fidelity of Implementation of PLCs
 - Launch Steps 1 & 2 – MTSS Team developing guiding questions and outlining data to be reviewed quarterly
 - Strategic Action 2: Improve the Quality and Consistency of the School District RtI Framework
 - Launch Step 1 – currently implementing year 1 of district MTSS plan
 - Strategic Action 3: Increase Skills Needed to Develop and use Quality Assessments and Formative Data
 - Launch Steps 1 & 2 – All district MTSS team members trained on Alpine, members are assisting with staff trainings at the buildings
 - Strategic Action 5: Create Parameters for the Reporting of Data that Align to the needs of the District and meet State Accountability Requirements
 - Launch Step 2 – Identifying data for PLC's, MTSS building and district teams to review



Strategic Priority – MTSS Update

- Priority Area 1 – Aligned, Coherent, Relevant Curriculum & Instruction
 - Strategic Action 6: Develop a Comprehensive pk-12 Student Services Program based on Best Practice and Research, State Standards and District Data Analysis
 - Launch Step 1 – Identifying data for MTSS building and district teams to review
 - Strategic Action 7: Clearly Define and Enhance the Function of the Building Teams.
 - Launch Steps 1, 2 & 3 – Building MTSS teams are established; roles/function has been defined; building action plans are developed



MTSS District Team

- 2015-2016 Goals:
 - Provide training on MTSS and Problem-Solving Model
 - Support building level teams with implementation at all tiers including: core instruction, problem-solving, assessments, interventions and data collection with fidelity
 - Assist with building-level action plans
 - Develop protocols for building level teams for tier documentation and intervention implementation
 - Monitor implementation within the district
 - Establish informational documents to be shared with parents
 - Focus on MS framework
- Priority for 2015-2016 school year is Tier 1 implementation



Tier 1 Update

- Core Curriculum is delivered to all children with fidelity
 - Use of flex grouping and/or differentiation
- Universal Screening (AIMSweb) is still being administered three times a year
 - researching available universal screening tool for secondary level
 - reviewing current assessments given
- PLC teams are reviewing assessment data to develop goals for students
- MTSS building teams will meet monthly to facilitate implementation and review data to determine needs of school and individual students
- All interventions are being provided within the classroom; intervention blocks (30 minutes reading; 30 minutes math)



MTSS District Team

- Team has met 5 times
- Created MTSS vision statement
- Developed building action plans
- Identified building level team members and roles/function
- Revised PLP forms
- Determined how implementation will be monitored
- Established PLC guiding data document
- Reviewing current universal screening processes, esp. at secondary level
- All members have received training on Alpine (data warehouse)
- Developing training on the Problem Solving Process
- Establishing a manual for procedural guidelines



MTSS Building Level Teams

- 2015-2016 Goals:
 - Establish a building level MTSS team
 - Implement the action plan for the 2015-2016 school year
 - Become fluent in the MTSS process and problem-solving model
 - Meet monthly to discuss school and individual student needs
 - Review universal screening data/ local and state data to determine the needs of the whole-school
 - determine 'at-risk' students and engage in problem-solving to address individual needs
 - Use data to guide instruction at all tiers
 - Focus on implementing all tier functions with fidelity/integrity



Questions?

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