2019-2021

MTSS PLAN

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| **DESTINY STREAM Academy for Girls** | |
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**Section 1: Mission**

Destiny STREAM Academy for Girls will prepare and support teachers and Administration to implement a Multi-Tiered System of Support(MTSS) for total school improvement by providing professional development, coaching and technical assistance, research and evaluation, and communication and visibility that result in college and career readiness for all students. DSAG believes that MTSS is the most effective and efficient approach to improving school outcomes and student performance thereby ensuring equitable access to a sound basic education for all students.

**Section 2: Purpose**

The purpose of this document is to align DSAG vision, mission and priorities to ensure the school reaches full implementation of Multi-Tiered System of Supports (MTSS) by the 2021 school year. It is designed to allow DSAG’s collaborative teams to determine the most appropriate “next steps”, based on their IB Self-Assessment and the ILT’s assessment of MTSS (SAM), strategic goals, and the identified needs of individual schools, to move them forward in implementation.

**Section 3: Definition**

As defined by the Illinois Department of Public Instruction, “IL MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. IL MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.”

The tiers of MTSS include:

* **Core Instruction**- on grade level academic and/or behavioral (e.g., social-emotional, attendance, discipline) instruction that includes differentiation for struggling students as well as students working above grade level
* **Supplemental Instruction** (in addition to Core Instruction)-acceleration and/or remediation in prerequisite grade level skills for students who are at-risk academically or behaviorally, or enrichment for students working above grade level.
* **Intensive Instruction** (in addition to Core and Supplemental Instruction)**-**more intensive or more frequent instruction on prerequisite grade level skills for students who are at-risk academically and/or behaviorally, or more intensive enrichment opportunities for students performing well above grade level.

**Section 4: Critical Components of an MTSS**

An MTSS is comprised of six critical components: Leadership, Building Capacity, Communication and Collaboration, Data-Based Problem Solving, Three-Tiered Instructional Model, Data Evaluation. **As DSAG begins to implement MTSS, the first three of these components will be the most crucial in successful implementation. Once the foundation is laid, DSAG can begin to focus on the remaining three components.**

The IL Department of Public Instruction has described each of the components in the following manner:

**Leadership**

Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem solving.

**Building the Capacity/Infrastructure for implementation**

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually include ongoing professional development and coaching with an emphasis on data-based problem solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem solving

**Communication and Collaboration**

Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustain.

**Data-Based Problem Solving**

The use of data-based problem solving to make education decisions is a critical element of MTSS implementation. This includes the use of data-based problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school-wide implementation of MTSS. While several models for data-based problem solving exist, the four-step problem solving approach includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for implementing evidence-based strategies to attain goals, and 4) evaluating the effectiveness of the plan.

**Three-tiered Instructional/Intervention Model**

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction all students get (including differentiation); Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small group or individual interventions for students showing significant barriers to learning the skills required for school success. It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.

**Data Evaluation**

Given the importance of data-based problem solving within an MTSS model, the need for a data and evaluation system is clear. In order to do data-based problem solving, school staff need to understand and have access to data sources that address the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes for improving MTSS implementation.

**Phase 1: Developing Implementation (Focus on Core Instruction)**

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| **Participants** | **Milestone #1** | **Milestone #2** | **Milestone #3** | **Milestone #4** | **Milestone #5** | **Milestone #6** | **Milestone #7** |
| **All staff members**  [**MTSS Cycle**](https://docs.google.com/document/d/1ilhKQ-y2NI7RgmtH-f2cpHyur4jibRS5TDoyzX9LQiY/edit?usp=sharing) | Schoolwide overview of MTSS and PBIS | Schoolwide completion of Beliefs Survey. | Analyze Core Instruction at the grade level.  [See Instructional Toolbox](https://sites.google.com/a/staff.craven.k12.nc.us/craven-instructional-toolbox/high/initiatives/mtss?pli=1) | Problem solve Core Instruction (**Elementary and Middle Schools**-Math and ELA) | Develop schedule to progress monitor Core Instruction Action Plan every 6-9 weeks and update the plan as needed and note changes on problem solving template and core analysis sheet. | Repeat milestone 4 & 5 after MOY | Analyze EOY data and plan for instructional changes for the following year using the core analysis sheet.  Develop grade level/school lists of at-risk students  [Grade Level At-Risk Worksheet](https://drive.google.com/file/d/0B0CFn53KjLXQZHNnd295dzZLakU/view?usp=sharing) |
| **MTSS Team** | Form an MTSS team  [MTSS Team Roles and Responsibilities](https://docs.google.com/document/d/1nsHG62lKjSojOkGaS91tAV9PJcC8FkTQ18jUsAqOfuE/edit?usp=sharing) | Initial MTSS /PBIS Team training. | Communicate expectations for Core instruction; Academic and Behavioral and analyze the Core Analysis | Design school wide PD based on Belief Survey, Core Analysis, and Tier 1 Problem Solving | Analyze school wide data quarterly (behavior, attendance, academic) | Conduct individual student problem solving as needed | Complete the SAM and develop strategic plans based on results.  (Between April and June) |

**Phase 2: Initial Implementation (Addition of Supplemental Support)**

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| **Participants** | **Milestone #1** | **Milestone #2** | **Milestone #3** | **Milestone #4** | **Milestone #5** | **Milestone #6** | **Milestone #7** |
| **All Staff Members** | Schoolwide review of overview of MTSS and PBIS  Overview for new staff | Schoolwide completion of Beliefs Survey.  [Beliefs Survey](https://docs.google.com/a/cravenk12.org/forms/d/e/1FAIpQLSeDDSPUFXZ7OhCgLrlXN1M1QHK3yU9A5d5JKjjy51PZUPscJw/viewform?usp=sf_link) | Analyze Core Instruction at the department level.  (BOY and MOY)  [See Instructional Toolbox](https://sites.google.com/a/staff.craven.k12.nc.us/craven-instructional-toolbox/high/initiatives/mtss?pli=1) | Problem solve Core Instruction (**Elementary and Middle Schools**-Math, ELA, Behavior, and Attendance)  (BOY, MOY, EOY) | Form intervention groups (supplemental) using [Standard Protocols](https://docs.google.com/document/d/13zJuOAjeQjXH0qDjECiBgDSK-UNxyhiVllyU_UZU33M/edit?usp=sharing) and  based on grade level data.  Complete [Student Summary Sheet](https://docs.google.com/document/d/1g10lSVR7tJD43QNQ1ElVpTN1rGrwJPnmfPaZOK8JNow/edit?usp=sharing) on students identified as at-risk | Analyze progress monitoring data (student outcomes and implementation fidelity every 6-8 weeks.  Analyze Core instruction every 12 weeks. | Analyze EOY data and plan for instructional changes for the following year using the core analysis sheet. |
| **MTSS Team** | Communicate school wide expectations and plan for implementation of MTSS and PBIS to staff, families, and community | Analyze results of Beliefs Survey | Design PD opportunities based on Belief Survey, Core Analysis, and Tier 1 Problem Solving | Begin to develop standard protocols for intervention groups based on your school’s needs  [Standard Protocol template](https://docs.google.com/document/d/13zJuOAjeQjXH0qDjECiBgDSK-UNxyhiVllyU_UZU33M/edit?usp=sharing) | Analyze school wide fidelity of implementation data and make plans for increased fidelity as needed. (Analyze and share this data at least 3 times a year) | Conduct individual student problem solving as needed | Complete the SAM and develop strategic plans based on results.  (Between April and June) |

**Phase 3: Full Implementation (Complete Multi-Tiered System of Supports)**

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| **Participants** | **Milestone #1** | **Milestone #2** | **Milestone #3** | **Milestone #4** | **Milestone #5** | **Milestone #6** | **Milestone #7** |
| **All Staff** | Schoolwide review of overview of MTSS and PBIS  Overview for new staff | Schoolwide completion of Beliefs Survey.  [Beliefs Survey](https://docs.google.com/a/cravenk12.org/forms/d/e/1FAIpQLSeDDSPUFXZ7OhCgLrlXN1M1QHK3yU9A5d5JKjjy51PZUPscJw/viewform?usp=sf_link) | Analyze Core Instruction at the school  (BOY and MOY)  [See Instructional Toolbox](https://sites.google.com/a/staff.craven.k12.nc.us/craven-instructional-toolbox/high/initiatives/mtss?pli=1) | Problem solve Core Instruction ***Including gap analysis of subgroups***  (BOY, MOY, EOY)  Place students in appropriate supplemental instructional groups (using standard protocol) | Document studentprogress (academic, behavioral, attendance) toward goals using a Rate of Improvement Model | Identify students in need of intensive instructional support.  Schedule meetings to discuss those students with MTSS team | Analyze EOY data and plan for instructional changes for the following year using the core analysis sheet. |
| **MTSS Team** | Communicate school wide expectations and plan for implementation of MTSS and PBIS | Analyze results of Beliefs Survey | Design PD opportunities based on Belief Survey, Core Analysis, and Tier 1 Problem Solving | Complete a grade level/school wide gap analysis of core (academic, behavioral, attendance) | Monitor student rates of improvement as comparison data to help determine students in need of intensive support | Establish and communicate a schedule for meetings to conduct individual student problem solving | Complete the SAM and develop strategic plans based on results.  (Between April and June) |

**Appendix A**

**MTSS Implementation Professional Development**

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| **Implementation Stage** | **Professional Development** | **Target Audience** |
| Developing/Initial | \*MTSS Overview  **(required)** | All Staff members |
| Developing | \*MTSS Team training  **(required)** | MTSS team |
| Developing | Assistance Developing PBIS Plan | PBIS Team |
| Developing/Initial | Facilitating Core Analysis | Grade level/Departmental PLCs |
| Developing/Initial | Facilitating Core Problem Solving | Grade level/Departmental PLCs |
| Developing/Initial | MTSS Team Support in Schoolwide data analysis | MTSS Team |
| Developing | Assistance Developing Major/Minor Offenses list | PBIS Team/staff |
| Developing | Classroom Management : Managing Minor Behaviors | PBIS Team / staff |
| Developing | Data analysis Support Specific to Behavior | PBIS Team |
| Developing | Assistance with Development of Schoolwide Professional Development Plan | MTSS Team/School Admin |
| Developing/Initial | (Student Summary Sheet) A.K.A. Demographic sheet/at-risk identification training | MTSS Team/School Admin |
| Developing/Initial/  Full | Assistance with individual student problem solving | MTSS Team |
| Initial | Assistance using data to create intervention groups | Grade Level/Departmental PLCs |
| Initial | Assistance developing Standard Protocols for Supplemental Support | Grade Level/Departmental PLCs |
| Initial | Assistance with analysis of Implementation Fidelity (SAM) | MTSS Team/School Admin |
| Initial/Full | The use of Rate of Improvement for decision making | MTSS Team/PLCs/School Admin |

**Appendix B**

**Digital Resources**

[Florida Center for Reading Research Home Page](http://www.fcrr.org/index.html)

“The Florida Center for Reading Research (FCRR) is a multidisciplinary research center at Florida State University. FCRR explores all aspects of reading research-basic research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.”

[Florida Center for Reading Research Student Activity Centers](http://www.fcrr.org/resources/resources_sca.html)

A source for research based learning activities that can be used during Core instruction during literacy stations and/or as materials for Supplemental or Intensive supports. These materials address phonemic awareness, phonics, vocabulary, fluency and comprehension skills and are grouped by grade level bands (K-1, 2-3,4-5) that promote ease of use when teachers are in need of off grade level materials.

[PBIS](https://www.pbis.org/school)

This website offers schools quick and easy access to find answers to their PBIS questions

[PBIS World](http://www.pbisworld.com)

This webpage lists typical behavioral concerns, a description of each and suggested interventions specific to the identified behavior.

[Keystoliteracy.com](https://keystoliteracy.com/free-resources/templates-printables/)

This website provides free templates and printables of effective literacy instruction.

**Appendix C**

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| **Term** | **Definition** |
| Accommodation | Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curriculum, and assessments. |
| Baseline | A measure of performance prior to intervention. These initial data are used to monitor changes or the improvement in an individual performance. |
| Behavior Matrix | Clearly defined school wide expectations for behavior |
| Common Assessments | Formative, informal, and benchmark assessments |
| Common Assignments | Core instruction that focuses on a common standard |
| Core Analysis | Documenting how we teach, what we teach, and the environment where teaching occurs (Instruction, Curriculum, Environment). This should happen at least twice a year. |
| Curriculum-Based Measurement (CBM) | Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics, and written language. |
| Data-based Decision Making | An ongoing process of collecting and using data to make instructional decisions about Core, Supplemental, and Intensive support. |
| Data Decision Rules | Formal procedures that inform our actions around data.  How will we determine if our instruction is effective for our population?  How will we decide if students are at risk?  How will we address student risk - Core, Supplemental, or Intensive?  How will we know instructional changes are working for our population?  How will we determine that our interventions and intervention systems are effective?  How will we determine if students receiving interventions are progressing? |
| Demographic Sheet | Documentation of student academic, behavior, and attendance data, parent contacts, instructional strategies used to address student needs, and progress monitoring data that shows if interventions are effective and if student is progressing. |
| Gap | Difference between expected and current student outcomes relative to academic, behavior, and social emotional goals |
| Intervention | The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring. |
| Modifications | Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment. |
| Multi-Tiered System of Supports **(MTSS)** | A multi-tiered framework, which promotes school improvement through engaging, research-based academic and behavioral practices. A system approach using data-driven problem solving to maximize growth for all. |
| Positive Behavior Intervention and Supports **(PBIS)** | A proactive approach to establishing the behavioral instructional supports and social culture needed for all students in a school to achieve social, emotional, and academic success. |
| Precise Problem Statement | Use the **data** to identify your grade level’s most crucial instructional concern.  Look at the Big Picture - be very specific.  What - Do we have **a** problem or many? What is the problem?  Where - Where are the problems occurring  When - When are the problems occurring?  Who - Do we have a system of support that increases student success?  Why - Why is the problem(s) occurring? |
| Progress Monitoring | is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. **Progress monitoring** can be implemented with individual students or an entire class. |
| Rate of Improvement **(ROI)** | The use of progress monitoring data to determine the rate at which a group of students or individual student is progressing toward goals. Determining responses involves two key items against peer expectations: How low? and how slow? |
| Response to Intervention/Instruction **(RtI)** | Early identification and support of students with in need of academic supplemental or intensive instructional support |
| School-wide Evaluation Tool **(SET)** | A tool that is designed to assess and evaluate the critical features of school wide effective behavior support across each academic school year. |
| Self-Assessment of MTSS **(SAM)** | Self-Assessment of MTSS Implementation - contains 39 items in 6 domains (Critical Components). The purpose is to help school-level and district-level personnel identify and prioritize implementation steps. |
| Six Critical Components of MTSS | Leadership, Building the Capacity/Infrastructure, Communication and Collaboration, Data-Based Problem Solving, Three Tiered Instructional/Intervention Model, Data Evaluation |
| Standard Protocol | Use of same empirically validated intervention for all students with similar academic or behavioral needs; facilitates quality control. |
| Team Initiated Problem Solving  **(TIPS**) | A problem-solving model that encourages dialogue within PLCs using a continuous improvement approach |
| Tier I - Differentiated Core Instruction (All Students) | Whole group and differentiated Core Instruction - Consider the instruction, curriculum, environment (ICE) |
| Tier II - Supplemental Instruction  (20% of students) | Supplemental Support - academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data sources tied directly to the academic, behavior and social-emotional skills taught |
| Tier III - Intensive Instruction (5% of Students) | Intensive Support - academic practices exist that include strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to the academic, behavior and social-emotional skills taught |
| Tier 1 Problem-Solving | Use data to make education decisions at the grade level or departmental level.   1. Define the goals and objectives to be attained 2. Identify gaps in learning (less than 80% of students meeting the expectations) 3. Identify possible reasons why the desired goals are not being attained 4. Develop a plan for implementing evidence-based strategies to attain goals 5. Evaluate the effectiveness of the plan. |
| Tiered Fidelity Inventory (TFI) | An inventory that provides a valid, reliable, and efficient measure that guides both initial implementation and sustained use of school wide PBIS |
| Universal Screener | Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Screeners are brief, conducted with all students at a grade level, followed by progress monitoring  **NOTE:** At the middle and high level, student academic, behavior, and attendance history is the screener |