

Multi-tiered Systems of Support and Alignment with Other Key Initiatives

**MTSS Task Force
December 8, 2014**

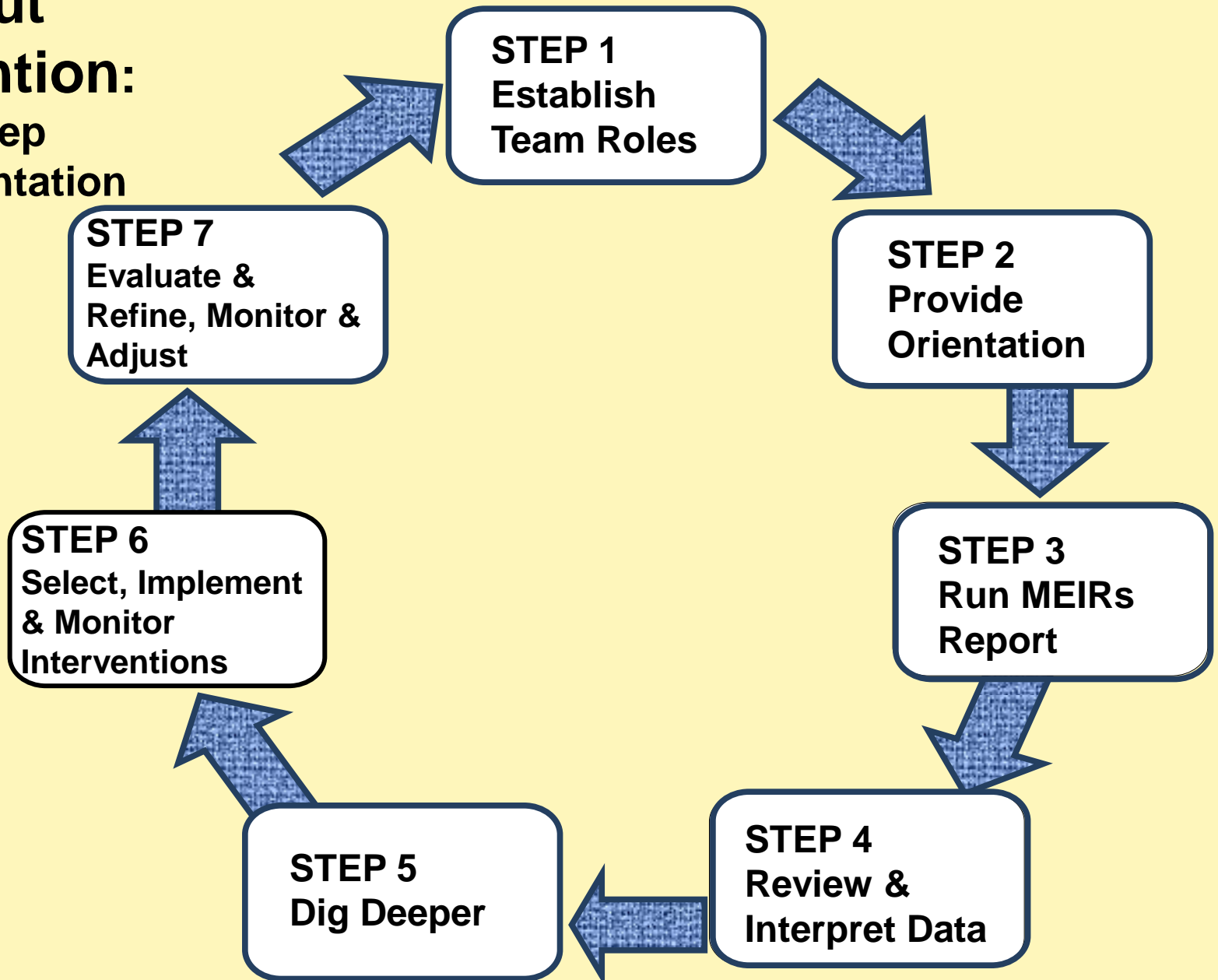
Key Features of MTSS and Alignment with Other Initiatives: A Cross-Reference

Please review your “Critical Features...” handout.

- **R** means required in law.
- **N** means necessary action to reach goal of initiative.

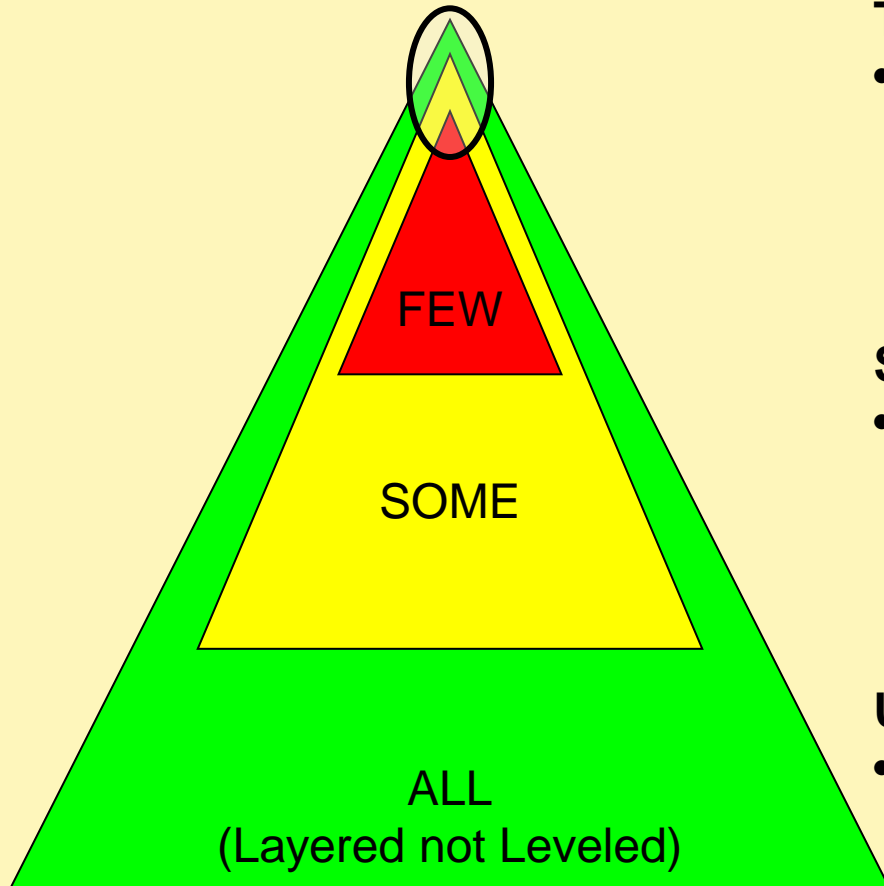
1. LEADERSHIP AND ORGANIZATIONAL STRUCTURES	Read Well by Grade 3	World's Best Workforce	PBIS	Drop Out Prevention
A. Leadership and staff share responsibility for ALL children by taking a collective approach to reviewing data and systematically improving instruction.	N	R	N	N
B. School-wide schedules and staff are in place to deliver multiple levels of high quality instruction based on students' needs. (behavioral expectations, social emotional, academic, physical)	N	N	N	N
C. School has a consistent data system that tracks key indicators and instructional decisions <ul style="list-style-type: none"> • Reading and math assessment results (screening, formative/diagnostic, progress monitoring, summative/accountability) • Behavior (office discipline referrals, suspensions, expulsions) • Attendance • Graduation • effectiveness and efficiency of the assessment processes. 	N	N N N	N N N	N N N
D. School leadership teams have and use their authority to make real-time structural changes such as: <ul style="list-style-type: none"> • Including research-based practices in (positive behavior, academics, social-emotional learning...) • Using student performance data to monitor and adjust core and supplemental instruction • Using observation, effort, fidelity, and student performance data are used to design professional development (training and coaching) • The alignment between expectations, measures, curriculum and instruction is evaluated for effectiveness 	N N N N	R R N R	N N N N	N N N N
E. School-level leadership team gathers data (from multiple measures) and makes real time decisions to increase effectiveness and efficiency of for all groups of students. <ul style="list-style-type: none"> • Positive behavior and increased time spent on instruction • Access, progress and proficiency in standards • Engagement in H.S. and graduation • College and Career Readiness 	R	R R R	N N N	N

Dropout Prevention: Seven-Step Implementation Process



Developing a Response System to Support Student Engagement

A Systematic Approach



Tertiary Prevention – Tier 3 – Few

- Individualized practices of increased intensity for students who show minimal response to secondary prevention (individual level).

Secondary Prevention – Tier 2 – Some

- Evidence-based practices of moderate intensity that address the learning or behavior of most students at risk (group level).

Universal/Primary Prevention – Tier 1 – All

- High quality core academic and behavioral instruction and engagement strategies for all students.

Examples: Supports and Interventions

Universal Supports (prevention for all)

- Rigor and high expectations for all students; Extended learning time and multiple opportunities for success; Effective core instruction; Positive school climates that are welcoming; Advisory programs.

Targeted Supports (for students who are disengaging)

- Mentoring programs (e.g., Check & Connect); Behavioral supports and check-in; After school programs; College readiness and support programs; Service learning; Targeted tutoring and homework completion programs.

Intensive Supports (few)

- Wrap-around services; Mental health and chemical health counseling; Teen parent programs.

Helpful Resource: National High School Center. *Approaches to Dropout Prevention: Heeding Early Warning Signs with Appropriate Interventions.*

Positive Behavior and Intervention Supports (PBIS)

School-wide behavior planning is based on a balance of four key elements.

- Clearly specified **outcomes** that are related to behavior and student achievement.
- **Systems** that support staff buy-in and sustained use of effective practices.
- **Data** gathered by the school to make decisions about improving behavior and learning.
- Evidence-based **practices** and interventions that are effective for staff and students.

School-wide PBIS Core Features

1. Establish commitment and maintain a leadership team.
2. Establish school-wide expectations.
3. Establish an on-going system of responding to/encouraging desired behavior.
4. Establish a system for responding to behavioral violations.
5. Establish a data system to monitor progress and aid in decision making.

Read Well by Third Grade (Minn. Stat. § 120B.12)

All third grade students achieve grade-level literacy.

District Literacy Plans

- Assessment plan implemented to identify reading difficulty.
- Tiered interventions implemented and monitored.
- Parent notification and home connections provided.
- Staff professional development provided, as needed.
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- K-2 data collected, submitted to MDE, and *used for local decision-making*.
- All of the above documented and posted on district's website.

World's Best Workforce (Minn. Stat. § 120B.11)

A state accountability system that is LOCALLY OWNED, developed with parent and community involvement and supported by MDE guidance and technical assistance in continuous school improvement planning.

5 Goals: All students ready for school, Grade 3 students achieve grade-level literacy, achievement gaps are closed, all students graduate from high school and are ready for college and careers.

World's Best Workforce

The district must—

- Establish an advisory committee and create a plan to address 5 goals through improved standards-based curriculum and instruction.

Plan must include—

- Student achievement goals and benchmarks,
- Process to evaluate student progress toward standards,
- System to review effectiveness of curriculum and instruction, and
- Practices that integrate quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture.

World's Best Workforce

The district must—

- Post an annual progress report on its website.
- Hold an annual public meeting.
- Periodically survey constituencies about their connection to schools and level of satisfaction.
- Send an annual summary of the report to MDE.

MDE must—

- Help districts identify and use effective targeted strategies, practices and resources.
- Identify districts in 3-yr. period not making sufficient progress improving teaching & learning.