Santa Rosa City Schools
District-wide Systems of Support
Draft

MTSS is a framework to ensure successful educational outcomes for ALL students by using a data-based problem-solving process to provide and evaluate the effectveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards."

Evidenced-based model of schooling

– uses data-based problem-solving

– integrates academic and behavioral instruction and intervention

Integrated instruction and intervention

– delivered to students in varying intensities (multiple tiers) based on student need

Decision-making is "need-driven"

– seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency

MTSS & the Problem-Solving Process
Academic and Behavior Systems

Tier 3: Intensive, Individualized Interventions & Supports.

The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

Tier 2: Targeted, Supplemental Interventions & Supports.

More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.

Tier 1: Core, Universal Instruction & Supports.

General academic and behavior instruction and support provided to all students in all settings

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Critical Components of MTSS	**<u>Consensus</u>** Common Language & Agreement	**<u>Infrastructure</u>** System Structures	**<u>Implementation</u>** Roll out of Practices	**<u>Interventions</u>** Supports
Leadership	● District and School leadership need a common language understanding ● Policies/practices must align with MTSS	● Practices, Policies, & Regulations ● District MTSS Tier 3 Team, Site level Tier 2 team and Site Tier 1 Team ● Rules of engagement and way of work for the District MTSS Team and the Site MTSS Team. ● For example, Multi-tiered system of school supports, Multi-tiered system of student support. ● Site MTSS Tier 2 Team is responsible for monitoring student performance and the Tier 1 team monitors & determines overall health of the school	● District MTSS Team and Site MTSS Team leadership build capacity within and among staff, receive on-going PD and technical assistance ● Tier 2 teams Meet Bi-Monthly and Tier 1 teams meet monthly ● Problem-solve barriers to implementation at the district and school levels ● Identify resources necessary to sustain school improvement	● Site admin review with all staff members the policies and how they are aligned with MTSS language & philosophies ● Trainings for New Admin ● Training for New MTSS Site Leaders ● Booster trainings for veteran Admin & Site Leaders
Multiple Tiers of Instruction & Support (MTSS)	● MTSS is a general education effort. ● It is about the core	● Standards align curriculum ● Formative and	● Review school-based progress on MTSS	● Trusting adults check in on students **T1**

	instruction. ● Academic and behavior instruction and intervention are integrated. ● Student engagement is a primary priority ● All problem-solving considers academic and behavior together ● Sites have a list of all interventions available at their site ● Sites predict the needs of all common scenarios and plan in advance how to respond to the common needs	summative assessments ● Data-based intervention systems ● Master schedules built on student needs ● Integrated organization of T&L, SPED, Alt Ed, ELD, Student Supports ● Lesson study or tier integration and planning is the focus for effective instruction ● Early warning systems are in place to ensure a focus on prevention for academics attendance, grades & behavior	implementation ● Ensure alignment of instruction and intervention across tiers	● Referrals to Support staff: Academic or SAY Counselor, Restorative Specialist, Student Advisor **T2** ● Seek interventions in the: Pre-referral Intervention Manual (PRIM) **T1** ● PBISworld.com for quick access to large menu of interventions **T1** ● Small group reteaching **T1** ● Tutorials or re-teaching time during Advocacy **T1** ● Allow for late work (for partial credit), retaking of missed items on test **T1** ● Meetings with student and family **T1/T2** ● Problem solving with student **T1** ● Offer of community resources **T1/T2**
Problem-solving	● Data is regularly	Decision-making criteria	On-going evaluation,	● Practice using

Process	used to make decisions and inform/impact instruction. ● There is a data review calendar ● There is an agreed upon problem-solving protocol	for programs and curriculum	health and wellness checks at school and district level: ● Early warning systems which can be supported by setting thresholds in eduCLIMBER ● Progress monitoring which could be documented in eduCLIMBER ● Summative data(Dashboard, SBAC) ● Evaluation	problem solving protocol **T1**
Data Evaluation	● Important decisions are made with data at the District and School levels ● Bi-annual review at the district level review of site self assessments for MTSS: "Briefly Assess your MTSS"	● Relevant, real-time, accessible and usable data. For example, dashboards, platforms ● Use of data, decision-making rules for response to instruction and intervention, dissemination, return on investment ● Data systems & management ● Technology Support	● Assess the impact of targeted PD at the school level ● Wellness checks of schools targeted MTSS efforts. ● Conduct learning walks in classrooms (CEL) ● Review progress monitoring data	Future: ● Set yearlong data harvesting and evaluation timelines **T2** ● Set up automated data reports to push out to admin/MTSS site leaders **T2**
Communication/	● Data based decision	● Dashboards	Engaged and informed	Push out education

Collaboration	making- regular status and wellness checks publicly shared ● Parents are engaged in the problem -solving and instruction /intervention process	● Website and Data Designer ● Data Analysis and dissemination ● Interventions recorded in the SIS	leadership at schools and district level	about MTSS for stakeholders
Capacity Building Infrastructure	Professional development needs for administrators in the practices and understanding of the delivery of a tiered system of support for schools and teachers	● Professional development needs for teachers in the practices and understanding of the delivery of a tiered system of support for students ● Professional learning and technical assistance ● PD plan for MTSS ● PD plan for intervention and support	● PD and technical assistance for understanding the data, communicating with staff about the data, difficult decision-making ● Schedule PD for MTSS ● Schedule PD for intervention and support	See Attached PD Calendar

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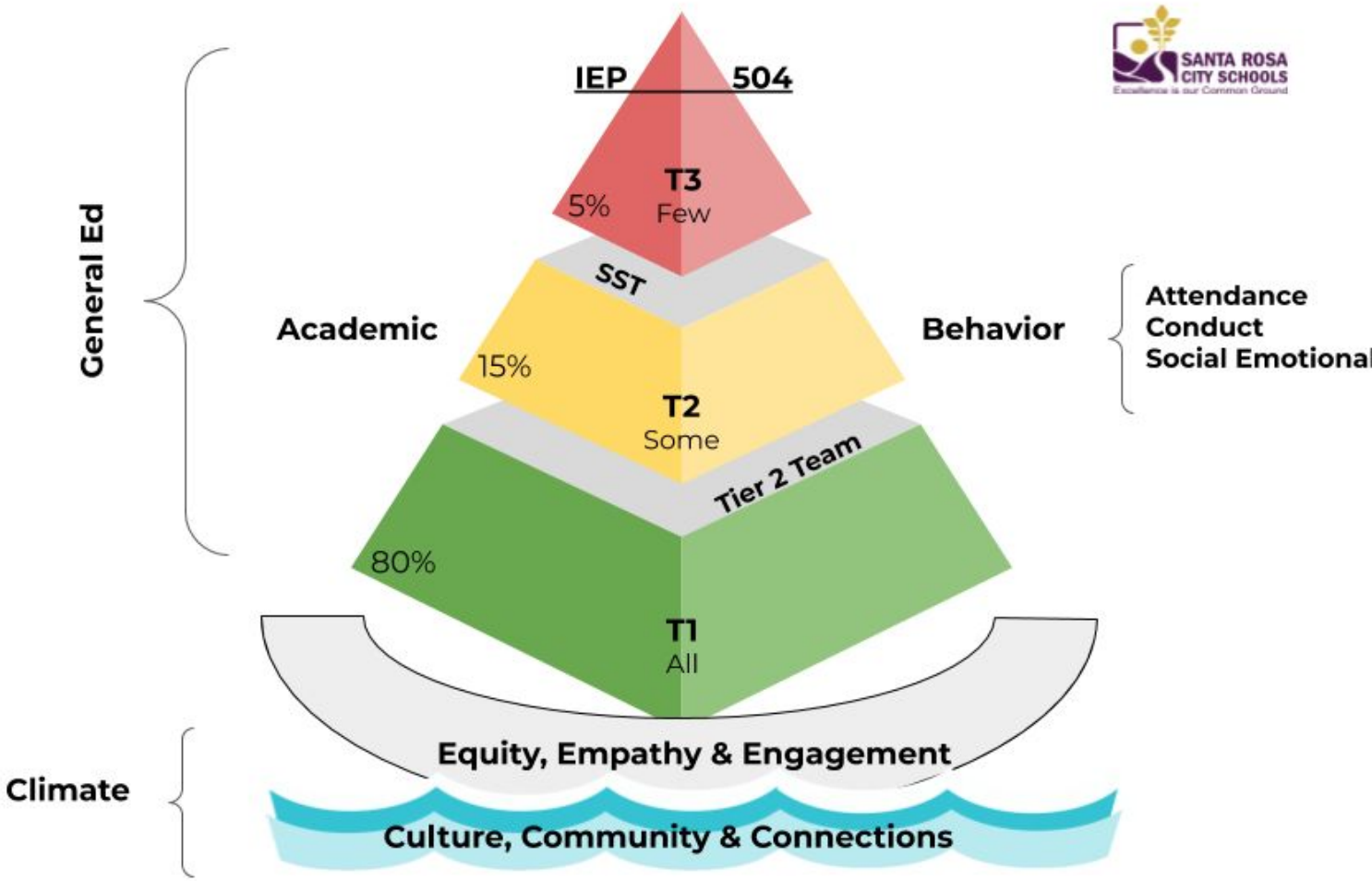
	District	School Sites View MTSS site level supports: all 4 areas in detail	Parent & Community
Critical Components	Multiple Tiers of Intervention & Instruction Leadership Problem-solving Process Data Evaluation Communication Capacity		● Education on MTSS ● Back to School & Open House Nights ● Parent Participation in ELAC, DELAC, DAAC & SSC
Tier 1 - Core Universal	Tier 1 Supports by Site ● Universal Screener ● Support with PBIS ● District -wide Tier 1 Site Leader Meetings to Support MTSS	**Academic:** Engaging relevant curriculum, variety of strategies, trauma Informed classrooms **Attendance:** Positively reinforce school attendance **Behavior:** Schoolwide Expectations, positive reinforcements & Rule review **Social Emotional:** Toolbox KA-6 Tier 1 & Kimochis KA-6 Tier 2, Why Try 7-8	● Tutors ● Adult Mentors ● Peer Mentors ● Safe School Ambassadors ● Parent Volunteers
Tier 2 -	● District -wide Tier 2 Site Leader Meetings to Support MTSS ● Training on eduCLIMBER ● Data review, problem solving & planning	**Academic:** Small Group Reteach, Tutorial **Attendance**: Truancy Letters, SART **Behavior**: PBIS Interventions, Check-In Check-Out **Social Emotional:** Small Group Counseling, Restorative or Counseling push-in support for classes in need	● Community Partners, The Partnership ● Hanna Institute ● Parents participate in SST
Tier 3-	● District Level Tier 3 team meetings to review referrals ● District Tier 3 team members push-in to Tier 2 team meetings	**Academic:** Possible referral for Assessment, small group instruction **Attendance:** notice for SARB, referral to the DA **Behavior:** PBIS Intervention, Interventions or Consequences **Social-Emotional:** Individual Counseling or Therapy	● Social Advocates for Youth ● Parents participate in their student's support meetings


IEP
504
T3
Few
5%
SST
Academic
Behavior
15%
T2
Some
Tier 2 Team
80%
T1
All
General Ed
Attendance
Conduct
Social Emotional
Climate
Equity, Empathy & Engagement
Culture, Community & Connections