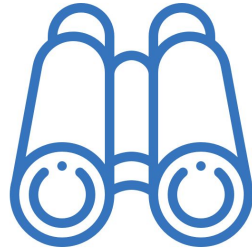BRANCHING MINDS

MTSS at [Your Campus Here]

Agenda

- Why MTSS?
- What to expect from your leadership team
- MTSS handbook
  - Universal screening and core instruction
  - Intervention and progress monitoring
  - MTSS teams / meetings
  - Professional Development
- Where do I go for more information?

Why MTSS?
Because we must...

Understand what level of support each student needs, and why

Stop students from "slipping through the cracks"

Work together to impact outcomes for ALL students

What is MTSS?

A Multi-Tiered System of Supports is an evidence-based framework that organizes our available resources into an *aligned, proactive system* for supporting student needs.
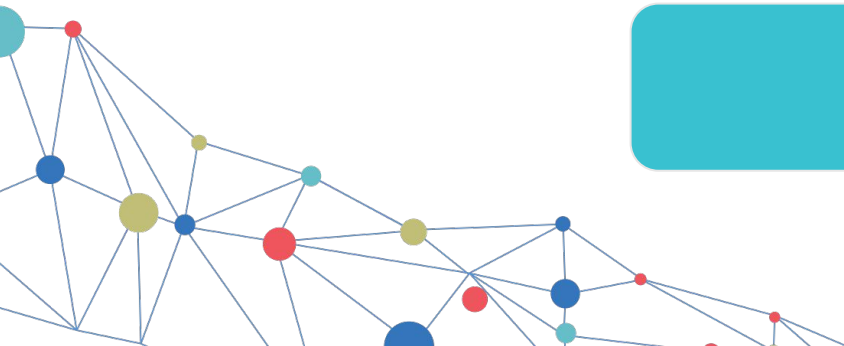
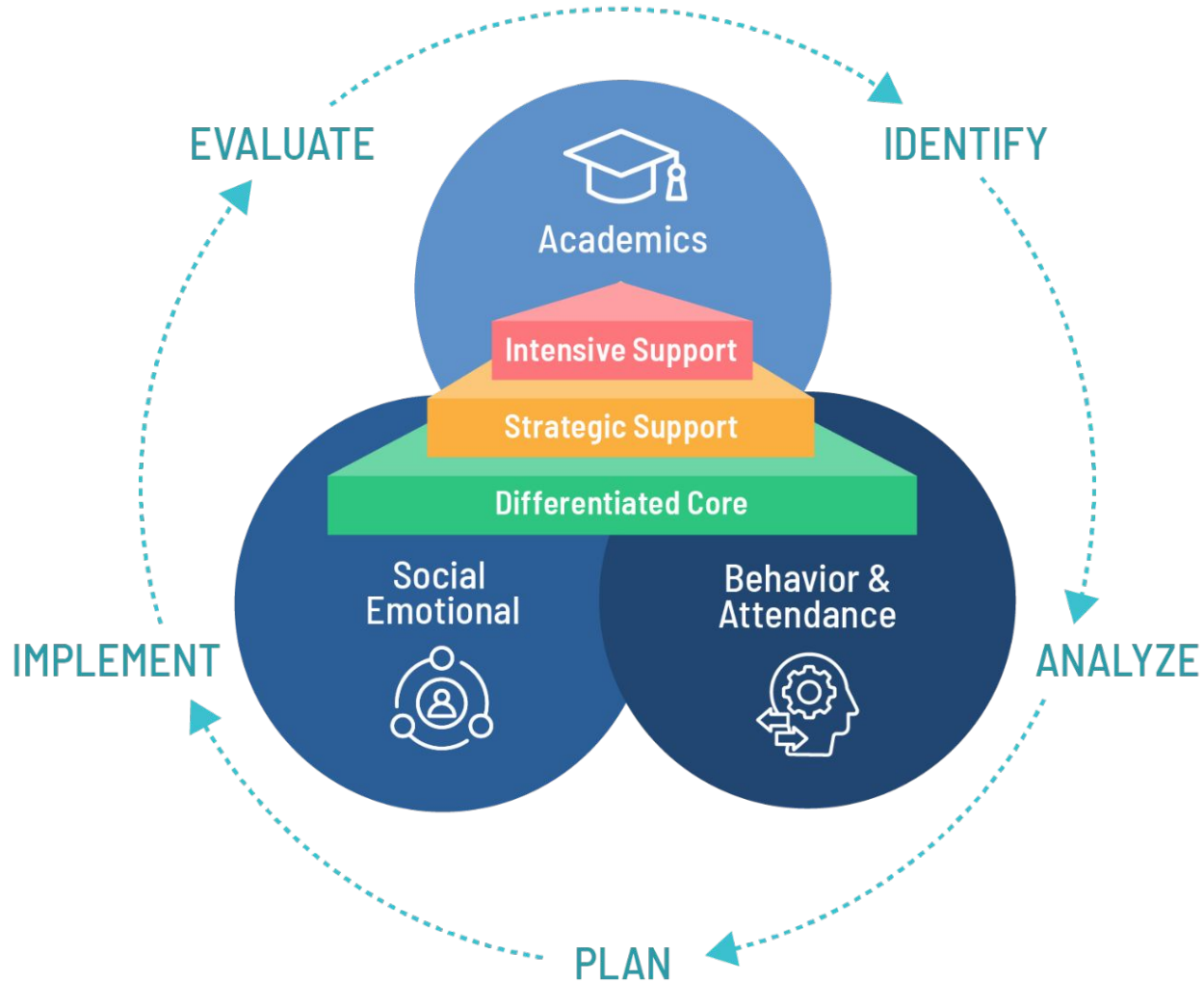**Multi-Tiered System of Supports**

Academics

Behavior & Attendance

Social Skills

Mental Health

What is MTSS?

MTSS helps us answer these questions:

- Who needs help and why?

- What help will we provide?

- Is the help actually working?
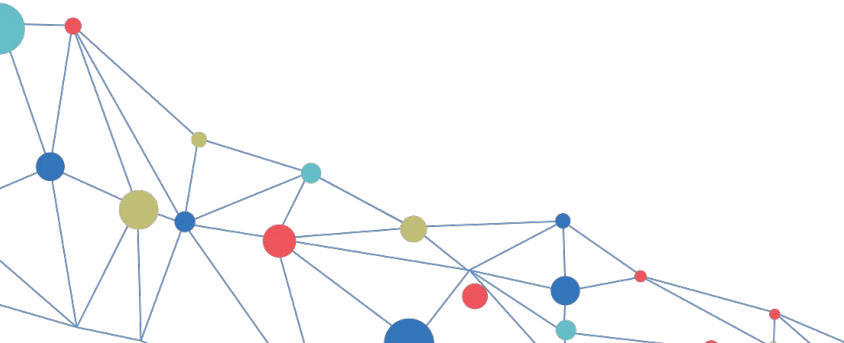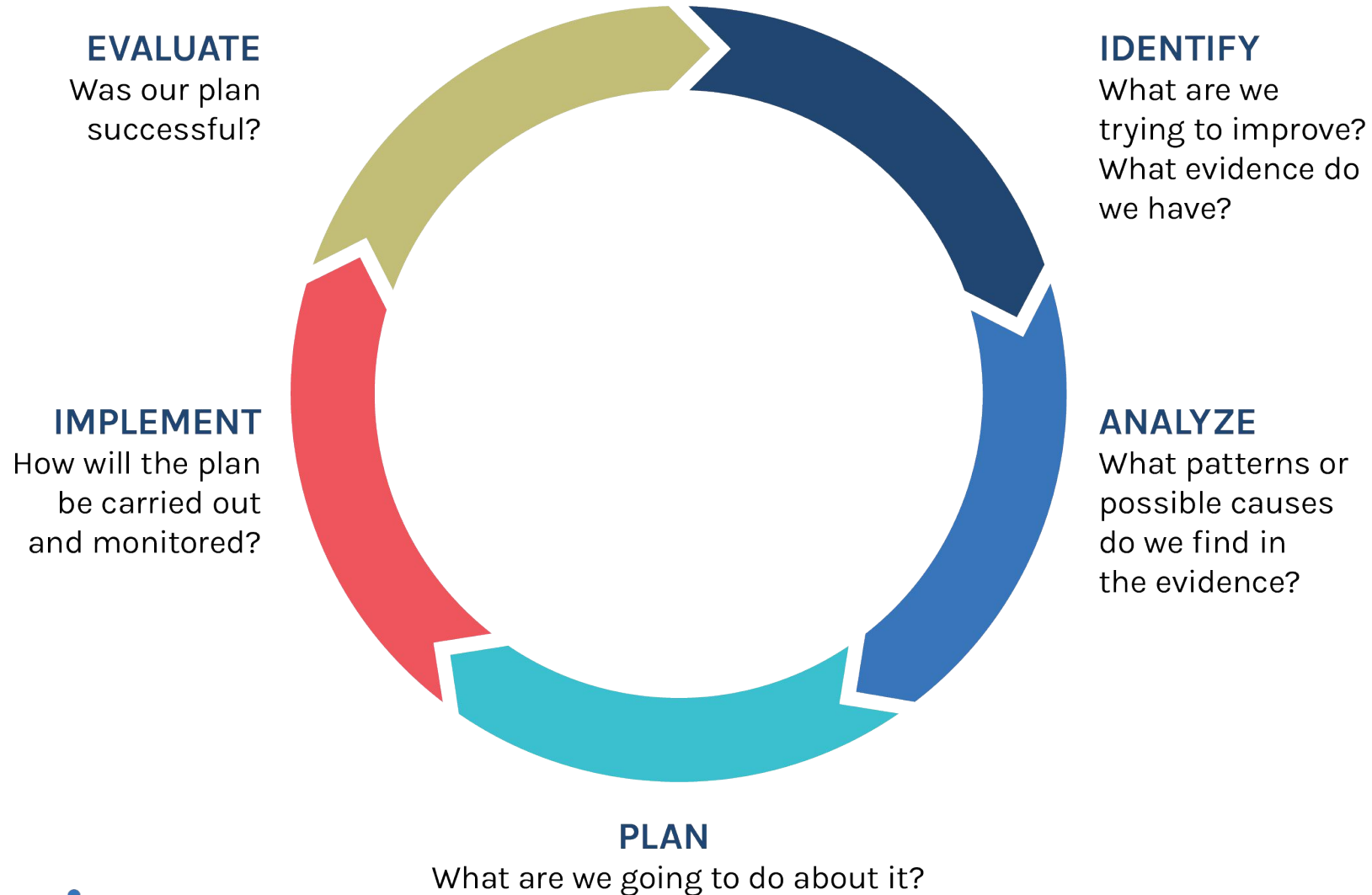
- When should we adjust the plan?

What is MTSS?

MTSS includes the following:

- **CORE INSTRUCTION** that meets the needs of 80% or more of students;

- **UNIVERSAL SCREENING** to determine who needs additional help (or if core instruction needs to be adjusted)

- **STUDENT SUPPORT PLANNING** based upon universal screening data and the frequent use of reliable progress monitoring;

- **CAMPUS, GRADE LEVEL, and STUDENT MTSS TEAMS** that review progress and adjust the duration and intensity of planned interventions

- **PROBLEM-SOLVING CYCLE** based on data to continuously address systems-level and student level needs.

MTSS Problem-Solving Cycle

EVALUATE
Was our plan successful?

IDENTIFY
What are we trying to improve? What evidence do we have?

IMPLEMENT
How will the plan be carried out and monitored?

ANALYZE
What patterns or possible causes do we find in the evidence?

PLAN
What are we going to do about it?

What to expect from your leadership team as we implement MTSS:

- Professional development to discuss MTSS and how to implement it throughout the year -- you are not alone!

- Regular check-ins through quick surveys and questionnaires to see how MTSS is going -- your opinion matters!

- Resources such as:

  - A handbook to provide clear guidelines

  - Time to collaborate with your colleagues

  - Reliable assessments to screen and monitor progress
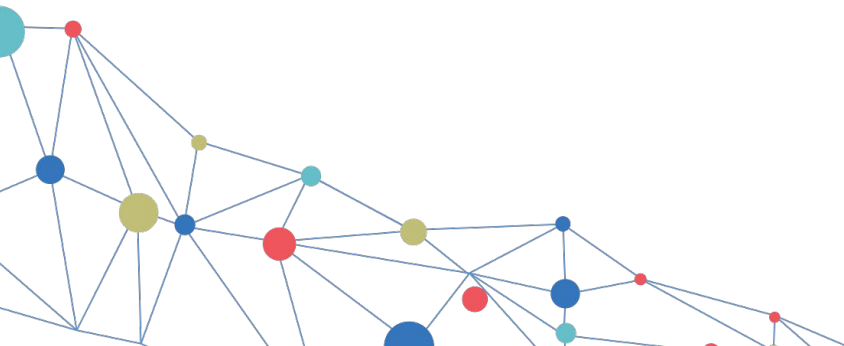
  - Research-based interventions to apply

MTSS Handbook

We use universal screeners to:

- Collect data to determine student's areas of strength and need

- Understand if core curriculum is working and when to provide intervention

- Progress monitor interventions and measure historical growth

[Universal screening information for your campus here]

Tier 1: Core Instruction

With robust core instruction, at least 80% of students will meet benchmark goals *without additional instruction or intervention.*

If we find that less than 80% of students are meeting benchmark standards, then we ask if we are:

- Differentiating instruction to make core instruction accessible for all students?

- Maintaining fidelity to our core curriculum?

- Utilizing universal screening assessment data to guide core instruction?

Student Support Planning

Once students are identified with specific needs based upon multiple factors (universal screening data, observations, collaboration in team meetings, etc.), evidence-based interventions can be applied for areas of need and then monitored.

A Research-based intervention should be:
- Carried out for a specific number of weeks, based upon the evidence of its success
- Documented along with the time/place intervention is provided
- Frequently monitored for progress.
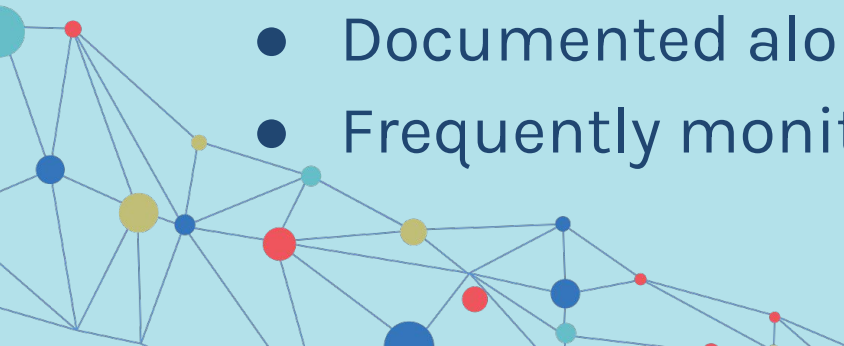
Progress Monitoring

Progress monitoring of the given intervention should be administered weekly or biweekly, depending upon the students' level of needs, during small group or intervention time.
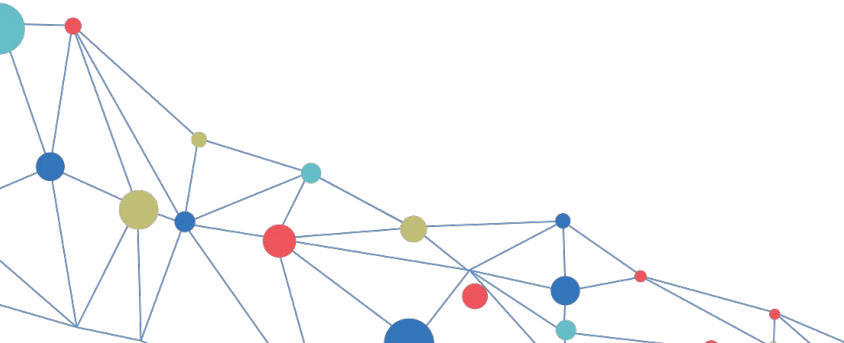
MTSS Teams

	Goal	Timing	Participants
DISTRICT LEVEL	To evaluate and strengthen the district-wide infrastructure needed to implement and sustain MTSS effectively	3X per year (BOY, MOY, EOY) after benchmark/ universal screeners are completed.	District MTSS Team, with representation from campus and classroom level staff.
SCHOOL LEVEL	To evaluate school-wide MTSS implementation and effectiveness	3X per year (BOY, MOY, EOY) after benchmark/ universal screeners are completed.	Principal, data specialists such as AP or counselor, student service/ instructional service representative, Special Education representative/ teacher, grade-level representative (large schools) OR general education teacher representative (small schools)
GRADE/ CONTENT LEVEL	To monitor the progress of students in need of Tier 2 support, and to look for trends in support needs at the system, teacher, or student level.	1 planning period a month	All teachers and specialists who are working with students receiving Tier 2 support in that grade or content area
INDIVIDUAL STUDENT SUPPORT MEETING	To problem-solve for students not making sufficient progress, and to create/revise intervention plans.	Weekly or bi- weekly ½ or full day meetings (depending on the size of the Tier 3 support population)	MTSS lead, administrator, school psychologist, Intervention specialist(s), teachers of the student being discussed

Professional Development Plan

[Insert your PD plan]

Where do I go with questions about MTSS?

[Campus MTSS Coordinator info here]

Other MTSS Resources

- [The Ultimate Guide to MTSS](#)
- [MTSS Meetings Guide](#)
- [MTSS Playbook eBook Series](#)
- [MTSS Intervention Process Flowchart Guide](#)
- [MTSS Glossary of Key Terms](#)

Branching Minds Resources

- [MTSS Webinars](#)
- [Schoolin' Around Podcast](#)

Connect with MTSS resources here!

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