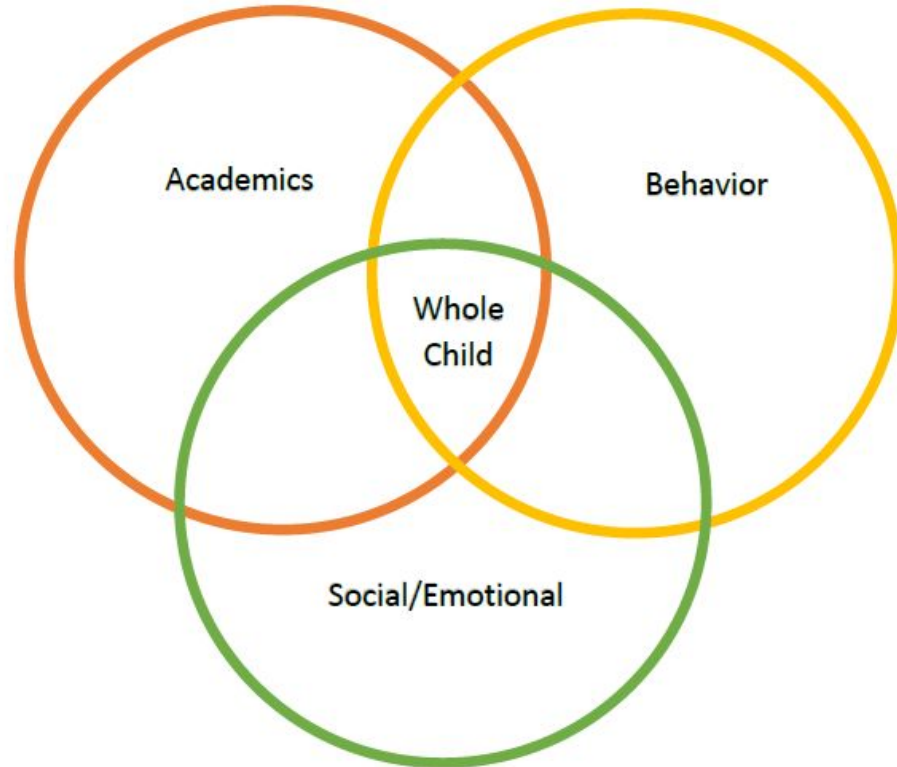




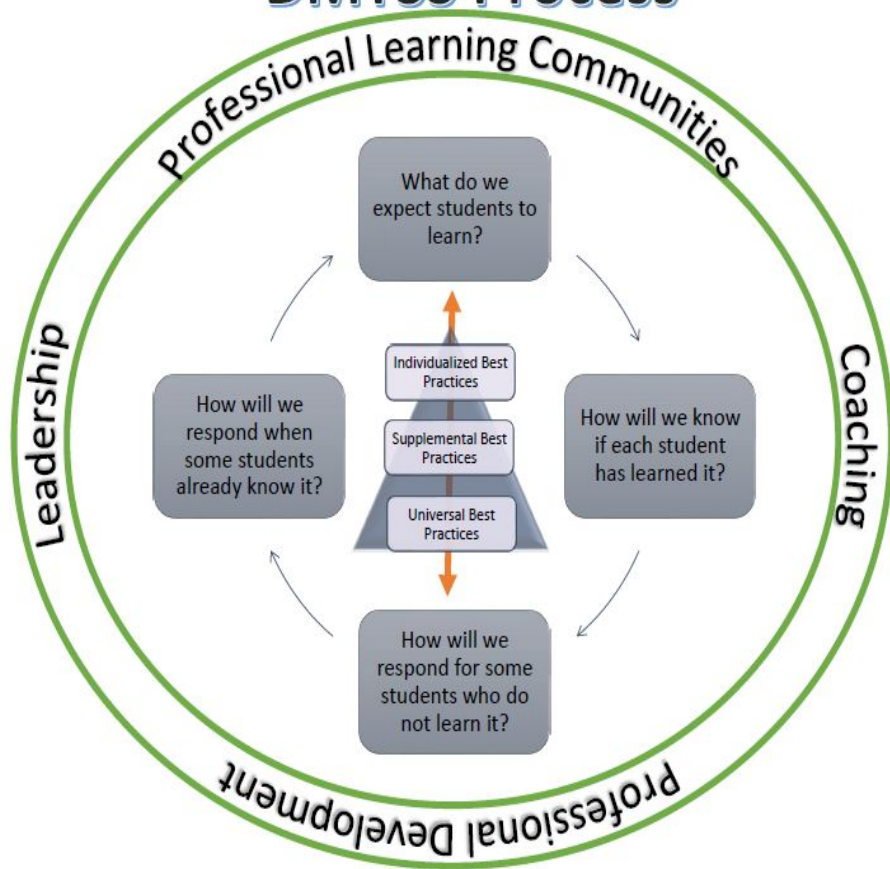
Multi-Tier System of Supports

May 8, 2018

DMTSS Framework



DMTSS Process



DMTSS

DISTRICT-WIDE FRAMEWORK OF SUPPORT FOR ALL STUDENTS

UNIVERSAL - CORE INSTRUCTION

HIGH-QUALITY CORE INSTRUCTION
FOR ALL OF STUDENTS

UNIVERSAL SCREENING
USED TO IDENTIFY STUDENT NEEDS

SUPPLEMENTAL - ADDITIONAL SUPPORT

CONTINUED HIGH-QUALITY
CORE INSTRUCTION

SMALL GROUP INTERVENTIONS
WITH MONITORED RESPONSIBLY

INDIVIDUALIZED - INTENSIVE SUPPORT

CONTINUED HIGH-QUALITY CORE
AND SUPPLEMENTAL INSTRUCTION

SMALL GROUP INTERVENTIONS WITH
MONITORED RESPONSIBLY AND FEEDBACK

PLCS

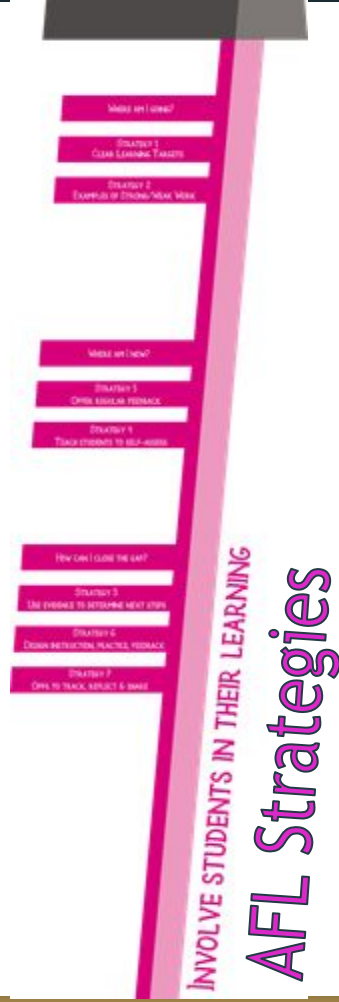
TEACHER WORK TO BE DONE IN COLLABORATIVE TEAMS

What will we do if they fail?

What will we do if they don't?

How will we know if they have it?

What will we do if they don't?



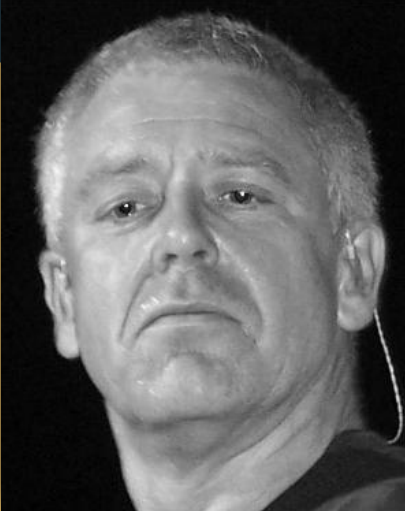
PLCs

TEACHER WORK TO BE DONE IN COLLABORATIVE TEAMS

- What do we want students to know?
- Make an I-lead!
- STRATEGY 1
Clear Learning Targets
- STRATEGY 2
Examples of Done/Not Done
- Individual - Cold Instruction
- Individual Cold Instruction
No 50% of students
- How will we know if they know it?
- Make an I-lead!
- STRATEGY 3
Open Regular Feedback
- STRATEGY 4
Track students to self-assess
- Individual Guidance
Used to support student needs
- What will we do if they don't?
- How can I close the gap?
- STRATEGY 5
Use evidence to determine next steps
- STRATEGY 6
Open Instruction Practices Feedback
- STRATEGY 7
Open to track, reflect & share
- Supplemental - Additional Support
- Continued high-quality
cold instruction
- Small group intervention
with increased intensity
- Individualized - Intensive Support
- Continued high-quality cold
and supplemental instruction
- Small group intervention with
increased intensity and frequency
- What will we do if they don't?

INVOLVE STUDENTS IN THEIR LEARNING
AFL Strategies

DMTSS
DISTRICT-WIDE FRAMEWORK OF SUPPORT FOR ALL STUDENTS



MIC Check

Testing...Testing

What U2 song best describes your campus' Rtl process?

- A. Mysterious Ways
- B. Desire
- C. Beautiful Day
- D. Still Haven't Found What I'm Looking For



[Universal Screeners](#)

[Best Practices](#)

Elementary Focus Committee





IDENTIFY
Students within the Universal Level

Analyze Multiple Data Points
Obtain all relevant data & complete the pre-meeting checklist

Ask key questions

- Has the student received quality instruction in the targeted skill?
- Does the curriculum support the development of the targeted skill?
- Does the student require social, emotional and behavioral support to acquire and apply the targeted skill?

Documenting
RTI Tier 1 – Screens to Complete

Screen 1 – Student Information

- Choose Tier & RTI Status
- Enter Initial Start Date
- Enter Current Entry Date
- Enter Teacher & School Year

Screen 2 – Strengths & Weaknesses

- Click "Add Documentation"
- Use Dropdowns to add student strengths & weaknesses

Screen 3 – Effective Teaching Strategies

- Click "Add Documentation"
- Add strategies used to support student weaknesses

Screen 4 – Learning Preferences

- Click "Add Documentation"
- Use Dropdowns to add student learning preferences

Screen 6 – Summary of Parent Contact

- Click "Add Documentation"
- Add documentation of each contact made regarding concerns

DEVELOP & IMPLEMENT
Supplemental Instruction

Action Step
Develop and Implement an intervention plan to address student need

- Determine Essential Skills for intervention
- Determine teacher(s) to deliver supplemental instruction/intervention
- Plan instruction using research-based materials and resources
- Schedule dates for intervention, progress monitoring & evaluation

Documenting
RTI Tier 2 – Screens to Complete

Screen 1 – Student Information

- Choose Tier
- Enter Initial Start Date
- Enter Current Entry Date

Screen 2 – Request for Intervention

- Click "Add Documentation"
- Click "Copy Screen 1 Info"
- Choose Main Concern
- Enter Concerns using text box or provided descriptors

Screen 3 – Intervention Plan

- Click "Add Intervention"
- Click "Copy Screen 1 Info"
- Fill in all yellow boxes

Screen 5 – Collaboration Team

- Enter date of collaboration
- List Teachers, PLC members & interventionists as appropriate

Screen 6 – Summary of Parent Contact

- Click "Add Documentation"
- Add documentation of each contact made regarding supplemental intervention plan

EVALUATE
Supplemental Instruction

Action Step
Evaluate intervention progress

- Was intervention implemented with fidelity?
- Did the student make progress in the targeted Essential Skill?
- Does the intervention need to be suspended, continued or increased?

Documenting
RTI Tier 2 Follow-Up – Screens to Complete

Screen 1 – Student Information

- Choose Tier
- Enter Initial Start Date
- Enter Current Entry Date

Screen 2 – Intervention Progress

- Click "Edit" for each Intervention
- Click "New Data"
- Enter Score and Data Collection Date; add intervention summary

Screen 3 – Follow-Up Plan

- Enter Collaboration Date
- Click Appropriate Options
- Add discussion notes

Screen 4 – Collaboration Team

- Add any additional team members

Screen 5 – Summary of Parent Contact

- Add any additional parent contact regarding success or continuation of supplemental intervention plan.

DEVELOP & IMPLEMENT
Individualized Instruction

Action Step
Develop and Implement an intervention plan to address student need

- Determine Essential Skills for intervention
- Determine teacher(s) to deliver individualized instruction/intervention
- Plan instruction using research-based materials and resources
- Schedule dates for intervention, progress monitoring & evaluation

Documenting
RTI Tier 3 – Screens to Complete

Screen 1 – Student Information

- Choose Tier
- Enter Initial Start Date
- Enter Current Entry Date

Screen 2 – Intervention Plan

- Click "Add Intervention"
- Click "Copy Screen 1 Info"
- Fill in all yellow boxes

Screen 4 – Collaboration Team

- Enter date of collaboration
- List Teachers, PLC Members & interventionists as appropriate

Screen 5 – Summary of Parent Contact

- Click "Add Documentation"
- Add documentation of each contact made regarding individualized intervention plan

EVALUATE
Individualized Instruction

Action Step
Evaluate intervention progress

- Was intervention implemented with fidelity?
- Did the student make progress in the targeted Essential Skill?
- Does the intervention need to be suspended, continued or increased?

Documenting
RTI Tier 3 Follow-Up – Screens to Complete

Screen 1 – Student Information

- Choose Tier
- Enter Initial Start Date
- Enter Current Entry Date

Screen 2 – Intervention Progress

- Click "Edit" for each Intervention
- Click "New Data"
- Enter Score and Data Collection Date; add intervention summary

Screen 3 – Follow-Up Plan

- Enter Collaboration Date
- Click Appropriate Options
- Add discussion notes

Screen 4 – Collaboration Team

- Add any additional team members

Screen 5 – Summary of Parent Contact

- Add any additional parent contact regarding success or continuation of individualized intervention plan.





UNIVERSAL

MAP[®]
Measures of Academic Progress[®]



BEST PRACTICE



START

A long, straight asphalt road stretches into the distance under a bright sun. The road is flanked by green grassy fields. In the foreground, the word "START" is painted in large, white, bold letters on the asphalt. Above the word, a white arrow is painted, pointing forward along the road. The sun is high in the sky, creating a lens flare effect. The sky is blue with some light clouds. The overall scene is bright and clear, suggesting a new beginning or a journey starting.

Social/Emotional/Behavioral MTSS

THE WHY . . .



Core Constructs

PRACTICES



COMPETENCIES



OUTCOMES

Where we've been...



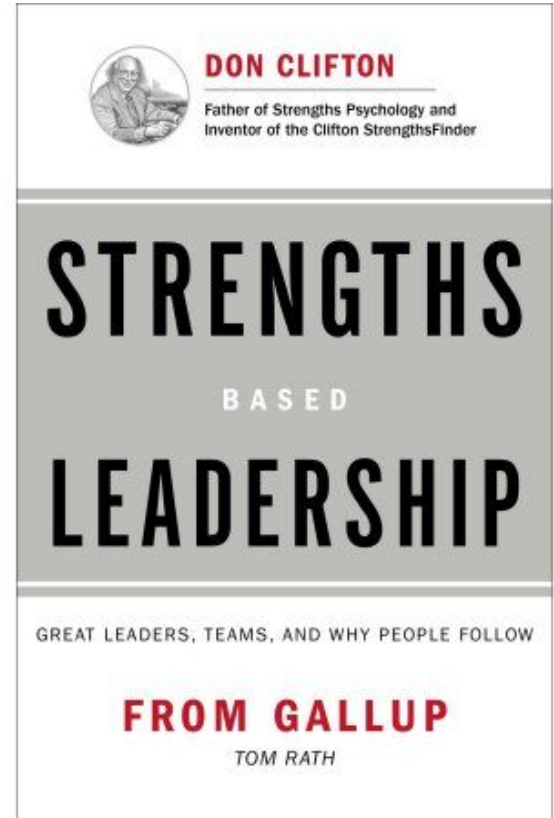
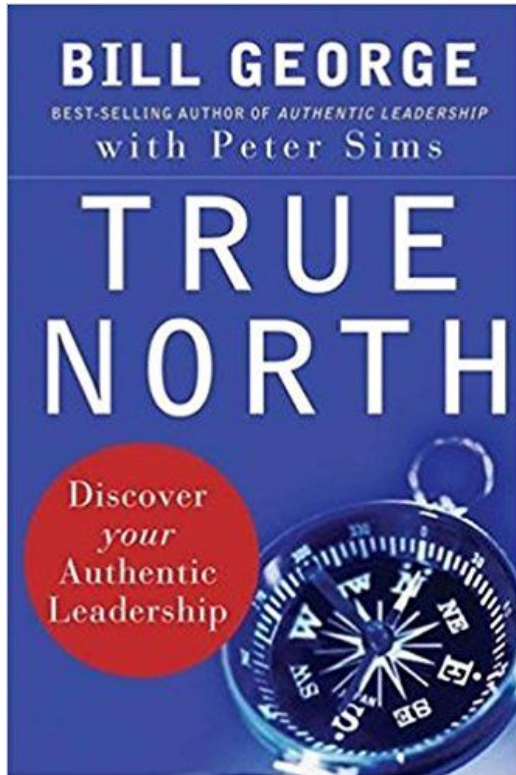
Focus going forward. . .





Leadership Framework







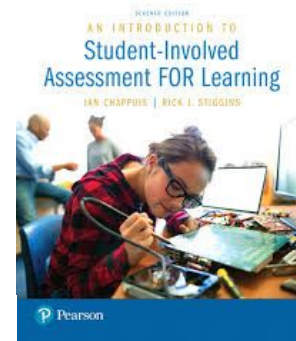
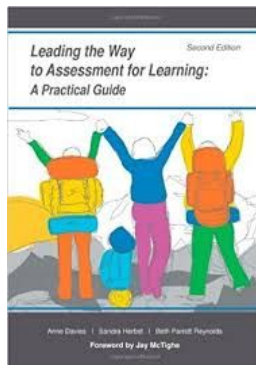
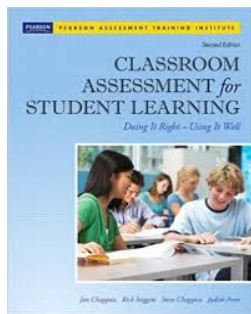
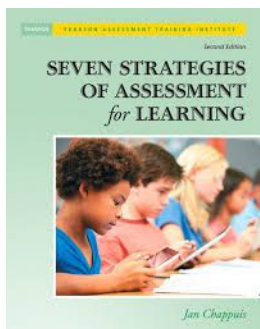
Our personal *why* provides the courage and catalyst to create **systems** that will engage our schools in accomplishing our mission and vision.



~Every intentional and unintentional act that occurs in an organization.



INSTRUCTIONAL LEADERSHIP



We recognize and reward individual and team success

We share our common goals through teamwork

We trust and respect one another

We openly discuss what we expect from each other

We believe all employees should feel a sense of ownership & responsibility

MISSION

VALUES

VISION

To be faster, more flexible and to add more value for our customers.

We conduct business with uncompromising integrity

We are committed to innovation and continuous improvement

We are committed to a culture free from third party intervention

We share our common goals through teamwork

Our people are our most valuable asset

To become the preferred bakery, snack, cereal, and customized processing solution provider to the world's premier food companies.





Multi-Tier System of Supports

Questions?