

Multi-Tiered Systems of Support Framework



Know Yourself. Know The World.

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ACADEMY™

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NON SCHOLAE SED VITAE DISCIMUS
WE LEARN NOT FOR SCHOOL BUT FOR LIFE

Background

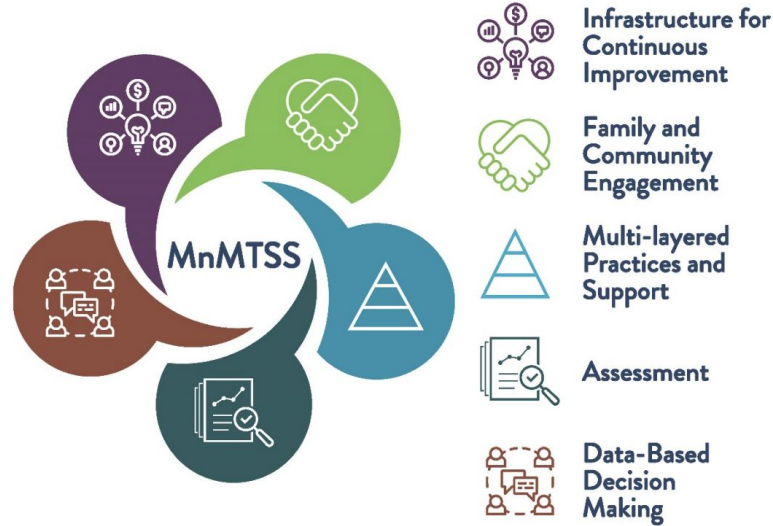
- **Child find and least restrictive environment**
 - MN Statute 125A.56
- **Alternative Delivery of Specialized Instructional Services (ADSIS)**
- **RTI vs. MTSS**

MDE MnMTSS Definition

MnMTSS is a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental and academic outcomes for every student. MnMTSS provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive.

MTSS Framework

Five Fundamental Components of MnMTSS



Multi-layered Practices and Support

Tier 3

Tier 3 includes more intensive, individualized support provided to those students for whom Tier 2 support has been insufficient.

5-10% of students

Tier 2

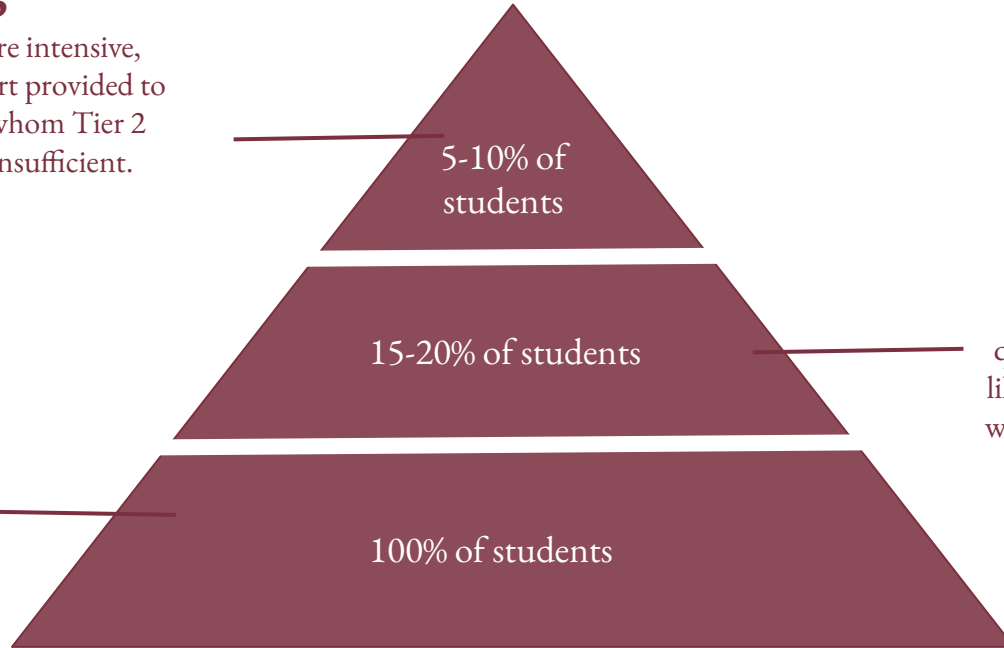
Offers additional support to some students through pre-established intervention protocols that can be quickly put into place and which are likely to be effective for most students who are having difficulties with Tier 1 alone.

15-20% of students

Tier 1

The instruction and support provided to every student

100% of students



Important Distinctions

Supports	Accommodations/Modifications	Interventions
Informal ways students receive support i.e. peer tutoring	Changes to how students are learning material and what is expected that a student learns. i.e. reduced workload, audiobooks	Research-based skills instruction. All interventions will have an entrance criteria measure, exit criteria measure, progress monitoring tool, and communication home. i.e. PRESS

All fall under the tiered system



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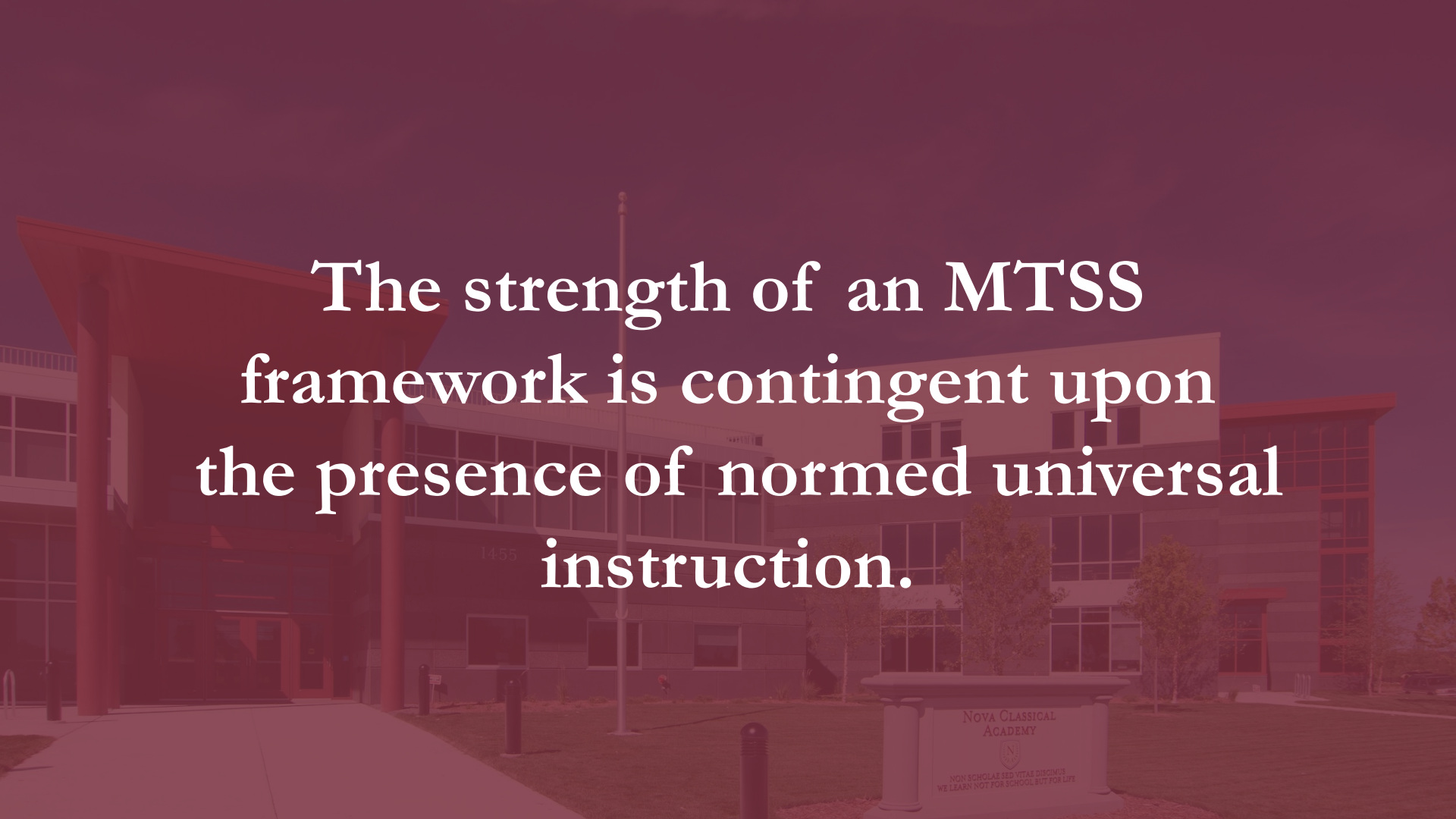
MTSS Framework Purpose

By addressing our students' diverse academic, social, and emotional needs through personalized interventions, Nova Classical's Multi-Tiered Systems of Support framework creates a learning environment that enables every student to engage and succeed in our rigorous classical education program.



Data Collection

- **Resource Mapping**
 - Instructional personnel
 - Space
 - Curriculum
- **All-staff feedback session**
- **Class/intervention size and assessment analyses**
- **Consultation with MTSS Planning Committee**

The background image shows a modern school building with large windows and a prominent entrance. In the foreground, there is a stone sign for Nova Classical Academy with the Latin motto "NON SCHOLAE SED VITAE DISCIMUS" and the English translation "WE LEARN NOT FOR SCHOOL BUT FOR LIFE". The text is overlaid on the image in a white, serif font.

**The strength of an MTSS
framework is contingent upon
the presence of normed universal
instruction.**

School Year Focus Areas

Year 1	2023-2024	Data gathering and framework development
Year 2	2024-2025	Tier 1 instruction and supports
Year 3	2025-2026	Tier 2 and Tier 3 interventions and supports
Year 4	2026-2027	MTSS framework maintenance
Year 5	2027-2028	MTSS framework evaluation

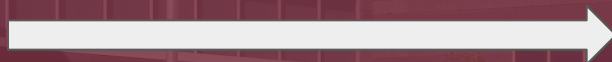
● Tier 1 instruction

- Ensure instruction is universal
 - Reinforce best practices in classical pedagogy
 - Scope and sequence all courses and levels
- Norm scaffolded skills and expectations and ensure alignment district-wide
- District-identified best practices for tier 1 support

● RTI Process

- Streamline child find process and ensure alignment district-wide
- Data tracking PD
- Resources for teachers

Looking Forward



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Thank You!



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