

DS MTSS Overview

Summer 2021



Goals for DS MTSS

- Clearly define MTSS for all stakeholders
- Support academic, social-emotional and behavioral development of students
- Focus efforts on proactive supports
- Develop consistent programs and systems across elementary schools
- Utilize team approach to data analysis
- Implement universal screeners and benchmarks for academics, SEL and behavior
- Consider wholistic factors of student growth
- Employ consistent criteria for assigning interventions
- Specify roles and expectations of general education teachers and specialists
- Apply clear measures and assessments to determine intervention success
- Establish clear exit criteria
- Tweak interventions as necessary to ensure student progress (4-6 week check-in)
- Improve communication between grades 5 and 6
- Celebrate success and strive for continuous improvement as a system

Multi-Tiered System of Support (MTSS)

“A comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making.” (ESSA, 2015)

Six key tenets of the MTSS framework: (Harlacher et al., 2014)

- All students are capable of grade-level learning with adequate support.
- MTSS is rooted in proactivity and prevention.
- The system utilizes evidence-based practices.
- Decisions and procedures are driven by school and student data.
- The degree of support given to students is based on their needs.
- Implementation occurs school-wide and requires stakeholder collaboration.
- MTSS is not just about tiered interventions, but rather how all the systems in a school or district fit together to ensure a high quality education for all students. MTSS addresses conditions for creating successful and sustainable system change while also supporting students and staff.

Panorama

- A dashboard that houses data regarding student performance
- Pulls key student information (academic, social/emotional, school attendance) and intervention plans to one place
- Allows educators to have clear talking points when determining a plan of action
- Allows users to create intervention plans, track student progress and monitor intervention implementation
- Panorama provides a detailed record about student growth over time (K-12)

Data Team

- Team dedicated in looking at systematic data collection across the building.
- Meets (at the beginning/end of each intervention cycle) 3 times a year to gain a snapshot of student progress and analyze trends across grade-levels.
- Proposes action plans for specific struggling students or changes components of interventions currently in place.
- Tracks student progress to determine effectiveness of interventions and refines interventions based on data.

Student Success Team (SST)

- A cross-section of educators who meet to discuss specific student concerns raised by parents, faculty or administration.
- Group looks at qualitative and quantitative data in order to inform the action plan laid out by the Data Team.
- Utilizes a protocol to dig deep and create a set of targeted interventions to monitor closely for at least 6 weeks. Works closely with the classroom teacher to create and execute a plan of action.
- Monitors student progress over time and assures the action plan is resulting in student growth.

Intervention

- Strategic instruction to target a specific student need or skill.
- Interventions occur within 3 tiers of the MTSS model.
- Interventions can target academic, social-emotional, and/or behavioral needs.
- Interventions should occur in regular frequency depending on student need (i.e. 5 X 30 in tier 2 and intensify in tier 3).
- Interventions may be provided individually or in small groups.
- Progress should be monitored closely at the beginning and end of each intervention window.

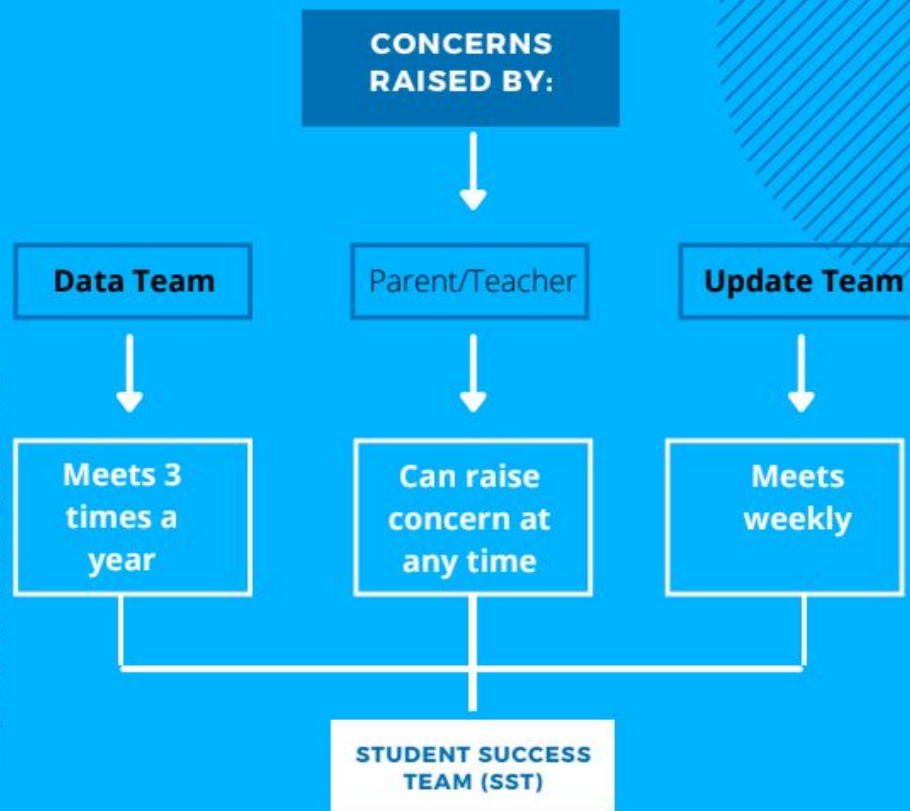
Progress Monitoring

- A system for measuring student response to intervention, across social/emotional, behavioral, and academic areas in response to learning goals and intervention plans established by SST.
- Informed by data collection measures such as universal screenings and benchmark assessments, in addition to school performance.
- At the classroom level, should be conducted weekly. At the school level, should be reviewed monthly/quarterly.

VISION FOR SUPPORTING ALL STUDENTS

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DATA TEAM

Members

- Building Administration
- Special Ed Admin
- Counselor(s)
- ELL Teacher
- Special Educator
- Grade level team/
Department Leader

At Elementary Level

- SEL Specialist
- Literacy Specialist
- Math Specialist

UPDATE TEAM

Members

- Building Administration
- Guidance Director
- METCO Director
- Director of Student Services
- Special Ed Admin
- Counselor(s)
- School Psychologist
- School Nurse
- Team Chair
- BCBA

SST

Members

- Building Administration
- Director of Student Services
- Special Educator
- General Educator
- Special Educator
- School Psychologist
- BCBA
- Student Counselor
- Student Teacher(s)

At Elementary Level

- SEL Specialist
- Literacy Specialist
- Math Specialist

DATA TEAM

Meeting Frequency

- Three Times Per School Year

Purpose Of Meeting

- Review School Wide Data
- Observe trends by grade, subject, department
- Quick updates on individual students

Outcomes of Meeting

- Action Steps for struggling students
- Determine strategies to Implement for students not making progress

UPDATE TEAM

Meeting Frequency

- Weekly

Purpose Of Meeting

- Share pertinent student/school information regarding student experiences (i.e., recent trauma, life events, peer conflicts, consistent issues with students)
- Review Panorama data

Outcomes of Meeting

- Follow Up Measures and supports
- Potential SST Referral

SST

Meeting Frequency

- Weekly or Every Other Week

Purpose Of Meeting

- Discuss struggling student and previous Interventions tried
- Hear team member perspectives

Outcomes of Meeting

- Proposed Intervention Plans for Students
- Review progress of Interventions 6-8 weeks later
- Potential Evaluation

DCAP

- DCAP = District Curriculum Accommodation Plan.
- Districts are required by Massachusetts General Law to have a DCAP.
- DS DCAP: [LINK](#)
- These are resources and strategies available to any teacher, any student, any time.
- Teachers may opt to use any of these tools to support student growth regardless of individual education plan status.
- Not a 504.



Dover Sherborn Public Schools

District Accommodation Plan

Tier 1

- Universal support available for all students through the general education system
 - Tier 1 Interventions happen throughout the school including the general education classroom delivered by general education teachers
 - These are supports available to all students through a general education program.
 - **Inclusive practice, which is linguistically responsive and culturally sustaining, is a cornerstone of tier 1. Inclusive practice is defined as “instructional and behavioral strategies that improve academic and social emotional outcomes for all students, with and without disabilities, in general education settings” (Educator Effectiveness Guidebook for Inclusive Practice, 2017).**
 - For example, providing students with a [high-quality](#) coherent curriculum that provides options and choices for how they learn (i.e, access to books, videos, or direct teacher instruction), what materials, scaffolds and supports they need to learn (i.e., visuals, exemplars, graphic organizers, rubrics, etc.), and how they can express what they have learned will allow more students to access rigorous, standards-based instruction. in instruction and assessment.

Tier 2

- Small group or individualized intervention designed to target specific areas outside of the core curriculum.
- Opportunity to practice skills necessary for core instruction.
- Student has an action plan.
 - Staff monitor student growth and effectiveness of intervention.
- Intervention instruction occur for a finite amount of time (6-8 weeks).
- Student progress is monitored closely.
- Teachers communicate with families regarding T2.

Tier 3

- Intensive support which provides focused interventions to significant areas of need.
- Occurs in addition to Tier 1 and 2 interventions.
- Group size should be small or individualized.
- Tier 3 interventions should be frequent, highly targeted, and research based.
- Students with and without disabilities may access tier 3 supports if needed.
- Interventions are monitored, modified, and may be repeated.

Tier 3 vs. Special Education

Tier 3	Special Education
<ul style="list-style-type: none">● Available to all students● In addition to Tier 1 and Tier 2 Intervention● Interventions used are consistent with others used for Tier 3 students● Can occur in or out of the classroom	<ul style="list-style-type: none">● Available to students identified as requiring specially designed instruction● Curriculum and/or instruction utilized is tailored to the individual needs of the students (ex: pacing, modifications, output options)● Occurs in or out of the classroom