Collaborative RtI/MTSS Team: A Vehicle for Student Success

October 10, 2016
Agenda

- MTSS Team: 10 minutes
- MTSS Vocabulary: 10 minutes
- Getting Started: 10 minutes
- Open Forum Questions/Discussion: 15 minutes
- Work Time: 10 minutes
- Feedback: 5 minutes
MTSS Team

- Who
- What/Why
- When
MTSS Team: Who

The MTSS team is made up of people representing various components of the school. The representatives are:

- Staff Representatives (at least one teacher from PreK and K, 1-2, 3-5, and 6-8 is ideal)
- Administrative Representative: Principal Menden

If available, the following people would also be great representatives:

- Title I Representative
- Behavior Specialists or Counselors
- United Stand Representative
Key Notes about “Who”

- To start, make it voluntary. The teachers that want to be there will be the most effective.

- If you’re having trouble finding volunteers, then invite teachers who you think would be a good fit, but try to avoid putting any extra pressure on a teacher to join as best you can.
MTSS Team: What/Why

Our responsibilities include, but are not limited to:

0 Providing an organized system for referring a student for a formal CPS evaluation
0 Communicating with faculty over new initiatives for MTSS
0 Working with staff to implement interventions, accommodations, and modifications
0 Tracking evaluation and re-evaluation dates for new and existing IEPs
Key Notes about “What/Why”

- The referral process is very involved and complex, so developing a protocol for your school is essential.
- The process can be overwhelming, so serving as a support system for classroom teachers is vital for MTSS to be implemented with correctly and with fidelity.
- In short, there are a million things in the referral process that can go wrong, so having a team of people advocating for our students is the best way to ensure things go right.
MTSS Team: When

- We meet at least once a week for 40 minutes
- In order to prepare for our weekly meetings, we are provided with an administrator created agenda (in which we are assigned roles) and the minutes from the previous meeting
- If we need to disseminate information to the entire faculty and staff, we will schedule a special meeting in which to present our information
Key Notes about “When”

- Finding a consistent time to meet is crucial to the advancement of your team.
- Come to each meeting with a plan and stick to it – it can be very easy to get off track.
- Do your best to meet weekly, because you’d be surprised how far behind schedule you can fall by missing even one week.
MTSS Vocabulary

- Tiers
- Differentiation
- Assessments
- Documents
Tiers

0 **Tier 1:** all students; students learn at grade level or above, and are least likely to fall behind or need intervention

0 **Tier 2:** some students; students lag well behind their peers, demonstrate weak progress on screening measures, and require some form of intervention

0 **Tier 3:** few students; students lag behind their peers by one or more years, demonstrate very weak progress on screening measures, and require intensive intervention
Differentiation

- **Intervention**: a specific action that a teacher takes as a remedial measure or to support a student at risk of failure; specific strategy options selected to help students make academic progress

- **Accommodation**: how the content is taught without altering or lowering content standards or expectations; a physical or environmental change (presentation, response, setting, timing, etc.) aimed to increase successful outcomes

- **Modification**: adjusting the content so that students will be successful by adapting the complexity, length, or amount of learning material
Assessments

- **Universal Screening**: a brief assessment for all students at the beginning of the school year; most schools administer this 2-3 times per year.

- **Progress Monitoring**: a tool that is used to measure and determine the effectiveness of an intervention; used daily/weekly.

- **Diagnostic Evaluation (United Stand testing)**: an assessment used to target specific skill needs; especially useful in determining Tier 2 and Tier 3 interventions; used as needed.
**Documents**

- **IEP**: always a legal document; requires formal submission of documents to CPS and a staffing for creation; used to provide special education and related services; must be designed for one student and must be a truly individualized document.

- **504 Plan**: always a legal document; requires formal submission of documents to CPS and a staffing for creation; used to ensure accommodations for a student with a diagnosed disease or disability; must be designed for one student and must be a truly individualized document.

- **ICEP**: not always a legal document; requires a United Stand diagnostic evaluation and a staffing for creation; used to provide a student with accommodations and any one or more of the following: specialized academic instructions, modification of curriculum, or modification of assessments in a Catholic school.

- **Service Plans**: not a legal document; the accommodations and modifications that a particular student should receive and a list of any additional services that the student is receiving.
Getting Started

0 We are now going to take some time to walk you through the process that we developed as an MTSS team

0 Afterwards, there will be an opportunity for you to ask questions and hopefully there will also be some time for you to start creating MTSS Team structures that will fit the context of your particular schools
St. Nicholas of Tolentine School MTSS Process: Part I

**Universal Screening**
(AIMSweb Benchmarks: Fall, Winter, and Spring)

- What tier are my students?
  - Tier I and Tier II
    - Tier I: Consider enrichment possibilities
    - Tier II: Consider the need for progress monitoring
  - Tier III
    - Does the student already have an IEP?
      - Yes
        - Follow student’s “St. Nick’s Service Plan”
      - No
        - Create “Intervention Plan” (IP)
          - Choose two research-based interventions
          - Develop data collection methods
          *Consult PLC if needed

- Inform parent about their student’s screening score
- Submit a list of students to MTSS Team
- Begin filling out the “Student Profile Packet”
- Set up AIMSweb progress monitoring (every two weeks)
St. Nicholas of Tolentine School MTSS Process:
Part II

- Intervention Plan (IP) Creation
  - Complete the “Intervention Plan”
  - Develop data collection methods
  - *(Consult PLC if needed)*

- Implementation of IP
  - 4-6 weeks of interventions and data collection

- Was the IP successful?
  - Yes: Continue IP
  - No: Alert MTSS team about insufficient progress

- After 1st IP: Go left
- After 2nd IP: Go

- Alert MTSS team about insufficient progress

- Bring all necessary documentation from the “MTSS Checklist” to the meeting with the MTSS Team
Questions/Feedback

0 What benefits do you think there are to creating an MTSS team?
0 Which parts of this presentation could you see working for your school?
0 Are there any other ways that we can help or support you in the creation of your own MTSS team?