**Prince William County Public Schools**

 **Multi-Tiered System of Supports (MTSS)**

**School Implementation Template**

This self-assessment is intended to assist Prince William County Public Schools (PWCS) school leadership teams in determining their initial readiness towards implementation of Multi-Tiered System of Supports (MTSS) to meet the learning needs of *all* students. Foundational principles of MTSS include:

* All students receive high quality research-based and standards-driven instruction in general education.
* The learning of all students is assessed early and regularly (ongoing progress monitoring).
* If a student is not making progress increasingly intensive tiers of intervention are available to groups or individuals.
* If a student is making very rapid progress, increasingly intensive tiers of intervention are available to groups or individuals.
* Individual student data gathered through the process may be used to determine appropriateness of a special education or gifted education referral (e.g., in the case of students who do not respond adequately to intervention or who require ongoing intensive intervention in order to sustain or accelerate growth) and as part of a comprehensive evaluation for determination of special education or gifted education eligibility.

The template is designed to facilitate the gathering of baseline information regarding current resources and practices addressing scientific research-based instruction, progress monitoring, ongoing assessment, levels of intervention and problem-solving.

The self-assessment addresses seven areas of implementation: Consensus Building and Collaboration; Standards-Based Curriculum and Research-Based Instruction; Research-Based Assessment Practices; Student Intervention/Problem Solving Team Process; Intervention Strategy Identification; Resources Allocation; and Ongoing Professional Development for Effective MTSS. This template should be used by a collaborative school team (e.g., principals, Area Associate Superintendent, and general, special education, gifted, and ESOL teachers, reading and math specialists, paraprofessionals, related service providers, parents) to stimulate group conversations and to formulate a School profile by rating your School’s current level of implementation for each indicator. A basic action planning format has been provided at the end of each section to help your School team address those indicators that emerge as areas of need. The format allows you to document specific planning areas and associated activities, current resources, anticipated resource needs and potential funding sources. The Rating Key and definitions of key terms used throughout the self-assessment are provided on the last two pages.

This has been modeled after the Illinois State Board of Education Self-Assessment RtI Template available at http://www.isbe.state.il.us/rti\_plan/rti\_template.doc.

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| **School Contact:** |
| **Multi-Tiered System of Supports Leadership Team Members:**  |
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| **I. Consensus Building and Collaboration** | **INDICATOR IS NOT PRESENT** | **INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN** | **INDICATOR IS PRESENT IN SOME DAILY PRACTICE** | **INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE** |
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| Communication of stakeholders and process will occur on regular intervals. |  |  |  |  |
| The School leadership and principal(s) provide strong support for systemic change through collaboration. |  |  |  |  |
| A collaborative model which solicits input from and facilitates discussions among all school stakeholders is used to build consensus. School stakeholders are included in plan development, implementation and fidelity monitoring.  |  |  |  |  |
| A comprehensive plan exists to provide information about MTSS practices to internal and external stakeholders. |  |  |  |  |
| The MTSS plan is integrated with other School initiatives (e.g., School Improvement Plans (SIP), Strategic Plans, professional development plans, ELL service plans). |  |  |  |  |

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| **Related Action Planning and Activities** | **Current Resources** | **Resources Needed** | **Funding Source** |
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| **II. Standards-Based Curriculum and Research-Based Core Instruction** | **INDICATOR IS NOT PRESENT** | **INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN** | **INDICATOR IS PRESENT IN SOME DAILY PRACTICE** | **INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE** |
| Curriculum, instruction and assessments are aligned with the state standards (e.g. VA SOLs, WIDA ELP standards).  |  |  |  |  |
| Core Instruction utilizes research based strategies and differentiation implemented with fidelity |  |  |  |  |
| Literacy: Addresses all five components in reading (phonemic awareness, decoding, fluency, vocabulary and comprehension) and writing in an explicit, systematic, intensive manner with fidelity and sufficient duration.  |  |  |  |  |
| Math: Addresses math content standards and all four of the essential domains (problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense, reasoning ability). |  |  |  |  |
| Behavior: Includes Positive Behavior Intervention Supports/Effective Schoolwide Discipline created and implemented. |  |  |  |  |
| A method for assessing the effectiveness and implementation integrity of the core curriculum areas and behavior is established and implemented on a routine basis. |  |  |  |  |

\*Schools are reminded that this analysis should be occurring for curriculum and instruction at all grade levels.

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| **III. Research-Based Assessment Practices**  | **INDICATOR IS NOT PRESENT** | **INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN** | **INDICATOR IS PRESENT IN SOME DAILY PRACTICE** | **INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE** |
| A universal screening system (e.g., curriculum-based measurement of skills and behavior) is in place and used by the School to assess the strengths and challenges of all students in academic achievement and behavior. |  |  |  |  |
| Professional Learning Communities (PLC) will analyze data in structured, collaborative discussions designed to inform instructional decisions. |  |  |  |  |
| Data from continuous progress monitoring drives instructional decisions throughout the three-tier process. |  |  |  |  |
| Academic and behavioral progress is monitored with increasing frequency as students receive additional tiered interventions. |  |  |  |  |
| A data collection and management system is in place for the purposes of screening, diagnostics and progress monitoring for academics and behavior. |  |  |  |  |

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| **IV. Intervention/Problem Solving Team Process** | **INDICATOR IS NOT PRESENT** | **INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN** | **INDICATOR IS PRESENT IN SOME DAILY PRACTICE** | **INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE** |
| Responsibility is shared among all educators (e.g., administration, general education, special education, gifted education, ESOL, Title I, related service personnel) for the academic progress of all students. |  |  |  |  |
| Parents and students as appropriate are involved in the decision-making process across all tiers. |  |  |  |  |
| The team uses data-driven decision-making and problem-solving processes at the school, classroom and individual student levels to make educational decisions. |  |  |  |  |
| Data from universal screening and targeted assessments are used to inform instruction. |  |  |  |  |
| Progress monitoring data results are used to inform instruction. |  |  |  |  |
| Policies and procedures that comply with state and federal regulations are defined regarding the use of MTSS to determine special education eligibility or gifted education identification/placement.  |  |  |  |  |

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| **V. Intervention Strategy Identification**  | **INDICATOR IS NOT PRESENT** | **INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN** | **INDICATOR IS PRESENT IN SOME DAILY PRACTICE** | **INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE** |
| Universal screening and other assessment data have been reviewed to determine the percentage of students currently proficient overall, the percentage of students who are not meeting a proficiency standard, and the percentage of students who are exceeding the proficiency standard and within each sub-group. Data is used to complete a gap analysis.  |  |  |  |  |
| Students receive increasingly intense research-based interventions targeted at assessed skill deficits or to support advanced learners **in addition** **to** standards-aligned core curriculum and instruction. |  |  |  |  |
| A range of research-based instructional interventions for any student needing academic or behavioral support is in place. |  |  |  |  |
| A system is in place to continually verify that interventions are implemented with fidelity. |  |  |  |  |
| A system utilizing progress monitoring is in place to move students among tiers as needed. |  |  |  |  |
| A system utilizing progress monitoring is in place to move advanced students among tiers as needed. Tiers addressing advanced learners move from universal interventions (cluster grouping, differentiation, etc.) to collaborative interventions through both a classroom and resource teacher, to a resource service model, and finally to university or community centered interventions for the most advanced learner.  |  |  |  |  |
| Parents are informed and invited to participate in the three-tier process as soon as their children begin tiered supports. Legally, LEP parents must be provided information in an understandable format which may require an interpreter or a translation of the information. |  |  |  |  |
| Parents are informed of their right to request a special education, gifted education or ESOL evaluation (when applicable) at any time during the MTSS process. |  |  |  |  |

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| **VI. Resources Allocation** | **INDICATOR IS NOT PRESENT** | **INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN** | **INDICATOR IS PRESENT IN SOME DAILY PRACTICE** | **INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE** |
| The School has analyzed the allocation of existing resources, including staff, professional development, funding and networking opportunities (e.g., institutions of higher education, LEAs/cooperative) in the context of compliance with state and federal regulation.  |  |  |  |  |
| Staff are allocated, utilized and supported in a way that optimizes their capacity to provide tiered interventions while complying with state/federal regulations.  |  |  |  |  |
| Adequate research-based instructional materials and supports are available across all tiers. |  |  |  |  |
| Sufficient time is allocated for professional development, collaborative planning and delivery of academic and behavioral interventions. |  |  |  |  |
| The School has access to state and regional resources such as professional development, funding and networking opportunities. |  |  |  |  |
| The School has planned for the sustainability of the MTSS process. |  |  |  |  |

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| **VII. Ongoing Professional Development for Effective MTSS** | **INDICATOR IS NOT PRESENT** | **INDICATOR IS KNOWN AND IMPLEMENTATION PLANNING HAS BEGUN** | **INDICATOR IS PRESENT IN SOME DAILY PRACTICE** | **INDICATOR IS FULLY INTEGRATED INTO DAILY PRACTICE** |
| All staff participates in an overview of the MTSS framework and its implications for changes in curriculum, instruction and assessment practices to implement a School-wide MTSS process to support overall School planning. |  |  |  |  |
| All staff participates in professional development in effective use of data for instructional decision making. |  |  |  |  |
| All staff participates in professional development in assessment tools used for universal screening and progress monitoring. |  |  |  |  |
| All staff participates in professional development in research-based intervention strategies for all students. |  |  |  |  |
| All staff participates in professional development in collaborating with and involving parents. |  |  |  |  |
| All school staff is identified for targeted professional development in specific components of MTSS to build school capacity and to ensure sustainability of MTSS. |  |  |  |  |
| The School professional development plan provides sufficient time for professional development activities and collaboration on various aspects in the components of MTSS. |  |  |  |  |
| To facilitate application of data analysis skills, schools schedule time for staff to review data following universal screening. |  |  |  |  |
| The School provides a variety of opportunities (e.g., printed materials, public meetings) for parents to learn about the tiered intervention model using an MTSS process. |  |  |  |  |

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Note: The team should discuss the importance of weaving professional development throughout the blueprint.

**Rating Key**

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| Indicator is not present: The element does not exist at all. | Indicator is present in some daily practice: The element is being implemented to some degree but not consistently or school-wide. |
| Indicator is known and implementation planning has begun: The School is aware of the element and some level of planning has begun to facilitate initial implementation. | Indicator is fully integrated into daily practice: The element is implemented consistently and system-wide. |

**Definitions**

**Curriculum-Based Measurement (CBM):** Standardized measures of basic skills, including reading, early literacy, early numeracy, mathematics, spelling and written expression. CBM is an approved set of testing practices based on over 25 years of federally funded research and has been reviewed as meeting professional assessment standards by the Reading First Assessment Committee and the National Center on Student Progress Monitoring. CBM was developed to be efficient, reliable and valid and to inform instruction, monitor student growth and be tied to the curriculum.

**Data Collection and Management System:** A system that provides for standardized collection, reporting and analysis of universal screening and progress monitoring data in order to guide educational planning. Data systems used for screening and progress monitoring within an MTSS model should be consistent across all three tiers and be scientifically-based.

**Fidelity of Implementation:** The degree to which something is implemented as designed, intended and planned. Fidelity is important at both the school level (e.g., implementation of the process) and teacher level (e.g., implementation of scientifically-based core curriculum and progress monitoring). In terms of classroom instruction, fidelity of implementation refers to the delivery of instruction in the way that it was designed to be delivered. In an MTSS model, fidelity also addresses the integrity with which screening and progress monitoring procedures are completed and interventions are implemented, as well as the manner in which an explicit decision-making model is followed. The ultimate goal of a fidelity system is to ensure that both the school process of MTSS and the classroom instruction at various tiers are implemented and delivered as intended.

**Multi-Tiered System of Support:** A system of providing tiered interventions based on the individual needs of a student. This is a component of the Response to Intervention model.

**Problem-Solving Process:** A four-step method of decision-making used across the tiers of support, to match instructional resources to educational need. The steps of the process are:

1. Define the problem by determining the discrepancy between what is expected and what is occurring.
2. Analyze the problem using data to determine why the discrepancy is occurring.
3. Establish a student performance goal, develop an intervention plan to address the goal and delineate how the student’s progress will be monitored and implementation integrity will be ensured.
4. Evaluate the effectiveness of the intervention plan based on progress monitoring data*.*

**Progress Monitoring:** The process of regularly collecting student achievement data for use in making educational decisions. Within a three-tier intervention model using MTSS, progressively more intensive interventions and supports are coupled with more frequent progress monitoring. At Tier 1 data are collected and used as a general screening process for all students and to determine effectiveness of core instructional practices. At Tier 2 data are collected to determine the effectiveness of an intervention and determine if an instructional change is needed. At Tier 3, data are collected for the same reasons as Tier 2, but are collected on a more frequent basis so that educational decisions can be made in a timelier manner.

**Scientific, Research-Based:** A term used to describe practices and programs “that have been thoroughly and rigorously reviewed to determine whether they produce positive educational results in a predictable manner.” This determination is made based on “objective, external validation” (Batsche, et al., 2005)

**Stake Holders**: e.g., teacher, specialists, paraprofessional and parent organizations)

**Response to Intervention (RtI):** “The practice of providing 1) high-quality instruction/intervention matched to student needs and 2) using learning rate over time and level of performance to 3) make important educational decisions.

“**High quality instruction/intervention:** Instruction or intervention, matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for most students.

“**Learning rate:** A student’s growth in achievement or behavior competencies over time compared to prior levels of performance and peer growth rates.

“**Level of performance:** A student’s relative standing on some dimension of achievement/performance compared to expected performance (either criterion- or norm-referenced)” (*Response to Intervention: Policy Considerations and Implementation.* Batsche, et al. 2005).

**Three-Tier Model of Support:** A framework that provides for resource allocation in direct proportion to student needs by utilizing increasingly more intense instruction and interventions. Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum. At Tier 2, supplemental instruction and interventions are provided *in addition to core instruction* to those students for whom data suggest additional instructional support is warranted. Tier 3 consists of intensive instructional interventions provided *in addition to core instruction* with the goal of increasing an individual student’s rate of progress.

**Universal screening:** A systematic process for assessment of all children within a given grade, school building, or school on critical academic and/or social–emotional skills. Universal screening yields data to make decisions about needed enhancements in the core curriculum, instruction and/or educational environment and about which students may need additional assessment and/or supplemental or intensive intervention and instruction beyond what is provided through core programming. Universal screening tools use CBMs, are typically easy to use and administer, and allow for repeated administration (i.e., at least two but preferably three times per year).