MTSS in Action!

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Strategic Plan

1. Curriculum, Instruction, & Assessment

2. Organizational Culture

3. School Culture

Curriculum, Instruction, & Assessment

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GOAL: Ensure student acquisition of skills, knowledge, and experiences necessary to thrive in a global society

Curriculum, Instruction, & Assessment

- Strategic Initiative 1.1: Develop, implement and improve the written guaranteed and viable curriculum

- Strategic Initiative 1.2: Develop, implement and improve the taught guaranteed and viable curriculum

- Strategic Initiative 1.3: Maximize the District's effective use of technology and software

- Strategic Initiative 1.4: Improve academic supports to meet the needs of all students

Strategic Initiative 1.4

Improve academic supports to meet the needs of all students

Strategies:

- 1.4.1 Develop an effective MTSS at the elementary and secondary level
  PoG characteristics: Balanced, Knowledgeable

- 1.4.2 Develop academic programming that challenges all students
  PoG characteristics: Thinker, Risk-Taker, Knowledgeable, Inquirer

About Oxford Community Schools

- 7100 students
- 10 schools
- 370 full time teachers
- Northern Oakland County
- 11% Special Education
- 25% Economically Disadvantaged
- $8111 foundation per student
- Only fully authorized K-12 International Baccalaureate district in Michigan

Philosophy and Guiding Principles

Multi-Tier System of Supports

Oxford Community Schools' Compelling Need Statement:

Multi-Tier System of Supports (MTSS) is a tiered framework to establish a district-wide systematic process accelerating all student learning through effective data driven instruction and intervention to ensure all students reach their potential.

Philosophy:

MTSS is a comprehensive framework that uses a collection of research-based strategies designed to meet the individual needs of the whole child (academic, behavioral, physical, social, and emotional). MTSS intentionally interconnects all Oxford systems and subsystems in support of successful learners and schools. Core components of MTSS are inter-related and complementary. The MTSS framework provides schools and the district an efficient way to organize resources to support educators in the implementation of effective practices with fidelity so all learners have the tools to succeed.

Guiding Principles:

MTSS is guided by the following principles:

- A collective responsibility for ensuring growth and success for all learners assumed by each person within the system (educators, learners, families, and community)
- A proactive approach to ensuring each and every learner experiences a quality education designed to expand learners' potential
- A commitment to use a systematic problem-solving process to improve outcomes of all students
- Ongoing, effective support for educators and leaders including professional learning, feedback, and coaching
- A commitment to use data as a basis for decision making and analysis of student progress
- Attention to fidelity of implementation, honoring both qualitative and quantitative measures
- An investment in systems to promote sustainability, efficacy, and expansion of MTSS

MTSS Beliefs

MTSS Beliefs

Oxford Community schools believes that we can effectively teach all students; therefore, the MTSS process will:

1. Address the academic, physical, social and emotional needs of the student
2. Address the needs of the majority (80%) of students through Tier One evidence-based core instruction
3. Use differentiated research-based Tier One instruction
4. Use data to drive decisions on instruction and intervention
5. Use assessments for universal screening, diagnostic, and progress monitoring.
6. Use a collaborative team process to inform decisions
7. Closely monitor all students' progress through instruction and intervention
8. Use interventions that are evidence-based and scientifically-validated.
9. Rely on the collective responsibility and extensive communication between the team, parents, and student throughout the student's education
10. Continually assess the effectiveness of instruction and intervention.

Decision Making

- Ease of use
- Systems alignment- speaking to one another
- Amount of time required for students
- Purpose of the assessment
- Other tools available in the suite
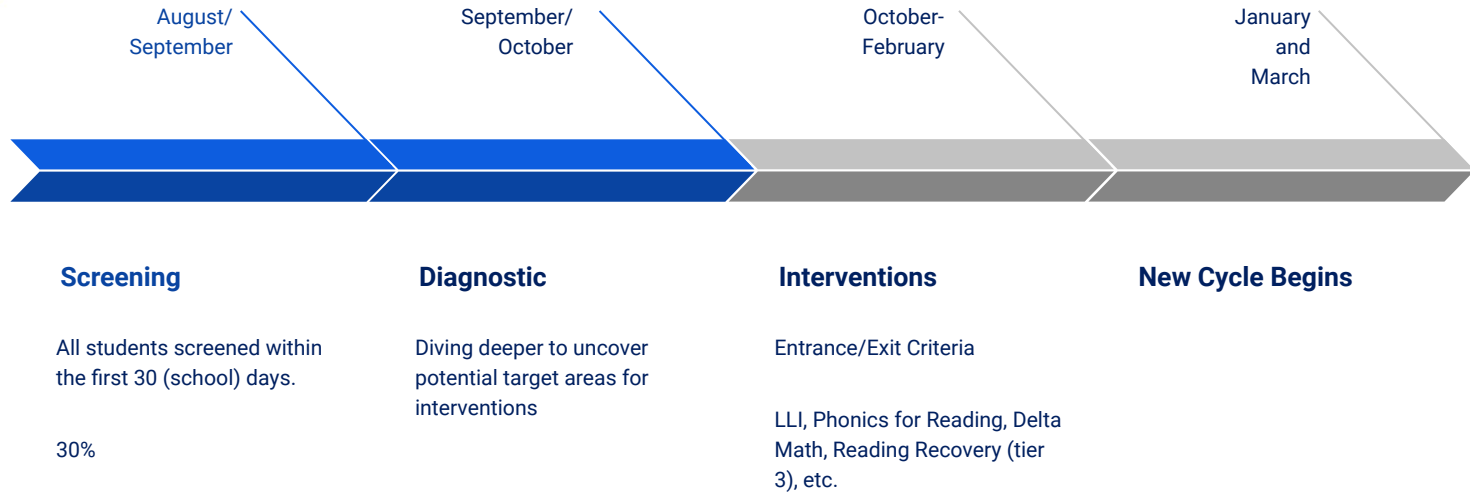- Do they add to the sustainability of, efficacy, and growth of MTSS?

Product Overview

SMS	PowerSchool
Screener (DK-9)	FastBridge (aReading, aMath and SAEBRS)
Diagnostics	MLPP, F/P, Delta Math, NWEA
Progress Monitoring	CBMs w/in FastBridge; Intervention Program Assessments
Data Entry, Management and Visualization	Illuminate and eduCLIMBER

Identifying Students- General Timeline

August/
September

September/
October

October-
February

January
and
March

Screening

All students screened within
the first 30 (school) days.

30%

Diagnostic

Diving deeper to uncover
potential target areas for
interventions

Interventions

Entrance/Exit Criteria

LLI, Phonics for Reading, Delta
Math, Reading Recovery (tier
3), etc.

New Cycle Begins

Identifying Students

- IRIP Data and plan writing days
- SAEBRS data and plan writing days
- Intense Problem Solving (IPS) days

Progress Monitoring

- Curriculum Based Measures (CBMs) w/in Fast

- Intervention Program Assessments

- F/P, Running Records

Systems of Accountability

Assessment Calendars

Entrance and Exit Criteria

eduCLIMBER

How are adjustments made?

- Constant reflection with specialists, interventionists, and our systems' capabilities

- MTSS District Team