

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

A FRAMEWORK FOR SUCCESS MEETING THE REQUIREMENTS OF RESPONSE TO INTERVENTION

CCPS is committed to the implementation of a Response to Intervention, through the Multi-tiered System of Supports (MTSS). The multi-tiered system of academic and behavioral supports relies on problem solving and data-based decision making to improve educational outcomes and meet the academic and behavioral needs of all students. MTSS, a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention.

The integrated instruction and intervention is delivered to students in varying intensities (3 tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

Core components of the MTSS framework include:

- An integrated systemic approach focused on student outcomes
- A guiding framework for school improvement activities and strategic planning
- A team of professionals from different disciplines focused on improving student performance.

A continuum of services with timely interventions matched to student needs. Softwareology's School Portal, a unified data collection system easily accessible to all through the district website (yourcharlotteschools.net), includes both data and intervention planning/monitoring information necessary for MTSS implementation. CCPS will provide high quality instruction and intervention(s) matched to student needs and will use learning rate and level of performance to drive instructional decisions regarding promotion, acceleration, retention, and remediation.

Each student must participate in the statewide assessment tests required by s.1008.22. Each student who does not meet specific levels of performance as determined by the district school board in reading, writing, science, and mathematics for each grade level, or who scores below Level 3 in reading or math, must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate intervention and instruction. . . . The school in which the student is enrolled must develop and must implement a progress monitoring plan. . . .

The school wide process for progress monitoring for reading, writing, science, and math contain the following:

- Placement into an academically appropriate level course for remediation
- Computer-based progress monitoring to model state mandated end-of-course exams.
- School wide progress monitoring days as designated by district testing calendar which includes FAIR (Florida Assessment in Reading), Science (Biology), USA test prep, Geometry and Algebra.
- Teacher Deliberate Practice Plans

As part of Response to Intervention, students who have been identified as not meeting state or district expectations for proficiency in reading, writing, science or mathematics must have a Progress Monitoring Plan (PMP) developed for them in consultation with the student's teachers, guidance counselor, literacy coach, parents and any others who may have additional information that may be helpful with the success of the student. The PMP must include intensive remedial instruction in the

areas of weakness. Intensive remediation is defined as instruction designed to concentrate time and effort on the specific diagnosed deficiencies of the individual student.

Students scoring in Level 1 and Level 2 in FSA ELA will be scheduled in a additional elective course to study test taking skills and reading strategies across all curriculums. These students will also receive:

- Additional diagnostic assessments as needed;
- Identification of the specific diagnosed academic deficiency to be remediated;
- Identification of the research-based strategies to be used;
- Identification of how, when, how often, by who, and how long intensive remedial instruction is to be provided;
and
- Identification of the monitoring and re-evaluation activities to be employed.

Students will be reassessed at the end of the remediation period to determine if the district proficiency level in the designated area(s) has been attained. Remediation continues until proficiency level is attained as documented by state test, graduating from high school, or the student no longer is subject to compulsory school attendance. All remediation must be documented and be placed in the student's cumulative record. If a student is enrolled in ESE or ESOL, the plans developed for these programs can serve as the PMP if these plans address the specific area of need identified for reading, writing, and/or mathematics.