

Oneida City School District Multi Tiered System of Supports (MTSS) Plan

2022 - 2024



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****Appendix: Provides electronic resources to support our plan and will be updated as appropriate.**

Mission and Vision

Our Mission is to educate, inspire, and empower students.

Our Vision is students reaching their fullest potential.

MTSS Goals/Guiding Principles

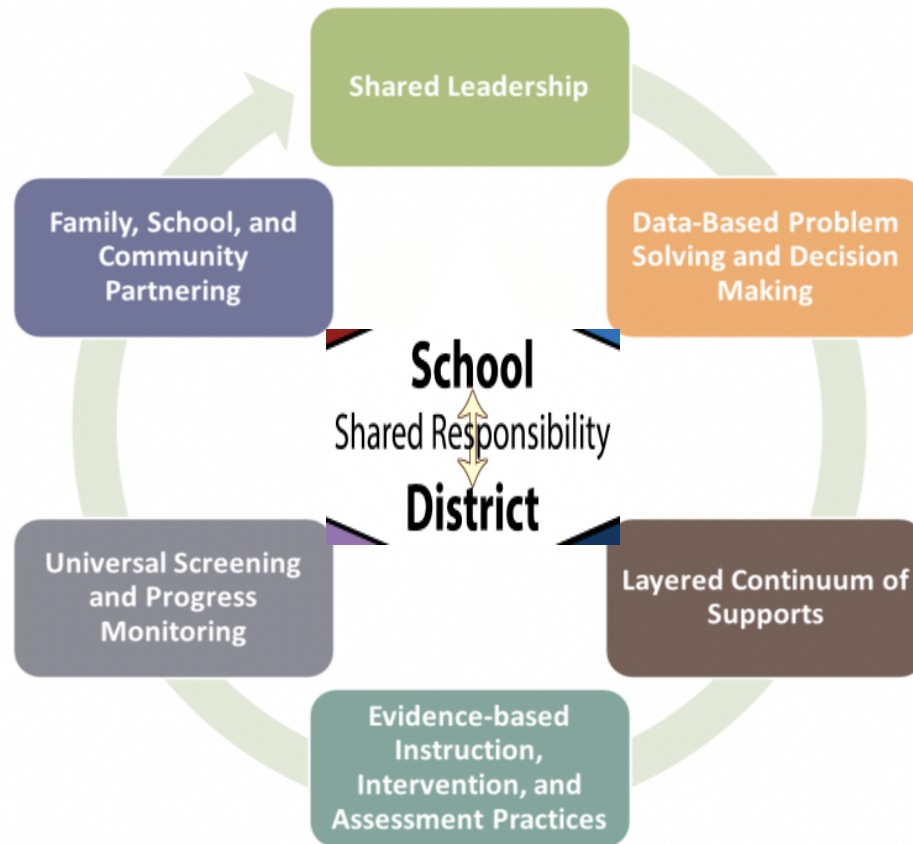
The Oneida City School District believes in providing a *Culture of Care* for all students, using the Multi-Tiered System of Supports (MTSS) framework. MTSS is a systemic, continuous-improvement framework in which data-based problem-solving and decision-making is practiced across all levels of the educational system for supporting students. It allows for early intervention by providing academic and behavioral support rather than waiting for a child to fail before offering help. The MTSS framework relies on a cultural view of learning and human development in which multiple expressions of diversity are recognized and regarded as assets for teaching and learning (NYS Ed Department, 2019).

Our goal for students: MTSS is for **ALL** students. The MTSS framework allows students to be known, respected and supported across the diversity of their needs, so they may achieve success in their academics, personal relationships, and post-secondary outcomes.

Our goal for educators: Our educators see this MTSS framework as a way to support students more effectively, more easily, and more efficiently. We aim to streamline the collection and documentation of observations and student data - as well as the planning and reporting process required for differentiation and intervention, so we can enable our teachers to spend more time building relationships with their students, delivering personalized support, and experiencing professional success.

Essential Components

Team Driven Shared Leadership
Data-Based Problem Solving and Decision-Making
Three-Tiered Continuum of Supports
Evidence-Based Instruction, Intervention and Assessment Practices
Universal Screening and Progress Monitoring
Family, School, and Community Partnerships



MTSS Shared Leadership Teams

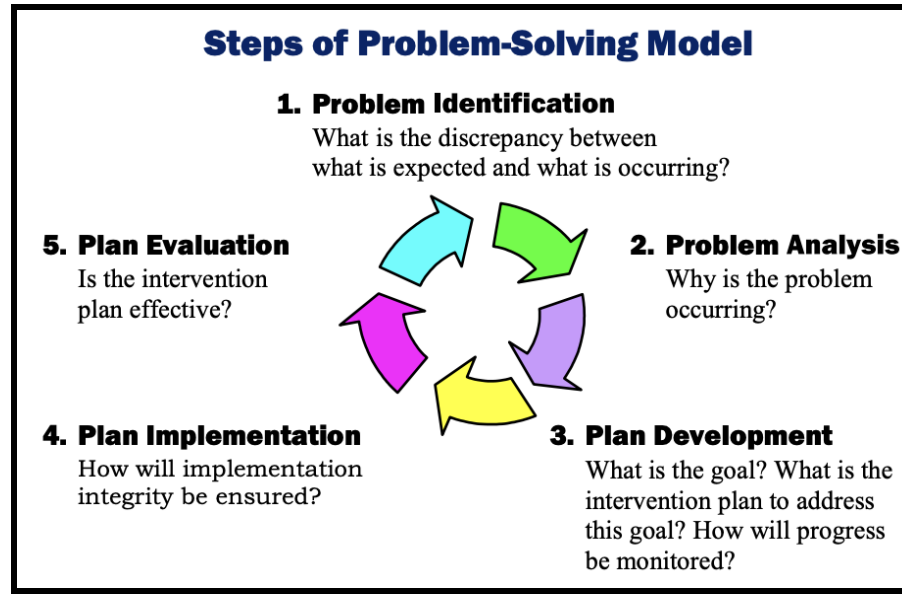
The MTSS Shared Leadership teams are school-based, multi-disciplinary teams that drive the MTSS system.

MTSS School District Members: Principal, Assistant Principal, General Education Teacher, School Psychologist, Guidance/School Counselor, Social Worker, ENL Teacher, Special Education Teacher, Speech/Language Pathologist, Occupational and Physical Therapist, Reading and Math Specialists, School Nurse and Special Area Teachers.

Parent/Family role: Successful schools work closely with parents and families to support the students. Parents are not required at meetings but input must be included and meeting minutes shared.

Roles	Responsibilities
Building Administrator(s)	Establish and maintain procedures and timelines for instruction/intervention; monitor fidelity; assist in development of guidelines for assessing, planning, and delivering appropriate professional development. Appoints or selects a school-level MTSS chair and a team of representatives.
AIS Reading/Math Specialist	Critiques established procedures for successful delivery of instruction and intervention for reading, English/Language Arts, writing, and mathematics; provides ongoing professional development and coaching for successful achievement of all students. Maintain MTSS files/folders/paperwork.
Classroom Teacher(s)	Interpret established school-level procedures to deliver high quality instruction follow implementation guidelines for administering and analyzing appropriate assessments; delivering instruction and intervention with high levels of fidelity; and participating in assessing, planning, and attending professional development sessions for the purpose of ensuring success for all students.
Specialists (psychologist, special education teacher, speech/language, others)	The specialist serves the school to help critique established procedures for delivering high quality instruction and intervention and make appropriate recommendations for successful implementation.
School Counselor/Social Worker	Instructional planning according to academic ability using analysis of appropriate assessments; consults with teachers/students to ensure delivery of high quality instruction/intervention; participates in professional development to ensure instructional consistency; facilitates administration of assessments for accurate decision making to ensure success for all students. Maintain MTSS files/folders/paperwork.

Data-Based Problem Solving and Decision-Making



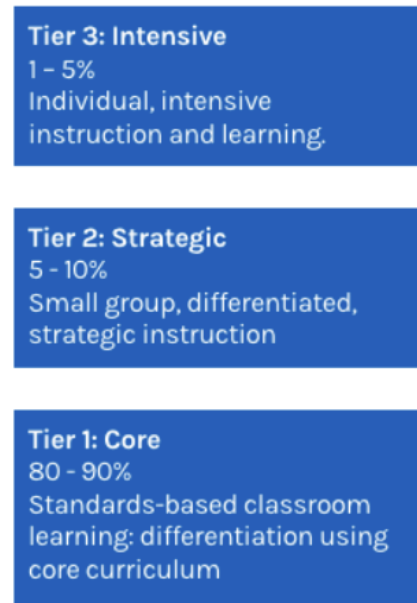
Problem Solving meetings within MTSS may look like a Data Team Meeting or MTSS Team Meeting. All problem solving teams function to identify students in need of support. The MTSS Shared Leadership Teams may address needs by reviewing school-wide data (within grade levels and classrooms) and support individual student growth by helping to monitor progress and suggest/make intervention decisions for students.

Data Driven/Informed Meetings

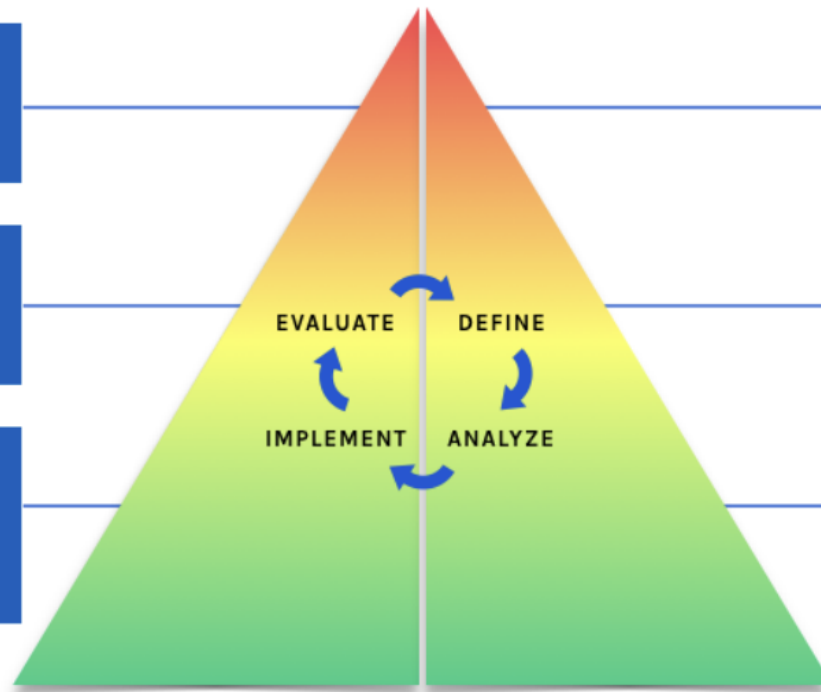
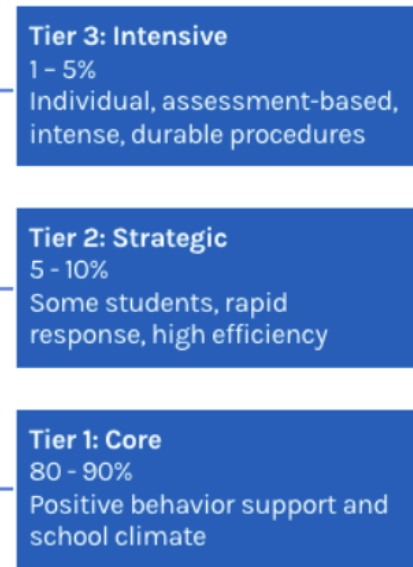
Members	Agenda	Timeline
MTSS Team	Initial: Referral generated; team problem solving process Follow up: intervention and progress monitoring data review	weekly
Building Data Meetings	Screening data review, progress monitoring data review, intervention strategies	September, January, June
Reading/Math AIS Team Meetings	As per planning sheet submitted by group	Quarterly half days

Three-Tiered Continuum of Support (K-12)

Academics



Behavior



A three-tiered system of service delivery is a necessary structure to efficiently and effectively support all children, not just those who struggle in school. The three-tiered system of service delivery is crucial for students to achieve at high levels. The graphic above is a visual representation of this system. According to research, the percentages displayed reflect the percent of students anticipated to require increasing levels of responsiveness. *Students may move flexibly through the tiers as needed.*

Evidence-Based Instruction, Intervention and Assessment Practices

Instruction, interventions, and assessments are selected that are strongly supported by high-quality, rigorous research that indicates the practice will be effective for our students.

Quality instruction/intervention is driven by the needs of the student.



Universal Screening and Progress Monitoring

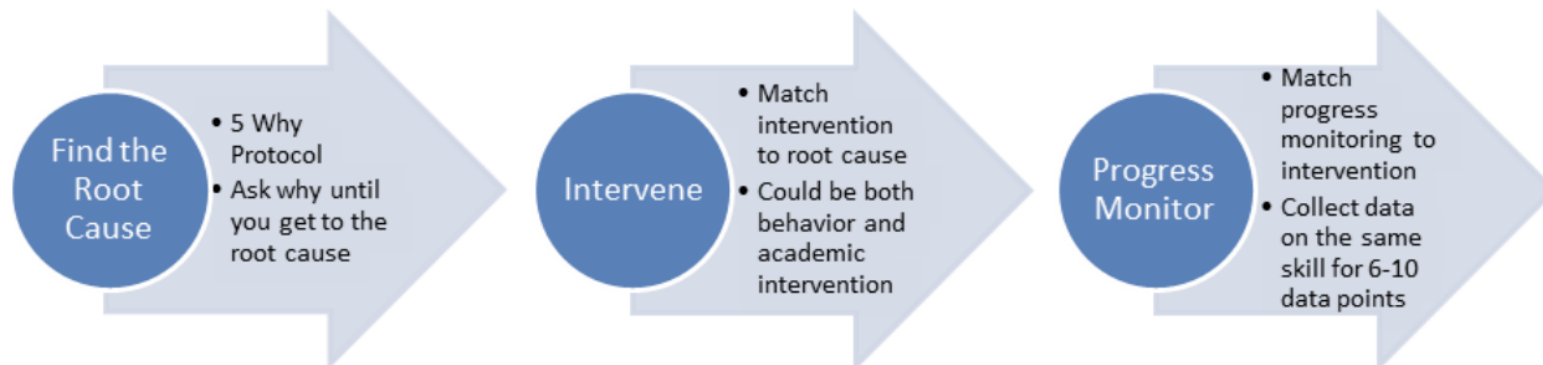
Universal Screening

Universal screening is the process of assessing all students 3 times per year to identify individuals who are at risk or in need of more individualized support and measuring growth over a period of time. Universal screening data are used in two ways. First, they are used to determine if core instruction is sufficient for at least 80% of students. Second, they are used to identify students who qualify for additional support.



Progress Monitoring

The purpose of monitoring progress is to determine the effectiveness of an intervention plan on student learning. When data shows the student is progressing, interventions are maintained until the student has met identified goal(s). Once the student has met identified goal(s), interventions may be discontinued. When data demonstrates the student is not progressing, a change in intervention may be necessary as determined by the building MTSS team.



Family, School, and Community Partnerships

Families, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for students.

<p>Welcoming All Families</p>	<p>Families are active participants in the educational system, and feel welcomed, valued, and connected to each other, to staff, and to what students are learning and doing. Positive relationships exist. The school community respects and includes every family.</p>	<p>Speaking Up for Every Child</p>	<p>Families are empowered to be advocates for their own and other children, to ensure fairness and access. Families know how school systems operate, how to raise questions, and what their rights and responsibilities are.</p>
<p>Communicating Effectively</p>	<p>Families and staff engage in regular, two-way, meaningful communication about student learning. Communication is timely and reciprocal, authentic inquiries are made of families, and staff members are responsive. Multiple methods of communication ensure access and equity. Communication is ongoing.</p>	<p>Sharing Power</p>	<p>Families and staff are partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs. Family voice and family leadership are evident. Shared responsibility is exhibited in problem solving processes.</p>
<p>Supporting Student Success</p>	<p>Families and staff continuously collaborate as active partners to support students' learning at home and at school through a tiered system of supports. Information is shared about student-level and system-level progress.</p>	<p>Collaborating with Community</p>	<p>Families and educational staff mutually collaborate with community partners (e.g., businesses, organizations, institutions of higher education) to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.</p>
<p>Dual Capacity - Building</p>		<p>Evidence-based adult learning principles are applied in an enabling context to provide varied opportunities (e.g., side-by-side workshops, online modules, forums, academies, etc.) to support the capabilities, connections, cognition, and confidence of families and educators to partner effectively throughout a multi-tiered framework.</p>	