

CPS Multi-tiered System of Supports School Year 2015-2016

The CPS Multi-Tiered System of Supports (MTSS) provides a framework for delivering high-quality, differentiated instruction and targeted support for students' academic, social and emotional, and health/wellness needs in all school and classroom settings. The framework includes both instruction and interventions with targeted supports for those students who require additional, explicit, and more focused instruction to meet the academic and SEL standards. MTSS is based upon providing increased instructional time and intensity for academic and/or SEL supports as identified by students' needs. The specific needs of all learners are identified and supported early and effectively.

- 1d. Designing Coherent Instruction: Design incorporates knowledge of students and student needs.
- 2d. Managing Student Behavior: Fostering positive student behavior response to student behavior.
- 3d. Using Assessment in Instruction: Monitoring of student learning with checks for understanding and assessment performance levels.
- 4b. Maintaining Accurate Records: Student progress in learning, non-instructional records.

 Shared Leadership	 Problem Solving Process	 Curriculum Instruction	 Progress Monitoring	 Family Community Engagement
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Leadership at all levels is key to systemic implementation of MTSS in schools, networks, and across the district. Each level plays a critical role in support and implementation.	The use of a data-driven problem-solving process is the backbone of an effective Multi-Tiered System of Supports.	Effective core instruction (Tier 1) that is designed and delivered to reach all students. Based upon the analysis of multiple data sources, targeted and intensive instruction/intervention (Tiers 2 & 3) is provided to meet specific student needs and accelerate the learning of others.	Progress monitoring is ongoing assessment conducted for the purposes of guiding instruction, addressing school climate and Social Emotional Learning (SEL), monitoring student progress, and evaluating instruction/intervention effectiveness.	The impact of MTSS on a school's family and community engagement primarily occurs in two areas: communication and understanding/use of data.
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| <ul style="list-style-type: none"> • Build a culture for MTSS • Align beliefs and practices • Set and communicate expectations • Provide Professional Learning/Build Capacity • Create systems and structures • Allocate resources (time and people) • Monitor Implementation • Use Problem-Solving Process (PSP) at different levels (School/grade trends, individual students) • Create coherence across instructional priorities • Evaluate evidence of implementation and effectiveness | <ul style="list-style-type: none"> • School level continuous improvement (e.g. CIWP) for checking effectiveness of core and planning for improvement • Grade/content teacher teams monitoring effectiveness of core and planning for improvement • Classroom/teacher/RSP (and MTSS and Behavioral Health Teams as needed) plan Tier 2 & Tier 3 supports for individual students and small groups | <ul style="list-style-type: none"> • Tier 1 Universal: Defines what good core instruction looks like: 1) Depth and breadth of student learning (CCSS, SEL), 2) Depth and breadth of high-quality instruction (Frameworks), 3) Quality and character of school life (climate standards) • Tier 2 and Tier 3 targeted interventions aligned to core instruction and student needs | <ul style="list-style-type: none"> • Identify, provide, and use progress monitoring tools • Manage and use data • Guidelines for movement between tiers/thresholds • Monitoring the effectiveness of interventions/additional supports | <ul style="list-style-type: none"> • Engage parents in planning, providing, and monitoring supports for their own child • Utilize/develop community partnerships • Build family/community understanding of MTSS |
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| <ul style="list-style-type: none"> • Schools utilize resources (e.g. data systems, protocols, menu of interventions) and create the infrastructure (e.g. teams) to ensure that every student has access to high-quality Tier 1 core instruction along with any needed targeted Tier 2 or intensive Tier 3 instruction/interventions. • Instructional Leadership Teams (ILTs) create a clear vision and build a culture that is supportive of MTSS within their schools, which includes setting and communicating expectations. • Schools develop, align, release, reflect, and refine their MTSS professional learning (PL) plan, which includes high-quality Tier 1 core instruction and the PSP for the purpose of monitoring effectiveness of Tier 1 core instruction and planning differentiation. • Instructional Leadership Teams (ILTs) monitor implementation of learning from professional learning on high-quality Tier 1 core instruction and the Problem-Solving Process (PSP) within teacher teams and classrooms. | <ul style="list-style-type: none"> • Instructional Leadership Teams (ILTs) use the Problem-Solving Process (PSP) for school-level continuous improvement, including Tier 1 core instruction, attendance, SEL, etc. (e.g. Continuous Improvement Work Plan [CIWP]). • Teacher teams use the Problem-Solving Process (PSP) to evaluate effectiveness and plan improvements to Tier 1 core instruction within grade, classroom, or content teams. • Teachers, Related Service Providers (RSPs), and other appropriate stakeholders, use the Problem-Solving Process (PSP) to plan and monitor targeted Tier 2 and intensive Tier 3 instruction/interventions. | <ul style="list-style-type: none"> • Schools continually deliver and monitor high-quality Tier 1 core instruction aligned to CCSS, SEL, and all content area standards. • Schools continually deliver targeted Tier 2 and intensive Tier 3 intervention/instruction aligned to CCSS, SEL, and all content area standards. | <ul style="list-style-type: none"> • Schools continually identify and use available guidance for student thresholds and movement across tiers. • Schools will use available data management system(s) for progress monitoring student outcomes. | <ul style="list-style-type: none"> • Schools engage families (parents and guardians) and community members in planning MTSS supports for their students' needs to better align school and home environments. • Schools communicate regularly with families and communities to develop their understanding of MTSS and share best practices. • Schools establish and continually evaluate family and community partnerships to support MTSS implementation (e.g. providing targeted Tier 2 or intensive Tier 3 instruction/interventions). |
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Overview

CPS FRAMEWORKS CONNECTIONS

MTSS COMPONENTS

ACTION PLAN SCOPE

ACTION PLAN LOOK FORS

DISTRICT-WIDE MTSS LEADS

Provide professional learning modules for the district, create and distribute resources for networks, and continue to learn from and with schools.

NETWORK MTSS LEADERSHIP TEAMS

- 2 ISLs per network: (1) Gr K-8, (1) HS
- 1 Data Strategist per network
- 1 SEL Specialist per network

Provide *differentiated coaching and feedback*

INSTRUCTIONAL LEADERSHIP TEAMS

- 1 Team per school representing all grades, students (e.g EL, DL), & content:

Provide *school level professional learning, support, and safe practice time* to **TEACHER TEAMS.**

ALL TEACHER TEAMS (Teachers, RSPs & Counselors)

Engage in the **Problem Solving Process (PSP)** to plan effective, high quality first instruction and SEL supports for ALL students (Tier I) and targeted additional supports (Tier II & III) early and effectively.

Classroom Vision for High-Quality MTSS

Every day, in all classrooms throughout Chicago Public Schools (CPS), ALL teachers will provide:

- Universal instruction in the core curriculum (Tier 1) to all students (ALL students)
- Additional targeted academic and SEL supports (Tier 2) where needed (some)
- Deep & intense supports (Tier 3) based on individual and small group needs (few)