Livonia Public Schools
Pre K-12 MTSS Handbook

MTSS Handbook
Livonia Public Schools
2022-23 School Year

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Our Mission...To educate, challenge, and inspire every student to achieve personal success and become a confident contributor to society.

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Mission and Vision

At Livonia Public Schools, our district's Mission Statement, Shared Vision and Collective Commitments, serve as the driving force for our work each day. Our mission is to educate, challenge, and inspire every student to achieve personal success and become a confident contributor to society. We know our community is counting on us to commit to this mission each day, and there is no more important work than this!

Livonia Public Schools Mission and Points of Pride
To educate, challenge, and inspire every student to achieve personal success and become a confident contributor to society.

Livonia Public Schools Shared Vision

In order to "educate, challenge, and inspire every student to achieve personal success and become a confident contributor to society," Livonia Public Schools has a Multi-Tiered System of Support (MTSS). Through implementation of MTSS, student achievement data is closely monitored, students who require increasing levels of support are identified, and interventions are provided to support all students with achieving high levels of learning.

What is MTSS?
The Michigan Department of Education defines a Multi-Tiered System of Supports (MTSS) as a comprehensive framework comprising a collection of research-based strategies designed to meet the individual needs and assets of the whole child. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes. The MTSS framework provides schools and districts with an efficient way to organize resources to support educators in the implementation of effective practices with fidelity so that all learners succeed.

Livonia Public Schools utilizes a Multi-Tiered System of Support to provide high-quality instruction for all students (Tier I) and interventions (Tier II and III) matched to a student's need and monitors student progress to inform next steps for instruction or intervention.

This process is most impactful when teachers work together through the Professional Learning Community process. When teachers agree on what is most important, create common assessments and intervene together, student learning increases.
**Tier 1: Classroom Instruction**
The classroom teacher uses a variety of instructional strategies to ensure that all students have access to grade-level curriculum. Aspects of tier one include:
- Classroom environment and culture
- Guaranteed and viable curriculum
- Analyze data to drive instruction
- Universal accommodations

**Tier 2: Targeted Interventions**
Additional support above and beyond what all students receive in tier 1.
- Determined by data
- Provided during the school day

**Tier 3: Remediation**
Intensive support with prior skills and knowledge from previous school years.
District Student Achievement Teams

To ensure our mission and vision of Livonia Public Schools is being upheld, a variety of district teams are in place for the purpose of improving student engagement and achievement.

Administrative Leadership Team - The purpose of the Administrative Leadership Team is to provide information to all administrators on district initiatives that support student achievement goals. Members of the District Cabinet Team lead regular meetings in order to keep leadership abreast of pertinent information and provide professional development to leaders so that implementation of district initiatives are carried out with fidelity.

District Vision Forward Team - The purpose of the district improvement team is to provide the district with a forward thinking vision for student success through the process of continual improvement.

Quality Assurance Review Team - The Quality Assurance Review (QAR) Team utilizes educational quality standards to provide a continuous review process. The team reviews school improvement goals and data for each school, and ensures all students are learning at high levels. SIP goals are supported by a Multi-Tiered System of Support that provides identified students with increasing levels of support through intervention.

District MTSS Guiding Coalition - The purpose of the District Guiding Coalition is to continuously learn about effective practices for a systemic MTSS process, establish effective practices, provide documentation to clearly articulate effective practices, assess implementation of MTSS processes, analyze achievement data, and target areas for improvement.

   Elementary MTSS Guiding Coalition

   • Facilitate guidance and professional learning to support effective MTSS practices
   • Support schools with leadership, data collection and analysis
   • Collaborate with schools to review current practices and look for opportunities to create systemic supports for all students

   Secondary MTSS Guiding Coalition

   • Facilitate guidance and professional learning to support effective MTSS practices
   • Support schools with leadership, data collection and analysis
   • Collaborate with schools to review current practices and look for opportunities to create systemic supports for all students

District Professional Learning Teams

Grade/Content Level teams of teachers that identify:

   • The priority standards
   • The progression of those standards through the year
   • The Summative Assessments of those Priority standards
   • Discuss and Analyze the results
   • Determine and adjustments to assessments
School Student Achievement Teams

School Improvement Team - The purpose of the School Improvement Team is to develop and implement a plan for improving student learning outcomes. This team provides leadership with building goals, data collection, and analysis.

School Achievement Team - Throughout each school year, the team meets weekly to analyze data, monitor student achievement, identify students in need of intervention, and plan for time/staffing for intervention.

Professional Learning Teams - Each teacher is a part of a Professional Learning Team (PLT) with colleagues that teach the same grade or course. The PLT meets at least 3-4 times per month to implement a cycle of inquiry and ensure all students are mastering essential standards. Teams review common summative assessment data to determine how grade/course students are progressing on the standards deemed as priority. Teams review the formative assessments created at the school level to evaluate how students are achieving with what is taught.

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Professional Learning Team Cycle of Inquiry

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School Climate Teams - Throughout each school year, the team meets to review behavior data, identify students in need of intervention, and plan for supporting students so that they can learn. Many schools use the PBIS model to provide consistency in behavior support.
MTSS FlowChart

MTSS K-6 Framework
The K-6 Multi Tiered System of Support Framework provides structure for assessing, utilizing results, and providing varying levels of support to ensure that all students are learning. In addition, most schools have two interventionists, one behavior and one academic to educate and support all staff with the implementation of the tiered model. Ultimately this work and these efforts positively impact the engagement and success of all students.

Tier 1 Accommodations

MTSS 7-12 Framework
The 7-12 framework builds upon the MTSS foundation implemented at our K-6 level and began with the creation of a district-wide MTSS team consisting of representation from each secondary building and Central Office administration. In addition, the district was afforded the opportunity to hire three facilitators to educate and support all staff with the implementation of the tiered model. Ultimately this work and these efforts positively impact the engagement and success of all students.

Tier 1 Accommodations
MTSS FlowChart

**Tier 1 - Access to essential grade-level/course standards for all students**
- Teachers provide effective instruction to support mastery of the essential grade-level/course standards
- Teachers use daily formative assessment to check for understanding and reteach as needed.
- Teacher teams administer common formative assessments every 2-3 weeks, analyze the resulting data, and identify students in need of additional support to master grade level standards.

**Tier 2 - Additional time and support to learn essential behavior and academic standards**
- Students are grouped based on common learning needs. Teachers work collectively to provide weekly intervention or learning extensions to support the needs of all students.
- Teachers utilize progress monitoring to determine if students have mastered learning targets or need additional support for learning.

**Tier 3 - Intensive remediation in universal skills**
- Teachers administer universal screener assessments.
- The School Leadership Team analyzes universal screener data and identifies students with significant learning deficits.
- The School Leadership Team groups students based on common needs and assigns interventionists to provide daily support for targeted needs.
Required State Documentation and Reports

MTSS State, Federal and County Grants
The purpose of federal funds as part of the MTSS process is to assist schools and the district by providing financial support for students who are disadvantaged or at risk as well as to support effective instructional practices.

Federal Grants:
- Title I
  - A large pupil funding source to support disadvantaged and under-performing students. At Livonia Public School District, this funding is used to serve students in grades K-6. Grant funds are used to provide supplementary instruction to children who are most at risk of failing to meet academic standards.
- Title 2a
  - A funding source to support effective instruction. At Livonia Public Schools these funds are primarily used to improve the quality and effectiveness of teachers, principals, and other school leaders.
- Title III
  - A funding source to support the acquisition of English language for students who have a primary language that is not English. At Livonia Public Schools these funds are used to support the speedy acquisition of English language in order for students to meet challenging academic standards.
- Title IV
  - A funding source to support educational opportunities, safe and healthy students, and effective use of technology. At Livonia Public Schools the primary focus of these funds is on supporting the safety and health of students.
- ESSERS 2022-December 2024
  - A short term funding source to support educational opportunities for students to close gaps created by the pandemic. At Livonia Public Schools the primary focus of these funds is on providing additional instructional staff to support student learning.

State Grants
- Section 31a
  - A funding source to support “at-risk” student success with regular attendance, reading proficiency by 3rd grade, math proficiency by 8th grade, and college and career ready by graduation. At Livonia Public Schools the primary focus is providing support through Elementary
Support Teachers, Student Assistance Providers, and Social Workers to support non-identified students.

- Section 41
  - A funding source to further support the acquisition of English language for students determined eligible as a result of the WIDA assessment. Livonia Public Schools utilizes these funds to provide access for SAT testing and devices for students who need them.

- GSRP
  - A funding source that supports our Michigan Great Start Readiness Program for preschool students who have been identified as “at risk for low educational attainment.”

County Grants
- Early Literacy Coaching Grant - These funds are available to ISDs to hire early literacy coaches to service local schools, including Livonia Public Schools. At Livonia Public Schools Early Literacy Coaches work directly with teachers to support improving literacy achievement for grades K-3.

**Universal Screeners**

**Elementary**

**Early Literacy Assessments** - This set of diagnostic tools is used to determine students’ letter identification and sound knowledge. The data is used to support teachers and interventionists in helping kindergarten students with learning identifying areas of need for use with small group or individual instruction.

**Orton Gillingham** - The primary purpose of these assessments is to document K-2 student prior knowledge of phonemic awareness and the foundation of language. The resulting data is used to support teachers and interventionists in identifying areas of need for use with small group or individual instruction.

**Benchmark Assessment System (BAS)** - This diagnostic is a tool for determining a K-4 students’ reading level by observing reading behaviors one-one-one as well as through comprehension conversations. The results are used to plan for targeted instruction.

**iReady** - This diagnostic assessment identifies K-9 students as at/above grade level, 1 year below grade level, or more than 1 year below grade level in math and reading. It also provides diagnostic information to identify specific deficits for targeted instruction.
**Equity**

The Livonia Public Schools District is committed to grow and advance our community culture through efforts to enhance our work in the areas of equity, inclusion and belonging. The MTSS administrators and teams possess the knowledge and passion to guide the district and school level administrators, staff, and students toward more awareness and actionable steps that promote diversity, ensure fairness, and honor all voices.

The MTSS team will partner with the QAR team to “hold a mirror” to the data to determine if there are identified groups of students that we are not reaching. This data will be a part of our District Data Dives at the school and district levels.
This chart shows the average attendance percentage by selected demographic groups for the 2021-22 school year.

**District iReady Reading (Fall 2022)**

The following charts show the average nationally normed percentile placement for various demographic groups.

**K-4**
Intervention Staffing

- Classroom Teacher - The classroom teacher is a part of a professional learning team that continuously analyzes Tier 1 data to determine Tier 2 intervention needs. The team collaborates to provide all students within the grade level intervention or extension to support Tier 1 achievement.
- Elementary Academic Support Teacher/Learning Specialist - The Elementary Support Teacher uses universal screener data to identify students that are one or more grade levels behind in reading or math. These students are placed in groups based on need. The Support Teacher provides daily instruction focused on targeted needs, monitors progress, and determines next steps for targeted instruction.
- Behavior Support Teacher - The Elementary Behavior Support Teacher uses data as well as on-going progress monitoring to determine behavior support needs and plan for intervention.
- Title I Interventionist ( Teachers and Paraprofessionals) - The Interventionist uses universal screener data as well as on-going progress monitoring to determine instructional needs and plan for targeted instruction for the most at-risk students.
- Psychologist - The Psychologist provides support for all students and meets the unique needs of students as indicated in a child’s Individualized Education Plan.
- Social Worker - The Social Worker provides support for all students and meets the unique needs of students as indicated in a child’s Individualized Education Plan.
- Special Education Resource Teacher - The Special Education Resource Teacher provides targeted support for identified students as indicated in a child's Individualized Education Plan.
The MTSS Process and Special Education Services
The MTSS process is used to help all students achieve success. When a student continues to struggle within the MTSS system, the next step is for the Achievement Team to review student data and, in conjunction with the parent/guardian, hold a review of existing evaluation meetings, to consider an evaluation for additional general education supports or special education supports.

The Professional Development Plan

Professional Learning Communities - All administrators and teachers receive professional development to support implementation of Professional Learning Communities. The establishment of Professional Learning Communities provides structure to support teachers with collaboration for the collective purpose of all students achieving mastery of the guaranteed and viable curriculum.

Guaranteed and Viable Curriculum - A purposeful mechanism through which all students have an equal opportunity (time and access) to learn rigorous standards and content.

Effective Instructional Practices - Effective Instructional Practices are included in curriculum resources. Teachers have also had training on Michigan's General Education Leadership Network's Essential Instructional Practices in Literacy.

iReady - All teachers receive professional development to support administration of iReady as a universal screener and analysis/interpretation of results.

Illuminate - All teachers receive professional development to support using Illuminate to create standards-based assessments, administration of assessments, and creating reports for the purpose of analyzing results.

Data Driven Dialog - All administrators and teachers receive professional development to support participating in effective data driven dialog for the purpose of improving student achievement.
Collaborative Teams and Release Time

Weekly Professional Learning Team Meetings - The Professional Learning Community teams meet weekly with grade level or course content colleagues. The dialog focuses on Dufour’s 4 Questions:

- What do we want students to know?
- How will we know if they know?
- What will we do if they don’t know?
- What will we do if they already know?

Using these questions teachers collaborate as they plan for instruction, formative and summative assessments, data analysis, and next steps for instruction such as reteaching or extended learning.

District Collaboration Days - Teachers meet with teams throughout the day:

- District Teams - Document and clarify the Guaranteed and Viable Curriculum for each grade level or course. They also analyze the resulting data for the purpose of raising student achievement.
- Professional Learning Teams - School-based teams meet with grade level or course content colleagues to plan for targeted instruction, formative assessment, data analysis, and next steps for instruction such as reteaching or extending learning.
- Data Dives - Teachers meet with their School Achievement Team to look at Universal Screener data, identify students who are below grade level in reading and/or math, and plan for targeted intervention.
MTSS Glossary

**Classroom Environment** - how a classroom is set up to meet the needs of students.
- The environment is physically and emotionally safe.
- The resources, materials and technology in the classroom make the curriculum accessible to all students.
- Students know how to access the resources and are familiar with classroom routines that support their learning.
- The arrangement of the room supports varying needs of the students and their learning.

**Guaranteed and viable curriculum** - represents the skills, content knowledge and behaviors every student must master.

**Response to Intervention (RTI)** - RTI is a model for identifying and addressing the specific academic needs of struggling students. MTSS addresses academic as well as social and emotional areas (non-academic), including behavior and other topics such as attendance.

**Student Data** - any data that is collected and used to inform instruction, such as:
- Universal screener data
- Formative and Summative assessment data
- Common assessment data
- Standardized test data
- AP test data
- Student work data
- Recorded observation of student behavior

**Tiered Support** - a comprehensive framework of leveled targeted supports/instruction to meet the individual needs of the students. MTSS includes three levels, or tiers, of instruction. Each tier has a set of evidence-based practices to meet the instructional goals. Tiers are cumulative, and the supports build upon each other as more support is needed.

**Multi Tiered System of Support (MTSS)** - a systematic process to ensure every student receives the additional time and support needed to learn at high levels. The MTSS process is made up of three tiers.

**Tier 1** - provides all students with access to essential grade-level curriculum and effective initial teaching.

**Tier 1 Accommodation** - an alteration of environment, curriculum format, or equipment that allows a student to gain access to content and/or complete assigned tasks.

**Tier 2** - additional time and support a student needs to master the priority standards. Tier 2 interventions must be timely, targeted, flexible, and aligned to grade-level essential standards.
Tier 3 Intensive Remediation - students who show gaps in their learning of essential outcomes from previous years will need Tier 3 support.

Tier 3 Intensive Remediation - These remediations will need to be done concurrently with tier 1 and 2 supports to ensure students will not miss new essential instruction.