



The MTSS Framework

VISION

The Winnetka Public School's vision for the implementation of an MTSS framework is to ensure that **all students** in the District are provided with high-quality, evidence-based, differentiated instruction within a multi-tiered, data-based system that ensures students' academic and social-emotional needs are not only met but promote growth for **all students**.

COMPONENTS



Professional Learning Communities
PLC



Differentiation



Response to Intervention



Online Management



Data Based Decision Making



Social Emotional Learning
SEL



Universal Screening



Evidence-based Core Instruction for All



Professional Development



Family Engagement

	What is it?	Who does it serve?	How is progress monitored?	When does instruction take place?
1	Core instruction and differentiation align with grade-level standards and are delivered through grade-level curriculum.	Every student- instruction should result in growth for at least 80% of students	Formative and summative assessments aligned with the curriculum	During designated class time when all students are present
1.5	When over 50% of students in a class are shown to be at risk on a universal screener, Tier 1.5 functions as both an intervention and a second screening gate. This allows for more accurate screening decisions about which students need intensified instruction at Tiers 2 or 3.	All students in classes where more than 50% of the class was found to be at risk on universal benchmark screening, diagnostic assessments, or formative data	Intervention data shows mastery of skills as well as identifies those students still not making progress	15 minutes per day during a designated class time when all students are present
2	Targeted support closes gaps in universal skills using evidence-based instruction.	5-15% of students who are identified by universal screening, diagnostic assessments, and formative data as well as show a need for additional support in targeted areas	Every 1-4 weeks using a tool such as aimswebPlus, mCLASS, or easyCBM that has multiple forms assessing the same targeted skill	During WIN, X Block, or other times during the day outside of core instruction
3	Intensive support closes gaps in universal skills using evidence-based instruction.	1- 5% of students who are identified by universal screening, diagnostic assessments, and formative data as well as show a need for additional intensive support in targeted areas	Every 1-2 weeks using a tool such as aimswebPlus, mCLASS, or easyCBM that has multiple forms assessing the same targeted skill	During WIN, X Block, or other times during the day outside of core instruction

ONE HUNDRED YEARS of PROGRESSIVE EDUCATION

