

# District-Wide Whole Child MTSS Framework

## Seattle Public Schools Multi-tiered System of Support

*Knowing Every Child by Story, Strength and Need*

### Introduction:

The Seattle Public Schools Multi-tiered System of Support communicates the belief that in order for a child to reach to his or her highest potential, the needs of the whole child must be considered. The four domains of every learner encompass academic, social, emotional and behavioral needs. In addressing the needs of the whole child with intention, a child then has the greatest opportunity to learn, grow and achieve.

The design of the Seattle Public Schools Whole Child Framework provides the entire learning community with a clear understanding of overarching outcomes across the four components of MTSS:

- Leadership and MTSS
- School Culture, Collaboration & Communication
- Core and Tiered Instructional Supports
- Data, Assessment and Progress Monitoring

Through the consideration of structures, practices, beliefs and action from the perspective of the District, the School and the Classroom, our goal of meeting the needs of *each and every* child can be realized. As a learning community, the Seattle Schools Whole Child Framework communicates and demonstrates practices across the school system that ensure we are united in serving all of our students.

# District-Wide Whole Child MTSS Framework

	CLASSROOM	SCHOOL	DISTRICT
<b>Leadership in MTSS</b>		<ul style="list-style-type: none"> <li>• SPS Staff and key school community partners are part of a data-driven MTSS team</li> <li>• School based MTSS team meets regularly to progress monitor tiered support structure, ensuring integrity and fidelity of core instruction intervention supports</li> <li>• The framework, principles and beliefs of MTSS are anchored in racial equity and integrated into the school's mission, vision and beliefs</li> <li>• School leadership frequently reviews and adjusts allocation of resources (time, materials, services and staff) for MTSS implementation, as part of a continuous cycle of improvement using the equity analysis tool</li> </ul>	<ul style="list-style-type: none"> <li>• Data access procedures and forms to support CBO participation on MTSS teams</li> <li>• Clear ownership and accountability of MTSS work exists, evidenced by a multi-year implementation plan and assigned project manager (who has decision making authority)</li> <li>• Centrally based rapid response prevention and intervention team is established to monitor data across the system, directing support</li> </ul>
<b>School Culture, Communication, and Collaboration</b>	<ul style="list-style-type: none"> <li>• SPS Staff providers actively participate in the steering and evolution of MTSS implementation at schools</li> <li>• SPS Staff and key school community partners are part of a data-driven MTSS team</li> <li>• SPS Staff and CBO MTSS providers understand when and how to access district-level supports</li> </ul>	<ul style="list-style-type: none"> <li>• School-based MTSS team meets regularly to progress monitor tiered support structure, ensuring integrity and fidelity of core instruction intervention supports</li> <li>• The framework, principles, and beliefs of MTSS are anchored in racial equity and integrated into the school's mission, vision and beliefs</li> <li>• School leadership frequently reviews and adjusts allocation of resources (time, materials, services and staff) for MTSS implementation, as part of a continuous cycle of improvement using the equity analysis tool</li> </ul>	<ul style="list-style-type: none"> <li>• Data access procedures and forms to support CBO participation on MTSS teams</li> <li>• Clear ownership and accountability of MTSS work exists, evidenced by a multi-year implementation plan and assigned project manager (who has decision-making authority)</li> <li>• Centrally-based rapid response prevention and intervention team is established to monitor data across the system, directing support</li> </ul>

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<p><b>Core and Tiered Instruction and Supports</b></p>	<ul style="list-style-type: none"> <li>• All staff consistently provide high quality, equitable, and standards-based learning opportunities for all students in Tier 1. Instruction is linguistically and culturally responsive to engage and support all learners. (Danielson 1c, 3a, 3c, 3d).</li> <li>• All teachers integrate research and best practice in content area pedagogy and instruction. Teachers collaborate to learn and consistently access professional development opportunities to improve their expertise in content area instructional practice. (Danielson 1c, 3a, 3c, 3d).</li> <li>• All teachers consistently provide instruction that is culturally responsive, equitable, and inclusive of all students. (Danielson 2a, 2b, 3c)</li> <li>• Group size is optimal (4-6 students).</li> <li>• The evidence based strategy employed matches student(s) need in terms of intensity, duration, and frequency.</li> <li>• Behavioral/SEL classroom instruction is scheduled, supported, and monitored for fidelity</li> <li>• Instructional planning decisions are made based on data</li> <li>• Instructional plans and resources are aligned to evidence-based behavioral/SEL standards</li> </ul>	<ul style="list-style-type: none"> <li>• In each of the Core academic content areas and SEL competencies*, there is strong alignment to standards and articulation within grade levels so that students have highly similar experiences, shared expectations, and common language, regardless of their assigned teacher.</li> <li>• There is well-defined articulation of teaching and learning from one grade to another. (Danielson 1c, 1a, 1e)             <ul style="list-style-type: none"> <li>• Instructional plans and resources are aligned to standards (CCSS, NGSS, ELPS)</li> <li>• Behavioral and SEL expectations and criteria are established at each tier based upon school culture and needs</li> <li>• School-wide behavioral/SEL expectations are taught, monitored, and reinforced</li> <li>• Intervention and behavioral skill instruction are made based on data (screener, discipline data)</li> <li>• Targeted level interventions align well with and are in addition to core instruction.</li> <li>• After the sufficiency of the core has been evaluated, all selected targeted interventions are evidence-based and matched with student needs.</li> <li>• All students, based on need, have access to targeted interventions.</li> <li>• The most highly qualified staff or service provider always leads targeted level interventions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• District provides PD that is C&amp;L responsive and support for academic assurances via standards aligned to DISTRICT APPROVED scope and sequence, curricular resources</li> <li>• District provides recommended impactful job embedded PD around differentiation practices for every student including (ELL, SPED, HC, CTE)</li> <li>• District provides PD around instructional practices and behavioral/SEL curricula, programs, and services</li> <li>• District supports appropriate levels of staffing to ensure implementation of curricula/programs/services at all 3 tiers</li> </ul>
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<p><b>Data, Assessment and Progress-monitoring</b></p>	<ul style="list-style-type: none"> <li>• Formative and summative tools/resources including student work are used to effectively differentiate instruction for a range of learners</li> <li>• Data-driven progress monitoring is employed to ensure every student succeeds (screening)</li> <li>• Data-driven progress monitoring is employed to identify students in need of Tier 2/3 supports</li> <li>• Formative and summative tools/resources are used to effectively differentiate SEL/behavioral instruction for a range of learners</li> </ul> <p>Benchmarking and progress monitoring are utilized to drive SEL instruction/behavioral intervention fluidly</p>	<ul style="list-style-type: none"> <li>• School administrative 'data dashboard', is linked to district platform and available to MTSS CBO partners</li> <li>• Use ongoing data collection and analysis to assess quality of instruction and/or curriculum, student performance, intervention practices, and efficiency of resources</li> <li>• School and classroom level data points are collected, enabling ease and effectiveness of data teaming</li> <li>• Common curricular and/or standards based benchmarks in ELA and Math, are defined</li> <li>• Progress monitoring of interventions is performed regularly via recommended schedule, tool (including a case management oversight position)</li> <li>• School-wide behavioral/SEL data is collected and utilized to direct curricula/program/service selection, supports, and resources at all 3 tiers</li> </ul>	<ul style="list-style-type: none"> <li>• District level 'data dashboard' is available, enabling access to school level reports for 3-way data exchange (school, district, CBOs)</li> <li>• District provides PD and support for a comprehensive learning management system focused on supporting the whole child (i.e. social and emotional indicators, behavior, academics)</li> <li>• Infrastructure (including tools, systems, platforms, databases) in place for schools and classrooms to capture/analyze data</li> <li>• The 'right' early warning indicators are known and tracked</li> <li>• Comprehensive assessment system, with deliverables and resources is developed and implemented (including scope and sequence and benchmarks)</li> <li>• Consistent training, coaching around assessment best practices is provided</li> </ul>

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		<ul style="list-style-type: none"><li>• Progress monitoring of intervention is performed according to district-recommended schedules as stated in IC tool</li><li>• Using a data based decision making model, students are fluidly placed into targeted, evidence-based intervention</li></ul>	<ul style="list-style-type: none"><li>• Culturally appropriate and comprehensive assessment systems are adopted, implemented, monitored and adjusted</li><li>• District supports schools in data collection and analysis through PD and technical assistance</li></ul>
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