

❖ MULTI-TIERED SYSTEM OF STUDENT SUPPORT AND  
UNIVERSAL DESIGN FOR LEARNING- HCSO  
PRIORITIES- AN UPDATE

“ WHEN YOU KNOW BETTER YOU  
DO BETTER. ”

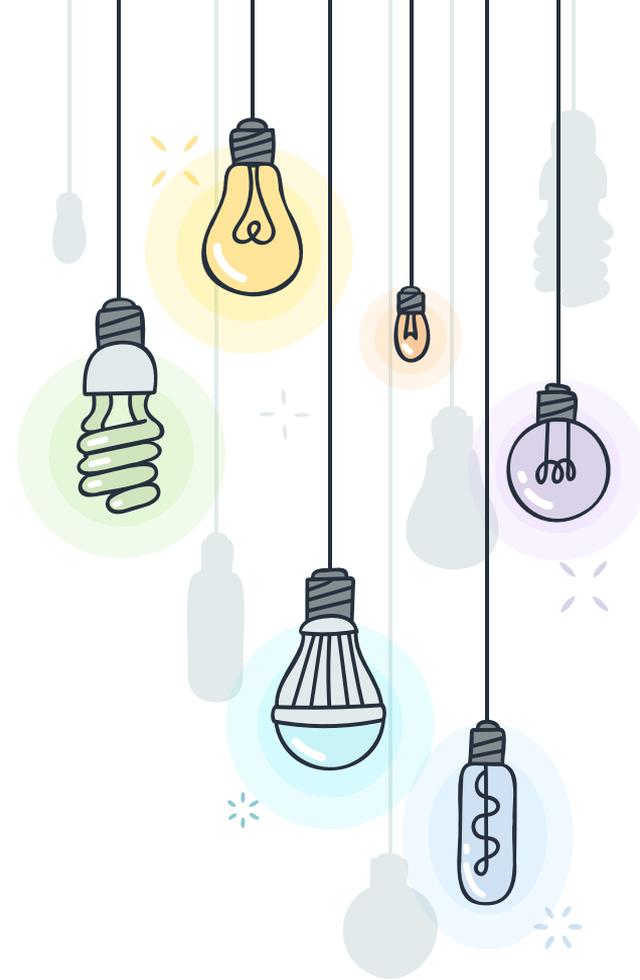
- MAYA ANGELOU



## \* FOR OUR UPDATE TODAY

2021-22 Work Progress Update: MTSS and UDL

Student Support: New Structure at North  
Planned Next Steps





# MTSS as a Framework of Student Support

## \* MULTI TIERED SYSTEM OF STUDENT SUPPORT

CALIFORNIA'S MULTI-TIERED SYSTEM OF SUPPORT (CA MTSS) IS A COMPREHENSIVE FRAMEWORK THAT ALIGNS ACADEMIC, BEHAVIORAL, SOCIAL AND EMOTIONAL LEARNING, AND MENTAL HEALTH SUPPORTS IN A FULLY INTEGRATED SYSTEM OF SUPPORT FOR THE BENEFIT OF ALL STUDENTS. CA MTSS OFFERS THE POTENTIAL TO CREATE NEEDED SYSTEMATIC CHANGE THROUGH INTENTIONAL DESIGN AND REDESIGN OF SERVICES AND SUPPORTS TO QUICKLY IDENTIFY AND MATCH TO THE NEEDS OF ALL STUDENTS.



# California MTSS Continuum of Support

Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.



## UNIVERSAL SUPPORT

Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.

ALL STUDENTS



## SUPPLEMENTAL SUPPORT

Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

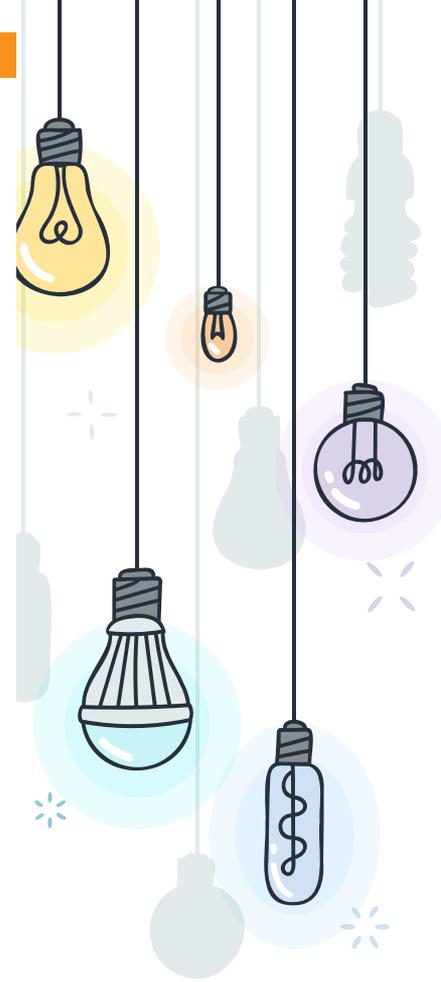
SOME STUDENTS



## INTENSIFIED SUPPORT

Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

FEW STUDENTS

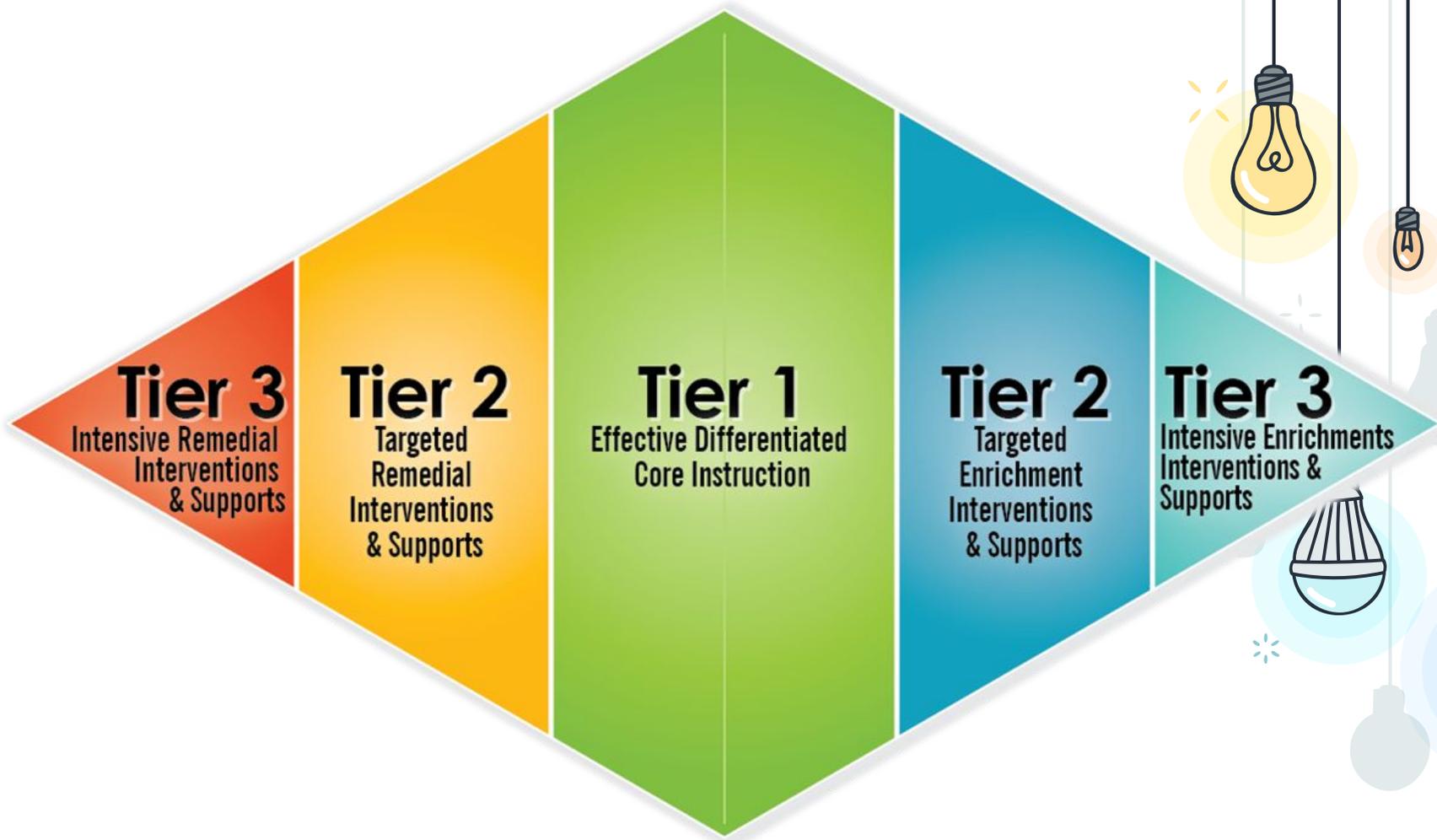


## CA MTSS Continuum of Support



Universal Support ALL Students	Supplemental Support Some Students	Intensified Support Few Students
<p><b>Teams</b></p> <ul style="list-style-type: none"> <li>School Level</li> <li>Grade/Department Levels</li> <li>Teaching Teams</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>Universal Screeners</li> <li>Outcome Measures</li> <li>Fidelity Data</li> </ul> <p><b>Evidence-based Practice</b></p> <ul style="list-style-type: none"> <li>Curriculum</li> <li>Instruction</li> </ul> <p><b>Continuous Improvement Process</b></p> <ul style="list-style-type: none"> <li>School and Grade Levels</li> <li>Strengths-based</li> </ul>	<p><b>Expanded Grade &amp; Teaching Teams</b></p> <ul style="list-style-type: none"> <li>Specialists</li> <li>Parents &amp; Students</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>Decision Rules</li> <li>Daily Monitoring</li> <li>Frequent Progress Monitoring</li> <li>Intervention Fidelity Data</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>Based on Identified Needs</li> <li>Frequency, Duration, &amp; Timeline Matched to Need</li> <li>Intended to be Flexible</li> </ul> <p><b>Continuous Improvement Process</b></p> <ul style="list-style-type: none"> <li>Group/Individual Levels</li> <li>Strengths-based</li> </ul>	<p><b>Expanded Grade &amp; Teaching Teams</b></p> <ul style="list-style-type: none"> <li>Specialists</li> <li>Parents &amp; Students</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>Decision Rules</li> <li>Daily Monitoring</li> <li>Frequent Progress Monitoring</li> <li>Intervention Fidelity Data</li> </ul> <p><b>Interventions</b></p> <ul style="list-style-type: none"> <li>Based on Identified Need</li> <li>Frequency, Duration, &amp; Timeline Matched to Need</li> <li>Intended to be Flexible</li> </ul> <p><b>Continuous Improvement Process</b></p> <ul style="list-style-type: none"> <li>Individual Level</li> <li>Strengths-based</li> </ul>

Adapted from SWIFT Education Center



## \* UNIVERSAL DESIGN FOR LEARNING

**Universal Design for Learning (UDL)** is an approach to improve and optimize teaching and learning for *all* by setting clear, rigorous **goals**; anticipating **barriers**; and proactively **designing** to minimize those barriers.



## \* 2021-22 MTSS PROGRESS UPDATE-CONTEXT

- + MTSS and UDL are both LCAP and District Priorities
- + Focus on System Wide Alignment
- + Building on student support work being done at sites
- + Integrating Social-Emotional and Academic systems of support



## \* WE HAVE SET OUT TO:

**SYSTEMATIZE** and **ALIGN** MTSS Processes,  
Decision Making and Tiers of Support across the  
district

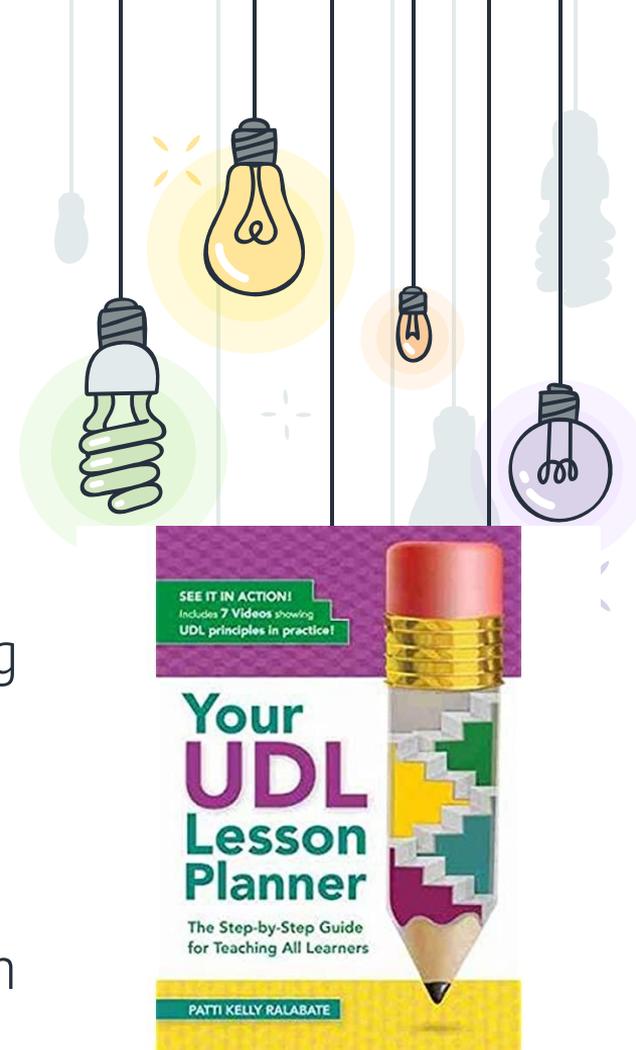
**Components** include: Best Practices in Instruction,  
Assessments, Interventions, Social-Emotional  
Learning, Behavior, Defining Tiers of Support

**TOGETHER: LEARN, REFINE, ALIGN and  
SUPPORT**



## \* MTSS/UDL WORK PROGRESS

- + Small Team of Leaders Attends California MTSS Institute ( with explicit UDL focus)
- + Work began with Summer Leadership Retreat- Collective learning
- + All staff Learning on Foundational understanding of MTSS and UDL-September
- + Based on feedback and to deepen learning on UDL- Grounding in a strategies based text - October (Plan is to continue the learning through the year)



## \* MTSS WORK PROGRESS: A TEAM APPROACH

- \* Brought on Board: **Branching Minds**- A National Consultant on Systematic MTSS work with a deliverable on HCSD model and MTSS best practices Playbook.
- \* Brought together a team of **doers and dreamers**: Principals, Distt Office leaders, Teachers & staff across our district



## ✧ MTSS WORK PROGRESS: A TEAM APPROACH

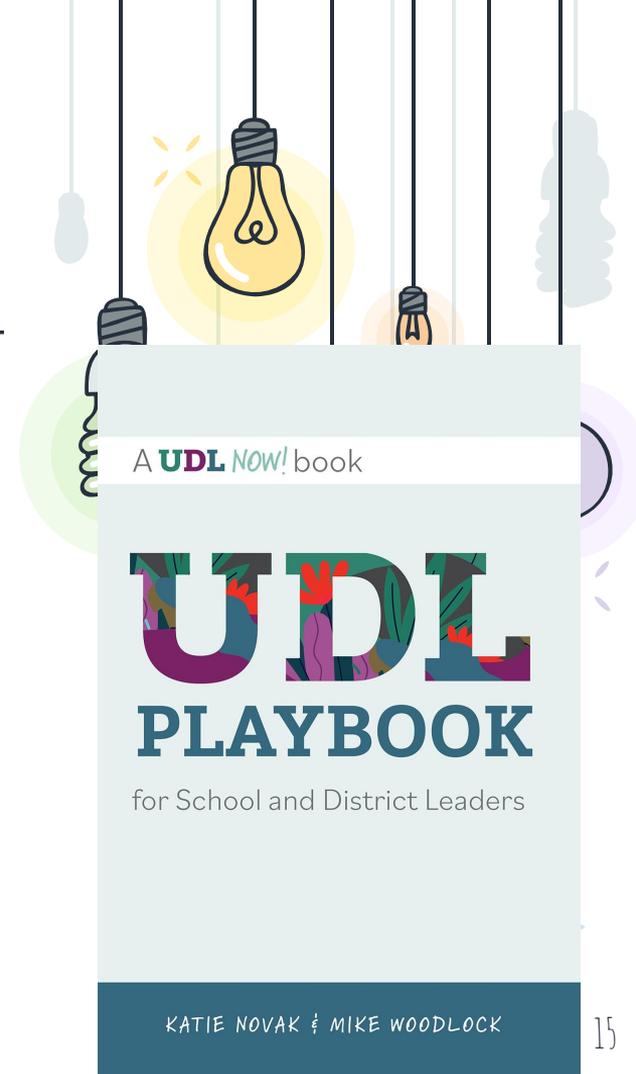
- + District Wide MTSS team worked with Branching Minds over 2 release days- Examples from other districts, Work Process centered on first draft of an MTSS playbook
- + Branching Minds then worked with Leadership Team Members who reviewed the first draft and shared ideas - this is in progress



## ✨ UDL WORK PROGRESS: LEADERSHIP TEAM

Our Leadership Team is also invested in their own learning :

Book Study during our Leadership Team Meetings.- UDL playbook for School and District Leaders.



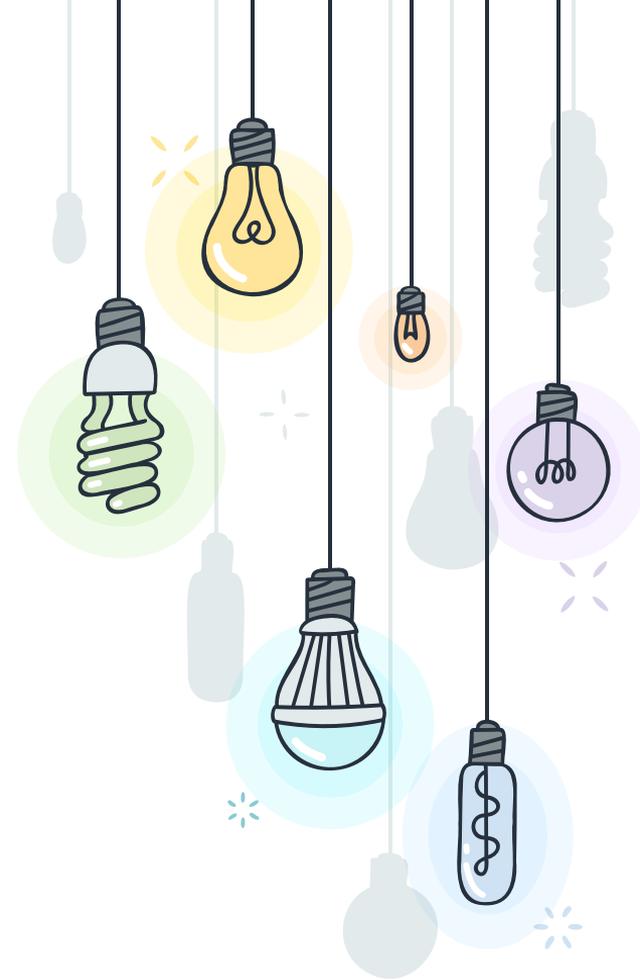
## ✧ MTSS FOUNDATION:

### **Common Assessments-**

Academic- STAR Reading, STAR Math and  
STAR Early Literacy

( K-8)

DESSA Mini : New this Year (K-5) : Social  
Emotional





# SITE BASED MTSS EXAMPLE: CARE TEAM - A NEW SUPPORTIVE STRUCTURE AT NORTH

# August 2021: All Means Each!- CARE Team



**Weekly CARE Team** (Counselor, SP, Interventionist, Principal and RS)

Introduced Draft CARE Referral Form and Action Plan to North MTSS LT, Department of Special Services and North Staff

Areas of focus:

MTSS/ Universal Design Learning (UDL)

Health and Wellness -Staff and students

Behavior (PBIS)

Giftedness

BOY/MOY/EOY Grade Level meetings take place 3x/year.

For MOY, we invited RSP, SLP, OT and SP to join us via zoom  
-tools, strategies

## **CARE TEAM- A beyond labels approach**

**CARE REFERRAL FORM:** We added input from Occupational Therapist (OT)-Pre CARE referral intervention included

**CARE ACTION PLAN:** -Just in time support and data orientation

**CARE TEAM** Includes Principal, Counselor, School Psychologist, Reading Specialist

Following a referral form, we invite teacher to an upcoming weekly CARE meeting (This is optional) to share concerns.



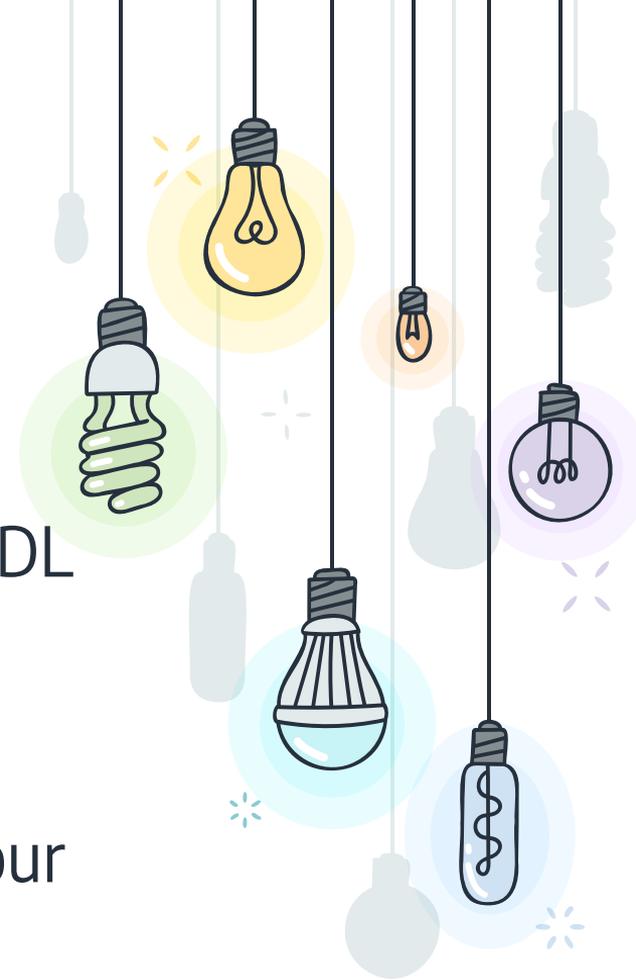
# The Future of North MTSS/CARE Team

Upcoming HCSD Professional Development  
(PD) Opportunities

Professional Learning Communities (PLC)

Future Book Studies with NMTSS LT-Your UDL  
Lesson Planner and Teaching Giftedness in  
Today's Classroom

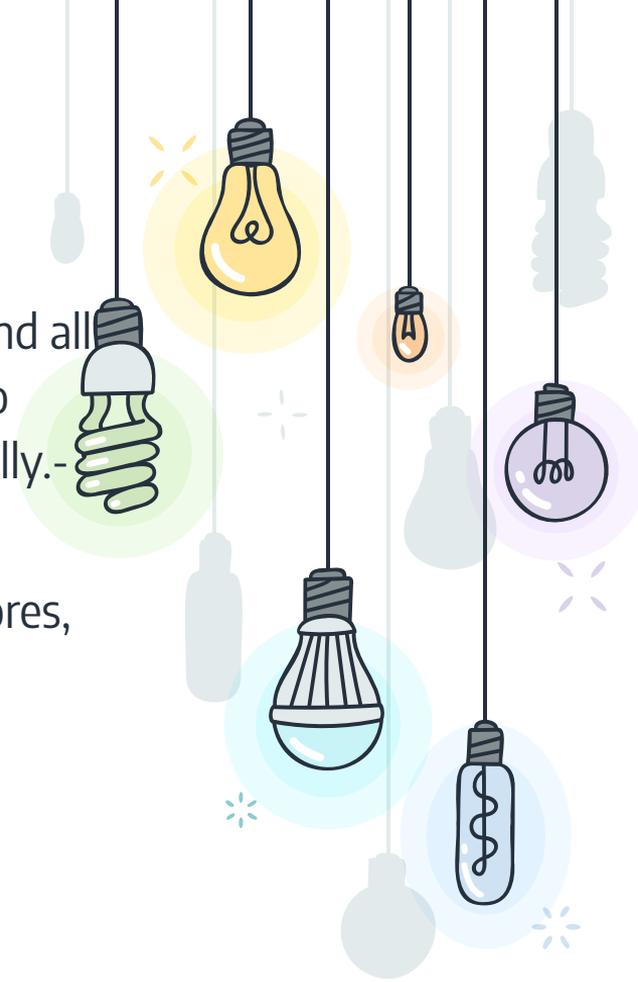
More staff feedback- how can we improve our  
practice?



## \* CARE TEAM- PROGRESS EXAMPLE

This year, we had 6 initial written requests for assessment and all 6 were provided MTSS based interventions and were able to progress academically, socially, behaviorally and/or emotionally.-  
Just in time support!

CARE Students are making progress as evidenced by test scores, assessments and teacher/parent reports.



## \* NEXT STEPS

- ✦ Continuing Deeper Learning with UDL
- ✦ Refining MTSS Playbook as a team -  
Implementation Process Design
- ✦ Refining Structures of Student Support-Aligning  
Systems
- ✦ Analyzing Data and Informing Instruction and  
Interventions
- ✦ Actions based on Site based feedback on site  
specific professional learning and student needs



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