

Multi-Tiered System of Supports

Charlottesville City Schools
School Board Meeting
August 1, 2024



Strategic Plan Alignment

INCREASE ACADEMIC ACHIEVEMENT

Goals

- 1 All CCS learners will graduate **equipped with a plan for the future.**
- 2 All CCS learners will have access to **rigorous, inclusive, and relevant learning experiences.**
- 3 All CCS learners will demonstrate mastery in reading and math, leading to the **elimination of achievement and opportunity gaps.**

PROVIDE A CULTURE OF SAFETY, WELLNESS, AND BELONGING

Goals

- 1 CCS will support **social, emotional, and physical wellness.**
- 2 CCS will foster a **strong sense of community.**
- 3 CCS will promote a **safe and positive learning environment.**

SUPPORT OUR STAFF

Goals

- 1 CCS will **recruit and retain** licensed and properly endorsed staff.
- 2 All CCS staff will engage in **meaningful, relevant, timely, and personalized professional learning.**
- 3 CCS will **recruit and retain teachers of color.**
- 4 CCS will **value staff voice.**

100%

All Charlottesville City
Schools Staff contribute
to the MTSS framework.

The MTSS framework is
aligned with our core
values.

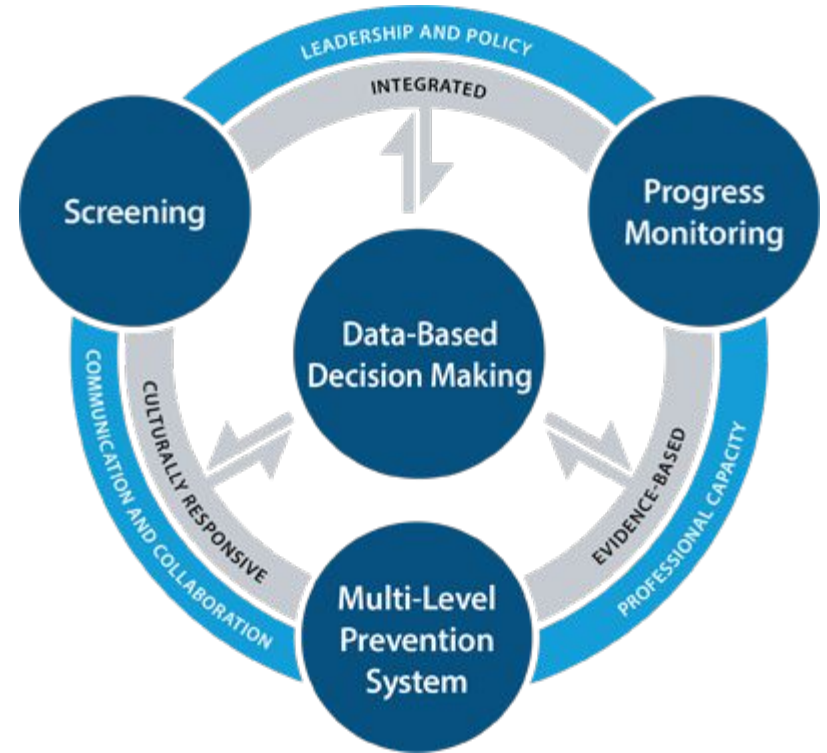
Relationships: We build authentic connections with each other, elevating diverse perspectives by promoting mutual trust, respect and a sense of belonging.

Joy of Learning: We foster curiosity, play, and exploration to inspire active engagement, discovery and achievement.

Growth: We create an environment that promotes personal and organizational improvement through collaboration, reflection, support, and effort.

Well-being: We prioritize mental wellness, safety, and physical health. We recognize that we are better together.

What is a multi-tiered system of supports?




Source: AIR Center on Multi-Tiered System of Supports



Screening

- Universal screening measures are used to identify students at risk.
 - VALLSS
 - DIBELS-8
 - MAP
 - DESSA-Mini
 - Rethink Ed Self Assessment
 - Attendance



Multi-Level Prevention System

- Continuum of instruction an intervention across the domains that is:
 - evidence-based
 - culturally and linguistically responsive
 - matched with student need
- Identified in our tiered resource guide.



Progress Monitoring

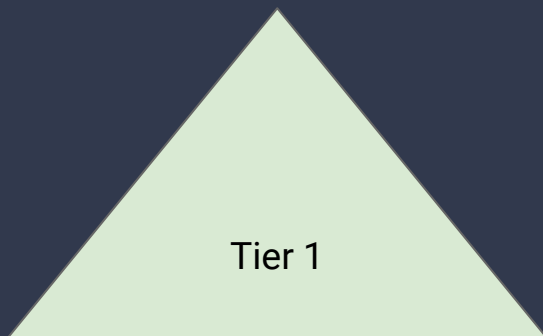
- Evaluates the effectiveness of instruction, interventions and supports.
 - student level
 - grade level
 - school level
 - division-wide
- Universal and individualized data



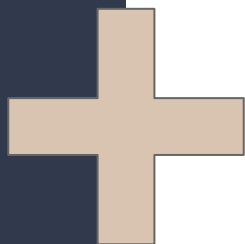
Data-Based Decision Making

- Data is used to make decisions about instruction and intensification.
 - core instruction and curriculum
 - intervention
 - resource allocation

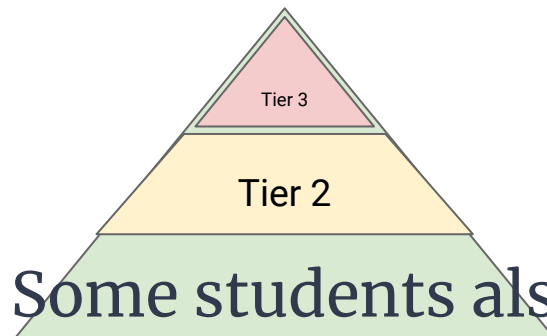
By the numbers



All students receive and benefit from Tier 1 Core Instruction.



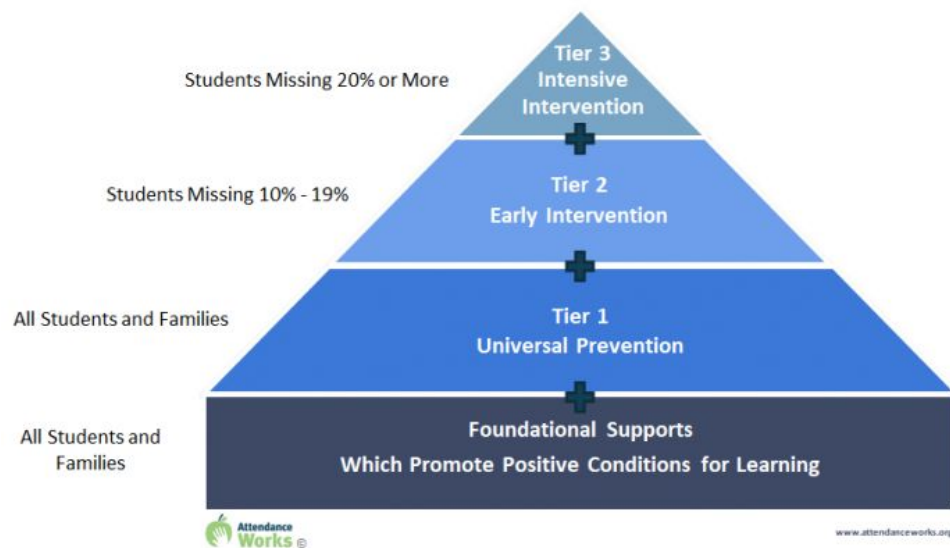
Intervention Overview
3508 Total Plans
34.0% of population in intervention
68 Strategies
160 Interventionists
10 Schools



Some students also receive Tier 2 and Tier 3 interventions

Spotlight on Attendance

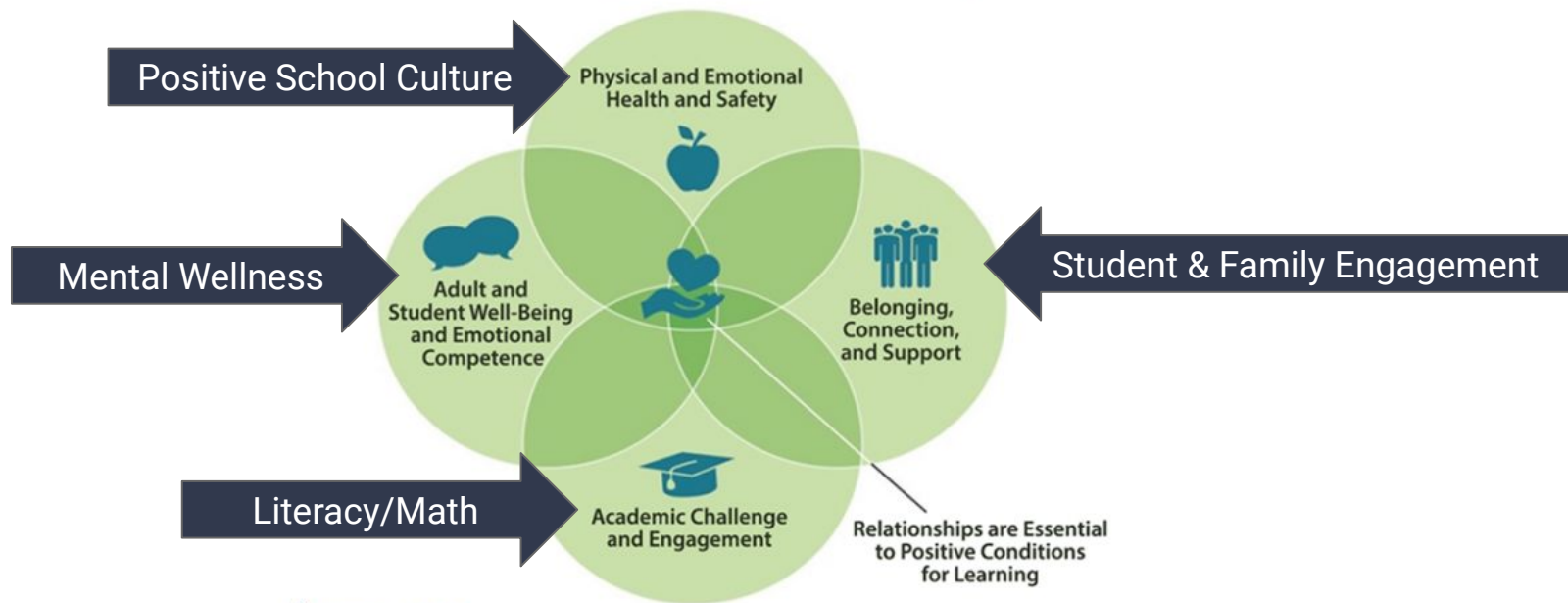
- **Screening:**
 - Ensure attendance data is accurate
 - School-based attendance teams
- **Multi-level prevention:**
 - Continuum of supports that address the root causes of absenteeism
 - Evidence-based interventions
 - Resource allocation
- **Progress-monitoring**
 - Goal setting based on root causes of absenteeism
 - Celebrating successes
- **Data-based Decision Making**
 - Division Attendance Team
 - Decision-making protocols



Source: Attendance Works

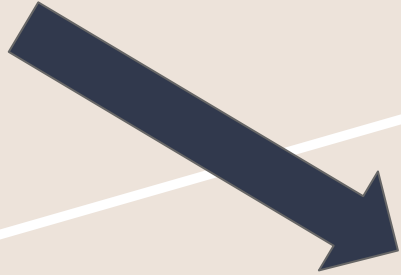
Integration of Domains is key

**Positive Conditions for Learning
Lead to Students Being Engaged and Attending Regularly**



Division Leadership Team

- Focus on equitable implementation through common practices, professional learning, and teaming structures: *MTSS Handbook*



- Focus on fidelity through data collection. Are we doing what we said we would do? Is it working for students and families?