

# USD 263 Multi-Tier System of Supports (MTSS) Framework Factsheet



<p><b>What is the Multi-Tier System of Supports (MTSS) Framework?</b></p>	<p><b>USD 263 Mission Statement</b></p>										
<p>The Kansas Multi-Tier System of Supports Integrated Framework (MTSS) is a set of evidence-based practices implemented to meet the needs of all learners. MTSS builds a system of prevention, early intervention, and supports to ensure that all students are learning from the instruction. MTSS establishes a system that intentionally focuses on leadership, professional development, and an empowering culture and content areas of reading, mathematics, behavior, and social-emotional learning.</p>	<p>The mission of the Mulvane Public Schools is to prepare all students with academic and life skills while respecting the diverse social, educational, and cultural characteristics of each individual student.</p>										
<p><b>KESA- Relationships and Rigor</b></p>	<p><b>What are the goals of MTSS?</b></p>										
<p><b>Kansas Education Systems Accreditation</b> <i>A systems approach to K-12 accreditation</i></p> <p><b>Framework: The Five Rs</b> The Five Rs are equally important to the quality of a system and they encompass every concept contained in the ideas of quality education and continual improvement. <i>Everything</i> that educational professionals and stakeholders do, say, believe, model, teach, expect, and desire about education can be classified in at least one of the Five Rs. KESA is based on the belief that the work within the first four Rs leads to improvement or growth, in the data, evidence, and artifacts that make up the fifth R (Results).</p> <table border="1"> <thead> <tr> <th>RELATIONSHIPS</th> <th>RELEVANCE</th> <th>RESPONSIVE CULTURE</th> <th>RIGOR</th> <th>RESULTS</th> </tr> </thead> <tbody> <tr> <td> <p><i>Defining Relationships:</i> a state of interconnectedness – among people, curricula, programs, projects, and communities – is critical for establishing connections that result in high performing learning environments</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>Staff</li> <li>Students</li> <li>Families</li> <li>Community</li> </ul> </td> <td> <p><i>Defining Relevance:</i> the power and ability of specific information to meet the needs of its user – strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>Curriculum</li> <li>Instruction</li> <li>Student Engagement</li> <li>Technology</li> </ul> </td> <td> <p><i>Defining Responsive Culture:</i> one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stakeholders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Early Childhood</li> <li>District Climate</li> <li>Nutrition and Wellness</li> </ul> </td> <td> <p><i>Defining Rigor:</i> a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning – is essential in addressing the needs of our rapidly expanding society and world</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>Career &amp; Technical Ed</li> <li>Professional Learning</li> <li>Resources</li> <li>Data</li> </ul> </td> <td> <p><i>Defining Results:</i> evidence of growth and learning – allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner.</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>Social-Emotional Factors</li> <li>Kindergarten Readiness</li> <li>Individual Plans of Study</li> <li>High School Graduation</li> <li>Postsecondary Completion/Attendance</li> </ul> </td> </tr> </tbody> </table>	RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR	RESULTS	<p><i>Defining Relationships:</i> a state of interconnectedness – among people, curricula, programs, projects, and communities – is critical for establishing connections that result in high performing learning environments</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>Staff</li> <li>Students</li> <li>Families</li> <li>Community</li> </ul>	<p><i>Defining Relevance:</i> the power and ability of specific information to meet the needs of its user – strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>Curriculum</li> <li>Instruction</li> <li>Student Engagement</li> <li>Technology</li> </ul>	<p><i>Defining Responsive Culture:</i> one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stakeholders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Early Childhood</li> <li>District Climate</li> <li>Nutrition and Wellness</li> </ul>	<p><i>Defining Rigor:</i> a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning – is essential in addressing the needs of our rapidly expanding society and world</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>Career &amp; Technical Ed</li> <li>Professional Learning</li> <li>Resources</li> <li>Data</li> </ul>	<p><i>Defining Results:</i> evidence of growth and learning – allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner.</p> <p><b>COMPONENTS:</b></p> <ul style="list-style-type: none"> <li>Social-Emotional Factors</li> <li>Kindergarten Readiness</li> <li>Individual Plans of Study</li> <li>High School Graduation</li> <li>Postsecondary Completion/Attendance</li> </ul>	<p>The main goal of MTSS is for schools to use their resources in ways that help figure out what it takes for each child to be successful. This is accomplished by:</p> <ul style="list-style-type: none"> <li>Being prevention oriented: knowing who needs support early each year and putting those supports in place</li> <li>Implement evidence based interventions for all students and tailoring interventions based on a student’s needs.</li> <li>Using progress monitoring data to know when to make a change with our efforts</li> </ul>
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<p><b>Core values of MTSS</b></p>	<p><b>MTSS</b></p>										
<ul style="list-style-type: none"> <li>Every child learns and achieves to high standards</li> <li>Learning includes academic and social competencies</li> <li>Every member of the education community continues to grow, learn and reflect</li> <li>Every leader at all levels is responsible for every child</li> <li>Change is intentional, coherent and dynamic</li> </ul>											