



# LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

<b>TITLE:</b>	Implementing a Multi-Tiered System of Supports Framework	<b>ROUTING</b> All Employees All Locations
<b>NUMBER:</b>	REF-43782	
<b>ISSUER:</b>	Frances Gipson, Ph.D., Chief Academic Officer Division of Instruction	
<b>DATE:</b>	July 1, 2018	
<b>POLICY:</b>	<p>The purpose of this Reference Guide is to support leadership at all levels of the District (Central Office, Local District, and PK-12 schools) to review, develop and align policies and procedures to promote a shared language, common understanding, and application of the Multi-Tiered System of Supports (MTSS) framework. The District’s Local Control and Accountability Plan goals, listed below, and the Los Angeles Unified School District (LAUSD) Strategic Plan are aligned to meet the academic, behavioral and social-emotional needs of each student through MTSS:</p> <ul style="list-style-type: none"> <li>• Build a Solid Foundation for Early Learners</li> <li>• Proficiency for All</li> <li>• 100% Attendance</li> <li>• Student, Family and Community Engagement</li> <li>• A Safe and Nurturing School Environment</li> </ul>	
<b>MAJOR CHANGES:</b>	<p>This reference guide replaces Reference Guide-4984.1, <i>Implementing a Multi-Tiered Framework for Instruction, Intervention, and Support</i>.</p> <p>California has adopted the Multi-Tiered System of Supports framework for progressing toward the state’s educational plan to support <b>all</b> students through equity, access and a single coherent system. MTSS builds on existing frameworks {i.e., Response to Instruction and Intervention (RTI<sup>2</sup>) and Positive Behavioral Intervention and Supports (PBIS)} to align initiatives and resources. Refer to the <i>California Department of Education, Multi-Tiered System of Supports Framework</i> at <a href="http://www.cde.ca.gov/ci/cr/ri/">http://www.cde.ca.gov/ci/cr/ri/</a>.</p> <p>The Los Angeles Unified School District embraces the MTSS framework as part of the strategic effort to meet the needs of the District’s diverse student population. The District is focused on a process to support <b>all</b> students through access to a coherent system of supports using a “whole child” approach.</p>	



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Bulletin 6730.1, *A Multi-Tiered System of Supports Framework for the Student Support and Progress Team*, provides an approach to addressing opportunity and achievement disparities among student subgroups through the MTSS framework.

## MTSS Definition

The MTSS framework is systemic, continuous and predicated on high-quality first instruction, data-based decision making, evidence-based interventions, and assessment practices that are applied across all levels of the system to align resources and supports necessary for each student’s academic, behavioral, and social success.

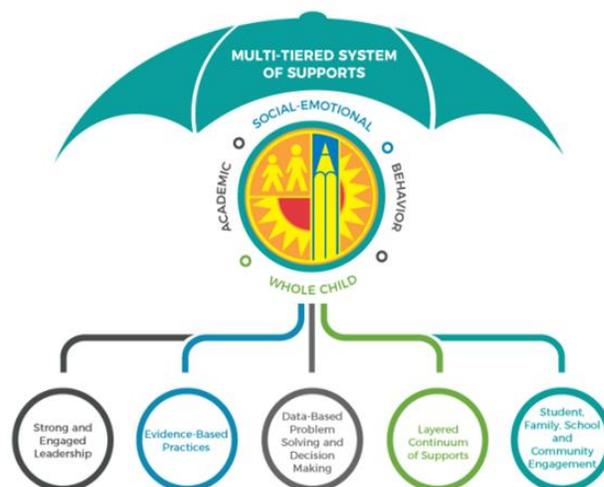
## MTSS VISION

### *Every Student, Every School, Everyday- All Means All*

Every P-12 school will meet the educational needs of all students through access to high quality Tier 1 instruction and a layered continuum of interventions and evidence-based practices. The term “all” applies to all students, including those who are either high achieving, underachieving and/or struggling to meet grade level content, English Learners (ELs), Standard English Learners (SELs), students with disabilities (SWD), expelled students, students in foster care and/or experiencing homelessness, students who experience socio-economic disadvantages, and gifted/talented learners.

### Essential Elements of MTSS include:

- Strong and Engaged Leadership
- Evidence-Based Practices
- Data-Based Problem Solving and Decision-Making
- Layered Continuum of Supports
- Student, Family, School and Community Engagement





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## **The District Strategic Plan and MTSS**

The District's Strategic Plan is organized around the MTSS framework and includes the following beliefs:

- All children can learn
- School personnel and families partner on every aspect of a child's education
- General education includes all children
- Schools implement a process for the early identification of struggling, high-achieving and under-achieving students

To effectively utilize MTSS, the District is committed to:

- Ensure educators, students, families, and community members are aware of District resources and how to access them
- Align the various initiatives, supports, and resources utilized throughout the District to systematically address the needs of *all* students
- Ensure all school resources, programs, and supports are aligned and embedded within the culture of the school
- Endorse Universal Design for Learning (UDL) instructional strategies to provide opportunities for learning through differentiated content, processes, and product
- Link assessment and intervention activities directly to student needs and awareness of student diversity
- Provide educators with training and evidence-based resources to address students' behavior and social-emotional needs
- Use data to develop a master schedule that provides time for the provision of supplemental and intensive instruction
- Increase the intensity (duration, frequency, and grouping) and academic engaged time as students demonstrate increased levels of need through the tiers

## **GUIDELINES:**

The following guidelines apply:

### **I. STRONG AND ENGAGED LEADERSHIP**

- A. Effective District and school leaders are instrumental in creating inclusive schools that value diversity and view stakeholders as equal partners. They must support capacity building of leaders at all levels, develop systems that respond to student needs, and identify and replace existing practices that undermine desired student outcomes. Through collaborative processes, leaders engage key stakeholders in continuous cycles of problem-solving, planning, and evaluation.
- B. The MTSS framework aligns with the District's Strategic Plan by helping to improve organizational effectiveness across three



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fundamental areas:

1. Develop inclusive school policies and practices that foster collaboration among families and the school community
  2. Engage families and the school community to create a school plan that significantly increases student achievement, behavior, and social-emotional success
  3. Share leadership among various stakeholders to create a positive school climate that contributes to student engagement and greater school success
- C. Effective District and school leaders respect and acknowledge that teachers, staff, parents, and students have unique different assets and these stakeholders use different strategies to cultivate a shared purpose, collective accountability, and responsibility to improve student outcomes.
- D. For more information regarding Strong and Engaged Leadership, refer to the MTSS Toolkit at <https://achieve.lausd.net/MTSS> and [School Leadership Framework](#).

### II. EVIDENCE-BASED PRACTICES

- A. Evidence-based practices and programs have been substantiated by formal studies and research to demonstrate their effectiveness of producing results and improving outcomes.
- B. Evidence-based practices incorporate universal screening and progress monitoring. Educators plan collaboratively to deliver instruction seamlessly across a continuum of layered interventions and supports (see Section IV Layered Continuum of Supports) to move students fluidly through the tiers.
- C. All P-12 schools should provide universal screening of every student for both academics and behavior at least three times per year. A universal screener is an assessment given to all students to establish a baseline and to align the instruction at all tiers. Universal screening provides data to determine if a change to the core instructional program is needed. Screeners are typically designed to be easily administered, quick to score, and repeatable.
- D. The Student Support and Progress Team (SSPT) should conduct schoolwide monitoring at least eight times per year. The data review serves as an early warning indicator system and drives the allocation of



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supports. Data from multiple sources are analyzed to determine whether each student is likely to meet, exceed, or not meet benchmarks.

- E. Refer to the California Department of Education, Evidence-Based Interventions under the Every Student Succeeds Act, at <https://www.cde.ca.gov/re/es/evidence.asp> and the California Department of Education, Multi-Tiered System of Supports Framework, at <http://www.cde.ca.gov/ci/cr/ri/>.
- F. Refer to the MTSS Toolkit at <https://achieve.lausd.net/MTSS> for evidence-based practices and BUL 6730.1, *A Multi-Tiered System of Supports Framework for the Student Support and Progress Team*, dated July 17, 2017, at [achieve.lausd.net/SSPT](https://achieve.lausd.net/SSPT).

### III. DATA-BASED PROBLEM SOLVING AND DECISION-MAKING

- A. District and schoolwide data monitoring are at the core of MTSS. Data are used to develop highly effective school plans that inform supportive systems designed to engage students, prevent disparities, and provide optimal educational opportunities to all students.
- B. The tools and resources to be used for the data review include, but are not limited to:
  - State, District, and school achievement data
  - My Integrated Student Information System (MiSiS)
  - Focus Dashboards
  - MyData
  - Welligent, as applicable
  - School Experience Survey
- C. As part of schoolwide monitoring, the Student Support and Progress Team should follow a six-step solution-seeking process:
  1. Analyze school-wide data to develop a thorough analysis of student outcomes.
  2. Utilize data to prioritize needs.
  3. Establish specific, measurable, achievable, relevant, and timely (SMART) schoolwide goals.
  4. Select evidence-based strategies for each SMART goal.
  5. Determine result indicators to ensure that the identified evidence-based strategies are being implemented as designed and are achieving the desired effect on student learning, attendance and behavior.



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6. Monitor and evaluate results by reviewing the plan and determining how strategies will be monitored.

D. For specific information and tools to establish responsive SSPT teams, refer to the MTSS Toolkit at <https://achieve.lausd.net/MTSS>.

## IV. LAYERED CONTINUUM OF SUPPORTS

A. All students should have access to a layered continuum of supports, regardless of achievement level. Effective instruction and meaningful interactions, such as positive student-teacher relationships, are key elements across all the tiers. Tier 1 is what *all* students receive, Tier 2 is what *selected* students receive, and Tier 3 is reserved for a *few* students who may require the highest level of support. Students may vary in the tiers of support needed at any given time and by area of need. For example, a student could receive Tier 1 support for academics and Tier 2 for behavior, or Tier 1 supports in most academic areas, but need Tier 3 support in mathematics.

B. Tier 1 Universal Support (All Students):

In Tier 1, all students are taught using high-quality first instruction, and support is provided for all students in the general education setting. A strong foundational Tier 1 instructional program includes the following elements across all PK-12 schools:

Universal Academic Instruction	Universal Social-Emotional Learning/Behavior Instruction
<ul style="list-style-type: none"> <li>• Use of PK-12 California Standards, including appropriate assessments for academic language proficiency and designated and integrated English language development for English Learners</li> <li>• Teachers who are trained and prepared to use adopted materials effectively</li> <li>• Regular observations of teaching to confirm that</li> </ul>	<ul style="list-style-type: none"> <li>• Systematic use of an evidence-based schoolwide social-emotional core curriculum</li> <li>• Systematic implementation of schoolwide Positive Behavior Intervention Supports (PBIS)</li> <li>• All expected student behaviors are taught, prompted, modeled and reinforced when observed</li> <li>• Skills related to self-</li> </ul>



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<p>materials and methods are used as intended</p> <ul style="list-style-type: none"> <li>• Universal Design for Learning (UDL)</li> <li>• Culturally and Linguistically Responsive Pedagogy</li> <li>• Effective classroom management strategies as part of a broader school-wide PBIS implementation</li> <li>• Regular screening of academics and behavior for all students</li> <li>• Mastery learning and grading practices</li> <li>• Mainstream English language development for Standard English Learners</li> <li>• Digital citizenship (International Society for Technology in Education Standards)</li> </ul>	<p>management, responsible decision-making, empathy, positive interpersonal relationships, and goal setting are taught</p> <ul style="list-style-type: none"> <li>• Primary prevention/at-risk screenings to gather information about all students</li> </ul>
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C. Tier 2 Targeted Instruction and Intervention (Selected Students):

1. Tier 2 instruction is provided in addition to Tier 1 and is designed for selected students who demonstrate need for a more intensive level of support in any particular area. This level of support also includes students identified as gifted or in high achievement programs. Tier 2 instruction may be provided within or outside of the classroom.
2. Strong Tier 2 instructional interventions and supports include the following elements:

Targeted Academic Instruction	Targeted Social-Emotional Learning/ Behavior Instruction and Environmental Adjustments
<ul style="list-style-type: none"> <li>• An increase in the duration (length of time) and frequency (how often)</li> </ul>	<ul style="list-style-type: none"> <li>• School personnel use additional assessments such as student/parent/teacher</li> </ul>



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<p>interventions are provided</p> <ul style="list-style-type: none"> <li>• Targeted supplemental instruction to students in small groups</li> <li>• Instruction aligned with student need according to assessment data</li> <li>• Instruction provides a high number of opportunities to respond and receive immediate corrective feedback</li> <li>• Instruction incorporates procedures for maximizing student motivation</li> <li>• School personnel monitor student progress on a weekly or bi-weekly basis using valid progress monitoring measures</li> <li>• School personnel conduct observations to ensure fidelity and integrity of intervention implementation</li> </ul>	<p>behavior ratings, observations, and interviews to identify appropriate interventions</p> <ul style="list-style-type: none"> <li>• Small group, individualized behavior, and social-emotional supports are provided to improve students' behavior and social skills</li> <li>• As needed, teacher practices are modified to meet students' needs</li> <li>• Progress is regularly monitored with student-specific measures such as direct behavior ratings and daily report cards</li> <li>• Students, parents, and teachers are informed about student progress through regular communication</li> </ul>
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**Note:** Effective first instruction is not complete without well-established academic, linguistic, behavioral and social emotional foundational practices. Research shows that approximately 80% of students should respond effectively to Tier I universal core instruction and practices. Only 10-15% of students may require targeted Tier 2 intervention and less than 5% of students may require more intensive Tier 3 support. A disproportionate number of students referred to Tier 2 and 3 interventions suggests a need for a thorough evaluation of Tier 1 support systems.

#### D. Tier 3 Intensive Support (Few Students):

1. At Tier 3, additional support is provided to students who continue to struggle despite receiving Tier 1 and Tier 2 instruction. These students require the most intensive and individualized instruction.
2. Tier 3 instruction does not represent referral for special education services or section 504 accommodation. MTSS is not designed for



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consideration in special education placement decisions, such as specific learning disabilities. MTSS focuses on all students in education contexts. Targeted intervention must be provided in addition to core instruction, not in replacement of core instruction.

3. Additionally, Tier 3 applies to gifted/talented learners and students in high achievement programs.
4. A highly effective Tier 3 intensive support system includes the following:

Intensive Academic Instruction	Intensive Social-Emotional Learning/Behavior Instruction
<ul style="list-style-type: none"> <li>• School personnel conduct enhanced assessments of students’ academic skills to closely match interventions to specific student needs</li> <li>• Intensive instruction is provided to students in very small groups (typically 1-3 students) or individually</li> <li>• Instruction includes classroom accommodations, modeling, scaffolded practice with many opportunities for students to respond, immediate corrective feedback, and regular mastery assessments</li> <li>• Strategies related to student motivation are included</li> <li>• Progress monitoring is conducted weekly or more frequently, as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior interventions are individualized and may be provided by specialized personnel</li> <li>• Functional behavior assessments are conducted as needed to determine the environmental factors that are maintaining the behavior. Such data are used to create multisystemic interventions including school, home, and community</li> <li>• Wraparound support that involves collaboration between school personnel and mental health providers, community service providers, and/or other outside community agency partners may be included</li> <li>• School personnel monitor student progress very frequently (e.g., hourly to daily) with measures specifically matched to the student’s individual learning, attendance and behavioral goals</li> </ul>



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5. Students with disabilities who have 504 Plans and Individualized Educational Plans (IEPs) can be receiving supports and services anywhere along the tiered continuum of supports as determined by need.
  6. Refer to the MTSS Toolkit at <https://achieve.lausd.net/MTSS> for access to and examples of tiered resources and supports.
- E. Layered Continuum of Supports for Students Identified for Gifted and Talented Education (GATE) Services:
1. Gifted/talented learners represent a diverse range of needs and abilities, including high achieving, highly gifted, creative thinkers, gifted/able underachieving, twice-exceptional (i.e., gifted/talented learners with 504 Plans or IEPs), ELs, SELs, students from diverse backgrounds, students with social-emotional/behavioral needs, etc. It is a misconception that gifted/talented students are intrinsically motivated and capable of meeting academic expectations without support. Therefore, “one size fits all” instruction does not meet the needs of gifted/talented learners. As such, schools must implement a layered continuum of supports to meet the unique intellectual, behavioral and social-emotional needs of these students.
  2. The MTSS framework and the principles of GATE both rely on the implementation of differentiated instruction as a necessary function of meeting the needs of gifted/talented learners through data-driven, targeted first instruction and individualized intervention and support.
  3. The layered continuum of support for gifted/talented learners must be interpreted as two-fold:
    - a. Gifted/talented learners who are not meeting grade-level expectations (e.g., academically, behaviorally, socially, etc.), as evidenced through pre-assessment, periodic assessment and/or progress monitoring, must be targeted for appropriate scaffolds and interventions.
    - b. Gifted/talented learners who are performing at or above grade level, as evidenced through pre-assessment, periodic assessment and/or progress monitoring, must be provided with enriched, accelerated, and rigorous instruction and



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opportunities designed to help the students meet their full potential.

4. Refer to the MTSS Toolkit at <https://achieve.lausd.net/MTSS> for factors and elements to consider in a layered continuum of supports for gifted/talented learners.

### V. STUDENT, FAMILY AND COMMUNITY ENGAGEMENT

- A. Effective MTSS implementation involves student, family and community engagement. Students and families provide educators with relevant strategies on how to best meet the needs of students. Partnerships with community organizations complement and support District and school efforts.
- B. Students possess unique knowledge and perspectives about their schools that are essential to increasing student engagement and improving achievement outcomes. When student voice is recognized and respected, District and school leaders demonstrate a commitment to student advocacy and are able to develop policies, procedures, and programs that revolve around students' needs and interests.
- C. Families become empowered and feel actively engaged in school communities when District and school leaders value their strengths and intentionally involve them in decision-making opportunities.
- D. Schools increase family engagement by working collaboratively with families to develop a school-wide culture that treats parents as equal partners.
- E. Community partnerships provide supplemental support and resources that are instrumental to improving student outcomes (e.g., academic achievement, attendance, role models, social-emotional and health services, behavior support, college and career outreach, mentoring and internships). Community partnerships may also support families by helping to meet basic needs, such as housing, food, transportation and employment needs.
- F. For resources regarding student, parent and community engagement, refer to the MTSS Toolkit at <https://achieve.lausd.net/MTSS>.



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### VI. IMPLEMENTATION

- A. A Multi-Tiered System of Supports is not a program but rather a framework that guides a continuous process in which school teams utilize data to inform, develop, reflect and adjust instructional and intervention practices and supports. Implementation of the framework will invariably look different at each school due to many factors (e.g., level, size, demographics, needs, personnel, etc.).
- B. To effectively utilize the MTSS framework, school teams must:
1. Map existing resources through a data-driven process and develop a shared vision to allocate and align resources and supports necessary for each students' success
  2. Ensure effective Tier 1 instructional and PBIS practices and a continuum of layered supports are in place to effectively respond to students' academic, behavioral and social-emotional needs
  3. Frequently examine school-wide data to identify needed modifications to universal instructional and PBIS practices and supports as well as design and implement specific strategies to improve the academic, behavioral and/or social-emotional performance of individual students who are not responding to effective first instruction and interventions
- C. Refer to the MTSS Toolkit at <https://achieve.lausd.net/MTSS> to get started with implementing MTSS.

**Note:** When MTSS are not implemented or the needs of the “whole child” are not met, possible access and equity issues arise as outlined in the District’s Uniform Complaint Procedures (BUL-5159.7).

**AUTHORITY:** This is a policy of the Los Angeles Unified School District.

**RELATED RESOURCES:** California Department of Education, Multi-Tiered System of Supports Framework <http://www.cde.ca.gov/ci/cr/ri/>

California Scale Up MTSS Initiative  
<https://www.lacoe.edu/SchoolImprovement/StateFederalPrograms/MTSS.aspx>

Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support  
<https://my.lausd.net/webcenter/content/conn/WCCConn/uuid/dDocName:1298405?rendition=web>



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LAUSD SSPT Toolkit  
<https://achieve.lausd.net/sspt>

LAUSD MTSS Toolkit  
<https://achieve.lausd.net/MTSS>

Resources - SWIFT Schools  
<https://www.lacoe.edu/SchoolImprovement/StateFederalPrograms/MTSS/tabid/1237/ItemId/4774/Default.aspx>

Featured Services - Multi-Tiered Systems of Support: An Introduction Webinar  
<https://www.lacoe.edu/SchoolImprovement/RegSystemofDistSchoolSuppt/tabid/339/ItemId/4199/Default.aspx>

Multi-Tiered Systems of Support, Introduction  
<https://www.lacoe.edu/Home/Videos/PlayVideo/tabid/202/VideoId/446/Default.aspx>

Universal Design for Learning (UDL) at CAST Website  
<http://www.cast.org/our-work/about-udl.html>

Culturally and Linguistically Responsive (CLR) Instructional Resources  
<https://achieve.lausd.net/AEMP>

Positive Behavior Interventions and Supports (OSEP Technical Assistance Center)  
<https://www.pbis.org/>

**ASSISTANCE:** For assistance or further information, please contact Dr. Robert Whitman, Director, Special Projects, Access, Equity and Acceleration Unit, Division of Instruction at [rdw5302@lausd.net](mailto:rdw5302@lausd.net) or Annmarie Serrano, Intervention Coordinator, Psychological Services, Division of Special Education at [annmarie.serrano@lausd.net](mailto:annmarie.serrano@lausd.net)

**ATTACHMENTS:** The following attachments, along with additional resources, are available on the online MTSS Toolkit at [achieve.lausd.net/Page/14124](https://achieve.lausd.net/Page/14124) .

Attachment A: Implementing a Multi-Tiered System of Supports  
Attachment B: Categories of Assessment Tools for Data Collection



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## GLOSSARY OF TERMS

<b>Acronym</b>	<b>Full Term</b>
CLRP	Culturally and Linguistically Responsive Pedagogy
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
GATE	Gifted and Talented Education
IEP	Individualized Education Plan
MiSiS	My Integrated Student Information System
MTSS	Multi-tiered System of Support
PBIS	Positive Behavior Interventions and Support
RTI <sup>2</sup>	Response to Instruction and Intervention
SEL	Standard English Learner
SSPT	Student Support and Progress Team
SWD	Students with Disabilities
UDL	Universal Design for Learning



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ATTACHMENT A

## IMPLEMENTING A MULTI-TIERED SYSTEM OF SUPPORTS

The following sequence has been designed to guide school teams in identifying schoolwide practices to ensure supports and resources that meet the academic, behavioral and social-emotional need of all students:

<b>Step 1: Preparing for MTSS Implementation (Identifying the “Why”)</b>	
<b>Establishing School Teams</b>	<b>Tools/Resources</b>
<p><i>What teams do we have in place to review and analyze data and monitor student progress?</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Bulletin 6730.1 A Multi-Tiered System of Support Framework for the Student Support and Progress Team</a></li> <li>• <a href="#">Instructional Leadership Team</a></li> <li>• <a href="#">Data Reflection Protocols</a></li> <li>• <a href="#">Root Cause Analysis Protocols</a></li> <li>• <a href="#">REF-042578 Postsecondary Leadership Team</a></li> <li>• <a href="#">Local School Leadership Council</a></li> <li>• <a href="#">Bulletin 4692.6 Section 504 of the Rehabilitation Act of 1973</a></li> <li>• <a href="#">Special Education Electronic Policies and Procedures Manual</a></li> <li>• <a href="#">Bulletin 6231.0 Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support</a></li> <li>• <a href="#">Integrated Safe School Plan (Safety Committee)</a></li> <li>• <a href="#">LAUSD Blueprint for Wellness Healthy Choices for Lifelong Health</a></li> </ul>
<b>Data Reflection</b>	<b>Data Platforms/Tools</b>
<p><i>What does the data tell us about how well our students are doing? Which students are doing well? Who are our underserved students?</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Focus Data Dashboards</a></li> <li>• <a href="#">MiSiS Data Reports/MyData</a></li> <li>• <a href="#">Data Reflection Protocols</a></li> <li>• <a href="#">Dynamic Indicators of Basic Early Literacy Skills/Text Reading and Comprehension (DIBELS/TRC) Policy</a></li> <li>• <a href="#">Preliminary Scholastic Aptitude Test (PSAT) Data</a></li> <li>• <a href="#">Advanced Placement (AP) Potential Report Data</a></li> <li>• <a href="#">School Experience Survey</a></li> <li>• <a href="#">CA School Dashboard</a></li> <li>• <a href="#">LAUSD Health Education Programs – Surveys</a></li> <li>• <a href="#">Youth Risk Behavior Surveillance System (YRBSS)</a></li> <li>• <a href="#">Youth Risk Behaviors Survey</a></li> <li>• <a href="#">U.S. Department of Education Civil Rights Data Collection</a></li> <li>• <a href="#">CA Department of Education – Physical Fitness Testing</a></li> </ul>



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Mapping Resources	Tools/Resources
<p><i>What systems of support (e.g., enrichments, interventions, wraparound services, community partners, etc.) exist within our school?</i></p> <p><i>What supports may be missing that address the needs of all students?</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Resource Mapping Template</a></li> <li>• <a href="#">Single Plan for Student Achievement (SPSA) Needs Assessment (Title I Schools)</a></li> <li>• Target Student Population Needs Assessment</li> <li>• <a href="#">Tiered Intervention Matrix</a></li> </ul>

<b>Step 2: Planning for MTSS (Developing the “What”)</b>
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Instructional Supports	Tools/Resources
<p><i>What instructional resources are available?</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">CA Content Standards</a></li> <li>• <a href="#">Curriculum Frameworks</a></li> <li>• Banked Day PD Memo               <ul style="list-style-type: none"> <li>○ <a href="#">Elementary</a></li> <li>○ <a href="#">Secondary</a></li> </ul> </li> <li>• Curricular Maps               <ul style="list-style-type: none"> <li>○ <a href="#">Elementary School</a></li> <li>○ <a href="#">Middle School</a></li> <li>○ <a href="#">High School</a></li> </ul> </li> <li>• <a href="#">Teaching and Learning Framework</a></li> <li>• <a href="#">Alternate Curriculum Guide</a></li> <li>• <a href="#">Universal Design for learning (Presentation)</a></li> <li>• <a href="#">K-12 Universal Access/SDAIE Lesson Design Template</a></li> <li>• <a href="#">Effective Classroom Teaching and Learning: Supports and Services</a></li> </ul>
<p><i>How might we ensure our master schedule is responsive to the needs of all students (i.e., high achieving and underachieving students) and provides integration for students with disabilities?</i></p>	<ul style="list-style-type: none"> <li>• Scheduling Bulletin</li> <li>• <a href="#">A-G Requirements</a></li> <li>• <a href="#">BUL-6257.1 High School A-G Graduation Requirements and Students with Disabilities</a></li> <li>• <a href="#">Alternate Bell Schedules</a></li> <li>• Intervention Courses</li> <li>• <a href="#">Career Technical Education (CTE) Courses</a></li> <li>• <a href="#">English Learner/Standard English Learner Master Plan</a></li> <li>• <a href="#">Elementary School Master Scheduling Tool</a></li> <li>• <a href="#">Clustering GATE students</a></li> <li>• <a href="#">Advanced Placement (AP) Potential Memorandum-MEM-6461.3</a></li> <li>• <a href="#">AP Bulletin-BUL-6831.0</a></li> <li>• <a href="#">BUL-5901.4 Least Restrictive Environment (LRE)</a></li> <li>• <a href="#">REF-2025.3 Learning Center at the Secondary Level</a></li> </ul>
<p><i>What layered supports and resources, i.e., enrichment and interventions, might we consider to ensure we are addressing the needs of “all,” “some” and “few” students”?</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Early Language and Literacy Program</a></li> <li>• <a href="#">BUL-1040.3 Concurrent Enrollment</a></li> <li>• ROP</li> <li>• <a href="#">Differentiating the Common Core State Standards for Gifted Students</a></li> <li>• <a href="#">Credit Recovery</a></li> </ul>



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	<ul style="list-style-type: none"> <li>• <a href="#">Clustering GATE students</a></li> <li>• <a href="#">English Learner/Standard English Learner Master Plan</a></li> <li>• Enrichment Courses – <a href="#">Dual Enrollment in High School and Community College</a></li> <li>• Intervention Courses</li> <li>• <a href="#">Tiered Intervention Matrix</a></li> <li>• <a href="#">Beyond the Bell (Before and After School Programs)</a></li> <li>• <a href="#">L.A. Unified Office Directory</a></li> </ul>
<b>Schoolwide Positive Behavior Intervention and Supports</b>	<b>Tools/Resources</b>
<i>What Schoolwide Positive Behavior Intervention and Supports are in place for “all,” “some” and “few” students?</i>	<ul style="list-style-type: none"> <li>• <a href="#">Schoolwide Positive Behavior Intervention and Supports</a></li> <li>• <a href="#">Restorative Justice Practices/Community Building</a></li> <li>• <a href="#">Alternatives to Suspension Strategies</a></li> <li>• <a href="#">Playground Handbook</a></li> <li>• Attendance and Dropout Prevention Plan</li> <li>• <a href="#">Healthy Schools Program – School Health Index</a></li> <li>• <a href="#">Blueprint for Wellness Policy</a></li> </ul>
<b>Social Emotional Learning</b>	<b>Tools/Resources</b>
<i>What curriculum and/or supports might we consider to respond to the social-emotional needs of all students and provide needed supports?</i>	<ul style="list-style-type: none"> <li>• <a href="#">Second Step</a></li> <li>• <a href="#">Sanford Harmony</a></li> <li>• <a href="#">California State Guiding Principles on Social and Emotional Learning (SEL)</a></li> <li>• <a href="#">Blueprint for Wellness Policy</a></li> </ul>

<b>Step 3: Implementing MTSS</b>	
<b>MTSS Implementation Plan</b>	<b>Templates/School Plans</b>
<i>How might our schoolwide plans align to address the academic, behavioral, and social-emotional needs of our students?</i>	<ul style="list-style-type: none"> <li>• <a href="#">Single Plan for Student Achievement</a> (Title I Schools)</li> <li>• <a href="#">School-level Plan for Use of Targeted Student Population (TSP) Funds</a></li> <li>• <a href="#">Western Association of Schools and Colleges (WASC) Schoolwide Action Plan</a> (Secondary Schools)</li> <li>• <a href="#">Early Language and Literacy (ELLP) Implementation Guide</a></li> <li>• <a href="#">School Safety Plan</a></li> </ul>
<b>Ensuring Fidelity</b>	<b>LEA Self-Assessment Tools/LAUSD Frameworks</b>
<i>How might we ensure we are implementing practices as intended?</i>	<ul style="list-style-type: none"> <li>• <a href="#">Multi-tiered Implementation Assessment (MIA)</a></li> <li>• <a href="#">Fidelity Integrity Assessment (FIA)</a></li> <li>• <a href="#">Rubric of Implementation (ROI)</a></li> <li>• <a href="#">Teaching and Learning Framework</a></li> <li>• <a href="#">School Leadership Framework</a></li> <li>• <a href="#">Social Emotional Learning Rubric</a></li> <li>• <a href="#">School Wide Positive Behavior Intervention and Support (SWPBIS) Tiered Fidelity Inventory</a></li> <li>• <a href="#">Healthy Schools Program – School Health Index</a></li> </ul>



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## Step 4: Reflecting & Adjusting

Data-based Problem Solving/Decision Making	Tools/Resources
<p><i>How often must we review schoolwide data and what indicators (e.g., achievement, attendance, behavioral, social-emotional, etc.) might we use?</i></p> <p><i>How might we address the academic, behavioral and social emotional needs of groups of students who might be underachieving and struggling or individual students?</i></p>	<ul style="list-style-type: none"><li>• <a href="#">Bulletin 6730.1 A Multi-Tiered System of Support Framework for the Student Support and Progress Team</a></li><li>• <a href="#">Student Support and Progress Team (SSPT) Toolkit</a></li><li>• <a href="#">Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</a></li><li>• <a href="#">BUL-045788.0 Dyslexia</a></li></ul>



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ATTACHMENT B

## CATEGORIES OF ASSESSMENT TOOLS FOR DATA COLLECTION

Developing a MTSS entails collecting, analyzing, summarizing and utilizing multiple forms of data to systematically provide supports for all students. The following are examples of assessments tools for data collection:

<b>Purpose</b>	<b>Definition</b>	<b>Examples</b>
<b>Fidelity Tools</b>	<p>Assess how consistently educators are implementing practices as intended</p> <p><i>Are we doing what we said we would do?</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Multi-tiered Implementation Assessment (MIA)</a></li> <li>• <a href="#">Fidelity Implementation Assessment (FIA)</a></li> <li>• <a href="#">Rubric of Implementation (ROI)</a></li> <li>• <a href="#">Teaching and Learning Framework</a></li> <li>• <a href="#">School Leadership Framework</a></li> </ul>
<b>Universal Screeners</b>	<p>Produce data with which to identify students who may be in need of additional supports beyond Tier 1 to be successful</p> <p><i>Who needs additional support?</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</a></li> <li>• <a href="#">Reading Inventory</a></li> <li>• <a href="#">Language Assessment Scales (LAS) Links</a></li> <li>• <a href="#">Smarter Balanced Assessment Consortium</a></li> <li>• <a href="#">At-Risk Reports (MyData)</a></li> <li>• <a href="#">Otis-Lennon School Ability Test 8 (2<sup>nd</sup> Grade)</a></li> </ul>
<b>Diagnostic Assessments</b>	<p>Provide additional information on students' current skill levels and specific needs for intervention</p> <p><i>What specific supports are needed?</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</a></li> <li>• <a href="#">Smarter Balanced Assessments – Interim Assessments</a></li> </ul>
<b>Progress Monitoring</b>	<p>Use to assess whether or not students are making adequate growth</p> <p><i>Are the supports changing students' trajectories in a positive direction?</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Preliminary Scholastic Aptitude Test (PSAT) Data</a></li> <li>• <a href="#">Advanced Placement (AP) Potential Report Data</a></li> <li>• English Learner (EL) Progress Monitoring Calendar – <a href="#">Elementary</a> and <a href="#">Secondary</a></li> <li>• Early Warning Indicator Protocol (Attendance, Behavior, and Course Performance)</li> <li>• <a href="#">Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</a></li> <li>• <a href="#">Student Support and Progress Team Standard English Learner Monitoring Form</a></li> <li>• 5-Week Progress Report Marks</li> </ul>
<b>General Outcomes</b>	<p>Provide a global view of students' academic, behavior and/or social-emotional development that is broader and more holistic than the specific skills that are assessed with progress monitoring measures</p> <p><i>Are students doing better overall?</i></p>	<ul style="list-style-type: none"> <li>• <a href="#">Smarter Balanced Assessment Consortium</a></li> <li>• <a href="#">School Experience Survey</a></li> <li>• 20-Week Report Card Marks</li> </ul>