



MLSS Summary

As part of the identified Major Goals and Activities for the 2022-2023 the district's Response to Intervention Team met to review the District's Multi-level Systems of Support (MLSS) and create protocols for essential actions in each tier (Tier I, Tier II and Tier III). This work was done to support Pillar 1: Career, College, and Life Ready Graduates of the SDMA Strategic Plan.

MLSS Team Make up

Position	Participant
Director of Student Services	Tonia Kowieski
Assistant Superintendent of Instruction	Brian Seguin
District Reading Specialist/Literacy Coach	Tera Ellison
Math Coach	Michelle Dupree
Behavioral Coach	Amy Wamboldt
School Psychologist	Tyler Miller
School Psychologist	Allison Kocik
School Psychologist	Jodi Preston
School Psychologist	Marisa Winder
Interventionist - Math/ELA	Laura Weber
Interventionist - Math/ELA	Sara Holcomb
Interventionist - ELA	Mollie Patterson
Interventionist - Math	Victoria Johansen
Interventionist - ELA	Crystal Booth
Interventionist - Math	Cloette LaBuda
Interventionist - ELA	Melinda Long
Interventionist - Math	Niki King
Interventionist - ELA	Kari Decker
Interventionist - Math	Emily Minor
Interventionist - ELA	Melissa Nolte
Interventionist - ELA	Emma Truitt
Interventionist - ELA	Anna Mae Tempus
Interventionist - Math	Terry Svihovec
Interventionist - Math	Dwight Mcnaughton



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During the 2023-2024 school year, the team meet on the following dates:

- August 30 the team met to review the process
- October 20 the team met to draft essential actions for tier I
- ~~December 15 will meet to draft essential actions for tier II~~ (Meeting Canceled due to snow day).
- February 16 the team met to draft essential actions for tier II & III

Shared Beliefs

- All students within the SDMA are entitled and expected to have access to, receive, and participate in high quality universal instruction (Tier I).
- Students requiring additional support related to specific skills not able to be addressed as part of universal instruction will receive access to additional support in Tier II.
- Students requiring additional support related to specific skills not able to be addressed as part of universal instruction or within Tier II, will receive access to additional support in Tier III.
- [Protocols](#) for determining placement into, and for movement between and out of Tier II and Tier III will be consistent at grade level level ranges (Elementary, Middle, High School) and similar between levels (Elementary to Middle, Middle to High School) within the SDMA.
- No one measure is intended to determine movement between tiers
- Students may move in and out of Tiers II, and III throughout the year based on individual needs supported by data.
- All students will grow academically, socially, and emotionally.

Successes of Existing MLSS in the SDMA

- Time built into the day at K-8 level for the delivery of interventions to all students
 - What I Need Time (W.I.N.)
- Academic interventionists available in all buildings K-12 as of the 2022-2023 school year
- Availability of district level instructional coaches to support and deliver professional development to building level interventionists, and instructional staff
- Availability of a growing list of locally reviewed and approved interventions that are accessible to SDMA staff to use in support of students - [SDMA RtI \(MLSS\) Spreadsheet](#)
- Establishment of Elementary Social Emotional Learning (SEL) Tier II Team.
- The SDMA has three district level coaches to support staff in meeting student academic and SEL needs.

Areas for Growth/Next Steps

- Incorporation of professional development for building level staff regarding MLSS.
- Incorporate supports for English Language Learners into SDMA MLSS system.
- Annual review of available intervention and progress monitoring tools available to staff within the SDMA.
- Continue to research and implement culturally responsive instructional and assessment practices with the SDMA MLSS model.
- Investigate overlap between systems of support between academic and behavioral systems.
- Provide ongoing professional learning opportunities for staff related to Tier I universal supports and differentiation.
- Continue MLSS Team Meetings during the 2023-2024 school year.



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Definitions

- Universal Instruction
 - Academic instruction aligned to grade level standards that includes differentiation and scaffolds providing points of entry for students to grade level content.
- High Quality Instruction
 - The use of curriculum, teaching practices, and learning environments across the system that supports all learners. Delivering high quality instruction starts with identifying the academic and early learning standards, behavioral expectations, and social and emotional competencies valued by the community and that lead to college and career readiness.
- Core Instruction
 - Participation in learning activities within academic content areas that is accessible to all students with grade level peers. This includes, but is not limited to instruction in English Language Arts, Math, Science, Social Studies, Art, Music, Physical Education, Encore (Middle School) and Elective Courses (High School)
- Remediation
 - Participation in identified learning activities with the explicit goal of re-teaching specific content or skills that a student has not yet demonstrated the identified level of understanding.
- Enrichment
 - Participation in identified learning activities with the explicit goal of providing students who have demonstrated satisfactory understanding of grade level targets an opportunity to participate in learning activities that provide additional challenges with the goal of keeping them engaged.
- Intervention(s)
 - The additional instructional strategies and support that supplements the general curriculum and core instruction that is delivered to all students and that may be necessary for some students to improve academic performance. Interventions provide explicit expectations on how they are to be used.
- Tier I
 - Is the curriculum, instruction, and assessments provided to all students in a grade level. This is the instruction that's guaranteed for everyone. Universal tier instruction focuses on grade-level standards for your state.
- Tier II
 - Tier II instruction, is an additional layer of support outside of universal instruction and Involves instruction that relies on evidence-based interventions and strategies that specify instructional procedures, duration, and frequency of instruction. Tier II group size(s) may vary based on instructional strategy and need.

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- Tier III
 - Tier III instruction is an additional layer of support outside of universal instruction available to students in need of additional support(s) with identified skills that have not been met in Tier I or Tier II. Tier III involves small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration (typically 6 to 12 weeks of 20- to 40-minute sessions), and frequency (3 or 4 times per week) of instruction. Group size(s), duration, and frequency will be specific dependent on the identified intervention and instructional strategy being used. Students receiving Tier III instruction in the SDMA will be progress monitored and information related to placement in Tier III along with progress towards progress monitoring goals will be shared with classroom teacher(s), and parent(s)/guardian(s).
- Universal Screening
 - Universal screening is a systematic process that uses identified measures for identifying students who may be at risk of poor learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness.
 - Examples in the SDMA include, but are not limited to Star Reading, Star Math, Star Early Literacy, Unit Tests, Report Card Grades, and Behavioral Referrals
- Progress Monitoring
 - Progress monitoring is used to assess students' performance as a way to quantify a student's rate of improvement or responsiveness to instruction or intervention, and to evaluate the effectiveness of instruction using valid and reliable measures. Progress monitoring is suggested for Tier II, and required for Tier III.
- Family Engagement
 - The processes in which the district effectively communicates and disseminates educational information, strategies and community resources to families.
- Culturally Responsive Practices
 - The ability to understand and consider the different cultural backgrounds of the people.
- Positive Behavior Supports
 - The strategies and behavioral supports needed to learn.
- Special Education
 - Special Education is services and supports provided to students who have been identified with a disability and require Specially Designed Instruction (SDI) and have an Individual Education Plan (IEP).
- Specially Designed Instruction (SDI)
 - SDI is provided to meet the individualized needs of students with disabilities as documented in their IEP. The SDI specific to each student is necessary to address gaps and accelerate academic, behavioral, and functional progress toward grade level standards.