



Charlotte County MTSS Implementation Plan

REVISED: August 17, 2021

CURRENT	ENROLL	STRENGTHS	STRENGTHS	1-YEAR GOALS EOY 2021-22	3-YEAR GOALS EOY 2023-24
-Communication has improved across the district and between departments -Strong MTSS teams exist across most elementary schools. Teams have knowledge of the MTSS framework, have successful procedures in place, implement training for staff, and reach out to district core team members for assistance and/or additional training as needed. -Capacity for effective, knowledgeable MTSS Teams is increasing in some secondary schools. -Secondary schools continue to need high levels of support and reminders of the requirement and importance of reviewing Early Warning Signs, identifying students in need of intervention, progress monitoring these students, and reviewing intervention effectiveness -A continued need for professional learning exists at the secondary level -EDIS is increasingly user-friendly and is being used more frequently -MTSS Champions have had a positive impact on schools	• Rebecca Marazon, Coordinator of Psychological Services, MTSS Core Team Leader • Kristy Johnson, ESE Director • Cheryl Edwards, Assistant Superintendent of Learning • Dawn Botelho, Manager of ICS • Ashley Chermak, School Psychologist • Jennifer Cox-McKimmy, Supervisor of District Health • Mariela Croker, Staffing Specialist • Doug Dunakey, Psychometrician • Heather Garcia, C & I Specialist – Secondary ELA • Kim Gilliland, ESE Assistant Director • Shana Hensgen, PD Specialist • Dawn Johnson, C & I Specialist – Math • Carmel Kisiday, Dir. of Elementary Learning • Mandy Mallia, C & I Specialist – Elementary Math • Kerri Masini, School Psychologist	COORDINATION: -Reading Plan standardizes interventions and progress monitoring tools across the district for all students to achieve grade level mastery of skills -Reading Plan and Elementary Math Plans are in alignment with EDIS grade level data stories -Ongoing PBIS trainings are available to schools -MTSS Champion meetings are an effective way to provide training and to communicate information. These meetings have also increased MTSS collaboration across schools -Psychological Services and the Learning Dept. have a strong collaborative relationship -School-based Mental Health is also becoming more in line with the MTSS framework. VISIBILITY: -Updated MTSS Manual to be published by December 2021 -Common language is used more frequently and consistently between and within departments and schools -Parent information on MTSS is sent home prior to initial Teacher Support Team (TST) meetings -MTSS/EDIS presentations available during CIA and also some district PD days	DEMONSTRATION: -East Elementary school can provide a great model for all aspects of MTSS -Charlotte High has a fantastic MTSS Team and does a great job with their EWS and linking students with interventions FUNDING: Title II, School-based Fundraisers, School & Business Partnerships, Gen. Ed. Funds, Title IV, ESSER Funds EVALUATION: BOQ, PIC, FSA, FSAA, iReady, FLKRS/STAR Early Literacy, Early Warning Systems, Clear Sight, STAR 360, STAR Math and Reading, DiBELS - Progress Monitoring, Moby Max, Savvas, IXL, Benchmark Universe, APM, Mastery Connect, USA Test Prep, Mondo Oral Language, Do the Math, DRA	Professional Learning - Use SAM data to provide targeted professional learning for Elem. MTSS Champions. Specific focuses will include intervention fidelity and disaggregating data based on student groups to determine areas of inequity needing to be targeted for additional support/intervention - Secondary school leadership will assign at least one administrator to be their MTSS Champion to assist with buy-in and support for counselors and other MTSS team members -Ongoing EDIS training and updates at counselor meetings by the Coordinator of Psychological Services - Continued increase in collaboration with the Department of Learning -With the assistance of the MTSS Champions, provide targeted support to teachers and staff regarding capacity and infrastructure - Continue to support the use of EWS reports among secondary schools to identify students in need and assign/track research-based interventions - C&I's (Heather & Phebe) will present to the MTSS Champions on the practical application of the CERP - Learning Dept. is creating and will be rolling out ELA DLCs for grades 6-12 -Coordinator of Psychological Services will continue to meet with secondary school teams as needed to review EWS data (pull and run reports) and build MTSS framework -Empower Champions at the secondary level to lead their team review of EWS data (pull and run reports) and develop and implement interventions -Complete and publish MTSS Manual by Dec. 2021 -Flexible Grouping training will be provided in short modules to secondary MTSS Champions at quarterly meetings regarding practical applications for flexible grouping in secondary schools. Champions will be provided with training videos and materials to use as resources for their schools. Use of these materials will be determined by the individual schools. Videos will also be added to CANVAS for easy teacher and staff access.	Professional Learning Facilitate ongoing, sustained district-wide professional learning that addresses the structure, process and content of MTSS as evidenced by (1) training logs (content, attendance, frequency), (2) training evaluations, and (3) EDIS usage reports Increase district-wide "capacity and infrastructure" (Items 6 (baseline 1.71) & 9 (baseline 1.71) of SAM to 2.0 or higher Software/Technology Use EDIS to document and continue support of students using common MTSS structures, processes, content, & Early Warning Systems as evidenced by an increase in initial and returning user rates documented in the EDIS report Evaluation Achieve a district-wide increase in average student performance as evidenced by a (1) graduation rate of 90.4% or higher (2) dropout rate of 5.05% or lower, (3) discipline core effectiveness of 93.5% or higher, and (4) LRE level of 80%, (5) Achieve a district grade of "A"



Charlotte County MTSS Implementation Plan

REVISED: August 17, 2021

(increased professional learning and collaboration) -Reading Plan clearly delineates interventions and progress monitoring tools	• Susan Moore, Data Specialist • Dawn Presley, Behavior Specialist • Cassie Sotello, Social Worker • Sandra Tavares, School Counselor • Molly Toure, School Counselor • Autumn Townsend, School Psychologist • Phebe Westby, C & I Specialist – Elementary Reading • Karisa Wideikis, School Counselor	<u>TRAINING/COACHING:</u> -Elementary schools are engaged in frequent professional learning regarding the MTSS framework and district/school processes -MTSS Champions are helping with professional learning and building capacity in their schools -Partnership with the USF PS/RtI project continues -MTSS Champions receive training at their meetings from a variety of departments/divisions (e.g. School Support, Learning, Exceptional Student Education, etc...) -Training videos available (e.g., EDIS and mock TST)		Software/Technology -Continue to monitor the use of EDIS, tracking form entries, interventions, custom assessment scores and custom assessments -Collaborate with EDIS to complete the “one button” feature for individual student MTSS packets Evaluation -Review EWS, ELA, Bx and Math data disaggregated by subgroups at monthly core team meetings -Administer the SAM in all schools in Spring 2022 -Share intervention implementation data with the Learning Dept. to support current plans and reporting to the state as needed. -Review SAM School-based Action Plans (due Aug. 31, 2021)	
---	---	--	--	---	--