

FACT SHEET

MTSS – Systemic Implementation Plan

Background and Purpose

Educational researchers have long advocated for a system of prevention and intervention for all learners. Wichita Public Schools’ response for this systemic need is the Kansas Multi-Tiered System of Supports (MTSS). MTSS is a continuum of increasingly intense, research-based interventions provided to learners that helps them learn by responding to their academic and/or behavioral needs. It includes ongoing monitoring of effectiveness of all instruction provided. The outcome is to ensure that each student in USD 259 achieves to high standards.



District Plans

As part of the district’s systemic plan to fully implement MTSS, six cohort groups have been established by feeder patterns. Three of the cohorts will work on developing a system of Positive Behavior Supports (PBS) in their schools, and the other three cohorts will focus on Academic work in Literacy. Over the 5-year sustainable implementation plan, all schools will receive training, guidance, and support in both behavior and academics.



| Cohort | Feeder Pattern(s) | # of schools | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 |
|--------|-------------------|--------------|----------------------------|----------------------------|----------------------------|----------------------------|--|
| 1 | Southeast | 13 | Positive Behavior Supports | Positive Behavior Supports | Academics | Academics | Support for full system Implementation |
| 2 | Northeast & West | 21 | | | | | |
| 3 | Northwest & South | 19 | | | | | |
| 4 | East | 13 | Academics | Academics | Positive Behavior Supports | Positive Behavior Supports | |
| 5 | North | 14 | | | | | |
| 6 | Heights | 14 | | | | | |

Positive Behavioral Supports

The work with Positive Behavior Supports will be contracted through Randy Sprick’s Safe and Civil Schools group. Research shows that the most effective way to transform a school climate into a respectful one is to implement a behavioral plan that stresses proactive and positive corrective responses toward misbehavior. The *Foundations* Program teaches schools how to effectively do this work, teaching schools how to:



- Improve school climate
- Enhance school safety
- Reduce unnecessary discipline referrals
- Improve academic engagement
- Increase average daily attendance
- Reduce tardiness by up to 95%
- Strengthen student connectedness and school pride
- Expand staff skill in effective supervision and positive behavior support
- Transform staff into active problem solvers
- Promote job satisfaction and collegiality among staff

Academic Structuring and Implementation

Training for Academic Structuring and Implementation of Literacy in three cohorts has been designed and provided by the Kansas State Department of Education, MTSS Core Team and other certified state trainers.

MTSS Structuring is the starting point for the Academic training. During the training, teams will gain foundational knowledge of MTSS and the tools to support the creation of structures necessary to implement MTSS.

MTSS Implementation training occurs once schools have successfully implemented all of the structures to support the implementation. The primary purpose of this training is to teach systematic use of data that ensures fidelity of implementation. It further enables teachers to understand how to establish initial student groupings as well as subsequent student groupings throughout the year when additional data is available to enhance an instructional match of interventions and instruction.

Program Management

The district will work with Urban Policy Development (UPD) to apply a systemic process, *SchoolStat*, for monitoring and evaluating the MTSS implementation plan. *SchoolStat* is an accountability and performance improvement process for school districts that are moving toward a system of managing from data for results. These sessions focus on performance and create a clear message of accountability for results. The sessions also offer an opportunity for collaboration on tactics to improve performance, as well as for discussion of prioritization of efforts that most align with the district’s objectives and enhance student outcomes.

