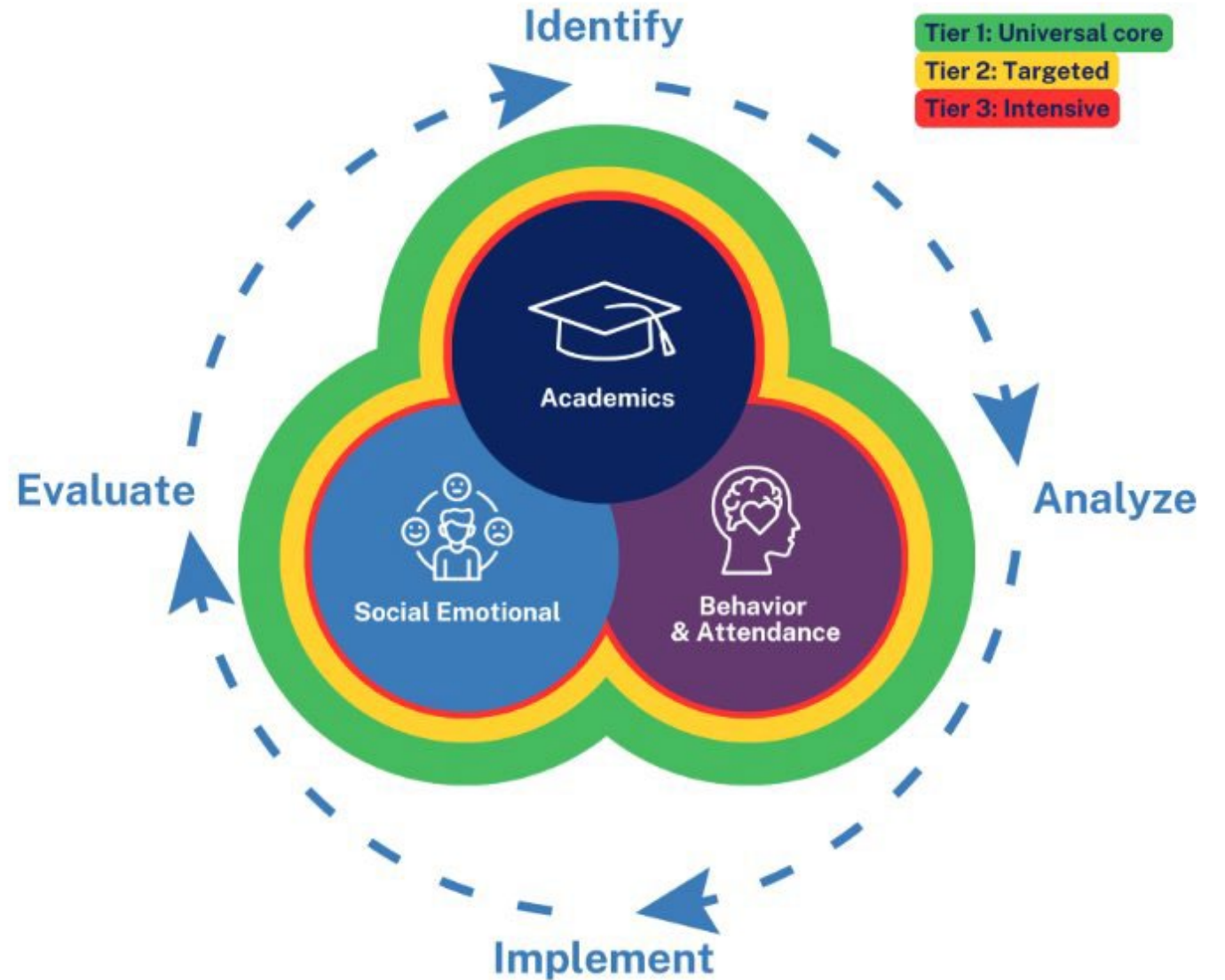


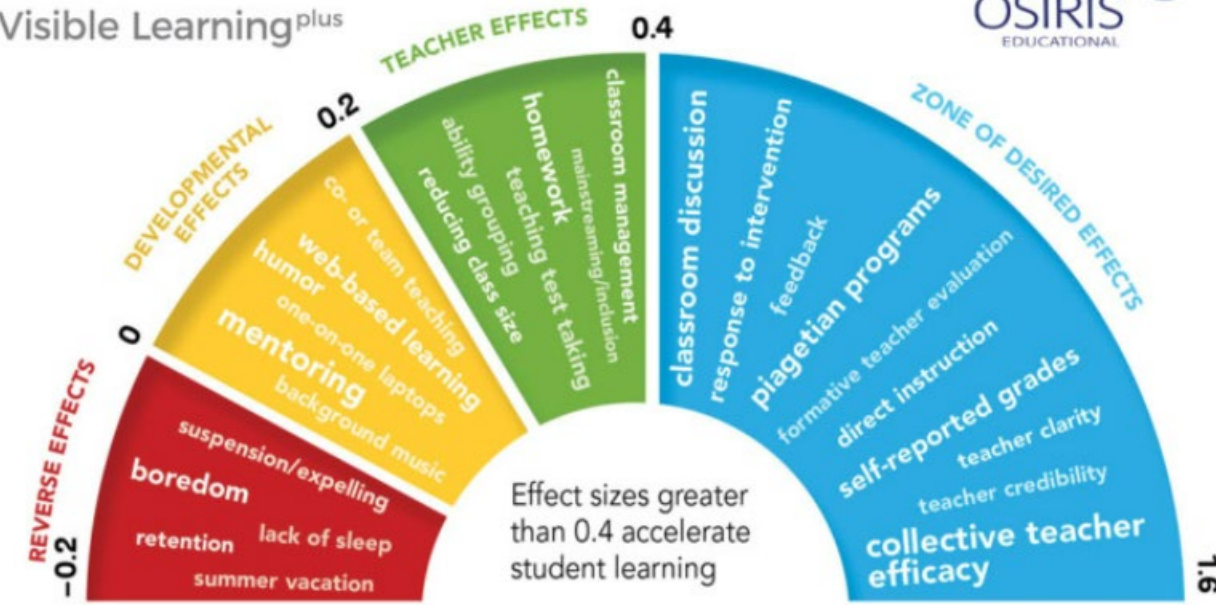
North Thurston

Multi-tiered System of Supports Model



Why MTSS?

- It works! MTSS/RTI is one of the top influences on student achievement: effect size of 1.29 (Hattie, 2017).
- By 2028, we need to implement RTI for specific learning disability identification.
- Building on learning from MTSS-R study.
- Equity. MTSS closes opportunity gaps.



Desired Effects

Collective teacher efficacy	1.57	Classroom discussion	.82
Self-reported grades	1.33	Teacher clarity	.75
Response to intervention	1.29	Feedback	.70
Piagetian programs	1.28	Direct instructions	.60
Teacher credibility	.90	Formative teacher evaluation	.48

Typical Teacher Effects

Classroom management	.35	Homework	.29
Ability grouping	.30	Mainstreaming/inclusion	.27
Teaching test taking	.30	Class size	.21

MTSS Vision

We envision a fully integrated, scalable MTSS that supports every student academically, socially, and emotionally.

In this system:

- A strong culturally responsive Tier 1 core meets the needs of at least 80% of students with academic and social emotional skills.
- Tier 2 supports are evidence-based, provided early, and designed to close gaps, ensuring students do not stay in intervention indefinitely. Tier 2 support is provided in addition to Tier 1.
- Tier 3 interventions serve approximately 5% of students with intensive needs and are aligned with Tier 1 and Tier 2. Tier 3 support is provided in addition to Tier 1.
- Academic and social-emotional supports are integrated at all tiers, with educators understanding MTSS as a whole-school framework.



MTSS Vision Part 2

Instructional leaders — principals and teacher leaders — are data-literate and use data-based decision-making to guide implementation. Principals focus on setting the vision, building culture, and ensuring accountability.

Systems are in place to monitor fidelity of implementation, and all staff can clearly articulate what MTSS is. We avoid labeling students by tier and focus instead on growth and exit pathways, including in Special Education.

The MTSS structure is mirrored at the district, building, grade, and classroom levels, creating clear alignment at every layer. Special Education is embedded within MTSS, functioning as part of the continuum of support, not as a separate track.

By improving Tier 1 and early interventions, we aim to reduce referrals for Special Education and 504. Services will be needs-based, not label-driven, helping students successfully exit support as they grow.



3-year Professional Development Plan

Year	District Leadership PD Focus	School Leadership PD Focus	Teaching Staff PD Focus
Year 1: Foundation Building <i>(Focus on "What is MTSS", Team Structures, Strong Tier 1, and Intro to Tiers 2/3)</i>	<ul style="list-style-type: none"> Vision Setting: Defining MTSS as a whole-school framework Structuring District-Level MTSS Teams Establishing clear communication about MTSS expectations Setting Tier 1 instructional expectations districtwide 	<ul style="list-style-type: none"> Building MTSS Site Teams (roles, norms, processes) Defining Tier 1 expectations for universal academic and SEL support Introduction to Tier 2 and 3 systems 	<ul style="list-style-type: none"> What is MTSS? Whole-school framework overview Building strong Tier 1 practices (academic + SEL) Recognizing when students need Tier 2 or Tier 3 support Introduction to collaboration in team structures
Year 1 Anchoring Text Support Materials Untangling Data-Based Decision Making	<p>Part 1: Foundations</p> <ul style="list-style-type: none"> Chapter 1: What is MTSS, Implementing MTSS, Stages of Implementation Chapter 2: Defining Data-Based Decision Making, Steps of the Problem-solving Model <p>Part 2: Systems-Level DBDM</p> <ul style="list-style-type: none"> Chapter 3: Schoolwide Data-Based Decision Making (Problem ID, Analysis, Plan, Evaluation) Chapter 4: Data-Based Decision Making at Tier 1 (Strong Core Instruction Monitoring) 	<p>Part 1: Foundations</p> <ul style="list-style-type: none"> Lead building rollout of "What is MTSS" + stages of system implementation Define school-based structures for data use <p>Part 2: Systems-Level DBDM</p> <ul style="list-style-type: none"> Lead problem-solving for schoolwide trends: Problem Identification, Analysis, Plan, Evaluation Build staff capacity to recognize Tier 1 system needs vs. individual student needs 	<p>Part 1: Foundations</p> <ul style="list-style-type: none"> Understand MTSS as a whole school system Introduction to Data-Based Decision Making (DBDM) and problem-solving model <p>Part 2: Systems-Level DBDM</p> <ul style="list-style-type: none"> Use grade/content team data to identify Tier 1 needs Learn staff team roles in schoolwide MTSS
Year 2: System Deepening <i>(Maintain Year 1 Fidelity + Deep Dive into Tier 2 and Tier 3)</i>	<ul style="list-style-type: none"> Monitoring Tier 1 fidelity across the district Advanced training: Building and monitoring Tier 2 and Tier 3 systems Alignment of Special Education and Intervention Services Data-Based Decision-Making refinement 	<ul style="list-style-type: none"> Deepening problem-solving skills at Tier 2 and Tier 3 meetings Implementation of consistent Tier 2 and Tier 3 supports Using data protocols to drive intervention adjustments 	<ul style="list-style-type: none"> Delivering Tier 2 targeted interventions effectively Supporting Tier 3 individualized interventions Monitoring student growth toward exiting tiers Building confidence in using data to refine support plans
Year 2 Anchoring Text Support Materials: Untangling Data-Based Decision Making	<p>Part 3: Student-Level DBDM</p> <ul style="list-style-type: none"> Chapter 5: Data-Based Decision Making at Tier 2 (Small Group Intervention) Chapter 6: Data-Based Decision Making at Tier 3 (Individualized Intensive Support) Monitor Tier 2/3 implementation fidelity 	<p>Part 3: Student-Level DBDM</p> <ul style="list-style-type: none"> Run effective Student Support Team meetings Build leadership fluency in Tier 2 groupings, Tier 3 individual planning Monitor and coach fidelity of student plans 	<p>Part 3: Student-Level DBDM</p> <ul style="list-style-type: none"> Implement Tier 2 interventions with SMART goals and progress monitoring Support individual Tier 3 intensive plans Refine Tier 1 delivery based on student-level trends
Year 3: Full System Alignment, Fidelity Monitoring, and Sustainability	<ul style="list-style-type: none"> District-wide fidelity monitoring system launched full MTSS fidelity checks 3x/year (using AIR rubric and internal tools) District leadership MTSS audit and continuous improvement cycle Develop sustainability coaching plan for building MTSS leaders Create district improvement cycles using Plan-Do-Study-Act model Plan for sustainability and scaling practices 	<ul style="list-style-type: none"> Lead building-based fidelity checks for Tier 1, Tier 2, and Tier 3 at each building Maintain culture of data reflection and collaborative problem-solving Leadership coaching on fidelity checks Leadership in scaling SEL and academic interventions equitably Embed MTSS leadership development into building structures 	<ul style="list-style-type: none"> Staff self-assessments of MTSS practices Deepen Tier 1 differentiation practices based on system-level and student-level data Refining Tier 1 instruction to meet >80% benchmark Building growth-based exit pathways for students Embedding MTSS into classroom routines and PLC work Staff self-reflection on DBDM practices Maintain progress monitoring and flexible tier movement

Support for MTSS

- New ACT day calendar (page 14 in your participant packet)
 - Cross-district PLCs
 - District directed PLCs
 - Teacher PLCs
- Partnering directors with schools
- K-5 adoption and new assessment system
 - Core and Tier 2 alignment
 - Alignment with special education



2025-26 ACT DAY DETAILS CALENDAR

SEPTEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 1 Labor Day
- 2 Professional Dev.
- 3 Teacher 1st Day
- 4 1st Day of School
- 18 Virtual Principal PD

FEBRUARY 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

- 4 Cross-District PLC Day
- 5 Virtual Principal PD
- 11, 25 Teacher PLC Day
- 16 Presidents' Day
- 18 District-Led PLC Day

OCTOBER 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 1 District-Led PLC Day
- 8, 22 Teacher PLC Day
- 15 Cross-District PLC Day
- 16 Virtual Principal PD
- 27-31 Conferences

MARCH 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 4 Cross-District PLC Day
- 5 Virtual Principal PD
- 11, 25 Teacher PLC Day
- 18 District-Led PLC Day
- 30-31 Conferences

NOVEMBER 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

- 3 Professional Dev.
- 5 District-Led PLC Day
- 7 End of 1st Quarter
- 11 Veterans Day
- 12 Teacher PLC Day
- 19 Cross-District PLC Day
- 20 Virtual Principal PD
- 26-28 Thanksgiving Break

APRIL 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 1-3 Conferences
- 3 End of 3rd Quarter
- 6-10 Spring Break
- 15 Cross-District PLC Day
- 16 Virtual Principal PD
- 22, 29 Teacher PLC Day

DECEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 3, 17 Teacher PLC Day
- 10 District-Led PLC Day
- 18 Virtual Principal PD
- 22-31 Winter Break

MAY 2026						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 7 Virtual Principal PD
- 22 Snow Make Up Day
- 25 Memorial Day

JANUARY 2026						
S	M	T	W	Th	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 1-2 Winter Break
- 7, 14, 28 Teacher PLC Day
- 8 Virtual Principal PD
- 9 Professional Day
- 19 M.L. King Day
- 21 District-Led PLC Day
- 30 End of Sem 1/2 Day

JUNE 2026						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 4 Virtual Principal PD
- 17 Last Day of School
- 18, 22 Snow Make Up Days
- 19 Juneteenth





North Thurston MTSS PLC Feedback Cycle

01

District Team

Establishes a monthly district-directed PLC focus to support MTSS system development

02

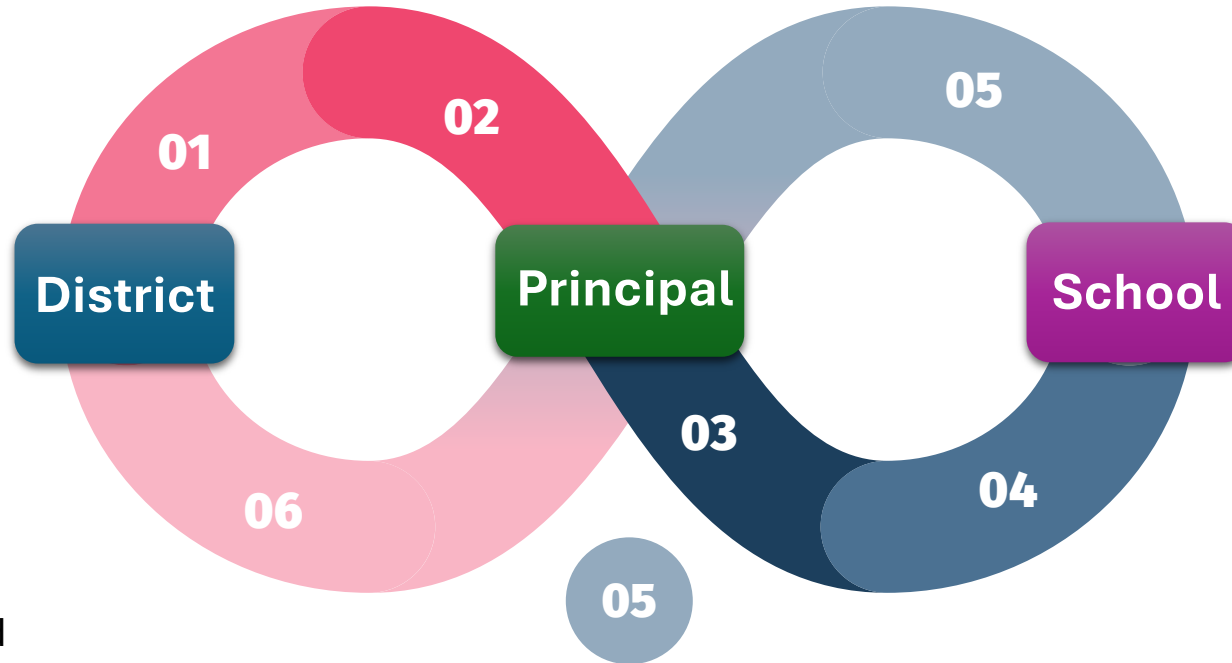
District to Principals

District shares the monthly focus with principals during virtual PD meetings and provides materials for PLCs to complete

03

Principals to School Staff

Principals share district-provided materials with staff during District-Directed PLCs, facilitate discussion, and collect completed activities from PLC teams



06

Directors to Directors

Directors share, analyze, and synthesize data from school staff and principals during director PLCs, and differentiate learning and support based on school needs.

05

Principals to Directors

Principals share data outcomes and insights with directors to assess school needs and determine next steps

04

Principal to Principals

Principals share, analyze, and synthesize data from staff activities during principal PLCs



PLC Feedback Cycle

October Edition: PLC Norms, Roles and Protocol

01

District Team

October District Directed PLC day focus is **establishing norms, roles and protocols for PLCs**

06

Directors to Directors

Directors share, analyze and synthesize data on **establishing norms, roles and protocols for PLCs** for their assigned schools. Directors differentiate learning and supports needed by school staff.

02

District to Principals

District shares turnkey presentation about **establishing norms, roles and protocols for PLCs** with Principals during **9/18 Virtual PD Meeting**

03

Principals to School Staff

Principals share turnkey presentation about **establishing norms, roles and protocols for PLCs** during **District Directed PLC day on 10/1**. Staff work in PLCs to complete activity and submit back to principal.

04

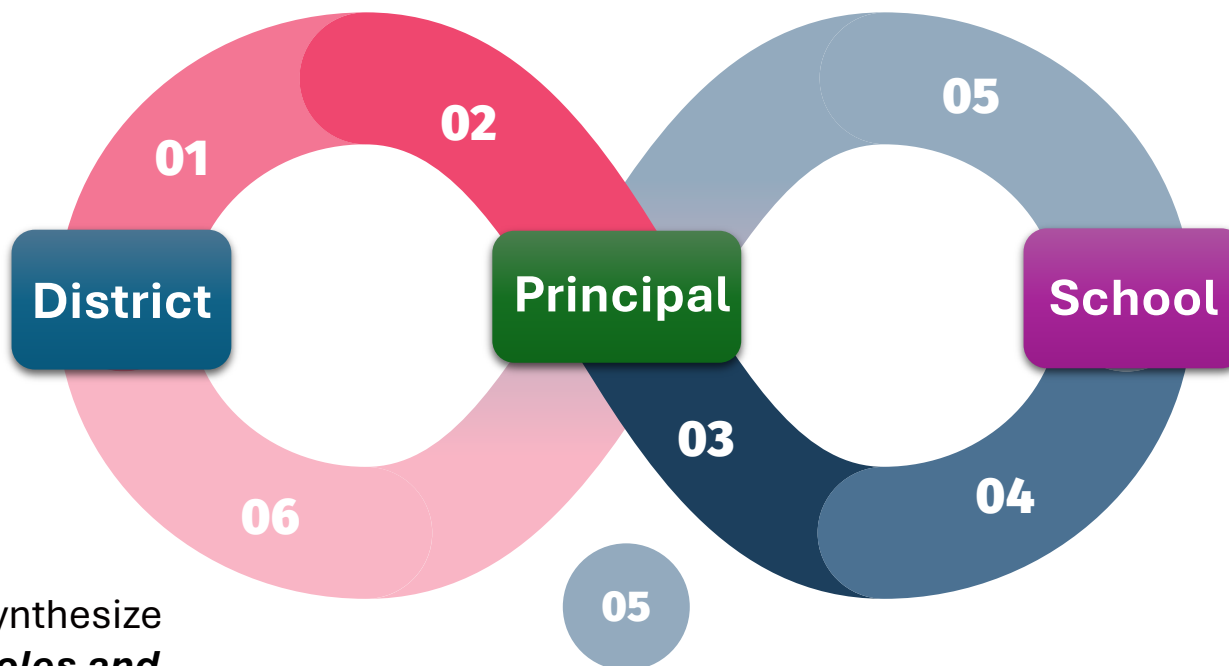
Principal to Principals

Principals share, analyze and synthesize **establishing norms, roles and protocols for PLCs** in principal PLCs. For example, how many PLCs submitted evidence of norms? Are there challenging teams that need support in establishing or utilizing norms?

05

Principals to Directors

Principals share with assigned director and share the **establishing norms, roles and protocols for PLCs** and any challenges with this task.



Principal Leadership is Critical in MTSS- *What Does the Evidence Say?*

- Principals set vision, goals, expectations, and norms for data use
- Principals are critical for establishing shared leadership, decision-making, and implementing MTSS frameworks
- Principals protect teacher time so they can focus on DBDM
- Strong principal leadership is related to higher levels of RTI and MTSS implementation
- Principals who demonstrate a commitment to equity and participate in DBDM are associated with teacher commitment to address inequity

(Choi et al., 2019; Dodman et al., 2023; Drake, 2022; Jimerson et al., 2021; Lachat & Smith, 2005; Levin & Datnow, 2012; Maier et al., 2016, Yoon, 2016)



What Support Helps Principals – *What Does the Evidence Say?*

- Professional development improves skills and contributes to greater self-efficacy and willingness to continue using data
- Central office support: build a data-use culture by modeling, setting expectations, creating accountability structures
- Central office support via data dashboards or reports

(Bettesworth et al., 2009, Drake, 2022; Grissom et al. 2017, Jimerson, 2014, Mingchu Luo, 2008)

