

Watford City High School

3-5 Year MTSS Implementation Plan

Year 1

- [Common language and common understanding helps create collective responsibility](#)
 - Establish/re-establish the why
 - Use leadership team
 - Create all staff by in—Make this a game
Work / use resources from the NDMTSS
 - [http://www.ndrti.com/ckfinder/userfiles/files/ND%20MTSS%20The%20Document\(updated%2011_16\).pdf](http://www.ndrti.com/ckfinder/userfiles/files/ND%20MTSS%20The%20Document(updated%2011_16).pdf)
 - <http://www.ndmtss.org>
 - <http://www.ndmtss.org/resources-tools-academics/>

Schools create and/or maintain [PLC/vertical \(Tier 1\), grade level/department \(Tiers 1/2\), and problem-solving teams \(Tiers 2/3\)](#) to use data based [problem solving](#) and decision making following district guidance

Schools implement universal screening practices using state assessment data ([Elementary, Secondary](#)) and hold [data dialogues](#) to plan instruction based on screening results

At tier 1, [behavioral expectations are directly taught](#) and teachers intervene with and progress monitor students who fall below grade level expectation (both academic and behavior)

Year 2

- Maintain a [common language and common understanding](#)- collective responsibility (the why)
- Schools continue to refine [teaming structures](#) to use data based [problem solving](#) and decision making
- Schools continue to refine Tier 1 intervention and [data application](#)
- Schools implement/refine Tier 2 intervention and progress monitoring for math, reading, writing and behavior

Year 3

- Maintain a [common language and common understanding](#) on the value added in MTSS implementation-collective responsibility (the why)
- Schools have [effective teams](#) using data based [problem solving](#) and decision making at all tiers
- Schools are intervening effectively at Tier 1 to meet the needs of 80% of the student population
- Schools refine Tier 2 intervention and [data application](#) so they are serving about 15% of the student population
- Schools refine Tier 3 intervention and progress monitoring for math, reading, writing and behavior for about 5% of the student population

Year 4 and beyond

- Continue to refine [teaming structures](#), interventions and progress monitoring systems as obstacles are identified
- Decisions are made without long delays
- All cases have a final disposition and decision rules are consistent across schools

Effective MTSS Models:

These models were developed based on available research and information on best practices around MTSS/RtI/PBIS. The models were developed with current St. Vrain structures in mind, resource allotments and available time.

[MTSS Secondary Model](#)

District Guidance:

[MTSS Guidebook](#)

