Alleghany County Schools
85 Peachtree Street
Sparta, NC 28675

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What is MTSS?

The Multi-Tiered System of Supports (MTSS) framework is designed to address the academic, behavioral, and social emotional learning needs of all students District-wide. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

April's Focus

In this month's newsletter, we will take a closer look at what CORE instruction looks like within our district.
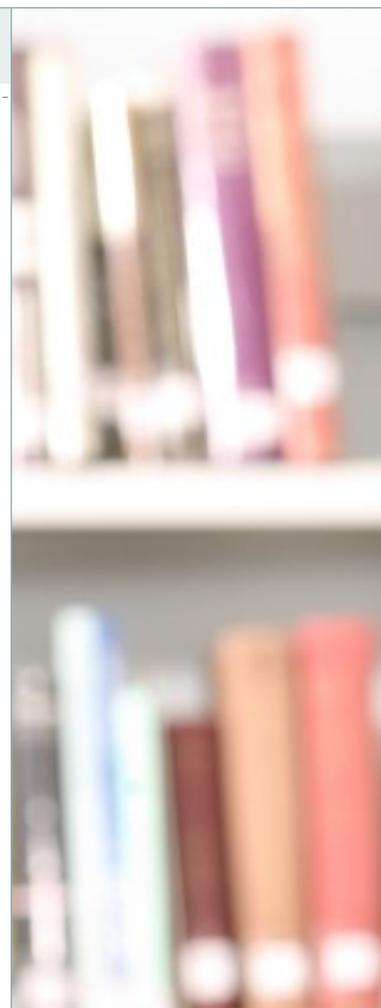
Strong CORE instruction delivered with fidelity is the hallmark of success and equity for all students. Core instruction includes general academic, behavioral and social-emotional instruction and support designed and differentiated for all students. Alleghany County Schools defines core instruction through the lens of the MTSS components of instruction, curriculum, environment, and data evaluation.

Alleghany County Schools Core	
Instruction The practices used to deliver the curriculum (academics and behavior/social-emotional functioning) to all students.	Curriculum The materials, instructional programs, texts, lessons and mapping (for academics and behavior/social-emotional functioning) delivered to all students.

Instruction

Learning targets
- **Learning targets** guide **ALL** student learning helping them grasp a lesson's purpose.

Differentiated
- **Differentiation** ensures that **ALL** students have access to learning based on their readiness, interest, and mode of learning .

Scaffolded
- **Instructional scaffolds** are temporary support structures faculty put in place to assist **ALL** students in accomplishing new tasks and concepts they could not typically achieve on their own.

Explicit Instruction
- Please right click on link and choose "open hyperlink" to see resource.

Equitable Access
- Helps **ALL** students develop the knowledge and skills they need to be engaged and become productive members of society

Timely and Effective Feedback
- Increase learning and improves student outcomes. Can be oral, written, visual, or done through demonstration. Feedback should be descriptive and specific enough to be valuable to the student and provide them direction.

Opportunities for Practice
- Please right click on link and choose "open hyperlink" to see resource.

Engaging
- Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences.

Collaborative
- Effective collaboration in the classroom can help students think more deeply and creatively about a subject and develop more empathy for others' perspectives.

Curriculum

Aligned to Standards (Academic, Behavior, and SEL)
- Standards alignment creates equity for ALL students and fosters efficient and effective teaching.

Rigorous
- Rigor is the result of work that challenges students' thinking in new and interesting ways. It is not giving students more or harder work.

Relevant
- Answers the "WHY?" of the concept and how it directly relates to or affects them. Includes learning experiences that are either directly applicable to the personal aspirations, interests, or cultural experiences of students, or that are connected in some way to real-world issues, problems, and contexts.

Research-Based
- Please right click on link and choose "open hyperlink" to see resource.

Vetted
- Has the research and evidence to back it up.

Consistent
- Allows for consistent student outcomes and assessment evidence for each unit along with the required resources.

Alleghany County Schools Core (con)

Environment	Data Evaluation
The expectations for students and staff across the school and classroom settings.	A comprehensive Data-Evaluation plan for MTSS will include two broad types of data: 1) implementation measures and 2) student measures.

Relationships
- Students who feel connected to school are more likely to succeed-- they have better school attendance, grades, and test scores and stay in school longer.

Positive Acknowledgement
- Please right click on link and choose "open hyperlink" to see resource.

Teaching of Expectations
- Students know and understand what's expected of them, which gives them confidence, they monitor themselves and take more responsibility for their behavior and their learning, and spend more time on task and academic learning time increases.

Master Schedule Supports
- Please right click on link and choose "open hyperlink" to see resource.

Core Instruction
- Includes the materials and methods in place for teaching ALL students daily lessons in the general education classroom.

Intervention/Enhancement
- Targeted and specific instruction that is meant to be short-term.

Planning & Collaboration
- The quality of teacher collaboration positively influences teacher performance and student achievement.

Collaborative Culture

Walk-through Evaluation
- Snap-shot of instruction

NCEES
- NC Educator Evaluation System

EVAAS
- Examines the impact of teachers, schools, and districts on the learning of their students in specific courses, grades, and subjects.

Outcome Assessments

NC Check-Ins
- Benchmark Assessments administered 3x/year in ELA and math grades 3-8.

Universal Screening Systems
- Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

Formative Assessments
- Used to monitor student learning to provide on-going feedback that can be used by instructors to improve their teaching and by students to improve their learning.

Problem-Solving Model
- Please right click on link and choose "open hyperlink" to see resource.