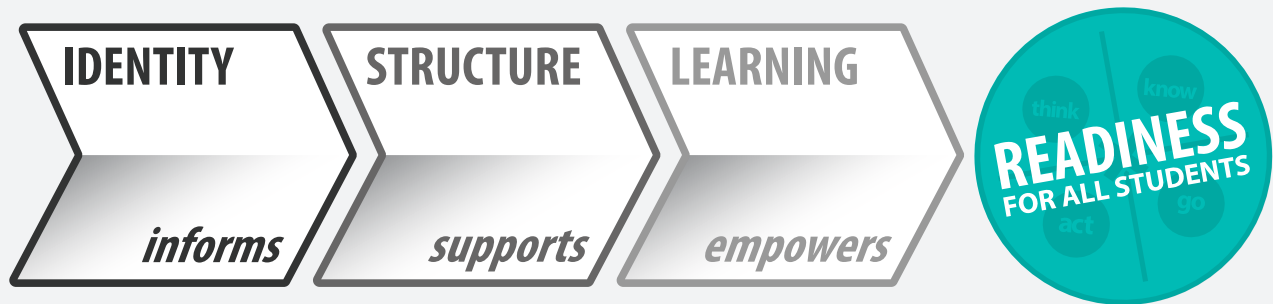


MTSS AND THE **inflexion** APPROACH

The Inflexion Approach incorporates core elements of a multi-tiered support approach to ensure each and every student gets what they need to be ready to thrive in the 21st Century. The following provides an overview of the critical elements of a Multi-tiered System of Support, or MTSS, and where they fit within the Inflexion Approach.

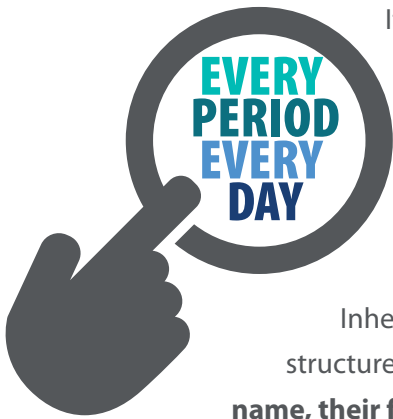


Identity *informs* the organizational **Structures** that *support* the approaches to **Learning** that *empower* student **Readiness**.

The first core element of an effective Multi-tiered System of Support is a shared vision for readiness. That vision for readiness should be holistic and linked to the outcomes students need for the 21st century world. This includes social emotional development, cognitive and metacognitive development, behavioral skills, and classic academic preparation. A holistic vision for readiness is the anchor and the first necessary step for building out a high-quality MTSS approach in your school.

Many educators often think of MTSS as a Response to Intervention, or RTI approach. However, there is a significant difference between RTI and MTSS. The difference is the universal approach the school must develop and implement across the school every period, every day. One of the biggest challenges to serving every student well and implementing MTSS is the fact that schools were designed and function as a bunch of independent contractors across grades and subjects. This is particularly an issue in middle and high school where schedules and opportunities for students are more complex.

When using the Inflexion Approach as a framework, a multi-tiered system of support focuses first and foremost on aligning instructional efforts so that each and every classroom is aligned with each other. These instructional efforts are anchored by student outcomes articulated in the shared vision for readiness. In the absence of universal approaches you can't have an MTSS model. Our most impacted students need educators who recognize and acknowledge that their work is dependent on others so they share a language specific to outcomes and employ instructional routines and rituals that are complementary and explicit.



It is also critical that strategic and intensive efforts are aligned with the universal approaches connected to the school's shared vision for readiness that includes critical thinking, behavioral, and social emotional skills. Supporting development of students in strategic or intensive settings must be supported by connecting what is being learned and developed to what is being used and reinforced every period, every day.

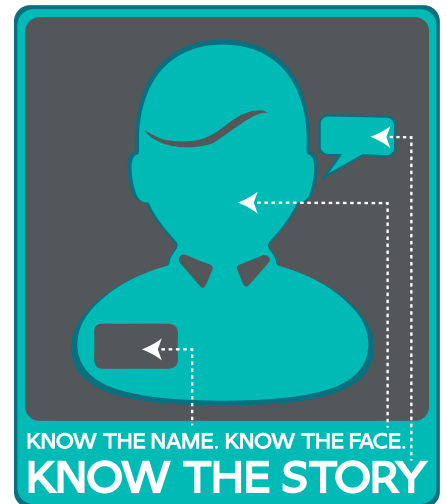
Inherent to an effective MTSS approach are structures that allow students to be known by **their name, their face, and their story**. While we often find strong structures in elementary schools that make sure students are known, this is a major challenge in middle and high school. Fifty-five minute class periods with seven different teachers and teachers who in larger schools have 150-200 students a term does not lend itself to students being known by the educators in the building.

Implementing structures such as "teaming" or "housing" that ensure every student is known by caring adults should be a non-negotiable at the 6th-12th grade levels. 21st Century skill development requires a 21st century approach, which means we need to know not only the students who are struggling to read, do math, or have behavior challenges. We need to know them as a whole person. This requires intentional design so that students' social emotional development is known, their ability to think is known, their strengths and aspirations are known.

The final piece to the MTSS puzzle is the development of processes and practices that ensure equitable access to resources. This includes data systems that use practical measures aligned with a holistic vision for readiness and provide actionable information. Data systems that inform decisions at the student level, group level, and the school as a whole. Equitable access also includes quality decision making

processes for individual placement and determining how and when to decrease or increase levels of support as well as decisions at the team, grade, or school levels.

In our work with schools, we encourage a methodical yet strategic approach to implementing MTSS that follows what we have just laid out. Set the holistic vision for readiness anchor. Develop a universal approach. Align and enhance expanded opportunities. Ensure students faces, names, and stories are known. And finally, develop processes and practices that support equitable access to resources.



FOR REAL WORLD READINESS