

NYC Public Schools

Secondary Literacy

MTSS Implementation Look Fors



Date:

Literacy Infrastructure

The school establishes and protects a consistent, designated time (e.g., SRP, WIN) at least four days per week for literacy intervention and enrichment, without replacing core instruction.

The school has identified and prepared staff members to provide interventions, ensuring they are supported through professional learning and ongoing coaching.

The school has and executes a professional learning plan, targeted to staff implementing interventions, to ensure effective delivery and monitoring.

The school has identified and leverages an existing team, inclusive of staff with expertise in SWDs and MLLs, where MTSS responsibilities are embedded.

The school implements centrally-supported and/or DOE-approved intervention programs, aligned to evidence-based practices.

Comprehensive Assessment

The school administers Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) universal screeners to all eligible students.

The school uses centrally-supported and/or DOE-approved diagnostic assessments to validate the need for intervention.

Identify System-Level Improvement and Student-Level Intervention Needs

The school has established structures and practices through which it actively makes data-based improvements to Tier 1 instruction.

The school prioritizes and provides intensive interventions to students performing far below expectations (e.g., below the 20th percentile, confirmed through diagnostics) support is prioritized based on student need and school capacity.

The school provides targeted interventions to students performing below expectations (e.g., below the 40th percentile, confirmed through diagnostics), support is prioritized based on student need and school capacity.

Set Goals, Monitor Progress, Learn and Improve

The school has calendared MTSS data analysis into existing collaborative teaming structures, at strategic intervals (every 6–8 weeks, 4–6 times annually) to review multiple forms of student data.

The school conducts MTSS data analysis (including screeners, diagnostics, intervention dosage, and intervention progress monitoring data) to drive student-level decisions (interventions, grouping, dosage).

The school conducts MTSS data analysis (including screeners, diagnostics, intervention dosage, and intervention progress monitoring data) to drive system-level decisions (staffing, scheduling, resource allocation).

School-Family Partnership

The school communicates with families after each universal screener, including results, next steps and opportunities to support learning at home.

The school communicates with families about students receiving interventions, including purpose, duration, progress, and opportunities to support learning at home.