



## Hawaii Multi-Tiered System of Support (HMTSS)

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### HIDOE Vision: Hawaii's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

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## Hawaii Multi-Tiered System of Support (HMTSS) Framework

- Provide **access** and **equity** to all students;
- Focus on **system structures** and a **continuum of services** to meet the academic, behavioral, social and emotional, and physical health needs of all students;
- Provide a **safe** and **supportive** learning environment;
- Target appropriate **interventions** and/or **supports**;
- and
- Strategically deploy **resources**.

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## Four Essential Processes

For a school to design a system that address the whole child, it must:

1. Establish what they believe;
2. Make sound choices based on the right information;
3. Know their students; and
4. Coordinate their resources to meet the needs of all students.



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## Core Components of HMTSS (DRAFT)

- Core Component 1:** Foundational beliefs
  - *(Establishing what we believe)*
- Core Component 2:** Data-driven, team-based decision-making
  - *(Making sound choices based on the right information)*
- Core Component 3:** Universal screening and progress monitoring
  - *(Knowing our students)*
- Core Component 4:** Multi-tiered system of evidence-based practices
  - *(Coordinating resources to meet the needs of all students)*

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## Core Component 1: Foundational Beliefs (Establishing what we believe.)

**Examples:**

- All students can learn;
- Student learning includes both academic and non-academic competencies;
- All students deserve equitable access to the resources they need to succeed; and
- Students have perspectives and aspirations that are important to their educational experiences, and student voice is vital to the design of their educational programs, learning experiences, and school structure.

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### Core Component 1: Foundational Beliefs

(Establishing what we believe.)

- HĀ's focuses on lifelong learning outcomes for us all;
- HĀ promotes a unique approach to student learning that is grounded in Hawaiian culture and traditions;
- HĀ addresses the whole child; and
- HĀ engenders a sense of community as all stakeholders share in responsibility and leadership for student success.

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### Core Component 2: Data-Driven, Team-Based Decision-Making

(Making sound choices based on the right information.)

**Types of Teams:**

- Schoolwide Systems Team- system improvement, student body data review;
- Teacher Collaborative Team- curriculum and instruction, grade level student data review, interventions; and
- Student-focused Team- individual student support.

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### Core Component 2: Data-Driven, Team-Based Decision-Making

(Making sound choices based on the right information.)

**Team-based Decision-making Process**  
(schoolwide, grade level, teacher team)

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### Core Component 2: Data-Driven, Team-Based Decision-Making

(Making sound choices based on the right information.)

**Student Support Process (Individual)**

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### Core Component 3: Universal Screening and Progress Monitoring

**Universal Screening Plan**

Within the HMTSS, universal screening serves the purpose of ensuring that every student is known and received immediate support for their needs. The process involves looking at multiple data sources: quantitative and qualitative, formal and informal, across the academic, behavioral, social and emotional, and physical domains of the whole child. Below is a generic template to help develop a universal screening plan.

Universal Skills	At-Risk Criteria <i>What criteria will be used to determine whether a child is in need of intensive support?</i>	Screening Process <i>What screening assessment and/or process will be used to identify students in need of intensive support?</i>	When <i>When will the screening process take place?</i>	Who <i>Who will administer the screening?</i>	Intensive Support <i>What intensive intervention(s) will be used to accelerate student learning and support that identified students?</i>
Reading					
Writing					
Number Sense					
Number Fluency					

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### Core Component 4: Multi-tiered System of Evidence-Based Practices

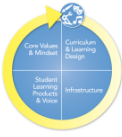
- Tertiary (Tier 3) Intensive Intervention**
  - Few students;
  - Individual and explicit intervention plan;
  - Intensive interventions for foundational skills and behavioral problems;
  - Individual or small group instruction (e.g., 1-3 students); and
  - Specific and frequent progress monitoring (e.g., systematic obs).
- Secondary (Tier 2) Supplemental Intervention**
  - Some students;
  - Limited and targeted instruction in response to previous teaching (e.g., pre-teaching, re-teaching, and review);
  - Small group instruction (e.g., 5-8 students);
  - Diagnostic assessment (e.g., running records, discipline referrals); and
  - Progress monitoring (e.g., curriculum-based measures)
- Primary (Tier 1) Core Curriculum and Instruction Positive School/Classroom Culture & Climate**
  - ALL students;
  - Standards-based curriculum;
  - High impact instruction (e.g., Universal Design for Learning, applied learning);
  - Schoolwide and classroom behavior expectations; and
  - Universal screening to identify students with needs.

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## HMTSS Implementation Within School Design



**School Design Matrix**  
DESIGN PRINCIPLE 3: INFRASTRUCTURE



**Full Implementation**

The school embraces a continuous school improvement mindset reflected in a **comprehensive multi-tiered system of supports** that includes an actionable data system, evidence-based practices, and family engagement. Early risk indicators are used to identify students for specific and timely supports. The school is connected to a complex level K-12 resource network to respond to the unique learning and support needs of high risk and disengaged students.

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## **Mahalo!**

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This slide deck will be available through the Special Education Conference website.

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