

Implementing MTSS at Skeena Middle School

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Skeena Middle School's Current Situation

Overview of MTSS

How MTSS Could Work at Skeena Middle School

The Benefits of MTSS at Skeena Middle School

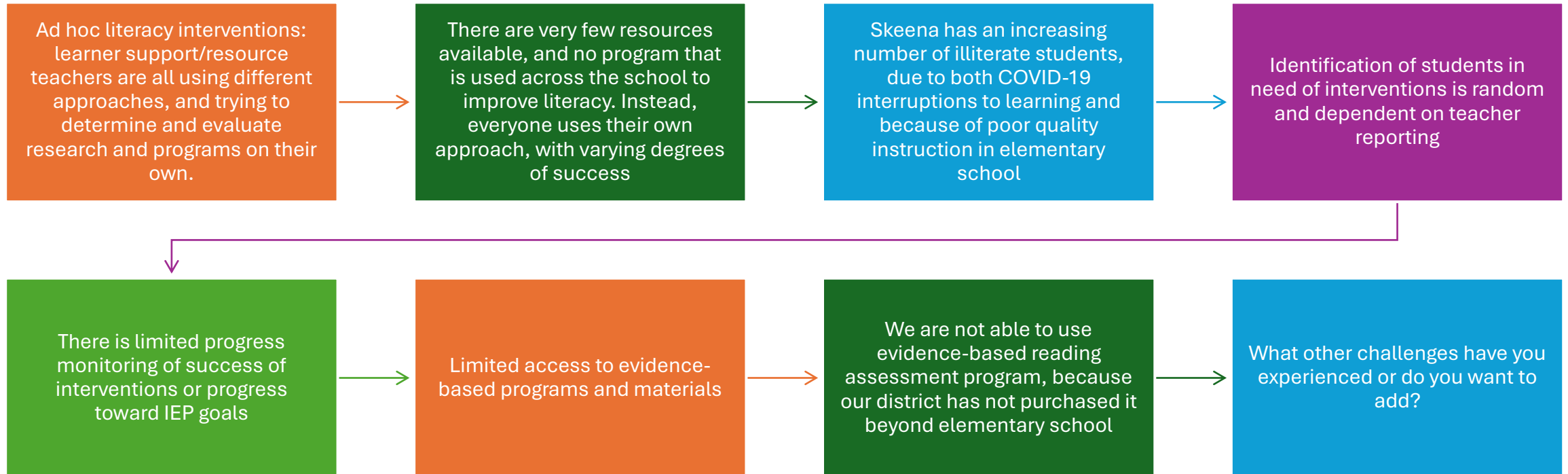
Ensuring that MTSS is Successful

Implementation Strategies

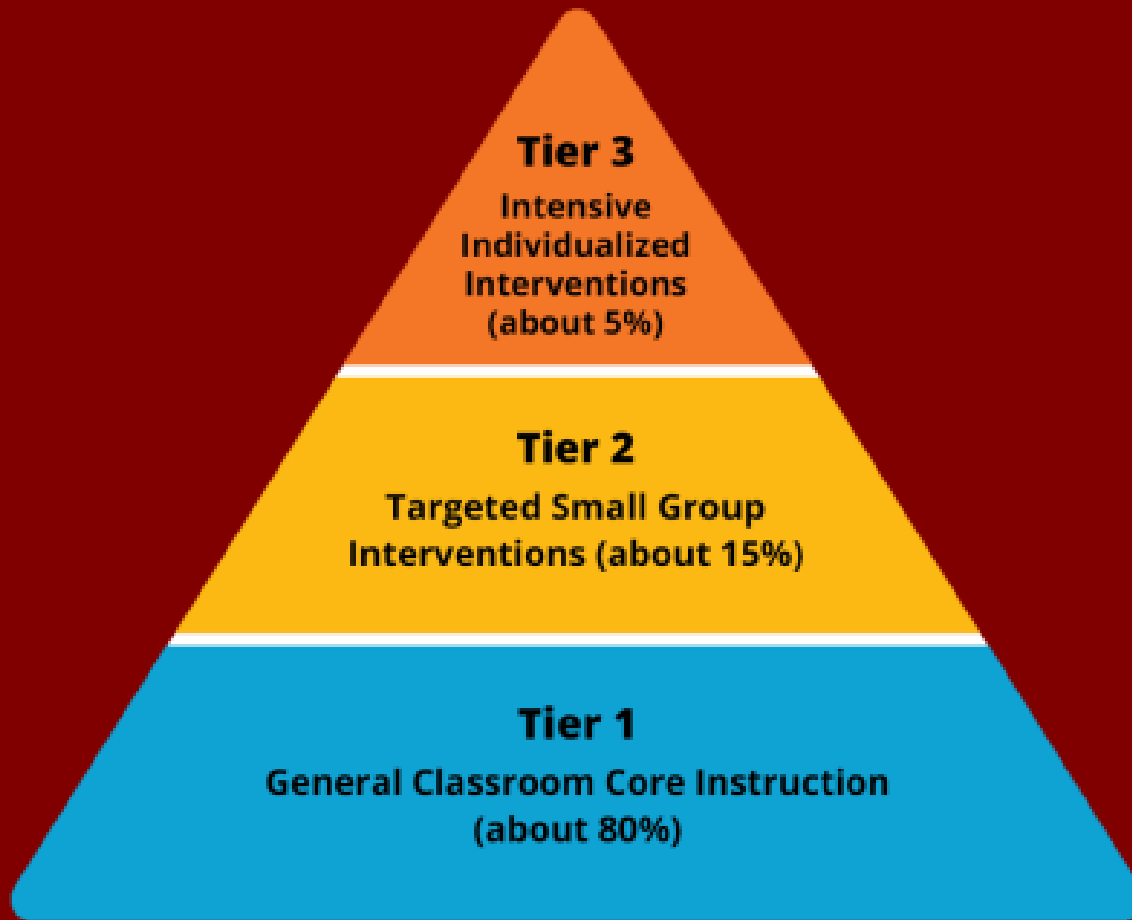
Summary/Vision

Call to Action

Skeena Middle School: Current Challenges



What is MTSS?



What is MTSS? (2025). *Reading Rockets*.

<https://www.readingrockets.org/classroom/evidence-based-instruction/mtss>

- MTSS stands for Multi-tiered System of Supports
- MTSS systematically identifies and intervenes with students who are struggling with literacy
- MTSS is premised on universal, repeated, reliable screening
- It involves systematic, evidence-based interventions to improve literacy
- Tiers of interventions:
 - Tier 1: excellent, evidence-based, instruction in their main classes
 - Tier 2: small-group interventions
 - Tier 3: intensive individualized support with specialized resource teachers
- It involves a system of monitoring students' response to interventions and progress according to grade-level expectations

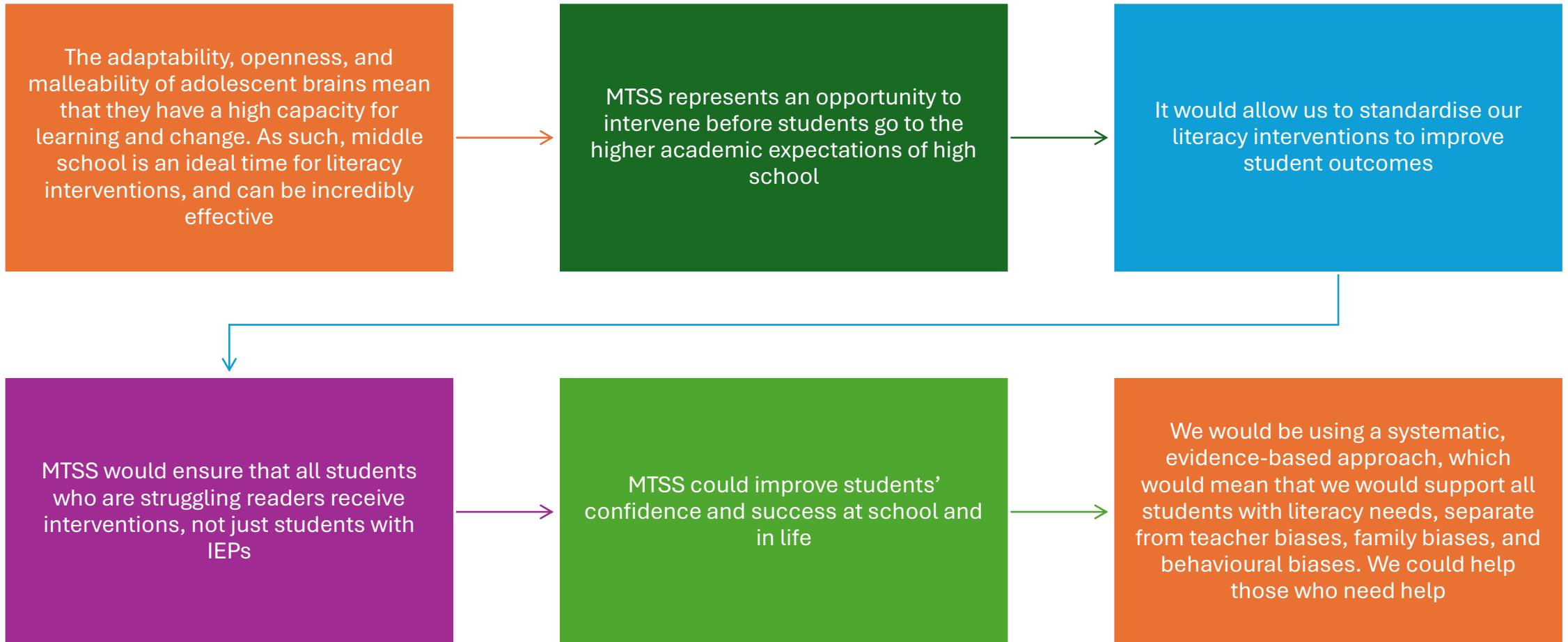
How could MTSS work at Skeena Middle School?

- Resource teachers, the Literacy Teacher, and the Director of Literacy would all work together to determine a vision and find and share evidence-based interventions.
- All students would be assessed at the start and end of each year to determine their Acadience score. Most grade sevens will come to us next year with an Acadience score, so this will be straightforward to implement.
- The Literacy Teacher and the Director of Literacy will run professional development sessions on improving literacy instruction for all learners at the middle school level, sharing evidence-based best practices and training teachers on available resources.
- Students who are reading slightly below (one to three grades) grade level will receive additional interventions with the resource and literacy teacher to improve their literacy.
- Students who have not yet learned to read and/or are not responding to the initial interventions would receive additional intensive structured literacy interventions.
- The literacy team would collaborate to plan and monitor the progress of interventions, to ensure their success.



Feast at Skeena Middle School. June 2025. Photographed by Kelsey Wiebe.

What are the benefits of MTSS at Skeena?



How can we make sure that MTSS is successful?



- Teacher buy-in: we would have to work collaboratively with teachers throughout the implementation of MTSS to address concerns, to plan for problems, and to bring them on board.
- Literacy Team: create or strike a Literacy Team that monitors and evaluates the MTSS program.
- Ensure that administration fully understands and advocates for MTSS.
- Have the Literacy Teacher work with each teacher to evaluate the effectiveness of their literacy instruction, and to teach them how to effectively teach reading strategies.
- Align MTSS with positives: ensure that teachers are looped in on the data of how their students improve throughout the year, and that teachers are celebrated for their wins.
- Fully collaborate with teachers. Ensure that teachers' voices are heard and valued, and that they have a chance, in the early stages, to identify problems (that students can't read) and to brainstorm solutions.

Implementation Strategies

- Professional development opportunities for teachers at Skeena Middle School
- The Director of Literacy needs to make more high-quality, evidence-based programs and resources available and accessible, providing training whenever necessary
- Resources should be optimized for middle school
- Mentor new teachers in evidence-based literacy strategies
- Use advisory blocks for interventions

What are your ideas for making MTSS work at Skeena?



Summary/Vision

MTSS is an opportunity to intervene systematically with students who are not yet reading at grade level. It is a structural framework that would allow us to use evidence-based interventions for Skeena students, in an increasing cascade of intensity. It would look like Skeena staff collaborating to create a shared vision of all of our students reading, and then working together to make that happen. It would help to address the needs of all students, including the many who don't like reading or writing, the students who avoid reading because it is challenging for them, and the students who still can't read at more than a basic level. We could support all of these students in MTSS. We could ensure that we improve the reading and writing skills of everyone through optimizing our teaching by sharing resources, evidence-based best practices, and strategies. We could finally identify and help those students who struggle, and we could monitor our interventions to ensure that they are successful. If not, we can do more. The universality of MTSS means that it is a framework of equity. At Skeena, it is a chance for changing our students' lives before illiteracy becomes entrenched.

We are currently failing the struggling readers at Skeena Middle School. We need to do better. Working together as a team to screen, intervene with, and monitor student progress will ensure that all students can become proficient readers. Literacy is an equity issue: improving literacy rates through MTSS is a concrete way to ensure the success of all students.

A Call to Action



References

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