



**HEWLETT-WOODMERE
PUBLIC SCHOOLS**
STAFF CHANGE GUIDE | RTI TO MTSS
INSPIRE • ENGAGE • ACHIEVE



RTI to MTSS

What stays, what expands, and what we are building together

Hewlett-Woodmere Public Schools | Staff crosswalk | July 2026

THE CORE SHIFT We are keeping RTI's three-tiered, data-informed academic foundation and expanding it into one prevention-oriented system for academics, social-emotional learning, behavior, mental health, and attendance.

At a glance

RTI FOUNDATION WE KEEP	MTSS SYSTEM WE ADD
Three tiers of increasing intensity	The same three-tier logic applied across five integrated support pillars
Strong Tier 1 core instruction and differentiation	Universal academics, SEL, behavior, mental health, and attendance supports
Academic screening and progress monitoring	Common decision rules, aimlines, adjustment triggers, and shared LinkIt! workflows
Collaborative building-level problem solving	District steering plus regular building MTSS teams with named roles
Parent notification about academic interventions	Structured, multilingual partnership throughout the support cycle

Transition timeline

2025-26 BUILD Leadership learning, RTI/AIS audit, governance, LinkIt! configuration, and common tools.	2026-27 PREPARE + PRACTICE All-staff learning, Tier 1 resources, building teams, pilot screenings, and workflow refinement.	SEP 2027 FULL LAUNCH All buildings activate MTSS, interventions, family communication, fidelity review, and evaluation.
--	---	---

RTI to MTSS crosswalk

Read the middle column as the foundation we are preserving and the right column as the district's transition direction.

SYSTEM FEATURE	RTI PLAN EMPHASIS	MTSS TRANSITION GOAL
Purpose and reach	Primarily an academic prevention and intervention structure for reading and mathematics, with strongest detail in the elementary grades.	Create a K-12 whole-child system spanning academics, social-emotional learning, positive behavior, mental health, and attendance.
Three tiers	Tier 1 core instruction, Tier 2 supplemental small-group support, and Tier 3 intensive academic intervention. Tiers remain flexible and additive.	Keep the same three tiers, but use them within every support pillar. Tier percentages are system health goals, not quotas; Tier 2 and Tier 3 still add to, not replace, Tier 1.
Prevention and screening	Academic universal screening at least twice per year, followed by classroom differentiation and progress monitoring for students at risk.	Move to a fuller early-warning rhythm: academics in fall/winter/spring, SEL/behavior screening, monthly attendance review, a Monitor/Watch category, and pre-placement health checks.
Tier decisions	PST reviews multiple measures, classroom interventions, and student response to decide whether to continue, intensify, fade, or consider special education referral.	Use written grade-band entry, movement, adjustment, and exit rules across buildings. Add clear aimlines, review cycles, an intervention-adjustment trigger, and documented monitoring after exit.
Data and documentation	District data sheets, Infinite Campus information, screening results, referral forms, meeting minutes, and academic progress-monitoring evidence support decisions.	Use LinkIt! as the common home for screening, referrals, intervention plans, dosage, progress graphs, meeting notes, fidelity evidence, tier exits, and family communication - with named owners and deadlines.

RTI to MTSS crosswalk - continued

The transition builds on existing strengths while making support more integrated, consistent, and transparent.

SYSTEM FEATURE	RTI PLAN EMPHASIS	MTSS TRANSITION GOAL
Teams and ownership	A building PST uses facilitator, recorder, timekeeper, case manager, and coordinator roles to support the referring teacher and build an intervention plan.	Add district governance and clearly defined Building MTSS Teams. Teams hold regular meetings when fully operational; principals chair, specialists own domain work, teachers bring Tier 1 data, and families join Tier 3 planning.
Intervention and fidelity	Research-based reading and math supports increase in intensity, frequency, and specialization; the plan includes intervention banks and recommended tier dosages.	Name evidence-based programs across academic and nonacademic domains, document session delivery, target at least 90% dosage fidelity, review missed dosage, and use building fidelity tools for continuous improvement.
Family partnership	Families receive letters when academic Tier 2 or Tier 3 services begin or change, with general information about service and review timing.	Make communication proactive and consistent: Tier 2 notice within five school days, a meeting before Tier 3, regular updates, exit notice, annual information sessions, and multilingual at-home guides.
Equity and inclusion	The plan includes extensive ELL/MLL guidance, home-language considerations, multiple data sources, and care in distinguishing language difference from disability.	Retain those safeguards and add annual disaggregated tier reviews, a disproportionality trigger, ENL liaison participation, bias training, linguistically appropriate tools, and coordination with IEP services.
Staff learning and launch	Staff knowledge and skills are required for implementation; the RTI committee periodically reviews the plan and recommendations.	Use a phased change process: leadership expertise first, then role-specific all-staff learning, job-embedded practice, pilot screenings, readiness checks, and a validated district-wide launch in September 2027.

Our transition goals

The goal is a more responsive and equitable support system - not simply a new label for RTI.

1. **One unified framework:** Connect academic, SEL, behavior, mental health, and attendance supports so teams can see the whole student and coordinate help.
2. **Clear and equitable rules:** Use consistent entry, movement, adjustment, and exit criteria across buildings while preserving professional problem solving.
3. **Earlier identification:** Use universal screening, monthly attendance signals, teacher data, and a Monitor/Watch category to act before needs become entrenched.
4. **Strong instruction with fidelity:** Protect high-quality Tier 1, match evidence-based interventions to root cause, and verify that students receive the intended dosage.
5. **Families as partners:** Communicate early, share understandable progress information, invite families into intensive planning, and provide practical home supports.
6. **Continuous improvement:** Review student outcomes, fidelity, staff experience, and subgroup representation each year, then adjust resources and practices.

What staff can expect in 2026-27

- Role-specific learning on the MTSS framework, Tier 1 differentiation, referral pathways, progress monitoring, and LinkIt! workflows.
- Building MTSS Teams expanding to include teacher representatives and practicing regular problem solving with common documentation.
- Pilot screenings and data cycles in selected settings so logistics and decision rules can be tested before full implementation.
- Intervention resources, fidelity routines, family communication tools, and multilingual strategy guides being refined for launch.

OUR NORTH STAR By 2027-28, students can access the right support, in the right domain, at the right intensity - with progress visible, implementation checked, and families included.

SOURCE BASIS Hewlett-Woodmere Public Schools RtI Plan (especially pp. 3-11, 27-31, 52-58) and MTSS Transition Plan Revised 2026-2027, revised March 2026 (especially pp. 4-38). This staff crosswalk summarizes the direction of the draft transition plan and does not replace district procedures.