

Multi-Tiered Systems of Support

Problem-Solving in our Academics/PLC's

Objectives:

We will be successful when:

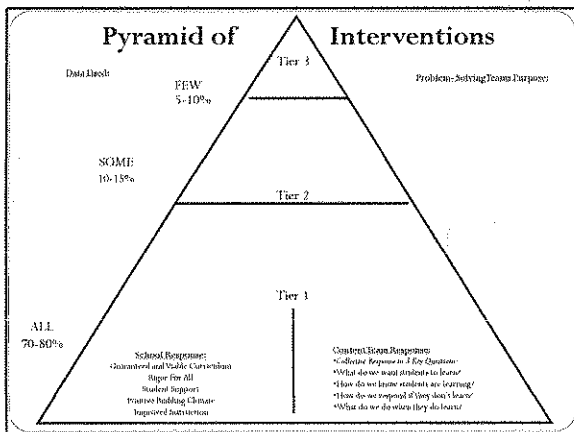
1. We have common-language and common-understanding (Define MTSS, Tiers of Intervention, Types of Intervention)
2. We can clearly identify who is responsible for what (Data sources, Student Success Plan)
3. We can identify our data sources and interventions that will be used.

Multi-Tiered Systems of Support (MTSS)

- "A term used to describe an evidenced-based model that uses data-based problem-solving to integrate academic and behavioral instruction and intervention" (*Florida Problem Solving and Response to Intervention Project*)
- Simply put:
 - MTSS recognizes that students who struggle in one area, have struggles in many areas
 - MTSS combines all acronyms; RtI, PBIS, Problem-Solving, etc. into one comprehensive system

Step One: Determine data sources

- Academy Teams (SLC)
- Content Teams (PLC)
- Building-Wide
- District Wide



Interventions

Tier One Interventions

- What ALL students get in the form of instruction and student supports ("What do I want ALL students to know and be able to do?")
- What you do when at least 70% of the students are not "getting it" ("What do will I do if they don't know it?")
- Focuses on the implementation of district curriculum
- Based on the needs of the students, building-wide

Tier 1 Interventions
Everyone's Responsibility

- **Classroom interventions (some examples)**
 - Guaranteed and Viable Curriculum! As measured by:
 - Common Formative Assessment

And if they are not "getting it".....

- Test re-takes
- Review and re-teaching (individual/group; great role for co-teacher)
- After school homework help
- Tests read aloud with co-teacher (yes, any student in need can receive this accommodation)
- Peer tutoring within the classroom
- Student/Teacher conference
- Skeleton notes
- Meet with counselor/social worker
- ZAP
- Re-entry meetings

Tips for Tier 1 Interventions

- Agree on systematic Tier 1 interventions
- Remember that Tier 1 interventions are done by everyone
- Tier 1 interventions are based on the PLC questions "what do we want our students to know and be able to do and what do we do when at least 70% are not proficient" and applies to academics and behavior
- Be proactive
- Be intentional

Interventions

Tier 2 Interventions

- What some students receive IN ADDITION to Tier 1 instruction
- Can be provided by a variety of professionals (general educator, special educator, counselor, social worker, etc)
- Target GROUPS of students with similar characteristics/needs
- Must be systematic and are most effective when consistent across the academy/team

Tier 2 Interventions (some examples)

- Mandatory tutoring
- Check-in/Check-out (CICO) with a group or weekly
- Social-Academic Intervention Group (SAIG) with counselor/social worker
- Modified assignments
- Student success staffing (admin, parent, teachers, student, counselor)
- Social-emotional groups with counselors
- Academic groups with Lit Leader/Interventionist for skill building (i.e. CRIS strategies)
- Re-entry meeting with goal setting or behavior contract
- Behavior or academic contract
- Mentoring (upperclassmen mentor underclassmen/teachers or support staff mentor students with weekly goal setting)
- ELO

Tips for Tier 2

- The difference between tier 1 and tier 2 = all students vs. some students
- Determine who is responsible for pulling data for analysis by teams and who is responsible for interventions
- Document, document, document; Academy counselor should start SSP for students in Tier 2 if not already started by admin or truancy
- SYSTEMATIC!! Know what will be done at what point
- Look at groups of students. Some examples;
 - All students who fail chapter 1 Alg 1-1 unit assessment (Academy)
 - All students who are below basic or warning on CFA's (Content)
 - All students who receive 2+ referrals in a week (Admin/academy)
 - All students failing 2+ classes as indicated on F report (Admin/Academy)

Interventions

Tier 3 Interventions

- What FEW students receive and is the most intense service level a school can provide to a student
- Typically provided to very small groups and/or individual students
- Require more time and a more narrow focus
- Require effective levels of collaboration and coordination between staff

Tier 3 Interventions

- Individual CICO every day/ every class period
- Individual counseling on a regular basis (bi-weekly)
- Credit recovery
- Individual supplemental skill instruction
- Alternative placement
- Individual Mandatory tutoring
- Referral to outside agency (i.e. Rosecrance/Rosecrance Berry)
- Outside agency group within school day (Grief group, Anger Management group)

Tips for Tier 3

- Students in tier 3 should be getting all interventions from lower tiers; the triangle is based on time. At tier 3, a student would be getting a lot of time and support
- Tier 3 interventions need to be intensive and monitored closely (i.e. CICO done daily at the beginning and end of day with the students favorite teacher, keeping track of daily points, reduction in referrals, improvement in academics)
- Tier 3 interventions can involve outside supports
- Tier 3 interventions can also be tier 2 interventions done more intensively.

Things that are not interventions

- Detention
- Time-out/removal from class
- ALE
- OSS
- Changing classes/dropping classes
- Anything that is a consequence

*** Unless something is being done to support the student and encourage growth either behaviorally or academically

Student Support Plan

- Documented Intervention Plan
- Used for students in need of Tier 2 and Tier 3 interventions
- On-going running record of interventions
- Must be originated by an administrator, counselor, social worker or psychologist
- Teachers can add interventions after it is originated

Student Support Plan

SchoolPlus

1	Administrative
2	Academic
3	Behavioral
4	Emotional
5	Health
6	Legal
7	Physical
8	Psychological
9	Social
10	Special Education
11	Student Support
12	Transportation
13	Attendance
14	Discipline
15	Enrollment
16	Financial Aid
17	Gifted/Talented
18	Health Services
19	Intervention
20	Legal Services
21	Physical Education
22	Psychological Services
23	Social Services
24	Special Education
25	Student Support
26	Transportation
27	Attendance
28	Discipline
29	Enrollment
30	Financial Aid
31	Gifted/Talented
32	Health Services
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34	Legal Services
35	Physical Education
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100	Financial Aid

Student Success Plan

Intervention Search - Welfare District




Search Page | Districts: Intervention

Code	Description
101	Administrative
102	Academic
103	Behavioral
104	Emotional
105	Health
106	Legal
107	Physical
108	Psychological
109	Social
110	Special Education
111	Student Support
112	Transportation
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196	Transportation
197	Attendance
198	Discipline
199	Enrollment
200	Financial Aid

Student Success Plan

Student: _____
 Grade: _____
 Teacher: _____
 Date: _____
 Subject: _____
 Goal: _____
 Intervention: _____
 Progress: _____
 Date: _____
 Signature: _____
 Title: _____
 Date: _____
 Signature: _____
 Title: _____

Structure of MTSS

- 
 - Classroom Level
 - ALL teachers are responsible
 - Automatically happens when at least 70% aren't proficient
- 
 - Some students
 - Additional time/resources
 - Academy teams/PLC's
 - Start SSP/Make referral to Building Problem-Solving team
- 
 - Few students; Problem-Solving team
 - Even more time/resources
 - Building level problem-solving team
 - Monitor SSP

Roles and Responsibilities

- Classroom teachers
- Counselors
- Academy teams/SLC's
- PLC's
- Support staff (truancy, special ed teachers, social worker, psychologist, paraprofessionals, assistant principals, mentors)
- Problem-Solving team

The Role of the Building-Wide Problem Solving Team in MTSS

- Discuss individual students referred from Academies
- Gather all data on interventions implemented by the academy teams (hopefully it is all in the SSP)
- Build a tier 3 plan in the SSP for individual students
- Monitor progress of interventions (best practice is 3 interventions for 3 weeks before a referral for 504/Special Education/Alternative Placement; but the academy team may have already implemented one or more tier 3 interventions)

Who should be on the building level problem solving team?

- One representative from each academy
- At least one counselor
- Social worker
- Psychologist
- Administrative representative (at least one, but as many as possible)
- Truancy specialist
- Literacy Leader
- Behavior interventionist
- Special education representative (teacher)

Just Remember.....

- You are already doing most of these things; this is just systematizing it
- It's important to speak the same language in terms of interventions; make sure everyone understands what they are, how to implement them and who will be implementing them
- Be sure to document; the sooner, the better
- The problem solving teams solves problems and plans for individual students
- Be systematic within the Academies and content teams
- Be pro-active and intentional; set a tone that failure isn't an option
