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

Pyramid of Interventions

Interventions

Tier One Interventions
- What ALL students get in the form of instruction and student supports. ("What do ALL students know and be able to do?")
- What you do when at least 70% of the students are not "getting it" ("What do 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)
  - collaborative and tactile engagement
  - some kind of intrusive assessments
  - these can be done through “giving away”
  - review and re-teaching (individual/group/great role for co-teacher)
  - after school homework help
  - test read aloud with co-teacher (yes, any student in need can receive this accommodation)
  - peer mentoring within the classroom
  - Student/Teacher plentiful
  - school-wide
  - meet with counselor/social worker
  - 20th
  - 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 Lt. Leader/Interventionist for skill building (i.e. GEMS strategies)
- Re-entry meeting with goal setting or behavior contract
- Behavior or academic contract
- Mentoring (apprentice 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 CPA 1 (Content)
  * All students who receive 2+ referrals in a week (Admin/Academy)
  * All students falling 2+ classes as indicated on P 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 student's 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

Student Success Plan
Student Success Plan

Structure of MTSS

Roles and Responsibilities
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 SNP)
- Build a tier 3 plan in the SNP 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 systemsatising 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 team 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