

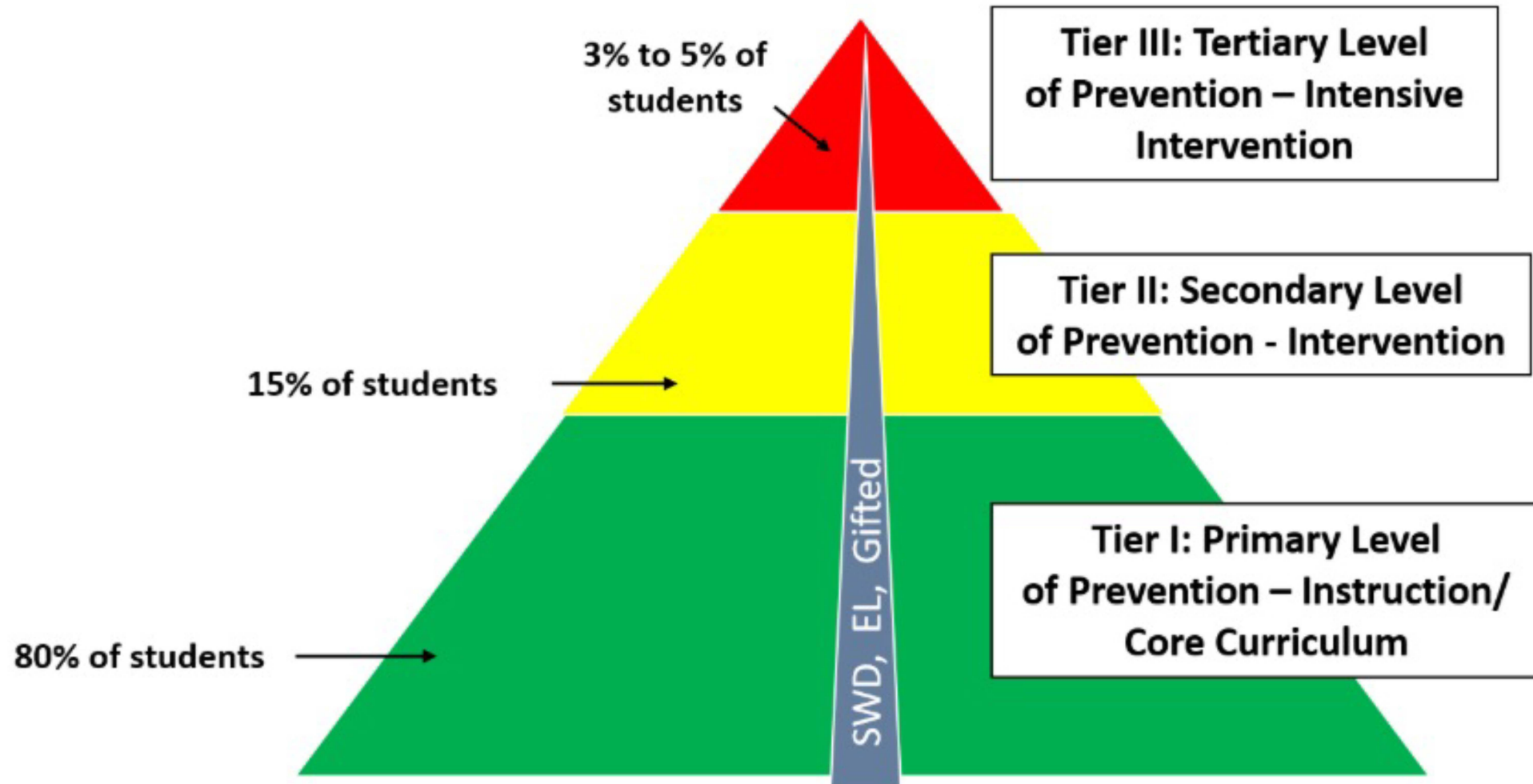


Our Multi-Tiered Systems of Support (MTSS) Plan

BOE Presentation - October 2021



Essential Component: Multi-Level *Prevention* System



Students receive services at all levels, depending on need.

Quality Instruction (Tier 1):

Once trusting relationships and common expectations/routines are established, quality instruction is the key to student academic growth.

Schoolwide Expectations & General Classroom Management (Tier 1):

All students need direct, explicit instruction with regard to common expectations, routines, and procedures in order to feel safe and supported in the school setting.

Quality Relationships (Tier 1):

We believe that all students must have a trusting relationship with at least one caring adult in the school setting that they feel comfortable going to with any concerns. Fostering a caring culture across the school community must be a priority.

Quality Relationships

Morning meetings

“Eagle Time”

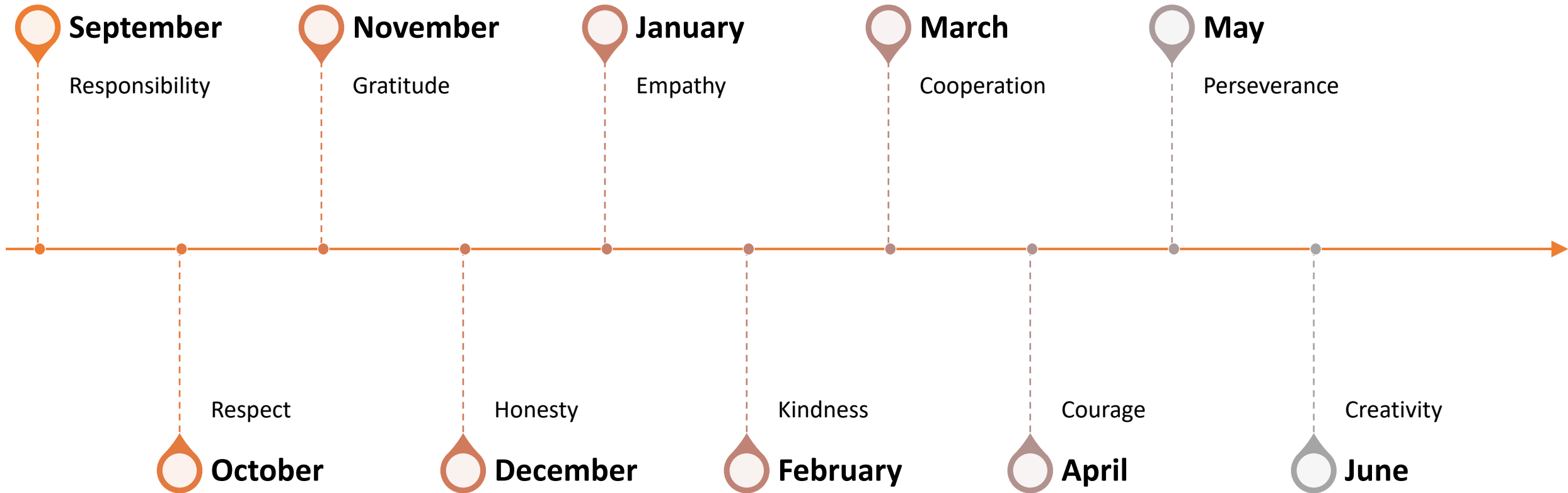
Character Strong (SEL Block)

WIN Time

Extra Curriculars



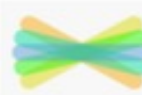
Parent/Student communication

Appendix E – SEL Benchmarks (Monthly Traits)



Schoolwide Expectations Matrices (Appendix D)

Midlakes Elementary – Eagle Expectations (Grades UPK – 3)

At School 	On  zoom meetings (if remote learning becomes necessary)	On  Seesaw
<ul style="list-style-type: none">• We are kind!• We follow directions the first time.• We keep our learning space neat and organized.• We make choices that keep us safe and healthy.	<ul style="list-style-type: none">• We follow Zoom expectations.• We find a learning space.• We are active listeners.• We participate and wait our turn.	<ul style="list-style-type: none">• We check Seesaw daily.• We do our best work.• We complete schoolwork and grow our minds.• We ask an adult before using websites and apps.

Evidence-Based Classroom Management Strategies

(from Mid-west PBIS, links included in MTSS Plan)

Physical Environment

Classroom Teaching Matrix (“Eagle Expectations”)

Active Supervision

Encouraging Appropriate Behavior

Continuum of Response Strategies for Inappropriate Behaviors

Engagement & Multiple Opportunities to Respond



Quality Instruction

- Appendix B (Whole-group instruction)
 - ***Direct Instruction Checklist***
 - Reach the widest range of learners
 - While many lessons might utilize other approaches, such as inquiry-based, when specific skills or concepts need to be explicitly taught, especially for students who are struggling, these strategies are what research says are most effective.
- Appendix C (Tier I intervention strategies)
 - ***“If...Then...” Toolkit***
 - Research-based academic-intervention and accommodation ideas for individual students
 - Strategies to implement prior to an IST or CSE referral

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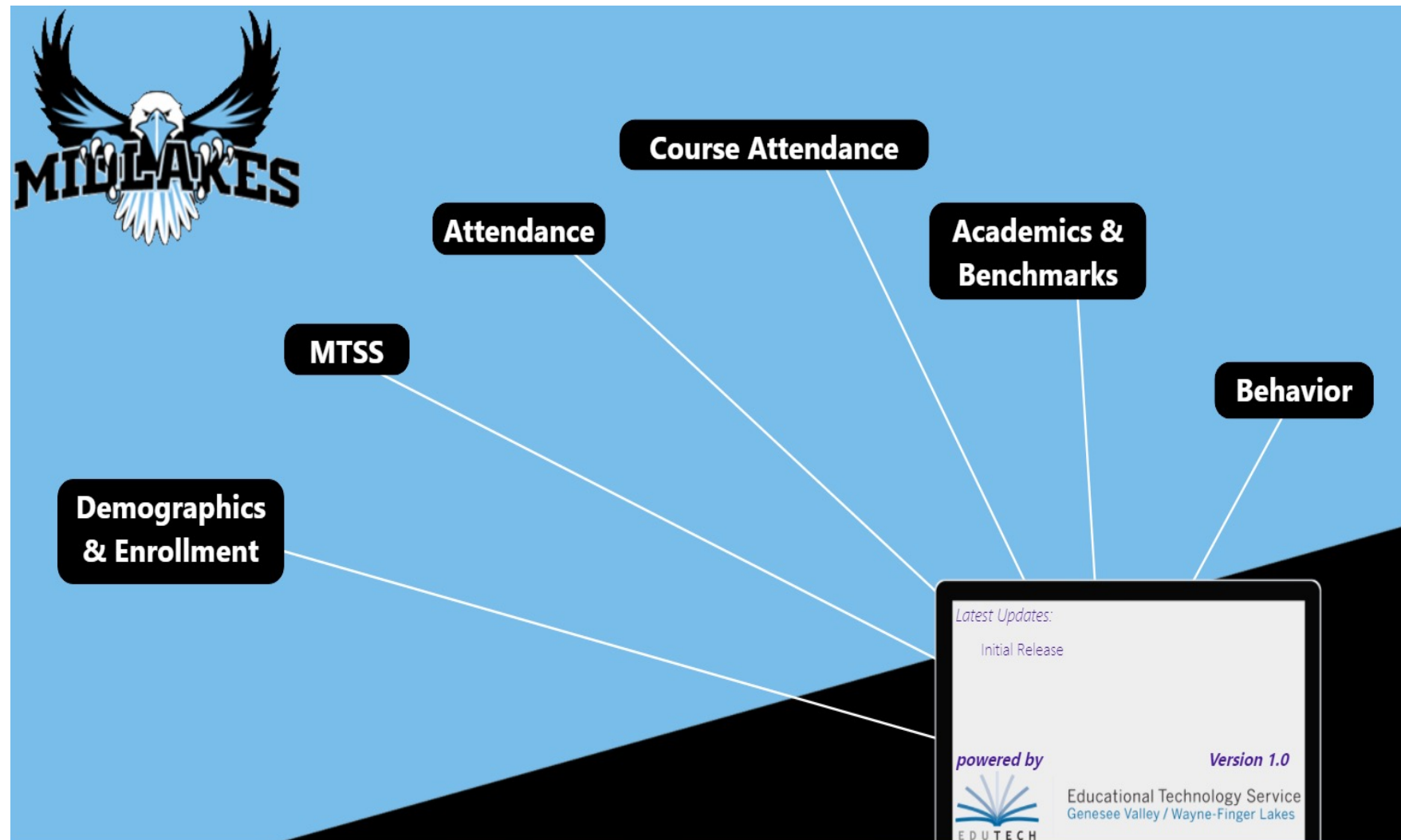
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Digging Deeper: PowerBI Dashboard



- How do we provide **additional support** for students who need more?
 - October K-8 Grade Level Data Meetings
 - October 27th Conference Day Session
 - Ongoing PSO Staff Meetings

Appendix H – MTSS Data Flow Charts

7-12 Social-Emotional MTSS Tier Flow Chart

Revised: 8/26/21

Did the student meet expectations?
MySAEBRS: 35
Attendance Rate: under 5% absences
Discipline Referral Rate: under 0.5/wk

If student safety is a concern,
follow appropriate protocols
regarding contacting CPS or
other supports.

YES (2 or 3 green)

Continue core (Character Strong, temperature checks, Eagle Time, etc.) until next regularly scheduled benchmark testing for all students.

Tier 1 Intervention

Classroom teachers monitor areas of concern and provide a "connection/community". If the area of concern is "high risk" and there is lack of improvement over time, move to Tier 2.

If large numbers of students are not meeting expectations in one area (over 30%), implement an appropriate intervention across Tier 1 with PSO support.

Progress Monitor: monthly

Some risk (2 or 3 yellow):

MySAEBRS: <35
Attendance Rate: over 5% absences
Discipline Referral Rate: over 0.5/wk

Tier 2 Intervention

Target measure(s) not meeting with the following options as appropriate:

- Check in, Check out
- Small, skills-based group
- Restorative practices/Mentoring

Progress Monitor: every 2-3 weeks, move to Tier 3 if no improvement after at least 3 data points are collected

No (0 or 1 green)

An intervention plan may be needed. Social Worker or School Psychologist makes contact with family and teacher(s) as needed to gather more information such as SAEBS.

High Risk (2 or 3 red):

MySAEBRS: <25
Attendance Rate: over 10% absences
Discipline Referral Rate: over 1/wk

Tier 3 Intervention

If needed, observe student and collect direct behavior ratings. As needed:

- Meeting with family involved
- Informal behavior intervention plan
- Individual or small group counseling

Progress Monitor: every 1-2 weeks, provide at least 6 data points when making a CSE referral

K-12 Social- Emotional

FBA/BIP,
Counseling,
etc.

Small Skills-Based Group,
Mentoring,
Check In, Check Out

Character Strong,
K-6 SEL Block,
7-12 Eagle Time

K-8 Reading/ELA

Reading
Horizons,
Kilpatrick
EFRS

Small/Frequent Skills-Based
Group, FastBridge
Interventions, Heggerty
“Bridge the Gap”

American Reading Company K-5,
Study Sync 6-8,
ARC Coaching K-12

K-8 Mathematics

Number
Worlds,
Bridges to
Intervention

Small/Frequent Skills-Based
Group, FastBridge Interventions,
“K-5 Math” resources

Eureka Math Modules K-6,
U of R Math Outreach Team PD,
WFL BOCES Math Coaching K-12

