CSD CHELTENHAM SCHOOL DISTRICT

MISSION STATEMENT
The mission of Cheltenham School District is to provide inspiration and resources for every student to achieve academic excellence and pursue their highest potential by creating an equitable and inclusive community that fosters social and emotional well-being and a passion for learning.

VISION STATEMENT
"Belong, Engage, Seek Justice"

Cheltenham School District is a community where all students know they belong, engage and excel in their learning experience, and are prepared to act as champions of social justice.

Cheltenham School District
Multi-Tiered System of Support

The educational philosophy of Cheltenham Public Schools is based on the core principle of educating the entire child. Increasingly, this means ensuring that we have the proper programming, processes, and procedures in place to support students academically and support their mental health needs.

What is MTSS?

A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective.

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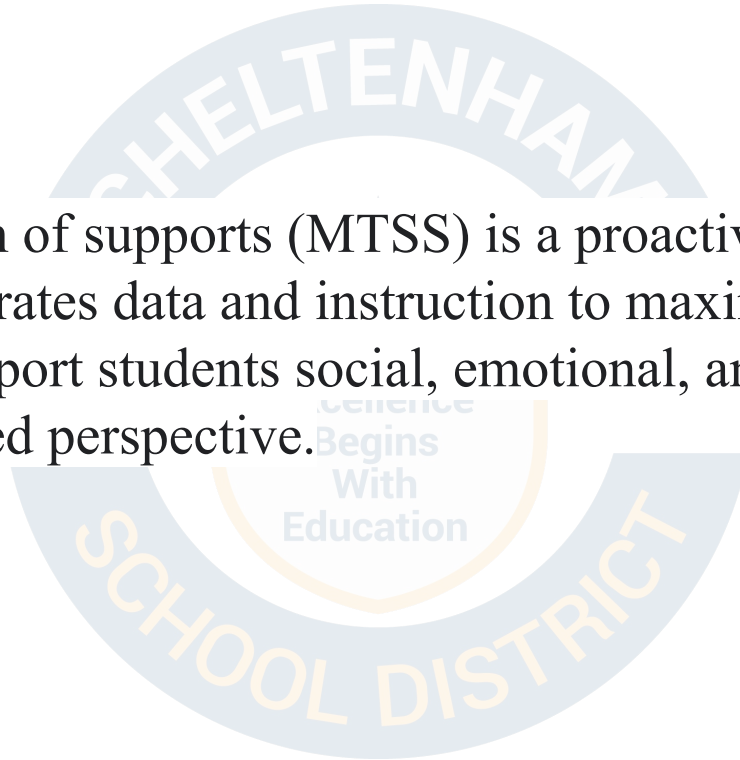
What do **ALL** students need

What do **SOME** students need

What do a **FEW** students need

Strategy v. Intervention:

When identifying specific supports for students, Tier 1 strategies and Tier 2 or Tier 3 strategies/interventions must be identified separately so that school teams are able to determine what is proving effective for an individual student's needs.

Strategy is effective instructional and behavioral practices used for all students.

An intervention is a research and evidence based specific instructional and behavioral technique

Meeting Structure:

❏ Tier I meetings
❏ Advanced Tiers meetings
❏ Advanced Tiers Meeting Participants:

Principal/Assistant Principal*
Central Office Staff (Special Ed./Student Services/Curriculum and Instruction)
ELA/Math Specialist*
School Counselors*
School Psychologist*
Classroom teacher
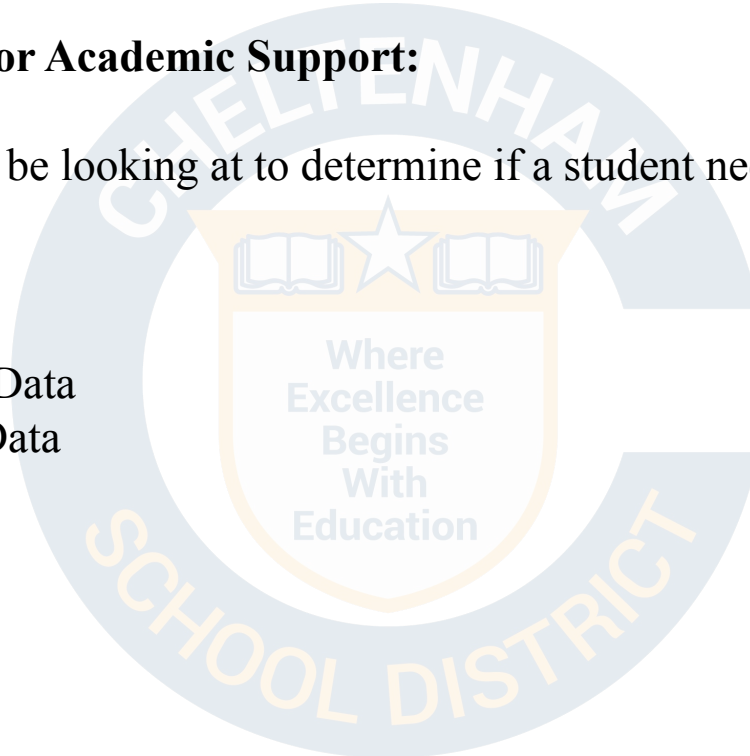Board Certified Behavior Analyst
School Social Workers
Data Analyst

Early Warning Indicators for Academic Support:

What data sources should we be looking at to determine if a student needs academic interventions:

- ❏ Benchmark Data
- ❏ Classroom Assessment Data
- ❏ Historical Assessment Data
- ❏ Kindergarten Screener
- ❏ PVAAS Data
- ❏ Attendance
- ❏ Input from the student
- ❏ Input from guardians

Early Warning Indicators for Behavioral Support:

What data sources should we be looking at to determine if a student needs behavioral interventions:

❏ SWIS Data/Office Discipline referrals
❏ Universal Screener
❏ Attendance
❏ Academic risk

We are looking for risk across multiple data sources

Student Risk Screening Scale- Internalizing/Externalizing (SRSS- IE):

The SRSS-IE is a universal screening tool that assesses social/emotional early warning indicators for students that may be at risk and in need of behavioral support/interventions.

- ❏ The SRSS-IE is housed within Linkit and will be administered in October and April.

- ❏ The data can be extracted from the Data Locker platform in Linkit

- ❏ This universal screener is completed by classroom teachers

- ❏ Temperature Check/Educated Estimate

Tier Movement

Starting Tier	Movement	Documents/Actions Required	Data Collected
Tier I	Tier II	Benchmarks Classroom Assessments Tier I interventions for a minimum of 30 days (provided by PLC's/grade team meetings) SMART Goal Created Parent contact	Tier II Interventions identified Progress monitoring form Discuss student bi-weekly
Tier II	Tier III	6 weeks of Tier II progress monitoring data SMART Goal created Parent Contact	Progress monitoring form Discuss student bi-weekly

Tier Movement

Starting Tier	Movement	Documents/Actions Required	Data Collected
Tier III	Tier II	Parent Contact 6 weeks of progress monitoring data Parent Contact	Progress monitoring form Assessments Discuss Student bi-weekly Completion of Tier III SMART Goal
Tier II	Tier I	6 weeks of progress monitoring	Discuss Student bi-weekly Completion of SMART Goal

Tier I Intervention Curriculum & Resources (not a comprehensive list)

	ELA	Math	SEL
Elementary	WIN IXL Fundations (k-2) Wonders	WIN IXL Envision	Second Step Too Good for Drugs PBIS
Elkins Park	WIN IXL Accelerated Reader (?) Wonders My Perspective Newsela	WIN IXL Envision	Second Step Too Good for Drugs PBIS
CBK	WIN IXL Newsela	WIN IXL Envision	Second Step PBIS
CHS	Community Lunch IXL Newsela	Community Lunch IXL Envision (Algebra I; Algebra II; Geometry)	PBIS

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Tier II Intervention Curriculum & Resources

|	ELA	Math	SEL
Elementary	IXL Wonders Wonder Works	IXL Trapezium Envision Xtra Math	Second Step BCBA SAP Liaison
Elkins Park	IXL Newsela Wonders Wonder Works (5)	IXL Trapezium Envision	BCBA Second Step SAP Liaison
CBK	IXL Newsela Read 180	IXL	BCBA Second Step SAP Liaison
CHS	Community Lunch IXL Newsela Read 180	Community Lunch IXL	BCBA Second Step SAP Liaison

Tier III Intervention Curriculum & Resources

	ELA	Math	SEL
Elementary	IXL Wonders Wonder Works	IXL Trapezium Envision Xtra Math	Second Step BCBA SAP Liaison
Elkins Park	IXL Newsela Wonders Wonder Works (5)	IXL Trapezium Envision	Second Step BCBA SAP Liaison
CBK	IXL Newsela Read 180	IXL	BCBA Liaison
CHS	IXL Newsela Read 180	IXL	BCBA SAP Liaison

Referral Form:

➔ Strengths Based

➔ Content Specific

➔ Comprehensive list of Interventions and strategies

➔ Can be used as a reference for strategies and interventions

Meeting Agenda:

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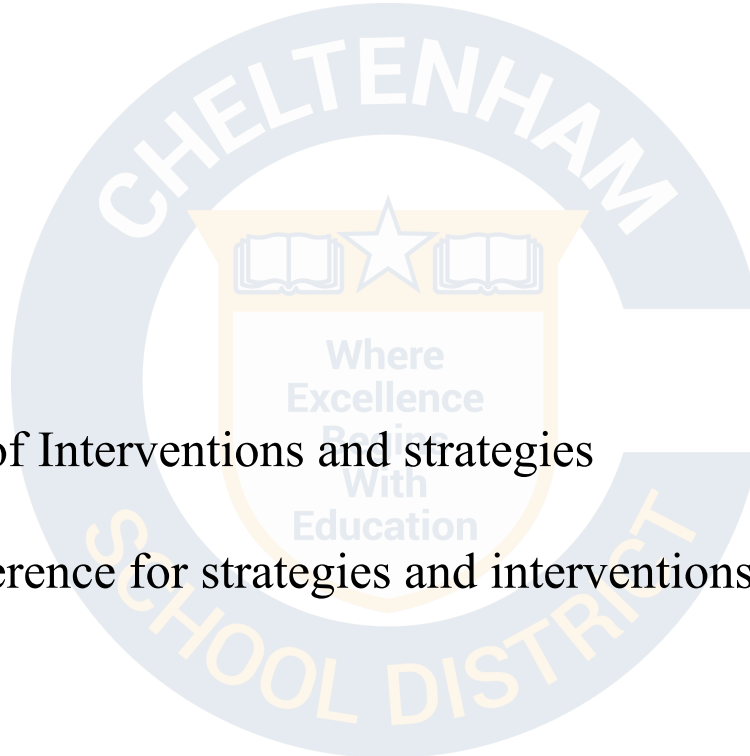
Tier II-III Team Meeting Minutes   School:

Meetings	Date	Facilitator	Minute Taker
Today's Meeting			
Next Meeting			

Team Members (Place "X" to left of name if present)

Today's Agenda Items (Place "X" to left of item after completed):

1.	5.	**Agenda Items for Next Meeting**	
2.	6.	1.	
3.	7.	2.	
4.	8,	3.	

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Meeting Agenda:

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Tier 2 Problem-Solving & Action Planning (review of current students with Tier II support)

Student Initials/ID	Grade	IEP Y/N	Precise Problem & Current Levels *Problems: Include Who, what, where, when, why, & how often*	Response Actions & Next Steps *Identify current intervention(s)*	Who?	By When?	Goal & Timeline	Outcomes/Updates

New Referrals to Tier 2 Supports

Student	Grade	IEP Y/N	Referral Date	Referral source & relevant information	Response Actions & Next Steps	Who?	By When?	Goal & Timeline

Meeting Agenda:

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Tier 3 Problem Solving & Action Planning

Student Initials/ID	Grade	IEP Y/N	Precise Problem & Current Levels Problems: Include Who, what, where, when, why, & how often Based on Student Support Team decision rules	Response Actions & Next Steps	Who ?	By When ?	Goal & Timeline	Outcomes/ Updates

New Referrals to Tier 3 (Individual)

Student Initials/ID	Grade	IEP Y/N	Referral Date	Referral Source & Relevant Information	Response Actions & Next Steps	Who?	By When?	Goal & Timeline	Outcomes/ Updates

Meeting Agenda:

Organization & Housekeeping Items

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

Progress Monitoring Form:

Anytime a strategy or intervention is assigned to a student, it is hypothesis that needs to be constantly tested.

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CSD MTSS Tier II-III Progress Monitoring	School:	Cheltenham HS ▾

Tier II

Date of Referral	Student Initials/ID	Grade/ Team	IEP	Precise Problem & Current Levels	SMART Goal
			Yes ▾		

Interventions implemented	Duration of time	Next Steps (Tier 2 Interventions)	Who? (person responsible for monitoring)
▾ ▾ ▾ ▾ Other:		▾ Other:	

Follow-Up Meeting Date	Interventions Implemented	Progress towards SMART Goal	Data Source	Next Steps
	▾ ▾ Other:			▾ ▾ Other:

Tier II/III Mental Health Supports:

- ❏ Aldersgate SAP liaisons
- ❏ Crisis Interventionist
- ❏ 4WALLS Counseling Services (Elkins Park)

Mentoring:

- ❏ Make the Distinction
- ❏ Girls Achieve
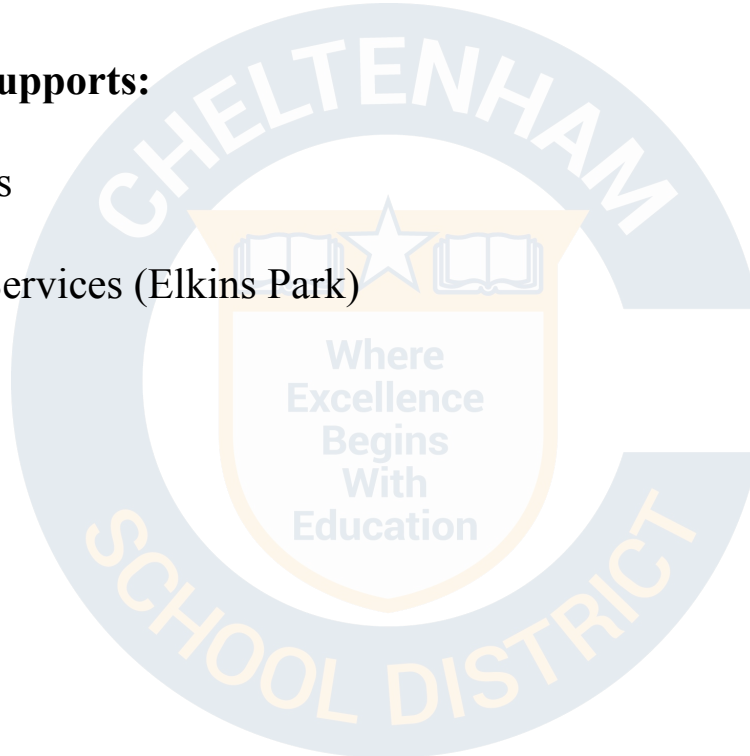
CSD Implementation:

❏ Leadership was provided with common framework around MTSS implementation

❏ Buildings are using cohesive referral forms and progress monitoring forms

❏ All buildings are having MTSS meetings weekly or bi-weekly

Questions: