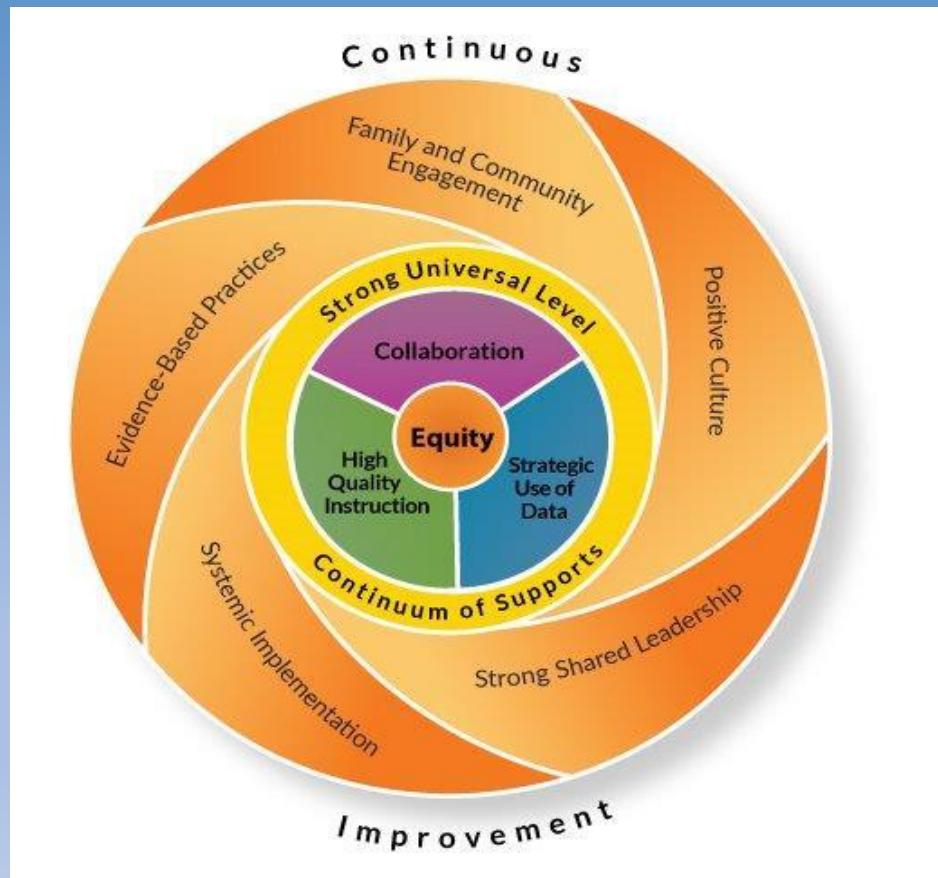


What does “Equitable Multi-Level Systems of Support” actually mean?



And how does it relate to me and our students?

Equity

Think: *trauma-informed classrooms, professional development, personalized learning experiences for students, academic and career planning, tiered academic and behavioral supports, culturally responsive practices.*

High Quality Instruction

Think: *personalized learning experiences for students, tiered academic and behavioral supports, use of technology resources, curriculum resources, professional development, curriculum standards, curriculum assessments, assessments driving instruction (formative and summative), culturally responsive practices, curriculum review process, educator effectiveness, data management systems (Alpine/Skyward), mentoring new staff.*

Strategic Use of Data

Think: *data management systems (Alpine/Skyward), PLC, Problem-Solving Meetings, academic and behavior data to drive instruction/intervention, use of assessments to drive instruction, educator effectiveness, building leadership teams (MTSS, PBIS), professional development.*

Collaboration

Think: *trauma-informed practices, PBIS, use of technology resources, parent communication, PLC, building leadership teams (MTSS, PBIS, BLT), academic and career planning, technology resources for communication, mentoring of staff, professional development.*

Family and
Community
Engagement

Think: *use of technology resources, parent communication, open houses, and conferences.*

Continuum of
Supports

Think: *PLC, data management systems (Alpine/Skyward), assessments driving instruction (formative and summative), PBIS, personalized learning, tiered academic and behavioral supports, Problem-Solving Meetings, staff mentoring, professional development, culturally responsive practices, trauma-informed practices, and curriculum review process.*

Strong Universal
Level

Think: *personalized learning, use of technology resources, PLC, assessment driving instruction (formative and summative), building teams (PBIS, MTSS, BLT), PBIS, data management systems (Alpine/Skyward), curriculum review, professional development, staff mentoring, educator effectiveness, culturally responsive practices, trauma-informed practices.*

Systemic
Implementation

Think: *professional development, trauma-informed practices, tiered academic and behavioral supports, PBIS, personalized learning, use of technology resources, PLC, Problem-Solving meetings, building leadership teams (MTSS, PBIS), use of data management systems (Alpine/Skyward), staff mentoring, curriculum review, culturally responsive practices, and educator effectiveness.*

**Strong Shared
Leadership**

Think: teacher leadership opportunities, PLC, professional development, building and district teams (MTSS, BLT, PBIS, curriculum review teams, Personalized Learning), and staff mentoring.

Positive Culture

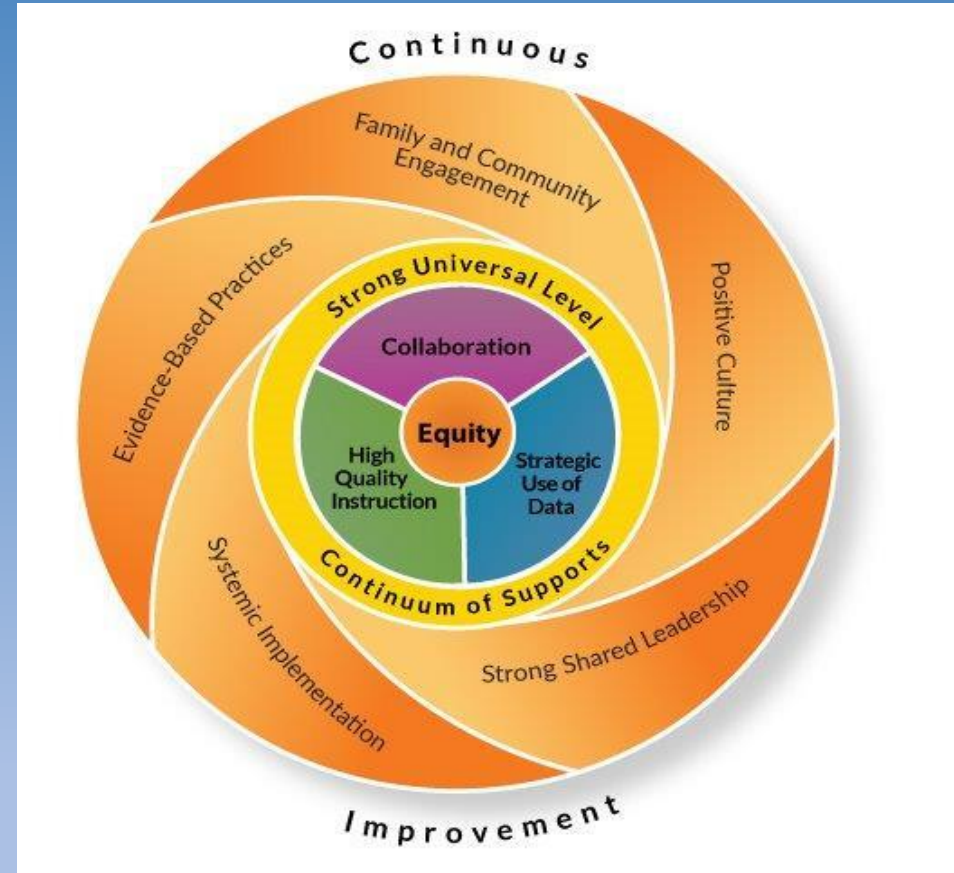
Think: trauma-informed practices, PBIS, tiered academic and behavioral supports, PLC, culturally responsive practices, and building teams (PBIS, MTSS, BLT).

**Evidenced-Based
Practices**

Think: PLC, curriculum resources, use of technology resources, personalized learning, PBIS, building and district teams (MTSS, PBIS, BLT), data management systems (Alpine/Skyward), academic and career planning, curriculum review, and assessment driving instruction (formative and summative), parent communication, tiered academic and behavior supports, professional development, trauma-informed practices, and culturally responsive practices.

Multi-Tiered Systems of Support

From Theory to Application



Who is Brandon?

- 9th Grade Student
- Schedule: English I Essentials, Reading Intervention, Study Hall, Fit for Life, Algebra 1, Science Exploration, US History, Drama
- Current Grades:
 - English I Essentials – D
 - Reading Intervention – Passing
 - Fit for Life– B
 - Algebra 1– D
 - Science Exploration– C
 - US History– D
 - Drama– B
- Previous State Exam Scores: Below Basic/Basic in Reading and Social Studies; Basic/Proficient in Math and Science
- Has received Reading Intervention in grades 6-8
- Was evaluated for Special Education in Elementary School for LD in reading; did not qualify



- Brandon enjoys hanging out with friends, playing video games and skateboarding
- Brandon wants to be a director
- He prefers hands-on activities and projects compared to writing
- Brandon would rather listen to material than read

Student to Teacher Connection

Brandon's Needs

- Support with reading, including intervention

MTSS Areas Addressed:

- Equity
- High Quality Instruction
- Strategic Use of Data
- Collaboration
- Family Engagement
- Continuum of Supports
- Strong Universal Level of Support
- Systemic Implementation
- Evidenced-Based Practices

Classroom Application

- Review of data from Alpine, AIMSweb, STAR, formative/summative assessments to determine need of reading intervention
- Work within PLC and collaboration with Reading Intervention Teacher to support Brandon in English I; after no success with Tier 1 supports; Problem-Solving Meeting to determine additional supports; interventions documented in Alpine
- Reading Intervention implemented and progress tracked in AIMSweb and STAR
- Use of digital resources to assist with skill & drill practice within English I Essentials
- Communication with parent/guardian regarding implementation of reading intervention and progress in classes
- Continuation of English and other class curriculum standards and resources during regular English instruction; making lesson plans and grading work
- Options given to Brandon for varied ways to complete homework and projects in all classes
- Possible change in schedule to CRC for more academic support

Student to Teacher Connection

Brandon's Needs

- Instruction provided at grade level standards

MTSS Areas Addressed:

- Equity
- High Quality Instruction
- Strategic Use of Data
- Collaboration
- Family Engagement
- Continuum of Supports
- Strong Universal Level of Support
- Systemic Implementation
- Evidenced-Based Practices
- Strong Shared Leadership
- Positive Culture

Classroom Application

- Review of data from Alpine, formative/summative assessments
- Use of curriculum standards and resources; making lessons plans and grading work
- Work within PLC to ensure students are achieving in a systematic way
- Use of digital resources to help with engagement
- Varied ways to complete projects based on learning styles, such as hands-on activities
- Grades and progress shared with parents at parent/teacher conferences and progress reports
- Continuation of building relationships with Brandon
- Re-teaching concepts when necessary to ensure understanding

More about Brandon

- Brandon is diagnosed with AD/HD
- He does not take medication
- Brandon can be very impulsive and frequently blurts out in class
- Brandon has difficulty with organization, frequently not turning in homework
- He is unable to remain on-task without constant reminders
- Brandon has an activities code violation for drug use
- Brandon can become very disruptive in class at times
- Brandon lives with his mother, who works 2 jobs, so he is frequently home alone; minimal family support

Not real student



© Can Stock Photo

Student to Teacher Connection

Brandon's Needs

- Social/Emotional and Behavioral Difficulties (AD/HD)

MTSS Areas Addressed:

- Equity
- High Quality Instruction
- Strategic Use of Data
- Collaboration
- Family and Community Engagement
- Continuum of Supports
- Strong Universal Level of Support
- Systemic Implementation
- Evidenced-Based Practices
- Strong Shared Leadership
- Positive Culture

Classroom Application

- Teachers continue with relationship building
- Teachers continue with strong classroom management technique
- Teachers provide extra reminders, help with organization of class materials
- Document major/minor behaviors (discipline referrals) when needed
- Collaboration with staff, parents and Brandon to determine what works best for Brandon to learn
- Staff take professional development on trauma/social-emotional and mental health concerns, like AD/HD
- After all supports are exhausted in classroom, Problem Solving Referral is done by teacher; Problem Solving Meeting is held; Interventions are put in place, including schedule change to CRC, one-on-one work with teacher. Brandon has a good relationship with to work on organization (Check-in/Check-out), Brandon meets with Student Service Personnel monthly to check on grades and support; interventions are monitored for progress (including grades, homework completion, discipline referrals)
- Resources are provided to parent by Student Services Personnel regarding support at home, including therapy for AD/HD management

Student to Teacher Connection

Brandon's Needs

- Drug Use

MTSS Areas Addressed:

- Equity
- Strategic Use of Data
- Collaboration
- Family and Community Engagement
- Continuum of Supports
- Systemic Implementation
- Strong Shared Leadership
- Positive Culture
- Evidence-Based Practices

Classroom Application

- Communication between School Administration and Student Services Personnel with mom regarding Activities Code Violation for Drug Use
- Referral for SBRIT, conducted by Student Services Personnel, including 4 in-person sessions
- Teachers provide work for Brandon to make-up during CRC for the sessions he attends
- Information provided to mom about support outside of school to assist Brandon with drug use

Student to Teacher Connection

Brandon's Needs

- Special Education referral made
 - Qualifies for Special Education Services

MTSS Areas Addressed:

- Equity
- High Quality Instruction
- Strategic Use of Data
- Collaboration
- Family Engagement
- Continuum of Supports
- Strong Universal Level of Support
- Systemic Implementation
- Evidenced-Based Practices

Classroom Application

- Review of data from Alpine, AIMSweb, STAR, formative/summative assessments, discipline data, missing assignments, grades
- Problem-Solving Meeting to determine if referral needed based on progress monitoring data; if yes, referral is made
- Continued implementation of interventions implemented and progress tracked as evaluation is completed
- Evaluation information gathered (assessments, observations, parent/teacher input)
- Communication with parent regarding evaluation and services
- Continuation of instruction, following curriculum standards
- Evaluation results meeting held to review evaluation data, existing data, determine eligibility
- Accommodations/modifications developed and implemented in the regular education classrooms, including extended time for assignments and tests, preferential seating, modified or shortened assignments when necessary, separate setting for tests
- Schedule change made to reflect a guided study hall

Other Staff Duties/Activities to support Brandon's (and all students) Academic and Behavioral success

MTSS Areas Addressed:

- Equity
 - High Quality Instruction
 - Strategic Use of Data
 - Collaboration
 - Family and Community Engagement
 - Continuum of Supports
 - Strong Universal Level of Support
 - Systemic Implementation
 - Strong Shared Leadership
 - Positive Culture
 - Evidence-Based Practices
- Professional Development in a variety of areas to keep up with current trends in education
 - Sitting on various committees to assist with implementation of building and district activities that support students, including staff meetings
 - Learning and implementing technology/electronic resources to support all learning
 - Lesson planning and grading
 - Supporting extra curricular activities focusing on student interest
 - Collaboration with various staff and parents to support needs of students
 - Mentoring new staff

