

Wentworth Junior High School

Multi-Tiered System of Support (MTSS)

Staff Handbook



2026/27 School Year

D155 MISSION

The Calumet City School District 155 staff will strengthen its partnership with children, parents, and the community to provide an optimum climate for learning in which children may reach their true potential and pursue their life goals.

MTSS OVERVIEW

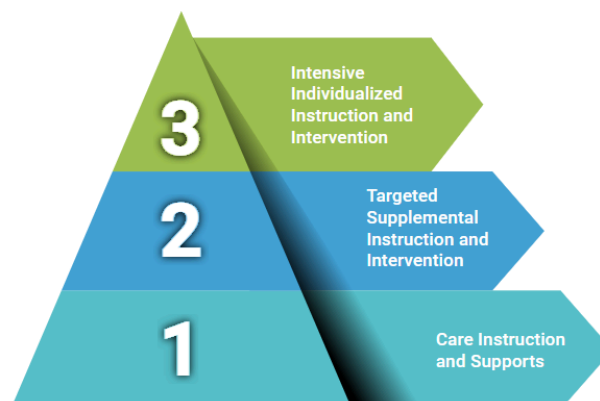
A Multi-Tiered System of Support (MTSS) is a framework for continuous improvement that is systemic, proactive, and data-informed to provide a coherent continuum of support that is responsive to the needs of all students. The framework is designed to intervene when students are identified as having challenges with academics, behavior, and/or social-emotional learning. Students who are experiencing challenges in these areas are identified early through universal screening; historical data for behavior, attendance, and grades are used to identify/anticipate students having challenges with the core curriculum. After the areas of support are determined, interventions are put into place to address the student's needs.

The MTSS framework is a continuum of intentional, evidence-based practices meant to support students of all ability levels. MTSS begins in the classroom with high-quality instruction, assessment, and immediate interventions to support any student who may not be performing according to the [ISBE Standards & Instructional Mandates](#) for their respective grade level. A fundamental concept of MTSS is that all students receive core academic and behavioral support. Additional targeted supports are provided to students based on a continuous review of the student's performance, a root cause analysis of problem areas, and the effectiveness of current strategies and supports.

Students' progress is monitored regularly, and their success is measured based on *growth metrics*. Student success is determined based on *growth*. For academics, growth can be measured quantitatively using STAR/IAR data, common formative assessment data, progress reports, and report cards. For behavior, growth can be measured quantitatively using discipline data and local Likert-style surveys. Growth can also be measured qualitatively using student reflection essays that are aligned to the Collaborative of Academic, Social, and Emotional Learning (CASEL) competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The MTSS framework consists of three tiers. Each tier is defined, and the criteria for students moving among the tiers are detailed in the following section.

THREE TIERS OF SUPPORT



TIER I: UNIVERSAL SUPPORT [*~80% of WJH Students*]

Tier I is known as the *universal support*, or schoolwide, tier. All students are provided with classroom-based strategies to help them master the core curriculum that all students experience. Universal supports are instructional practices that promote success for all students. At WJH, examples of Tier I support include the CHAMPS approach, SecondStep, and What I Need (WIN) Time. Students who do not respond to Tier I support *and* do not meet the established criteria will transition to Tier II.

Tier I Instructional Programs, Strategies, & Supports			
English Language Arts	Math	Science & Social Studies	Social Emotional Learning
→ Accelerated Reader → Differentiation → IAR-ELA Prep → MyPerspectives ELA → WIN Time	→ enVision Math → Differentiation → Freckle Math → IAR-Math Prep → WIN Time	→ DBQ Project (<i>Writing</i>) → Lab Aids Science ◆ Issue-Based Learning, Labs, & Modeling → MyWorld Social Studies ◆ Civic Discussions & Document-Based Inquiries → QuISBE ISA Prep → WIN Time	→ CHAMPS → PBIS (Tier I) → Celebratory Assemblies → Competitions → Wildcat Store → Spirit Weeks → SecondStep → WIN Time → SecondStep ◆ General SEL Activities

TIER II: TARGETED SUPPORT [*~15% of WJH Students*]

Tier II is where students receive *targeted support* to address their needs related to academics and/or behavior. Targeted interventions often occur in a small group setting. At WJH, academic strategies include small group intervention for reading and math and personalized What I Need (WIN) instruction. Strategies for behavior include Tai-Chi-Gong for emotion regulation and restorative circles to manage peer conflict. Students in Tier II who need additional support to master the core curriculum will move to Tier III.

Tier II Instructional Programs, Strategies, & Supports			
ELA	Math	Science & Social Studies	Behavior/SEL
→ i-Ready: MyPath Reading → NewsELA → NoRedInk → Read Theory → Renaissance: Freckle ELA → Small Group Instruction	→ i-Ready: MyPath Math → Savvas: SuccessMaker → Renaissance: Freckle Math → Small Group Instruction	→ Stations or Small Group Instruction (SGI) → Vocab w/ Visual Aids → Graphic Organizers for Historical Events or Scientific Processes. → Essay Outline Guides	→ ACE-Q → Social Worker Referral → SEL Groups → Check-In/Check-Out → PBIS (Tier II) → Peer Mediation → Restorative Conversations/Circles → SecondStep ◆ Targeted SEL Activities → Self-Reflection Essays

TIER III: INTENSIVE SUPPORT [1-9% of WJH Students]

Tier III is where students receive *intensive support* to address their needs related to academics and/or behavior. Intensive interventions are mostly individualized. At WJH, examples include Academic/Behavior Agreements, Point Cards, Achievement Chats, Safety Plans, and 1:1 counseling/social work. Students in Tier III who still need additional support to master the core curriculum will be screened by the D155 Student Services Department to determine eligibility for special education services.

Tier III Instructional Programs, Strategies, & Supports			
ELA	Math	Science & Social Studies	Behavior/SEL
→ Academic Agreements → Achievement Chats → Individualized Tutoring → Point Cards	→ Academic Agreements → Achievement Chats → Individualized Tutoring → Point Cards	→ Audio-Assisted & Multimodal Texts ◆ Digital read alouds, interactive videos & media, etc. → Deconstructing Vocab Visuals → Graphic Organizers ◆ Venn Diagrams, Cause & Effect, Flowcharts, etc. ◆ Sentence Stems & Writing Frames, Claim-Evidence Reasoning (CERs), etc <u>Science</u> → Hands-On Materials ◆ Tactile kits such as card sorts, models, etc. → Graphic Organizers ◆ KWL Charts, Word Sorts, Concept Maps, Discussion Webs, Vocabulary Logs, etc.	→ 1:1 Counseling/Social Work → Alternative School Placement → Behavior Agreements → Behavior Analyst Referral → PBIS (Tier III) → Restorative Re-Entry → Safety Plans → Scheduling/HR Change → SecondStep ◆ Focused SEL Lessons → Staff-Facilitated Mediation → Tai-Chi-Gong

* Many of the Tier III instructional strategies and support for social studies and science can be found in the district-approved curriculum.

UNIVERSAL SCREENING

Academics

The STAR Reading and Math assessments are used as the universal screeners for academics. Students take the STAR assessment in September to establish a baseline; progress is monitored in January and May

annually. The STAR assessment provides a measure of a student's progress through the core curriculum and whether that progress is adequate.

Behavior/Social Emotional Learning

Even though WJH does not have a universal screener for behavior, all students are exposed to the Second Step social-emotional learning program. This curriculum supports in the development of skills in the following areas: self-awareness, self-management, social awareness, healthy relationships, and responsible decision-making. Students needing targeted (Tier II) support will be referred to the social worker, and students needing intensive (Tier III) support will be referred to the behavior analyst for observation.

THE MTSS TEAM

MTSS teams are grade-level teams (GLT) that facilitate the data analysis protocol to address matters related to behavior, attendance, and grades. The team includes teachers, clinicians, administrators, counselors, social workers, and paraprofessionals. They analyze the effectiveness of current strategies and make data-informed adjustments as needed. The MTSS team monitors the effectiveness of Tier I strategies and supports during the first week of each school month. The team will progress-monitor the students who meet the Tier II criteria during the second and fourth weeks of the month. The students who meet the Tier III criteria will be progress-monitored by the MTSS team every week.

Best Practices for MTSS Meetings

- Prepare the agenda and materials before the start of the meeting.
- Establish a clear purpose/goal for the meeting.
- Assign roles (*facilitator, timekeeper, notetaker, truth-teller, and researcher(s)*).
- Listen actively and stay on topic.
- Identify follow-up tasks and clarify responsibilities.
- Organize meeting notes in the proper [shared MTSS folders](#).

Types of MTSS Meetings

School-Level Meetings. These meetings are facilitated by building administration with school leadership teams (SLT) following the collection of universal screening data three times per year. The purpose is to analyze the core curriculum, growth reports, tier movement, and resource distribution to understand the 'health' of schoolwide practices, and problem-solve for schoolwide continuous improvement.

Grade-Level Meetings. These meetings are facilitated by grade-level teams to discuss all students who meet the Tier II and Tier III criteria. The purpose is to ensure students who need additional support are receiving it and making progress; to identify patterns/trends in student growth; adjust supports and intervention plans based on observed trends.

Individual Student Meetings. These meetings are facilitated by the MTSS lead, Student Services clinician, or building administration. The purpose is to dive deeper into problem-solving for students who are not making adequate progress and to create individualized Success Plans (ISP) for students who meet Tier III criteria.

DATA ANALYSIS PROTOCOL Click [here](#) for the protocol template and click [here](#) for protocol guidance.

The MTSS team uses a four-step data analysis protocol that guides the team through an objective, thorough data analysis. The four steps include (1) identifying patterns, (2) identifying strengths, (3) identifying opportunities, and (4) making recommendations. It is organized by providing general questions for

professional learning committees (PLC), grade-level teams, school leadership teams (SLT), and district leadership teams (DLT). The protocol notes serve as documentation to show the strategies/supports attempted as well as their outcome. The notes should be hyperlinked in the MTSS teams' plan time activity log.

Guiding Questions

1. Identify Patterns: What parts of the data catch your attention?
2. Identify Strengths: What parts of the data should be celebrated?
3. Identify Opportunities: What parts of the data are concerning?
4. Develop a Plan: What strategies/supports will be implemented to address the root cause of the problem?
 - a. [PBIS World](#) is a great resource for finding strategies/supports based on specific behaviors.

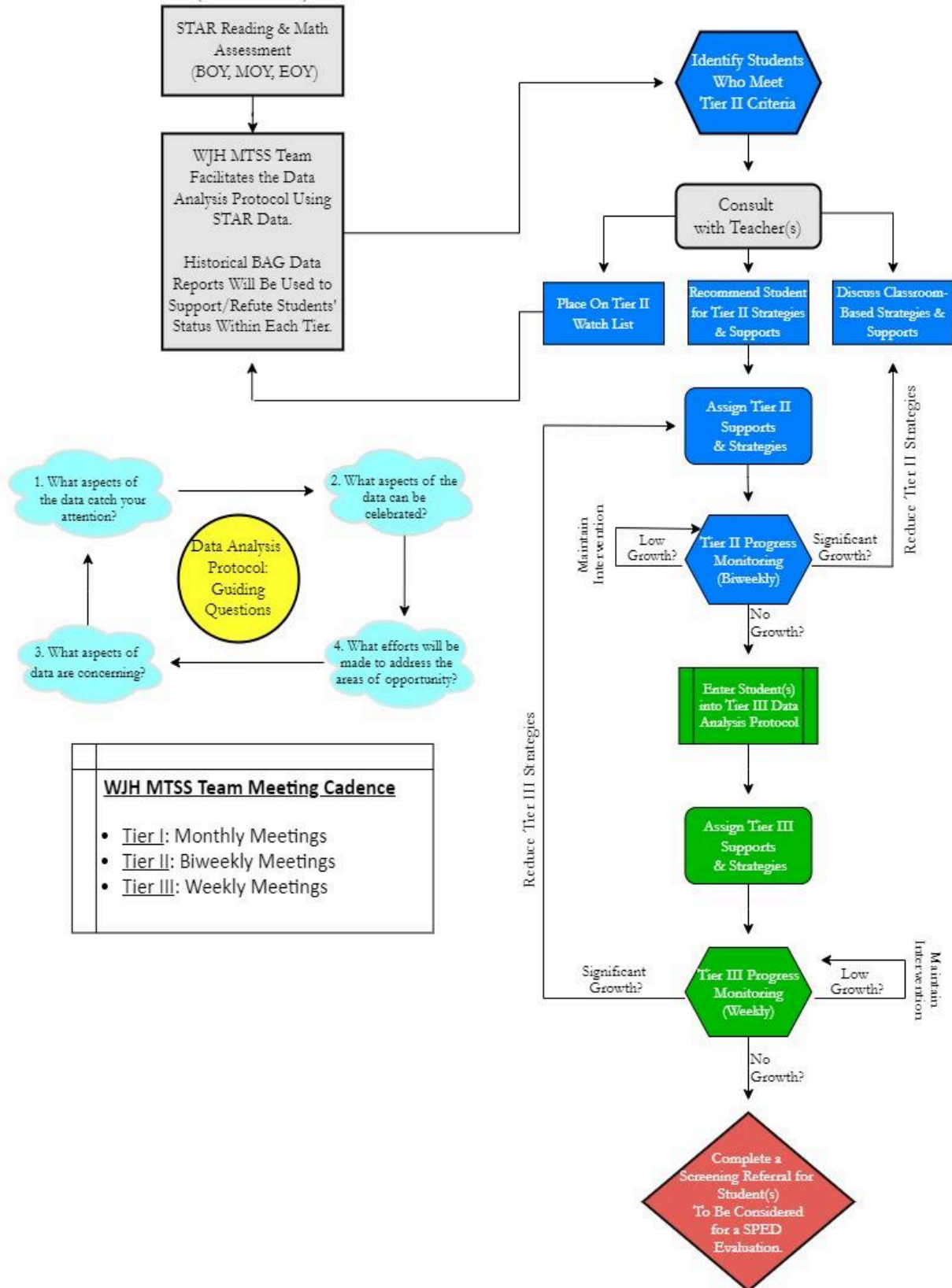
CONTINUOUS SCHOOL IMPROVEMENT PROGRESS MONITORING CYCLE



MTSS FLOWCHART

UNIVERSAL SCREENING

(Districtwide)



CRITERIA FOR MOVING AMONG TIERS

BAG Report(s)	Tier II	Tier III
Behavior	Students who receive 3-5 referrals within a grading period for Level II behaviors.	Students who receive 6+ referrals within a grading period for Level II & III behaviors.
Attendance	Students with 3-5 Unexcused Absences within a grading period.	Students with 6+ Unexcused Absences within a grading period.
Grades	- Students at risk of earning a grade between 60-69% in ELA, Math, Science, and Social Studies. - Students whose STAR data indicates they have <i>partially met expectations</i> or <i>approaching expectations</i>.	- Students at risk of earning a grade lower than 60% in ELA, Math, Science, and Social Studies. - Students whose STAR data indicates they <i>did not meet expectations</i> or require <i>urgent intervention</i>.

SCREENING FOR SPECIAL EDUCATION SERVICES

Students who do not respond to the available strategies, supports, and interventions may be referred to the Student Services Department to determine eligibility for special education services. In this case, the MTSS team will need to complete a [screening referral packet](#) that will be reviewed by the D155 Student Services Department.

IMPORTANT: Strategies and supports must be implemented consistently for a minimum of three weeks (15 instructional days). Screening referral packets must include thorough documentation of all strategies, supports, and their outcomes that were implemented.

RESTORATIVE DISCIPLINE PRACTICES & RESTORATIVE RE-ENTRY

Restorative Discipline Practices Overview

Restorative practices in middle schools focus on building relationships, fostering a sense of community, and addressing conflict through dialogue and mutual understanding rather than punitive measures. These practices, rooted in restorative justice principles, aim to create inclusive, supportive school environments that enhance student well-being, reduce disciplinary issues, and promote academic success.

Staff will follow the behavior flowchart when managing classroom behaviors. Students must remain in the classroom until administration is available to address any behaviors worthy of a referral.

Restorative Re-Entry Overview

We respect, relate, reflect, and restore at WJH. Clear and consistent re-entry protocols are designed to ensure students successfully transition back to the school environment. Re-entry can be a complex process, considering a student's individual needs and the coordination of strategies and support among school staff,

community partners, families, and the student. Re-entry can be an emotionally challenging time for students and staff; counselors/social workers must play a supporting role when it comes to re-entry.

This process provides guidance and resources for school teams to develop systems, structures, and supports so that throughout the re-entry process, the student, caregiver, staff, and peers feel supported, respected, and safe. The work of re-entry support is focused on meeting the social, emotional, and academic needs of all returning students.

Effective re-entry supports will be restorative, in that they will focus on building and repairing relationships to promote a sense of connectedness between the student, the caregiver, and the school. This sense of connectedness will help the student stay motivated to continue in school, despite whatever fears or difficulties they are facing. School connectedness is positively related to students' academic and health outcomes, including increased attendance and graduation rates, and decreased disciplinary issues.

Students who feel connected to school have a more positive learning and social experience. Connected students enjoy coming to school, believe that school is important, feel that their teachers value them and their education, and believe that school discipline is just. Connected students have friends, a sense of belonging, and the ability to participate in after-school activities. (Blum, 2005).

Restorative Re-Entry will support the following student-related circumstances:

- Out-of-School Suspension (3+ Days)
- Hospitalization
- Homebound Education
- McKinney-Vento
- DCFS Custody

Staff Responsibilities

Role	Responsibilities	Staff Facilitators
<i>Re-Entry Coordinator</i>	Designated to coordinate the steps for each type of re-entry, including actions to be taken when the student leaves school, preparing for a supporting the student's return, and following up on plans and agreements.	OSS: Administration, Counselor & Team Leaders Hospitalization: Counselor, Nurse, Administration Homebound: Homebound Tutor, Nurse, & Counselor McKinney-Vento: Counselor, Administration, Student Services Department DCFS Transitions: Counselor, Administration, Student Services Department
<i>Academic Support Coordinator</i>	Responsible for collecting and organizing student work for pick up/drop off during a student's absence.	Administrative Assistants & Team Leaders, Parent Engagement PLC

<i>Restorative Conversations & Circles Facilitator</i>	Appropriate restorative processes will be identified before or during the Re-entry meeting. Responsible for planning and facilitating restorative circles and following up on agreements.	OSS: Administration Hospitalization: Nurse Homebound: Nurse McKinney-Vento: Counselor; Administration DCFS Transitions: Counselor; Administration
<i>Additional Student Supports</i>	Responsible for supporting the re-entry team in welcoming the student back and ensuring the student and caregiver have access to needed resources.	Grade-level teams; Support Staff; Clinicians; Peer Mediators, CARE Team, School Safety Team

Re-Entry Template

Re-Entry Type	Re-Entry Coordinator
Out-of-School Suspension (3+ Days)	
Hospitalization	
Homebound Education	
McKinney-Vento	
DCFS Transition	

Re-Entry Facilitator (Date of Return)	Restorative Re-Entry Facilitator
	<i>Restorative Circle</i> <i>Restorative Conversations</i> <i>Peer Mediation</i>
Academic Support Coordinator(s)	Additional Student Support Staff

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General Restorative Re-Entry Strategies & Supports

Check-in/Check-out: A highly effective evidence-based Tier II intervention for persistent level one behaviors across multiple settings.

Peer Orientation: Student leaders and peer mediators will welcome students on their first day (or several days) back. The student leaders can reorient returning students and discuss the types of peer support they could benefit from at school.

Restorative Conversations: This structured conversation can help students, parents, and staff process concerns they may have about the re-entry process by guiding them through a reflection on their thoughts and feelings, the impact of their actions and the actions of others, and the resulting needs and obligations. Restorative conversations are appropriate to support anyone who has caused harm or who has experienced harm.

Restorative Circles: If a conflict or harm between the re-entering student and a member(s) of the school community remains unresolved, a restorative circle will guide reflection on the actions that led up to the conflict or harm, identification of the impact that participants' actions had on others, and the development of a plan to make amends.

Peer Mediation: A process for resolving conflicts where participants have an opportunity to discuss their disputes with the support of peer mediators. Peer mediators do not take sides or place blame. They actively listen to all participants to develop their solutions to the conflict. Participants will sign the mediation agreement once a solution is reached.

Restorative Re-Entry Resources

- Restorative Re-Entry Plans
 - [General Template](#)
 - [Hospitalization](#)
 - [Suspension \(3+ Days\)](#)
 - [Restorative Conversations](#)
- [Restorative Re-Entry Process](#)