



Symons Elementary School

MTSS
Handbook



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INTRODUCTION

Purpose

The purpose of the Symons Elementary School MTSS Handbook is to document how Symons implements the Milan Area Schools MTSS framework. It defines the specific structures, processes, schedules, and roles that guide how our building identifies and responds to the academic, behavioral, and social-emotional needs of every student. As our systems continue to evolve, this handbook will be updated to reflect new learning and improved practices.

Relationship to the MAS District-Level Handbook

The Milan Area Schools District MTSS Handbook establishes the framework, expectations, and guiding principles for MTSS implementation across all buildings. This building-level handbook mirrors the structure of that document and defines how those district expectations are carried out specifically at Symons Elementary School.

Together, these documents ensure consistency, clarity, and coherence across Milan Area Schools while allowing each building to reflect its unique context.

About Symons Elementary School

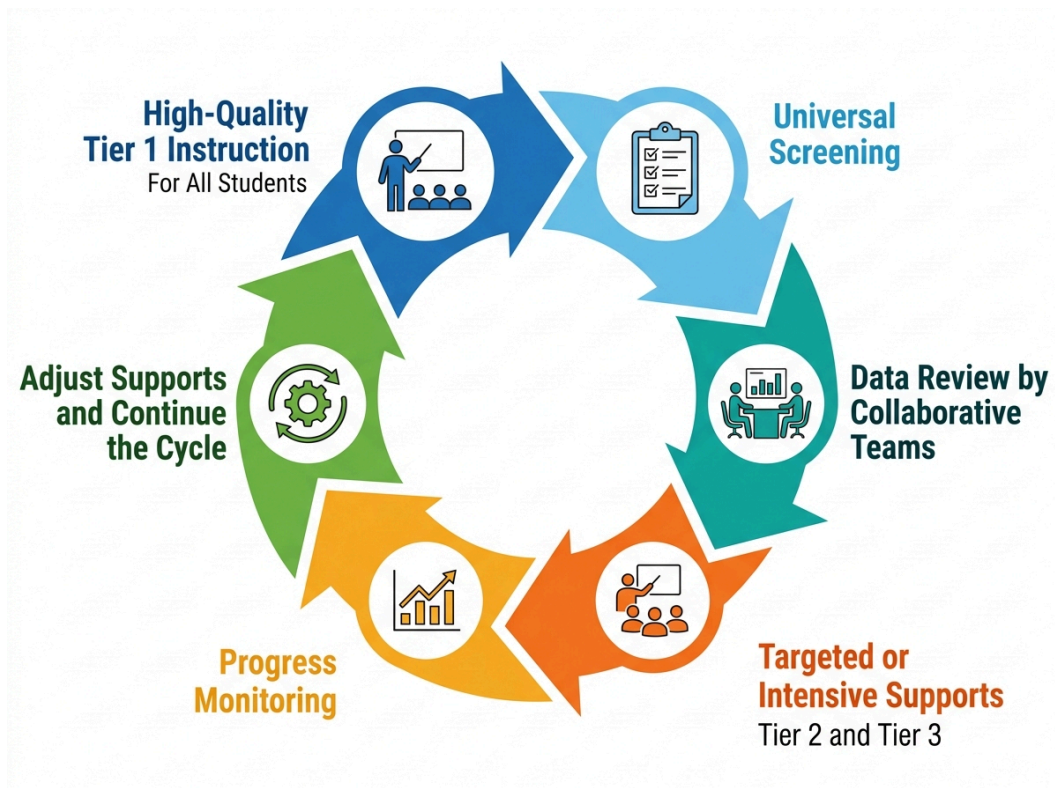
Symons Elementary School (officially Clayton H. Symons Elementary School) is a public school at 432 S. Platt Rd in Milan, MI, part of Milan Area Schools, currently serving roughly grades 2-4 with about 380 students. MTSS (Multi-Tiered System of Supports) is a framework Symons uses to provide increasingly intensive, data-driven academic and behavioral support to students. At Symons, this system is organized in tiers, starting with high-quality instruction for all students and moving to more targeted small-group or individualized interventions for those who need extra help. We have several professionals and resources that provide instruction at these levels.

Guiding Principles

The following guiding principles reflect the shared beliefs that guide all MTSS practices at Symons Elementary School, consistent with Milan Area Schools district values:

- We commit to strong Tier 1 instruction and universal supports as the foundation of our MTSS framework.
- We believe equity means providing each student with what they need to succeed.
- We share collective responsibility for all learners.
- We commit to early identification and proactive support.
- We use data to inform decisions while honoring professional judgment.
- We view MTSS as a continuous improvement process.
- We partner with families as essential contributors to student success.

The following diagram illustrates how the MTSS components work together to support student success.

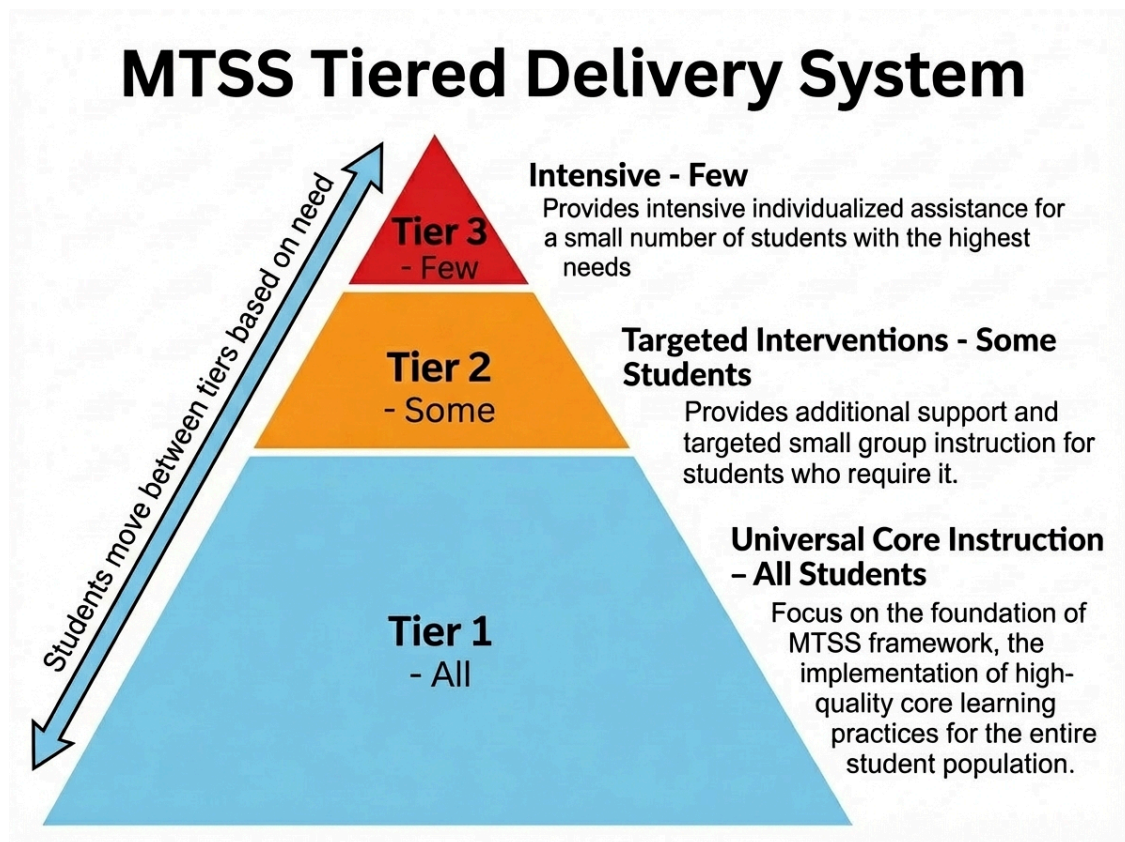


HOW WE SUPPORT STUDENTS

Tiered Delivery System

The Tiered Delivery System is the organizational structure used at Symons Elementary School to ensure that all students receive the level of instruction and support they need to be successful. Supports are delivered across three tiers, with increasing levels of intensity matched to student need. Instruction and support at each tier are aligned and built upon one another to ensure continuity of learning.

Movement between tiers is guided by data-based decision-making and collaboration among educators. Supports are adjusted based on student progress and response to intervention. It is important to note that supports are tiered, not students. A student receives a particular level of support based on their current needs, but they are not defined or labeled by the tier they receive.



Tier 1: Core Instruction and Universal Supports

Tier 1 represents the core instruction and universal supports provided to all students. It includes the district's adopted curriculum, instructional practices, and behavioral and social-emotional expectations. High-quality Tier 1 instruction ensures that the majority of students can meet grade-level expectations without the need for additional intervention. Tier 1 is the foundation of the MTSS framework and the primary means of achieving student success.

Our Tier 1 Academic Structures

Symons Elementary's Tier 1 academic structures center on high-quality, guaranteed curriculum delivered through core programs, including CKLA for ELA (supplemented by Lexia as needed), Everyday Math (with Reflex and Frax for 3rd and 4th grades), Mystery Science, weekly STEM instruction, and InquireEd for Social Studies. Instruction is reinforced through small-group teaching within the general education classroom and dedicated WIN (What I Need) Time for targeted math and reading support. Teachers are supported by an instructional coach, district-provided professional development (PD), monthly grade-level meetings, common planning time, and regular newsletters to keep families informed. These systems provide a wide range of support for our diverse learners.

Our Tier 1 Behavior and Social-Emotional Supports

Symons Elementary's Tier 1 behavior and SEL structures combine proactive supports with reactive interventions and ongoing assessment. Proactively, classrooms use visual daily routines, scheduled movement breaks, calm-down spaces, visual building rules, and alternative seating, alongside the TRAILS-SEL curriculum, monthly SEL grade-level lessons and assemblies, and recognition through the positive BUZZ Award. In addition, Symons students also have access to sand tray utilization, two sensory hallways, a Zen Zone, and a Motor Room (both with adult support). When more targeted response is needed, the school relies on the Symons Behavior Flow Chart, restorative practices (supported by dedicated paraprofessionals), a behavior specialist, and a social worker. Student progress is monitored through the DESSA Comprehensive SEL System, which provides data-driven insight into students' social-emotional strengths and needs, along with staff anecdotal observations, which are all reinforced by district-provided professional development.

How We Know Tier 1 Is Working

Symons Elementary Tier 1 Structures are consistently evaluated for efficacy. The effectiveness is determined through a mix of data and observation: whole-school universal screening/assessment three times a year, the DESSA system for SEL data, staff anecdotal observations, and referral processes like SIT/ASIST for students needing extra support. These are combined with informal checks, such as observations of whether instructional practices are aligned across classrooms and whether scaffolds are consistently built into core instruction.

Academic effectiveness is formally evaluated triannually by the ASIST team following benchmark screenings, while behavioral and social-emotional concerns are reviewed bi-weekly by the SIT team.

Tier 2: Targeted Supports

Tier 2 provides targeted supplemental support for students who require additional instruction beyond what is provided through Tier 1. These supports are typically delivered in small-group settings and focus on specific skill areas identified through screening or assessment data.

Tier 2 supports are provided in addition to core instruction, ensuring that students continue to participate in Tier 1 learning opportunities.

Our Tier 2 Academic Interventions

Symons Elementary provides Tier 2 interventions during the school's dedicated WIN (What I Need) time, ensuring that students receive targeted support without missing core classroom instruction. An additional before-school program offers extra intervention time outside the school day for students who need it.

A team of specialized staff delivers Tier 2 support, including three ELA Interventionists, one Math Interventionist, and an Instructional Coach who supports intervention planning and implementation.

Students are grouped in small groups based on identified needs, using tools and processes like ASIST to guide placement, with progress reviewed at trimester meetings. In ELA, small group instruction draws on targeted approaches such as Orton-Gillingham, Lexia, decodable text, and phonics/spelling work (including phoneme-grapheme mapping). In both ELA and math, instruction may also include modified curriculum support tied to the core programs (CKLA and Everyday Math), allowing students to work on essential skills at their level while staying connected to grade-level content.

Our Tier 2 Behavior and Social-Emotional Supports

Symons Elementary offers a range of Tier 2 behavior and social-emotional supports designed to help students build self-regulation, social skills, and coping strategies before needs escalate to more intensive levels.

School staff deliver supports, including a behavior specialist, a social worker, and multiple staff specialists who lead small-group lessons and Peer-to-Peer programming, alongside special education staff and Restorative Practice paraprofessionals who provide Response to Intervention (RTI) support. Students also have access to Positive Behavior Support Plans, which may include motor/sensory break spaces (Motor Room, Zen Zone, Sensory Path) and



individual visual schedules to support self-regulation throughout the day. Beyond the building, students and staff can draw on district-wide resources, including District Social Work and WISD staff support.

Student identification and progress monitoring happen through a structured team process. The Student Intervention Team (SIT) meets biweekly to review student needs and determine appropriate supports, while Support Staff Meetings occur biweekly to coordinate services across providers. Progress is formally reviewed three times a year through Tri-Annual DESSA Review Meetings, which use social-emotional assessment data to guide whether students need continued, increased, or reduced support.

How We Know Tier 2 Is Working

Overall, Symons has established processes for identifying students, monitoring progress, and making data-informed decisions about Tier 2 support. Symons identifies students in a timely manner through three assessment cycles per year covering both academics and SEL, supplemented by ongoing parent/teacher referrals available at any time rather than tied to a fixed window. The duration of Tier 2 support varies by student and is formally reassessed each semester. Some students exit support while others continue. For behavior specifically, status is tracked monthly through the SIT Tracking Document to determine whether a student can step down to as-needed Tier 2 support or needs to move up toward evaluation.

Academic decisions are grounded in progress monitoring reviewed three times per year. Behavior decisions also rely on data; however, the process starts with the initial review through behavior and SIT meetings, typically initiated by the classroom teacher. Symons' Behavior Support Call Log is reviewed periodically, and DESSA results are reviewed as a team to inform decisions within completion periods.

Tier 3: Intensive Supports

Tier 3 provides intensive, individualized supports for students with significant or persistent needs that require more focused intervention. These supports address specific barriers to learning and are tailored to the student's individual needs. Tier 3 interventions build upon the instruction and supports provided in Tiers 1 and 2.

Our Tier 3 Academic Interventions

Tier 3 academic support at Symons provides intensive, individualized interventions for students with the most significant needs. For general education students, this includes targeted diagnostic instruction, specialized classroom accommodations, and tailored instruction delivered by interventionists or specialized staff. When general education Tier 3 interventions indicate a need for more specialized support, a student may be referred for a formal Special Education evaluation. A School Nurse, 504 Coordinator, and WISD resources/visits are also available to support students with medical, health-related, or additional needs.

Our Tier 3 Behavior and Social-Emotional Supports

Tier 3 behavior and social-emotional support at Symons is designed for students with the most intensive needs, providing individualized, crisis-responsive intervention beyond what Tier 2 supports address. Accommodations include motor/sensory break spaces (Motor Room, Zen Zone, Sensory Path) and, when students are dysregulated, small group instruction in the Resource Room or caseload manager's classroom. For students in acute crisis, the building has established Room Clear Protocols to ensure safety, and Office Discipline Referrals—including suspension when warranted—serve as a formal response to significant behavior incidents. Family Conferences are held as needed to keep parents/guardians engaged in the support plan.

Our Tier 3 Planning Process

Symons develops individualized intervention plans through a collaborative, team-based process. When a student needs Tier 3 support, the Special Education Staff, Behavior Specialist, School Psychologist, and School Social Worker work together to conduct a Functional Behavior Assessment (FBA), which identifies the function of the student's behavior and informs the design of a Behavior Intervention Plan (BIP). Plans are documented formally and may include specific accommodations, such as sensory/motor break spaces, small-group instruction during dysregulation, or individual social work



sessions, along with clear response protocols, including Room Clear Protocols for crisis situations. Families are informed and included through conferences held as needed, ensuring parents/guardians understand the plan, provide input, and stay engaged as the student's needs and progress are monitored over time.

How We Know Tier 3 Is Working

Effectiveness is tracked through ongoing progress monitoring, with data from behavior and intervention plans reviewed continuously rather than only at set checkpoints. This data is analyzed, and a team of experts reviews adjustments to any plans. Formal plans (FBA/BIP, IEP, 504) are also reviewed annually to ensure they remain appropriate and are adjusted as student needs change over time.

Special Education Within the Tiered System of Supports

Special education services are part of the continuum of supports available to students within the MTSS framework. Students receiving special education services continue to participate in Tier 1 instruction and may also receive Tier 2 or Tier 3 supports based on their individual needs.

While intensive supports at Tier 3 may include special education services, Tier 3 is not synonymous with special education. Some students may receive Tier 3 supports within general education, and some students receiving special education services may receive supports across multiple tiers.

Team-Based Leadership and Shared Responsibility

MTSS at Symons Elementary School is a shared responsibility across all educators, support staff, administrators, and families. Collaborative team structures ensure that student data is reviewed regularly, supports are coordinated effectively, and decisions are made with shared expertise.

Our Team Structure

Symons Elementary has a robust team structure supporting collaboration at multiple levels. Staff teams include the Behavior Team (bi-monthly), staff meetings and BLT (monthly), grade-level meetings (1-2x/month), and three school-wide committees: Academic, Behavior, and Culture/Community. Additional support and coordination teams include the SIT Team (twice a month), ASIST Team (trimester), weekly Instructional Coach check-ins and administrative meetings, the Emergency Response Team, BE Nice Committee (monthly), Administrative Council (monthly, district-wide), and the newly started District Student Behavior Support Committee (April 2026).

On the student side, leadership and support opportunities include Student Council, Upstanders Club, Helping Hands Club, Conflict Managers, and Silent Book Club. These opportunities give students avenues to build community and address behavior/culture needs alongside staff efforts.

The following teams support MTSS implementation at Symons Elementary School:

Team	Members	Meeting Frequency	Primary MTSS Function
Building Leadership Team	1. Principal 2. Instructional Coach 3. Representatives from the following groups: • 2nd Grade • 3rd Grade • 4th Grade • Specials • Special Ed • Interventionists	This team meets once per month after school.	Address patterns and concerns building-wide through collaboration to problem-solve.

ASIST* Team	1. Principal 2. Instructional Coach 3. Child Psychologist 4. Interventionists	This team meets 3 times per year for an afternoon meeting	This team focuses on academics to determine students who may need additional support.
SIT* Team	1. Principal 2. Behavior Specialist 3. Instructional Coach 4. Teacher (of the individual student) 5. Special Education Teacher 6. Speech Pathologist 7. Child Psychologist 8. Social Worker	This team meets 2 times per month, as needed.	This team focuses on behavior and social and emotional learning concerns to determine students who may need support. This team also collaborates to provide and implement interventions needed.
Grade Level/Department Teams	Symons Departments: • 2nd Grade • 3rd Grade • 4th Grade • Specials • Special Education • Interventionists • Office Staff • Paraprofessionals • Food Service • Maintenance	These groups meet at various times, depending on the group. Grade-level teams meet at least once per month during their prep period.	These groups meet to work on tier 1 practices by aligning our curriculum and instructional practices.

*ASIST: Academic Specific Intervention & Support Team

*SIT: Student Intervention Team

How Our Teams Use Data

Symons staff review academic and behavioral data collaboratively across building, team, and classroom levels. Data review occurs on structured schedules—including triannual academic reviews, bi-weekly behavior tracking, and period-based SEL (DESSA) reviews—to ensure timely support and open communication across all team members. *(For a complete breakdown of data review meetings and workflows, see the Continuous Data-Based Decision Making section.)*

How We Partner With Families

At Symons Elementary School, families are essential partners at every stage of the MTSS process. Building-wide communication and partnership occur through several key channels:

- **Handbook Access:** The Symons Elementary MTSS Handbook is publicly available on the school website.
- **Regular Updates:** The principal shares MTSS frameworks, goals, and updates early in the school year via newsletters, email communications, and dedicated "Parent Coffee" sessions.
- **Collaborative Planning:** When a student is referred to the SIT or ASIST team for targeted support, parents are informed early, invited to share observations and input, and included in intervention planning discussions.

HOW WE IDENTIFY STUDENT NEEDS

Screening and Assessment System

The Screening and Assessment System is the structured approach Symons Elementary School uses to gather information about student learning, behavior, and well-being. This system ensures educators have timely, relevant data to support instructional planning and identify students who may need additional support.

Data collected through screening and assessment supports the identification of student strengths and needs and helps guide instructional decisions across all tiers of support. Families are informed about screening and assessment practices and may be contacted to share observations or additional information that supports a comprehensive understanding of student needs.

Our Assessment System

Assessment Type	Assessment Tool	Frequency/Timing	Purpose
Universal screening/ benchmark	- NWEA - mCLASS w/DIBELS - DESSA	All three of these are used triannually	The purpose is to determine students who may need further intervention.
Dyslexia screening	mCLASS w/DIBELS	Triannually	Identifies early risk factors for word-reading and phonological processing difficulties to initiate targeted Tier 2 support early.
Diagnostic	- NWEA - Individual Special Education Provider Assessments	- NWEA: Triannually - Individual Assessments: As needed	The purpose is to determine an intervention plan for students.

Formative	• CKLA assessments • Running Records • Spelling Tests • Assessments: Phonics, Phonemic Awareness, Word Reading, High Frequency Words	• These are used after skills are taught.	The purpose is to check in on how students are doing on specific skills to determine next steps.
Progress Monitoring	• Orton Gillingham assessments • DIBELS	• These are used as needed.	The purpose is to monitor students' progress on skills.
Summative	• Cumulative Math Tests • CKLA Unit Tests • Running Records • M-STEP (Michigan State Test) for grades 3 and 4	• Math/CKLA Tests: Given at the end of units. • Running Records: As needed • M-STEP: Once in the spring for math and ELA	The purpose of these is to determine students' progress on specific standards.

How Screening Results Are Used

Symons uses a comprehensive, multi-layered assessment system to identify needs, guide instruction, and monitor growth. Universal screening and benchmark assessments, including NWEA, the DIBELS, DESSA, and Dyslexia screening, are used to identify students who may need additional support and to track schoolwide trends across academics and social-emotional learning. When a student is flagged for concern, diagnostic assessments such as NWEA and individual special education provider assessments help pinpoint specific skill gaps and inform intervention planning. Formative assessments, including CKLA assessments, running records, spelling tests, and targeted checks in phonics, phonemic awareness, word reading, and high-frequency words, are used regularly in the classroom to guide day-to-day instructional decisions. For students receiving intervention, progress monitoring tools like Orton-Gillingham assessments and DIBELS track growth over time and determine whether a plan is working or needs adjustment. Finally, summative assessments, including cumulative math tests, CKLA unit tests, running records, and the



M-STEP, measure overall mastery and achievement at key points in the year, providing a broader picture of student learning outcomes.

The Symons staff reviews the data through professional learning sessions and in small collaborative groups to make decisions and alter plans for our whole student population.

How Families Are Informed

Symons shares student assessment data with families throughout the school year:

- Family Conferences & Report Cards: Benchmark screening progress (such as NWEA reports) is shared during fall and spring family conferences and included with trimester report cards.
- Intervention Progress Data: Families of students receiving Tier 2 or Tier 3 supports receive regular progress monitoring updates (in person or via formal written reports) to track how their child is responding to targeted intervention goals. Parents are encouraged to reach out with questions or insights at any time.

HOW WE RESPOND TO STUDENT NEEDS

Continuous Data-Based Decision Making

Continuous Data-Based Decision Making means that educators regularly use student data to guide decisions about instruction and support. At Symons Elementary School, teams review multiple sources of information, including screening results, classroom assessments, and progress monitoring data, to identify student needs, evaluate whether supports are working, and make adjustments when needed. This ensures that decisions are timely, responsive, and grounded in evidence.

How We Review Data at Symons Elementary School

Educators at Symons collaboratively review student data through several structured meetings and processes across both academics and behavior. On the academic side, students are assessed triannually, and teachers can sign up with an instructional coach to review benchmark and progress monitoring data throughout the year to plan supports. The Academic Committee, Leadership Team, instructional coach, and administrator also review schoolwide academic data, and the ASIST Team meets three times a year to review student needs and intervention placement.

On the behavior side, the Behavior Team reviews the Behavior Call Log and Office Discipline Referrals bi-weekly to monitor patterns and identify students needing support, while the Behavior Committee reviews broader building-level behavior data. A small team reviews DESSA data each assessment period, and results are shared with all staff via newsletter to keep everyone informed. The SIT Team also conducts ongoing review of student behavior status to determine appropriate next steps.

Together, these structures ensure that both academic and behavioral data are reviewed regularly by the right combination of individual teachers, coaches, and building-level teams, keeping instruction and support responsive to student needs throughout the year.

How We Document and Communicate Decisions

At Symons, data-based decisions are documented using Google Workplace. Shared Google drives document all progress for academic and behavior interventions. If changes are made, they are discussed at meetings; however, if changes are made between meetings, the staff member in charge will communicate them via Gmail.

Problem-Solving Cycle

Within the MTSS framework, teams at Symons Elementary School use a structured problem-solving cycle to guide decisions about student support. When academic or behavioral concerns arise, teachers refer students to the appropriate team—ASIST for academic needs after screening cycles, or SIT for behavior/SEL concerns via the SIT Google referral form.

Step 1: Identify Student Need

At Symons, staff collaborate regularly about students. A teacher can raise an academic concern to the administrator, instructional coach, ASIST team, and special education team. For behavior and social and emotional concerns, a teacher can also reach out to the same individuals, or they can schedule a SIT meeting by filling out a Google form to be considered for the schedule. The Behavior Specialist will schedule a SIT meeting for the teacher to address concerns and receive interventions.

Step 2: Allocate Resources and Supports

At Symons, educators determine the appropriate level of support by evaluating identified needs and matching them to available resources and staff. This process involves collaboratively deciding both the level of support required (Tier 2 or Tier 3) and who is responsible for delivering it, drawing on the decision-making structures and data reviewed in earlier steps. Depending on the needs, varying professionals will create the intervention plan and delegate Symons staff. Support needs are identified at meetings (ASIST, SIT, Behavior, staff meetings, leadership meetings, etc.).

Step 3: Develop an Intervention Plan

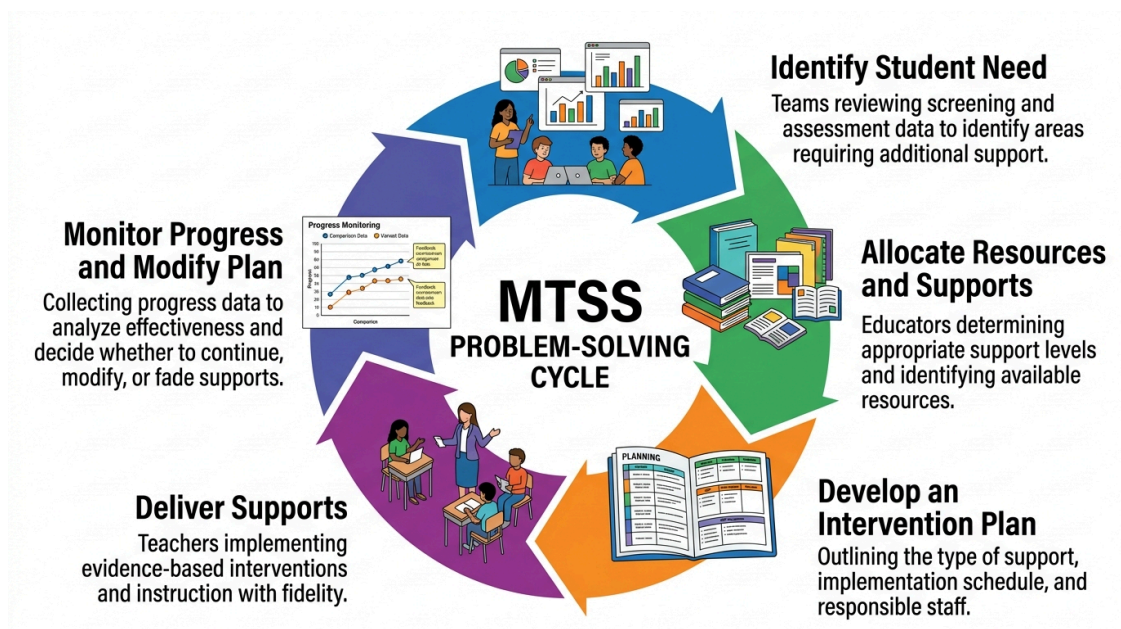
Once the team determines a level of support, it develops an intervention plan that specifies the type of support to be provided, the implementation schedule, and the staff member(s) responsible for delivering it. Families are informed of planned supports as part of this process and may be invited to contribute to planning and goal-setting for their child. Symons uses various plans, including intervention plans, safety plans, positive support behavior plans, and behavior intervention plans. These supports are stored in a shared Google Drive for Symons Elementary.

Step 4: Deliver Supports

Symons staff implement instructional strategies and interventions consistently and as designed, ensuring students receive supports as intended by the plan. Interventionists and our Special Education Staff monitor students' progress weekly. Our academic and behavior teams support classroom teachers by checking in and monitoring students with interventions.

Step 5: Review Data and Adjust Supports

Teams at Symons review progress monitoring data to evaluate how well students are responding to their supports. Based on this data, the team determines whether supports should continue as-is, be intensified, or be otherwise adjusted to better meet the student's needs. For the decision-making process, interventions are given for specific goals. Data is reviewed on specific goals to determine next steps for intervention. At this point, some students will need interventions to be adjusted, while others may continue working on a more rigorous goal. The timeline varies by student and intensity of support given.



Progress Monitoring

Symons Elementary School uses progress monitoring to track student response to targeted and intensive supports. Data collected through progress monitoring helps educators determine whether interventions are effective and whether adjustments are needed.

The frequency and methods of progress monitoring vary based on the level of support being provided, with more frequent monitoring occurring for students receiving more intensive interventions. Families receive periodic updates on student progress, particularly when students are receiving targeted or intensive supports.

Our Progress Monitoring Practices

	Tier 2	Tier 3
Tool(s) used	• Phonics • Comprehension • Running Records • Math Facts • Isolated Math Skills • DESSA	• Running Records • Isolated ELA skills • Isolated Math skills • DESSA
How often data is collected	Every 1-2 weeks	Every 1-2 weeks
Who collects the data	Varies: Interventionist, Social Worker, Behavior Specialist, Paraprofessional, Classroom Teacher	Varies: Caseload Manager (Special Education Teacher), Social Worker, Speech Pathologist, Occupational and Physical Therapist, Behavior Specialist, Paraprofessional
Where data is stored	Intervention Records, Google Drive	Google Drive, Tienet, PowerSchool
How often teams review the data	Minimally at every trimester, but as often as once per week	Minimally at every trimester, but as often as once per week
How progress is communicated to families	Progress Reports Home (some have a daily report); otherwise at the trimester	Progress Reports Home (some have a daily report); otherwise at the trimester

How Progress Monitoring Data Leads to Decisions

At Symons Elementary, the building uses varying criteria to determine where an intervention plan should continue, be adjusted, or be intensified. This is individual to the student and the specific need. Overall, for academics, the ASIST team often focuses on students at the 10th percentile and below in Tier 2 to see if they need to be considered for Tier 3 support. Overall, for behavior, students with severe behavior (severe disruption impacting other students and repeated physical and verbal aggression) are closely monitored, and interventions are adjusted.

Connection to Special Education Evaluation

Data collected through the MTSS process helps teams understand student needs and determine appropriate supports. This information may also inform decisions about referral for special education evaluation.

The MTSS process is designed to support students early and effectively and is not intended to serve as a prerequisite for special education evaluation. A referral for special education evaluation may be initiated at any time when a disability is suspected. Participation in the MTSS process does not delay or replace the right to request an evaluation. Receiving Tier 2 or Tier 3 supports does not mean that a student is on a path toward special education evaluation. Referral decisions are based on individual student needs and data, not solely on the level of support a student receives.

PROFESSIONAL LEARNING AND CONTINUOUS IMPROVEMENT

Successful MTSS implementation requires ongoing professional learning and a shared commitment to continuous improvement. Professional learning helps educators strengthen instructional practices, use data effectively, and implement supports that address diverse student needs. MTSS implementation is supported through a culture of collaboration, reflection, and shared responsibility for student success.

Desired Outcomes

Professional learning related to MTSS at Symons Elementary School is designed to:

- Strengthen Tier 1 instruction across all classrooms
- Build educator capacity to support diverse learners
- Promote consistent implementation of MTSS practices across grade levels and departments
- Support collaboration among educators when addressing student needs
- Foster a culture of continuous improvement

Our Professional Learning Structures

Structure/Format	Frequency	MTSS Focus/Content
Staff Professional Development (PD) Days	• Three full days of PD at the beginning of the year • Four full days of PD during the school year • Staff Meetings: Once per month for 45 minutes	The MTSS focus is to understand the process at Symons and provide academic and behavior support for all students.
Instructional Coaching	Instructional Coaching is available all year to our instructional staff.	Teachers determine this focus, but it can include instructional strategies for academic or behavior concerns.
Grade Level	These meetings occur 1-2 times per month.	Strengthens Tier 1 practices by aligning core curriculum

		and instructional methods across classrooms.
New Staff Onboarding	New staff receive a mentor, an individualized development plan with the administrator, and new teacher PD throughout the year.	This supports new teachers and equips them with the skills needed to meet students' needs.
MiMTSS TA Center Professional Learning	The MiMTSS TA Center supports educators in building their knowledge and skills to serve all students equitably using a Multi-Tiered System of Supports framework.	This focuses on structures for implementing MTSS.

Building-Level Priorities

At Symons, our priorities for professional learning include:

- Focus on chronic absenteeism
 - This connects to our MTSS implementation because chronic absenteeism has been identified as a concern for all Symons staff. We need students to be at school for our interventions to be effective.
- Reading and math instruction to progress students' achievement
 - This connects to our MTSS implementation because our data shows that some students require intervention to perform consistently at grade level in both reading and math.
- Working on social and emotional learning (SEL) to strengthen our students' SEL competencies.
 - This connects to our MTSS implementation because our behavior data shows that many students lack self-management and responsible decision-making skills.

The following professional learning priorities have been identified to strengthen MTSS implementation at Symons Elementary School:

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- In August, Symons Elementary School will review the MTSS handbook and train on the various tenets of our process.
 - Throughout the school year, Symons will review the data in the ASIST and SIT teams. The Building Leadership Team will incorporate academic data review three times per school year.
 - At Symons, increasing our communication (both within the building among all staff and with our families) will be a priority. We will share communication about our MTSS process and systems with families.