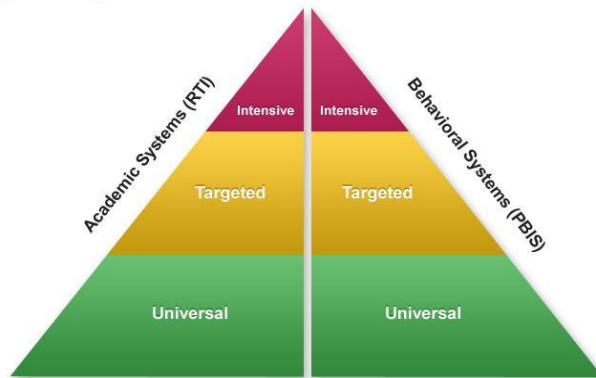


Multi-Tiered System of Supports: Social, Emotional, and Academic Learning Structure



School Board Presentation
October 7, 2021

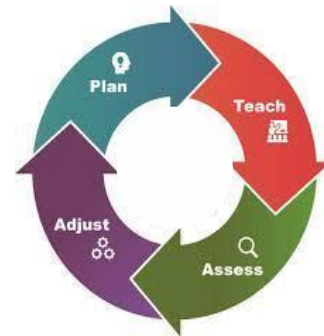
Essential Question

How does the MTSS process support students' behavioral, social, emotional, and academic learning?

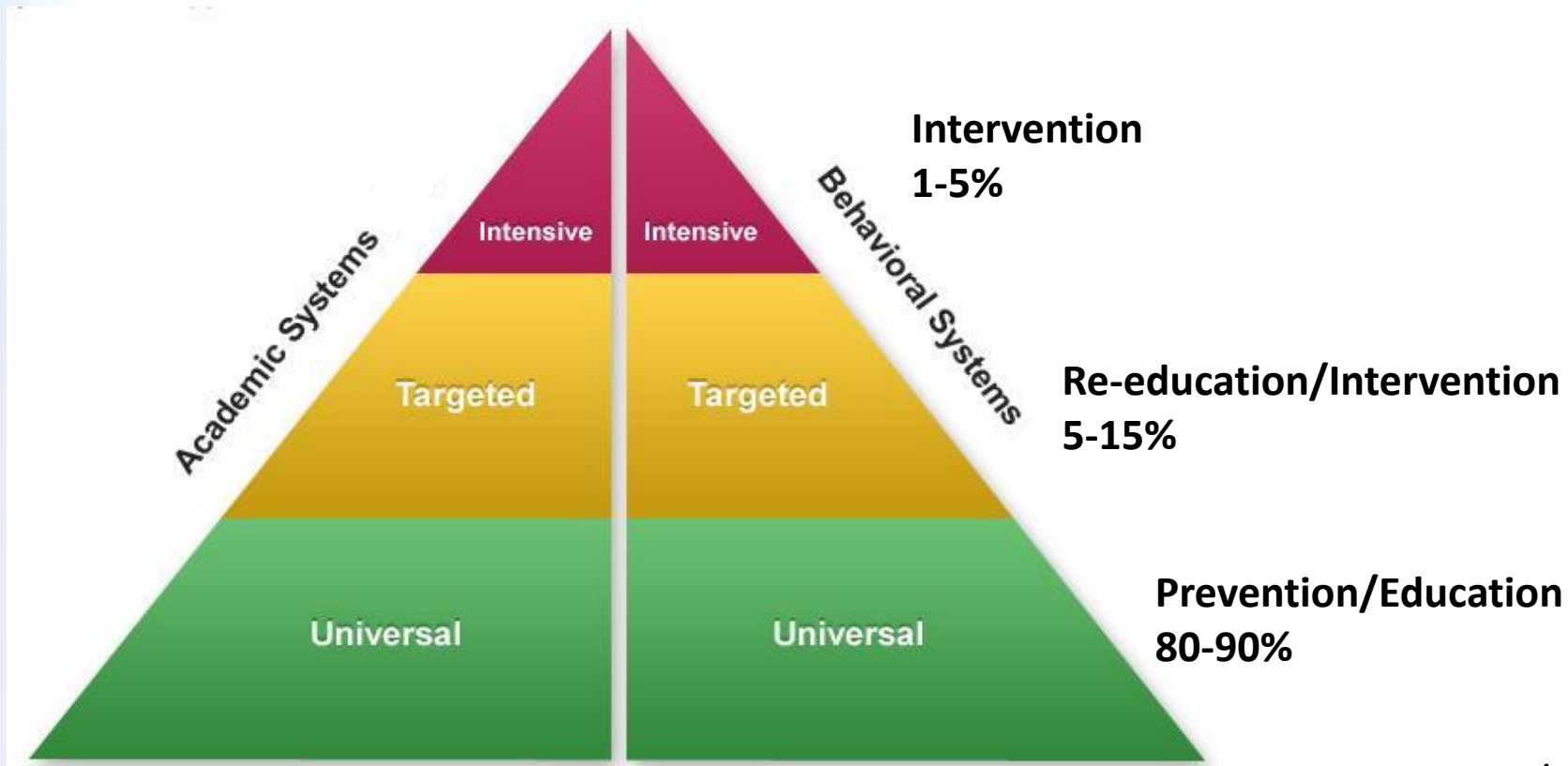


Why MTSS?

- Facilitates **equity of access**: division-wide cohesion and consistency
- Uses a **data-informed** approach
- Aligns with the **Teaching and Learning Framework**
- Results in **reduced referrals** over time
- **Empowers** teachers and staff
- Facilitates **family/caregiver** engagement
- Supports pandemic **recovery** → dynamic **response** to all needs



MTSS Structure



Positive Behavioral Interventions & Supports (PBIS)

- **Establishes** and maintains a school-wide system for a safe, supportive and effective school environment
- **Addresses** the behavioral and social emotional needs of all students
- **Includes** teaching appropriate behaviors and providing the necessary supports to sustain those behaviors
 - ***Behavior is learned and therefore needs to be taught at all ages***
- **Acknowledges** students' demonstration of positive behavior
- **Identifies** needs, develops strategies to support, and evaluates behaviors for change/improvement

Social, Emotional, & Behavioral Support

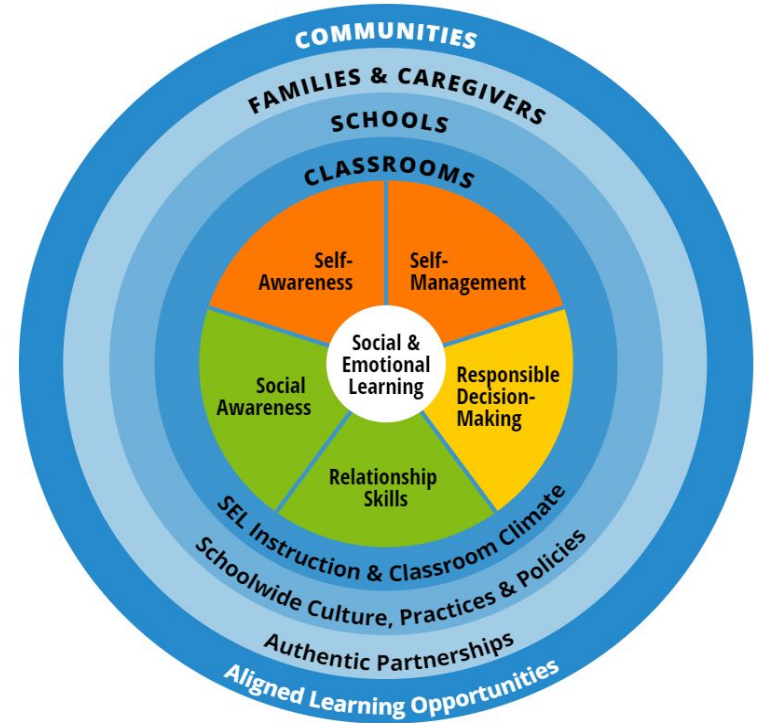
<u>TIER 1 PRACTICES and SUPPORTS</u> <i>(led by Staff)</i>	<u>TIER 2 INTERVENTIONS</u> <i>(led by SST)</i>	<u>TIER 3 INTERVENTIONS</u> <i>(led by SST)</i>
PBIS and SEAL lessons	Targeted social emotional instruction	Individualized counseling/behavior intervention support
SEAL calendar lessons & RULER	Use of responsive circles (RP)	Risk and Threat Assessment
Restorative practices relationship-building and restorative approach to discipline	SST small-group counseling/behavior interventions	Use of restorative conferences (RP)
School-wide and class-wide acknowledgement systems	Formal Check-In/ Check-Out system	Consultation with central office specialists
Use of trauma-informed practices		Connections to community supports/wrap-around services

Coordinated Early Intervention Services (CEIS)

Services provided to assist students aged **6** through grade **12** who are **not currently identified** as needing special education or related services **but who need behavioral support and may also include the need for academic support to succeed in a general education environment.**

A Closer Look at SEAL

SEAL is the process through which children and adults understand and manage emotions, feel and show empathy and acquire positive relationship and decision making skills.



-Collaborative for Academic, Social, and Emotional Learning (CASEL 2021)

SEAL Supports



Implementation Timeline

- 2021-22 SY: All additional schools/programs

**Train the trainer model*

**Start w/faculty and staff first*

SEAL Calendar *(monthly)*

- **Collaboration** between DSSE, DTLL, Schools
- **Behavioral/ Social**
 - Collaborative circles
 - Building relationships
 - Identify their emotions
 - Manage emotions
 - Resolve conflict
- **Academic**
 - Goal setting
 - Career planning
- **PBIS**
- **Evidence-Based** trauma response strategies
Tier 1

Academic Supports

<p><u>TIER 1 PRACTICES and SUPPORTS</u> <i>(led by Teachers)</i></p>	<p><u>TIER 2 INTERVENTIONS</u> <i>(led by Teachers and Interventionists)</i></p>	<p><u>TIER 3 INTERVENTIONS</u> <i>(led by Interventionists)</i></p>
<p>ACPS Core Curriculum in English Language Arts and Mathematics (Differentiated, comprehensive, TAG)</p>	<p>Tier 1 Practices and Supports; Provide additional or targeted interventions to support students who are not responding positively to Tier 1 supports</p>	<p>Tier 1 Practices and Supports; Provide additional instruction to address intense academic needs. Interventions are explicit, sequential and systematic.</p>
<p>Clear, student-friendly learning objectives and essential questions with consistent emphasis on research-proven literacy and math best practices</p>	<p>Responsive and engaging small-group instruction that is precise, intense, and custom-tailored to address the specific literacy and/or math needs during a 6-12-week period</p>	<p>Ongoing, targeted instruction for a smaller group or individual students focused on teaching the most powerful skill needed to advance in a continuum of literacy or math learning</p>
<p>Balanced assessments which are clearly aligned with progress monitoring and feedback</p>	<p>Frequent reassessment to monitor students' literacy and/or math progress</p>	<p>Daily or weekly reassessment to monitor students' literacy and/or math progress</p>

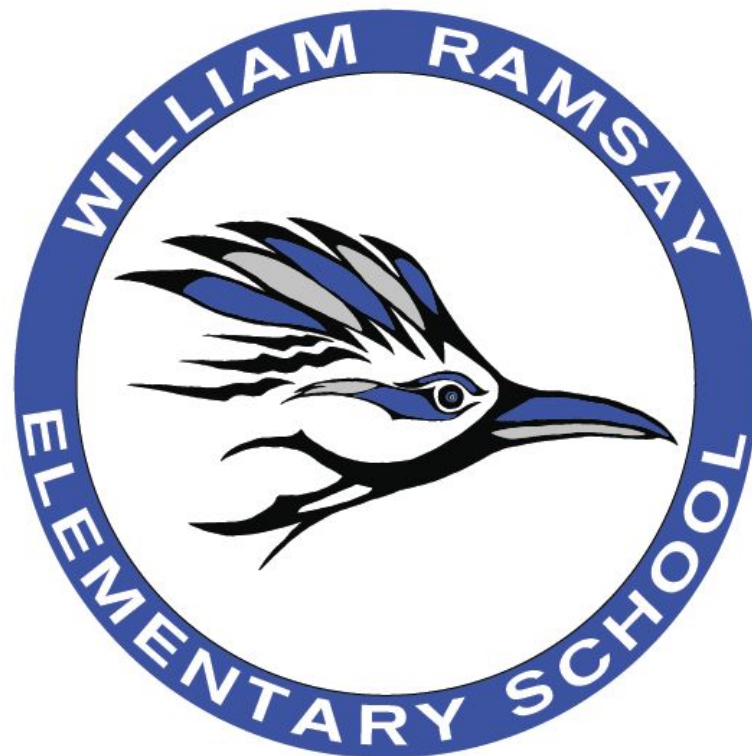
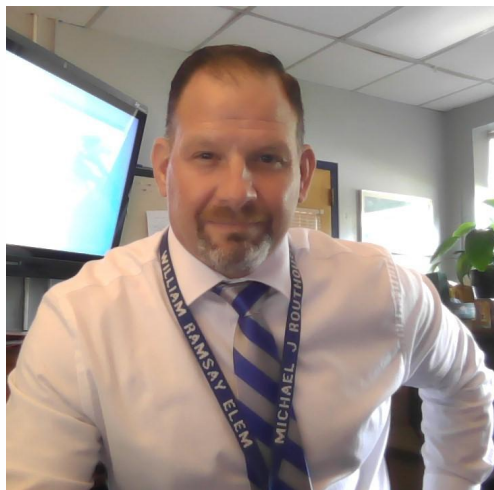
Academics Supports

- Data management and **analytics**
- Divisionwide **cohesion**
- **Build** division, school, class, and student reports using multiple data sources
- **Facilitate MTSS** groupings
- Intervention **progress monitoring**
- Early Warning Indicator System (EWIS)

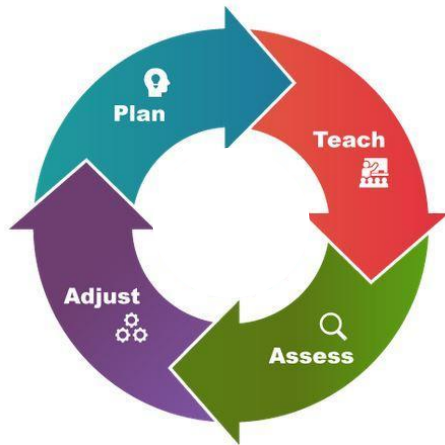
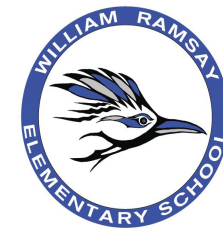


performance
matters 

Welcome Principal Routhouska



Data Analysis and Application at William Ramsey ES



1

Benchmark Assessments

Students in K-5 take reading and math assessments during the first month of school.

2

Compile Data

Teachers compile data in one central data spreadsheet by grade.

3

Identify Tier 2 & 3 Students

Based off certain criteria for both math and reading

4

Analyze Data

Use a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students.

5

Progress Monitoring

Use a monitoring process to review student intervention outcome data for targeted intervention students to ensure fidelity and effectiveness.

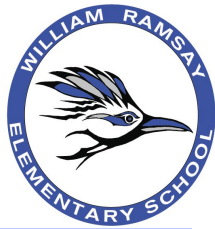
6

Reassess

Based on student progress, we will make instructional decisions to implement changes to the interventions.

E	F	G	H	I	L	M	N	O	P	T
Race Code	ELL Level	SPED	Q1 Tier	Q2 Tier	MAP Re	MAP Re	MAP Qi	Q1 F & P	Q2 F	Q4 F & P
H			1	1	205	195	-10	P	R	S
H	5.3		1	1	185	182	-3	N	S	U
B	5		2	1	177	177	0		N	P
H	4.9		2	1	190	181	-9		N	P
NA	3.9		3	2	175	160	-15	M	K	L
B			1	1	215	224	9	S	U	Withdrawn
H	5.3		1	1	211	201	-10		V	W
H	4.7		3	2	179	192	13	N	O	P
H	5.8		1	1	203	196	-7	P	R	S
B							0		Q	T
H	4		1	1	186	185	-1	O	Q	R
P	3.7	7	3	3	179	178	-1	I	I	J
B			1	1	210	217	7	O	P	R
H	5.3		3	3	188	180	-8	L	M	N

Social Emotional/Behavior Support at WRES



PBIS 3.0

RULER implementation Y1

- R**ecognizing emotions in self and others
- U**nderstanding the causes and consequences of emotions
- L**abeling emotions accurately
- E**xpressing emotions appropriately
- R**egulating emotions effectively

Our Road to Success in the... Classroom

1 SHOW RESPECT

- Take care of yourself
- Take care of your materials
- Raise your hand
- Follow directions
- Keep your hands to yourselves
- Ask before you use materials

2 SOLVE PROBLEMS

- Use your words
- Solve small problems by yourself
- Clean up
- Help others

3 MAKE GOOD CHOICES

- Be a good listener
- Take pride in your work
- Do your best

Social Emotional + Academic Learning = SEAL





The Department of Student Services and Equity
The Department of Teaching, Learning, and Leadership
William Ramsay Elementary School



Superintendent
Dr. Gregory C. Hutchings, Jr.

School Board
Meagan L. Alderton, Chair
Veronica Nolan, Vice Chair

Cindy Anderson
Ramee A. Gentry
Jacinta Greene
Margaret Lorber

Michelle Rief
Christopher A. Suarez
Heather Thornton