

Monmouth-Roseville High School

MTSS Plan

2023-2024

Empowering students to achieve excellence.

Multi-Tiered Systems of Support



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INTRODUCTION TO MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

- MTSS stands for multi-tiered system of supports.
- The MTSS process helps schools identify struggling students early and intervene quickly. It addresses academic concerns, social and emotional needs, and absenteeism.
- The goal of MTSS is to intervene early, so students can catch up with their grade-level peers.

How the multi-tiered system works:

- **Tier 1:** *The whole class:* All students in the general education classroom are in this tier and receive Tier 1 instruction.
- **Tier 2:** *Small group interventions:* Students in Tier 2 receive more targeted support through small group lessons in addition to Tier 1 instruction with the whole class.
- **Tier 3:** *Intensive individualized support:* Students in Tier 3 receive more targeted support through individualized interventions in addition to Tier 1 instruction and Tier 2 small group interventions.

Tier 1 Components:

- ❑ **Curriculum & High-Quality Instruction:** A guaranteed and viable curriculum, high-quality standards-based classroom instruction, school-wide positive behavior supports, and committed educators whose beliefs and behaviors reflect that all students can learn and succeed at high levels.
- ❑ **Assessment:** A responsive teaching model that utilizes a balanced assessment system to effectively monitor student progress in relation to meeting national and state standards, and in turn support effective, results-focused instructional decisions that accelerate learning.
- ❑ **Culturally-Responsive:** Targeted, culturally responsive, differentiated instruction to provide students access to core instruction that is aligned to standards at a level of intensity that is responsive to the needs of each student.
- ❑ **Collaboration:** Collaborative teams that are positive and productive to ensure effective problem solving and decision making.
- ❑ **Leadership & Professional Learning:** Effective, distributed leadership is crucial for guidance and sustainability. Ongoing professional learning and collaboration for all members of the school community are valued and supported to build capacity and sustain progress.

ACADEMICS

Tier 1

Criteria: 80% of students should meet expectations (no failures).

Expectations	Frequency / Timeline	Person(s) Responsible
Implement Core Curriculum	Daily	Classroom Teacher
Develop / Implement Curriculum Maps	Daily	Department Chairs / Classroom Teacher
Benchmarking	Fall Winter Spring (State Assessments)	Classroom Teacher
Parent Contact on Academic Performance (including positive messages)	At least ONCE a quarter per student	Classroom Teacher

Tier 2

Criteria: Students who are failing one course or are identified by ELA/Math department as underperforming.

Expectations	Frequency / Timeline	Person(s) Responsible
Eligibility List - Teachers will reply why student is failing and if contact has been made with parents	Weekly (Fridays)	Classroom Teacher
Parent Contact	1st Eligibility Report Midterm (D's and F's) 2 weeks post Midterm	Classroom Teacher
21st Century Tutoring	Daily or Weekly	21st Century Coordinator - Amy Snell
Mandatory Advisory	Daily as Scheduled	Advisory Teacher

*Parent contact = communication has been successful between both parties. Parent contact *attempts* do not count as contact*

Tier 3

Criteria: Students who are failing 2+ courses or are identified by ELA/Math department as underperforming.

The following Tier 3 interventions are in addition to Tier 2 interventions:

Expectations	Frequency / Timeline	Person(s) Responsible
Mandatory Advisory	Daily as Scheduled	Advisory Teacher
Parent Contact - Phone Call	1st Eligibility Report Midterm (D's and F's) 2 weeks post Midterm	Classroom Teacher
21st Century Tutoring	Daily or Weekly	21st Century Coordinator - Amy Snell
Problem Solving Meeting	As needed	All of student's teachers, Admin, Counselor, Student Support Specialist
** Contributing Cause Analysis	Identified on last week of September & January	Counselor / Student Support Specialist
Eligibility pulled from student information system	Weekly	MTSS / Curriculum, Instruction, Assessment Committee
***Edgenuity	Identified prior to the new semester	Analyze transcript and course recommendations - Counselor Enrollment of course and monitoring of progress - Assistant Principal

*Parent contact = communication has been successful between both parties. Parent contact *attempts* to not count as contact*

**Students will be identified as Tier 3 during the last week of September - 1st semester and will be placed on an Contributing Cause Analysis with their Counselor / Student Support Specialist. New students will be identified during the last week of January - 2nd semester. One of the courses the student is failing must be a core class or graduation requirement (minimum) - Counselors can choose to put students on an = Contributing Cause Analysis if they do not meet the minimum criteria. Counselors will focus on the most at-risk population of students first. *Counselors reserve the right to place students on appropriate tiers throughout the semester.*

***Edgenuity- Credit Recovery will be designated for students in need of credit recovery. In order to be eligible to take Edgenuity courses, counselors will analyze the students' transcript to show timely graduation will not happen without the Edgenuity course.

*Parent contact = communication has been successful between both parties. Parent contact *attempts* do not count as contact*

ATTENDANCE

Tier 1

Criteria: 0-3 unexcused absences

Goal: 95% of students

Actions/Intervention	Frequency / Timeline	Person(s) Responsible
Daily email to parent/student with unexcused absence	Daily	Secretary
Upon 2nd or 3rd unexcused absence - student meeting	As needed	Assistant Principal
Incentive - excuse 1 homework assignment at teacher's discretion for any class in the following semester	Semester	All Staff
End of the year acknowledgement / celebration	Quarterly	Building Administration will Assign

Tier 2

Criteria: 4-9 unexcused absences

Expectations	Frequency / Timeline	Person(s) Responsible
Identify students in Tier 2 for Attendance	Weekly	Office Staff
Make two-way contact with parent/guardian - similar to weekly eligibility sheet	Weekly	Advisory Teacher
Meeting to discuss Tier 2 students - include students	At a minimum once a month	Counselors/Administration
Incentive can be put in place, but not more than Tier 1		

Tier 3

Criteria: 10 or more unexcused absences

Expectations	Frequency / Timeline	Person(s) Responsible
Tier 2 checklist to make sure all interventions were completed	Monthly	Secretaries/admin/counselors/ advisory teacher
Meeting with student to create goals / incentives	Weekly	Administration/Counselors/ Advisory Teachers
Set up a problem-solving meeting with parent/guardian	Monthly	Administration/Counselors
Conduct Home Visits	As needed	Administration/Counselors
ROE Involvement / Truancy Review Board Hearings	Monthly	ROE Representatives

*[Regional Office of Education Referral Process](#)

SOCIAL EMOTIONAL LEARNING / BEHAVIOR

Tier 1

Criteria:

- Behavior:
 - 1-2 unexcused attendance related referrals/quarter
 - Zero office referrals/quarter
- Social Emotional:
 - 80% of students meet according to the Panorama Survey

Overview & Purpose	Frequency/ Timeline	Program & Strategies
Schoolwide: Clearly identify and create guidelines for success and set school-wide expectations in place, to include misbehavior and correction procedures.	Daily Panorama Survey -- 3 times per year Matrix created by SEL MTSS team Student Matrix Student Matrix Staff Matrix Staff Matrix Teacher Managed v. Office Managed Behaviors Teacher Managed v. Office Managed Behaviors	All high school staff
Train staff on Positive Behavior Support/Trauma-Informed Practices to help create a calm and safe environment	De Escalation Techniques	Administration
Provide opportunities for positive connections between students and staff and among students themselves.	Quarterly student-staff initiatives (eg -- Homecoming tailgate, etc)	SEL Team
Schoolwide SEL education	Quarterly SEL presentations	Counseling Dept.
Monthly Student Recognition	Student of the Month/ yearly schedule will be created	Department heads/admin

Tier 2

Criteria

- Behavior:
 - 3-5 unexcused attendance related referrals/quarter
 - Any behavior referrals/quarter
- Social/Emotional:

- Recommendation from teacher, counselor, student support specialist, or administrator (according to Panorama Survey: criteria TBD)

Expectations	Frequency/ Timeline	Person Responsible
Provide short-term targeted support for students who have difficulty demonstrating SEL skills. (Interventions)	Weekly 2 Office Referrals (not classroom referrals) or at administration discretion	Classroom Teacher or Administration
Provide emotional support and positive adult connection. (Group Counseling)	Weekly 2 Office Referrals (not classroom referrals) or at administration discretion	Group Counseling with Counselor / Student Support Specialist

For more detailed information, please follow (9-12) MTSS S.E.L. Tier 2 guidelines for intervention, progress monitoring, timelines, data collection, etc.

Tier 3

Criteria

- Behavior:
 - 6+ attendance related referrals/quarter
 - 2+ behavior referrals/quarter
- Social/Emotional: Recommendation from teacher, counselor, student support specialist, or administrator (according to Panorama Survey: Criteria TBD)

Expectations	Frequency/ Timeline	Person Responsible
Students with the highest level of need receive highly structured individualized interventions and wrap around supports	2-3 times weekly Student has 2+ office referrals within a semester and is consistently struggling in and out of the classroom	Counselors/Student Support Specialists/Administration
Parent Meeting. Referral to and/or collaboration with community agencies. Wrap around support to provide a network of interventions	As needed Consult with MRHS Special Education Staff	Counselors/Student Support Specialists/Administration/Special Education Staff
Meeting with chosen mentor -- 3 weeks	As needed Consult with Knox-Warren	Counselors/Student Support Specialists/Administration/Special Education Staff/Knox/Warren Staff

For more detailed information, please follow (9-12) MTSS S.E.L. Tier 3 guidelines for intervention, progress monitoring, timelines, data collection, etc.

MONITORING STUDENT PROGRESS

Monmouth-Roseville High School Monitoring Tools

- PSAT (8-11)
- SAT 11
- Horizons (9-11)
- ACCESS for English Language Learners (K-12)
- Weekly eligibility pull from Student Information System
- [Root Cause Analysis](#)
- [Panorama](#)

PSAT

The Preliminary Scholastic Aptitude Test is a series of tests beginning in eighth grade that measures knowledge and skills in reading, writing, and math. Results from the test help determine whether or not students are on track for college readiness.

SAT

The SAT is a globally recognized college admission test that lets you show colleges what you know and how well you can apply that knowledge. A student who takes the SAT can expect a test of reading, writing and math comprehension

Horizons

This benchmarks tool helps educators measure and analyze growth over time with diagnostic PSAT/NMSQT®/SAT® or PreACT/ACT aligned assessments, including detailed score reports and analysis. Providing equitable access and resources to students, families and educators in their journey towards post-secondary success.

- Benchmark - Assess all students three times per year for universal screening (equitable access) and AYP accountability.
- Three times a year: **fall, winter, and spring**.

ACCESS for English Language Learners

ACCESS is an English language proficiency assessment administered annually to Kindergarten through 12th-grade students who have been identified as English language learners (ELLs). It is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

Panorama Social Emotional Learning (K-8)

Panorama Education is a platform to collect and analyze data about social-emotional learning, school climate, family engagement, and more. Educators use survey data to improve learning environments and help students develop social-emotional competencies.

[2023-2024 Benchmarking Schedule](#)

ADDITIONAL RESOURCES

[Intervention Documentation Form](#)

[Needs Assessment Form](#) - MUST BE FILLED OUT BEFORE MTSS MEETING!

[Questions to Consider for MTSS Data Meetings](#)

Resources and Interventions from [K-8 MTSS Plan](#)

Academic	Attendance	SEL
Menu of Academic Interventions Reading and Math Academic Interventions Florida Center for Reading Research Panorama	Attendance Works Panorama	ISBE SEL RESOURCES Behavior Interventions PBIS World Tier 2 Interventions Tier 3 Interventions Panorama