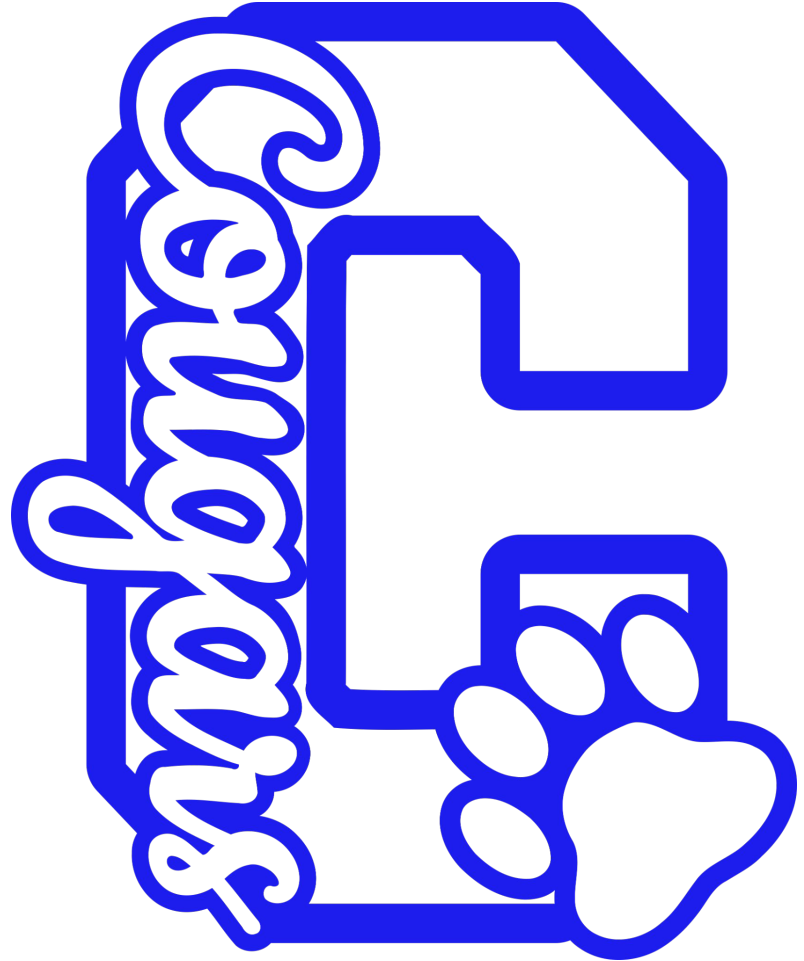# Tier 1 MTSS Team Discussion Protocol

Purpose & Goal: As a grade level team, use relevant academic/behavioral data to **determine** student needs and **discuss** Tier 1 classroom and school-wide supports.

Goal Alignment: Shared Vision

March 16th MTSS Focus

➔ Celebrations?!
➔ At Risk Forecast
➔ MTSS Data Workbook (15 min)
➔ Next meeting:
➔ April will be Tier 1 Curriculum!

6th Grade:
- Celebrations: students continue to be an awesome group, Aleks celebration 2700 topics in a week, Frosty Final in ELA

7th Grade:
-

8th Grade:
- Moved T to an IEP!
- L has shown improvement; parent meeting helped! Have the contract ready….just in case!
- J is back!
- Almost to Spring Break, 4th quarter is here!
- Despite absences, students are staying accountable!
- 8th graders this year have been a great group overall!
- 4th Quarter Hopes & Dreams
  - Absences: students step-up and make a plan if they are gone (newsletter, individual calls, Advisory phone calls)
  - Work Habits/Quality:
  - Academics

4th Quarter Hopes and Dreams for 8th Grade

- Absences:
    - students step-up and make a plan if they are gone (newsletter, individual calls, Advisory phone calls)
    - What are the absences?
- Work Habits/Quality:
    - Clear criteria for what will be accepted in terms of quality…think rubric!
    - Clear deadline for late work (nothing past the assessment)
- Academics (Core Content Classes…this is SELF-DIRECTION!)
    - Continue to…
        - Keep end of year expectations in your mind!
        - Use class time effectively!
        - Use and check Schoology calendar for due dates
        - Tech charged and ready to go!
        - Use Study Hall to meet with teachers for questions
        - Reflect on work to make corrections
        - Get started on their own and try before asking for help!
        - Think critically about their time, work and effort…reflective!
        - Use all of their time at school (work on other assignments, read books, choices)

4th Quarter Hopes and Dreams for 7th Grade

- Behavior:
    - Move from Point A to Point B
    - High structure in the hallways
    - Restrictions fro

4th Quarter Hopes and Dreams for 6th Grade

Preparing for 7th Grade (Socially)
- Peer relationships; being a good person
- Skills to handle situations that happen between peers
- How to get help from an adult/how to leave a conversation or situation
- How to be a friend without irritating/aggravating others

Identifying and Supporting those few who need additional help (Behavior)
- Regulating frustration
- Coping strategies in the classroom/school

Understand Bullying in person and Online
-

February 2.16 MTSS Focus

➔ Celebrations?!
➔ MTSS Data Workbook (15 min)
➔ Next meeting:

Admin Questions:

- Bathroom monitoring (will this change with mitigation no bathroom during passing period)
- Hallway Presence

6th Grade:
- Spring Discipline ToolKit in Mailboxes!
- Trends: hallways (addressed as a team last week!)
  - Re-teaching: all grade conversation on hats/hoods/technology
  - Coverage: increased hallway presence
  - Celebration: noticeable improvement in students!

7th Grade:
- Spring Discipline ToolKit in Mailboxes!
- Trends: cell phone use, touching others (arms on each other, lifting each other, touching with one hand/two hands) , touching materials that belong to another student
  - Location: hallways
  - Coverage: adult presence
  - Consequence: Notification of Behavior documentation; consistency to identify students
  - When: ⅔ Class Period (consistent language as a team, Wed 2/23)

8th Grade:
- Liam is back!
- Advisory lesson today went well, opening up (characteristics they possess and need to utilize to overcome challenge)
- 2 Students moved out of SSH
- Spring Discipline ToolKit in Mailboxes!
  - Trend: touching; pointed out handbook language for unwanted touch/harassment
- Students for Admin contact: W. Krawiec, Brenda E.

February MTSS Focus

➜ Celebrations
➜ MTSS Data Workbook (15 min)
➜ AT-Risk Students (5 min)
　◆ Attendance
　◆ Q2 Grades and Habits
➜ Next meeting: Adjusting Tier 1 for At Risk Students

Need a Little Boost?

6th Grade:
- Trend: touching back on At-Risk students
- Parent Meeting for K.W. mid quarter
- More data next week for MTSS mid quarter

7th Grade:
- Trends: rumors vs. facts, when to get an adult, disrupting racist or culturally insensitive comments
- Parent Meetings: K. P.
- Questions: interdisciplinary units and impact on all 7th graders, SEL vs. Academic focus on school day,
- <3 Pray for Team Health!

8th Grade:
- Trend:
- Students: T. C. (3/10),, B. E., W. K.,

What questions do you have about our Qtr. Academic Data?

- What is the total number of students by grade counted? (for percents in each Tier)
- What does the straight A student mean? What are those A's really measuring? (75% of students at MMS are A/B; honor roll ribbons)
- What happens between grade levels with students?
- C/D in 8th grade; they are here, so what is causing the low academic achievement?
- Is 7th grade the only grade with all core subjects at the same time?
- C/D/F in 7th grade; they are here but demonstrating low academic achievement?
- When looking at building data, why does 7th grade look like they are struggling the most?
- What factors contribute to 2/3 of a grade level being As/Bs?
- Do we not want to see the a "traditional bell curve" anymore"? Are we trying to prevent students from failing?

January MTSS Focus

➔ How are you? (5 min)
➔ MTSS Data Workbook (15 min)
➔ AT-Risk Students (5 min)
  ◆ Attendance
  ◆ Q2 Grades and Habits
➔ Next Steps: Content Area Tier 1 Meetings with Autumn

Need a Little Boost?

6th Grade:
- Kids zooming, happy to be on! Want to be part of the learning environment. Difficulty is timing, end of the quarter.
- Excuses more students from assignments; prioritizing content where applicable

7th Grade:
- Postponed meeting 1/14; same students at risk as in December

8th Grade:
- Trend in habits for students at risk: work avoidance, motivation, lack of motivation
- Focus Salem: At Risk letter paired with parent meeting and move into Structured Study Hall first, then homework hut.
- Focus on Trent: continue to prioritize tasks, chunk work time in class, and seek consent to move forward with SPED evaluation for an IEP.

12.6-12.10

➔ MTSS Data Workbook (20 min)
➔ Cluster Preview: Successful Learning (3min)
➔ AT-Risk Letters (2mins)
  ◆ Zeros from absent
  ◆ Parent Checking Grades (schoology, monitoring, technology)
➔ Next Steps

6th Grade:
- Trend--when students are absent, not turning work in (Admin Communication)

7th Grade:

- Trend--when students are absent, not turning work in (Admin Communication)
-

8th Grade:
- Student concerns and action planning
- Will use the December/January sheet for both months
- Conversation about flow through of SSH and HH for eligibility

11.8-11.19

➔ MTSS Data Workbook (5 min)
➔ Fall Referral Process (15minutes)
➔ Cluster Preview: Successful Learning (3min)
➔ Next Steps

6th Grade: met for Feedback Session of Admin Goals
- STOIC checklist as team strategy for student who has specific behavior
- Proactive approach for students (Wed ⅞ K. M. observation and pairing time)

7th Grade:

- Trends in student concerns: Lack of follow through, time management, home support, prioritizing socializing, work ethic /culture for learning
- Resources to consider: brain breaks, teacher moves during independent work time

8th Grade:
- Quick check on students red/yellow
- Effective Classroom Management Plan overview
- Scenarios for Notification of Behavior tied to specific students of concern
  - Behavior Intervention Manual as a resource
- 11/17 Met with Admin to discuss student behavior incident

10.25-10.29

🎉 *Quarter 1 Done* 🎉

➔ MTSS Data Workbook (2 min)
➔ Team Celebration (5min)
➔ Grade Level Choice Time
   ◆ [What A Cluster:](#) [Learning Environment](#)
   ◆ Report Card Work Time

6th Grade:
- Team PLC Self-Assessment with Continuum next time
- Team Celebration:

7th Grade:

- Team Celebration: supportive of one another, mentally and emotionally! We made it one quarter!! We like to laugh--whether we are dishing it out or taking it! Take on challenges together--we put students first. Academically or emotionally! We share the workload, we all contribute to the team--and we are equally exhausted! With that, we pick up the slack for one another when things break down!

8th Grade:
- Team Celebration: being back together, really good team picture moment of the peeps, check-ins on each other, glad that this is my team noting how each person makes efforts that help the whole team, can go to your room and talk to you vs. sending an email, appreciate the inclusivity for SPED, working hard together to accomplish hard work, for being there for one another SEL-wise ❤️, level of respect for one another...treating everyone as an equal...which trickles down into how students see us work together as a team! They know we like each other! Students overall WANT to talk to us!
- Homework turn-in is not a huge emphasis...adding in-class work time

10.18-10.20

➔ Check-In:
➔ MTSS Data Workbook(10 mins)
➔ Connection to [PLC Process](5mins)
➔ Grade Level Plans/Individual Plans
◆ PBIS Behavior Data
◆ Student needs
◆ Consider SMART goals where needed (academic/behavior)

6th Grade:
- Team PLC Self-Assessment with Continuum next time
- Start Assemblies!
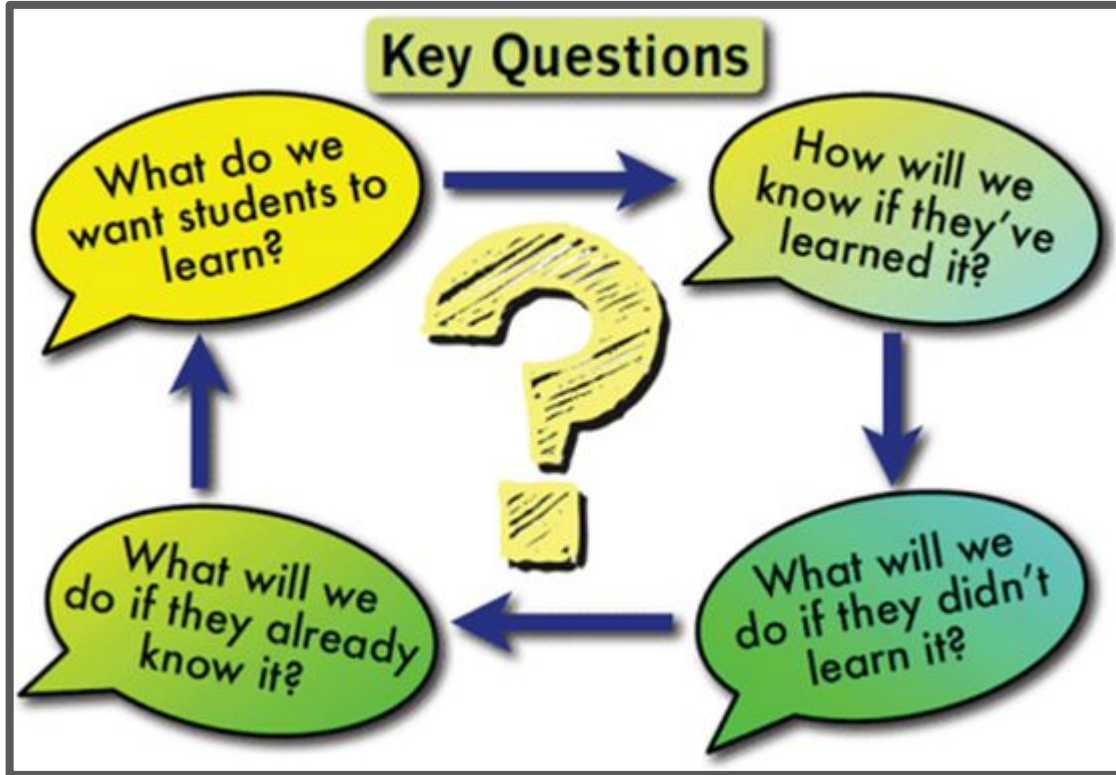- Review of ACEs and the teacher's role to support

7th Grade:

- Need to build in time to Team to reflect/enter data
- PLC Checklist: Stage ½,will work on a goal for growth
- Behavioral/Academic Data: look at trends in student needs
- Student Celebrations: those graduating SSH
- Reflection: building wide, do we go to academics first? How can we shift our mindset to student needs around habits/behaviors?

8th Grade:
- Team process for Behavior: team meeting for clear expectations of what is expected, zeroing in on specific behaviors [will be tracking]
  ○ Noticing that no bell between ⅞ causes inconsistency

How is the PLC Process tied to MTSS?

Where we are as a district?
- PLC Guiding Coalition meets monthly to reflect on current state; sets short term goals for learning and feedback needed

Where we are as a school?
- Grade level teams working on building relationships and operational side
- Realizing that PLC teams will be flexible based on who is needed to support the student

Where we are as a Grade Level Team
- Self-Assess using Checklist Continuum
- Set a goal for team growth
- Reflect and revise goal!

SEL: Role of the Teacher/Advisor

Let it sink in...

"It's not the behavior of the children, the number of students, or the facilities available in the school. **When it comes to building successful children, the most important aspect of every classroom is the ATTITUDE OF THE TEACHER.** Children are sponges who absorb words, feelings, and the atmospheres in which they live. They look to their teachers to provide examples and guidance about how to behave. The way teachers choose to respond to every situation with a child either escalates or deescalates that situation."

In progress work:

- SEL Tiers Chart to support MTSS Framework

Personal Learning Opportunities (Topics)

- SEL Standard/Goal 1A.3a/1B.3b
- ACEs (Adverse Childhood Experiences)
- Trauma Informed Practices

"Just in Time" Videos for Personal Learning

What are Adverse Childhood Experiences?

What can teachers do without knowing all of the details/ACE score?

Discipline Refresher

Classroom

- Visual Cue (eye contact, proximity to student)
- Verbal Warning: Teacher talks to student about the behavior, how it impacts, discusses replacement behavior
- Sticky Note to self-check
- Contact parent via email/phone
  - Notification of Behavior

Unstructured Times

- Hallway, Recess, Bathroom
  - Staff member asks: "do I have all of the information to handle this in the classroom/team?"
  - If not, student is brought to the office
    - Needs to be investigated
    - Behavior involved physical aggression, gross disrespect
  - Admin consequence determined based on individual behavior/motivation
    - Notification of Behavior
    - Lunch Detention that is Restorative

10.4-10.8

➔ Check-In:
➔ MTSS Data Workbook(10 mins)
➔ Grade Level Plans/Individual Plans
  ◆ Teaching handbook expectations
  ◆ yellow/red students
  ◆ PBIS ACKs celebration

6th Grade:
- Monthly assembly to teach and celebrate behaviors
- Team will update on October tab
- Stick to Mondays

7th Grade:

- Executive Functioning School-wide conversation
- Team has goals to regular goal setting/
- ELA: Time Management min. 3x
- Math: Goal Setting
- Science Study Skills
- Social Studies: Check-ins/Conferences
- **ENGAGEMENT: choosing to do work when time is given**

8th Grade:
- Interactive staff meetings more often
- Emailing parents weekly
- SPED teachers keeping students in for recess to catch-up on missing work
- Thursday Team emails with reminders and updates/student emails for what is missing
- Teacher posts "end of unit" dates and give reminders

9.7-9.10

➔ Check-In:
➔ Needs & Next Steps (10 mins)
➔ MTSS Data Spreadsheet
   Changes & Protocol(10 mins)
➔ PBIS ACKs (5 mins)

6th Grade Needs & Next Steps

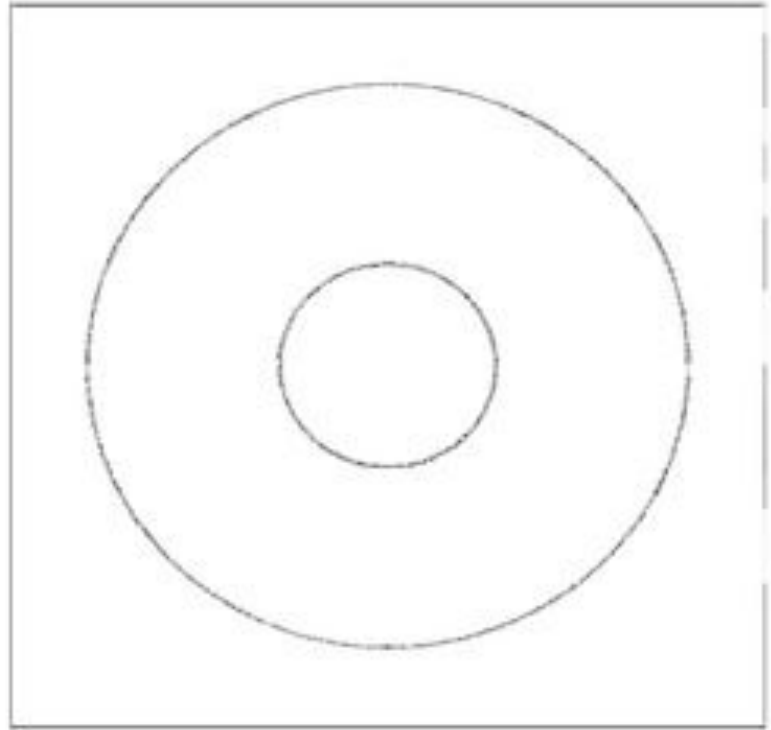| 6th Updates	In Progress
 ● List for Early Intervention (recommendations for structured study hall, possibility from 5th grade) ● MTSS Data Sheet: does it need all kids?	● As a team, discuss [Matrix Work for Classroom](#) and determine what students needs to learn next week in 1st period ● Mentoring: know the student and have an opportunity to build a relationship ● Action planning on progress monitoring data in Tier 1 and Tier 2 Interventions (BOY & MOY)

8.30.21 - 9.3.21

➔ Circle Check-In: (5 mins)
➔ Review MTSS Flowchart and Common Language (10 mins)
➔ Reflect on 20-21 MTSS Processes (5 mins)
➔ Walk through Beginning of the Year (BOY timeline for Tier 1 Supports and Interventions (5 mins)
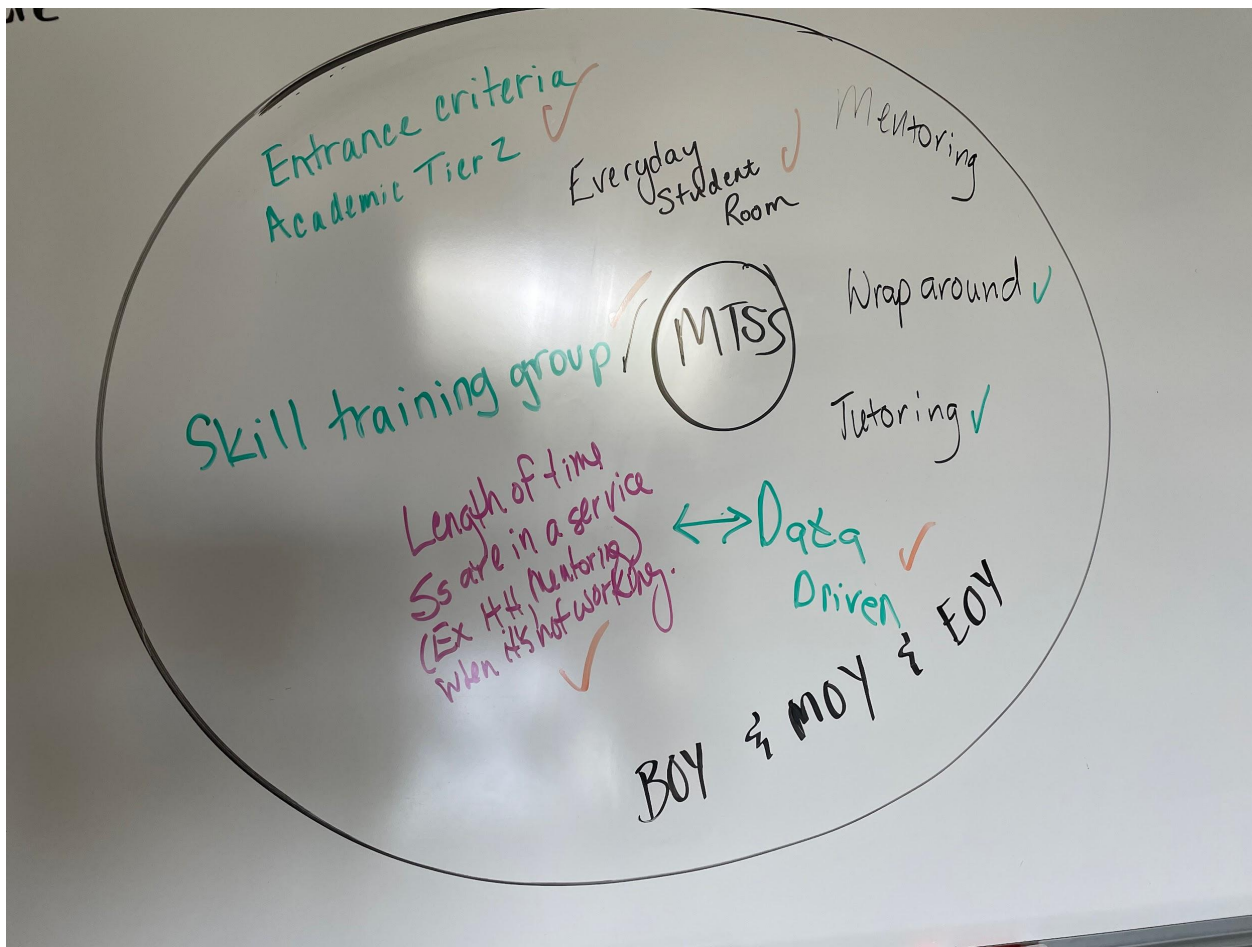➔ Needs & Next Steps (5 mins)

#SUCCESSTOTD

START STRONG, STAY STRONG, AND FINISH STRONG BY REMEMBERING WHY YOU STARTED IN THE FIRST PLACE.

Ralph Marston

Common Language Brainstorm

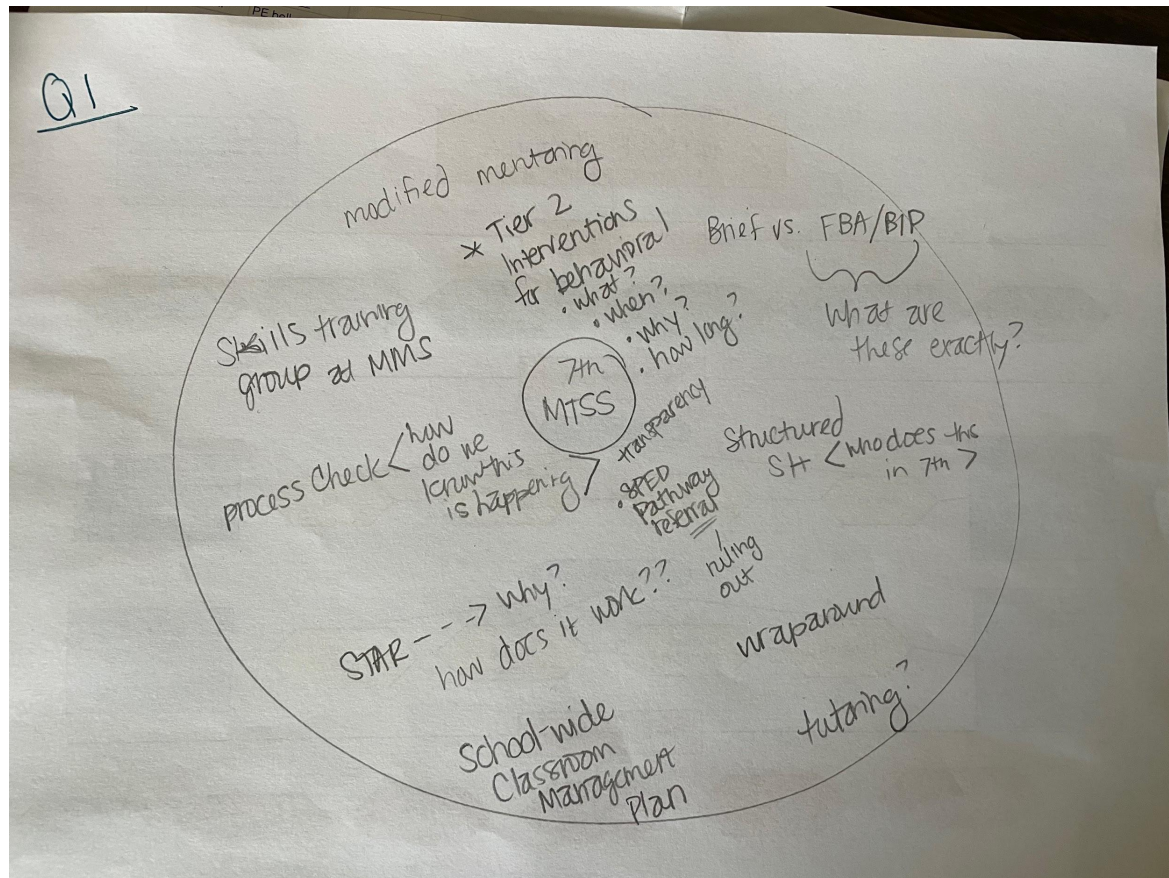What are terms that we need to be able to define school-wide to support a shared vision?

A circle map is used for defining in context, or telling about a topic.

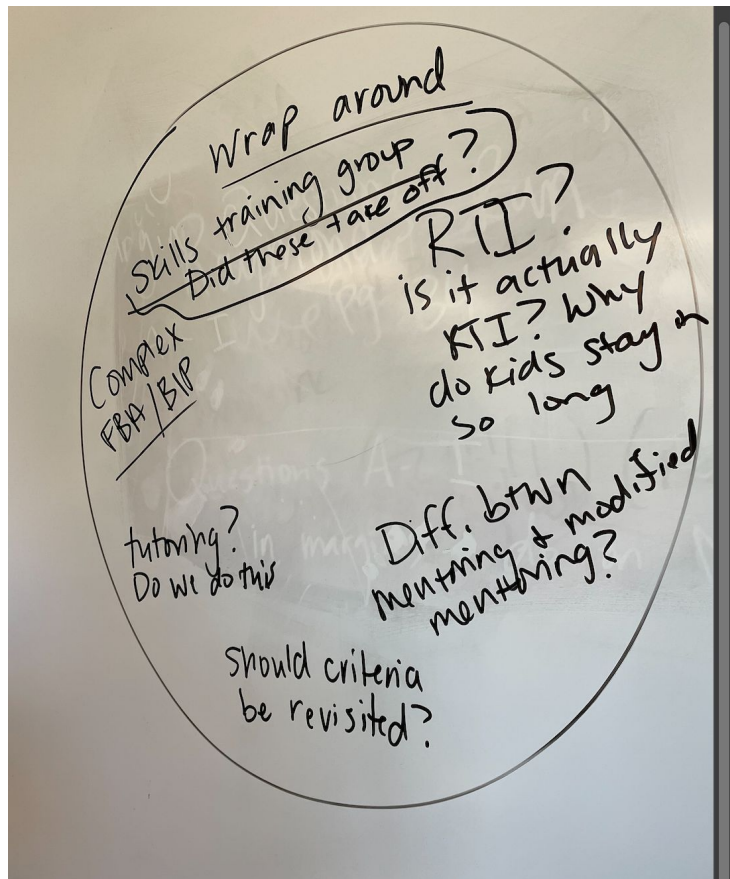# 6th Grade Brainstorm vocabulary needed for shared vision

7th Grade Brainstorm vocabulary needed for shared vision

8th Grade Brainstorm vocabulary needed for shared vision

Current MTSS Processes by Tier

Tier 1	Tier 2	Tier 3
- Daily Team Meetings - Weekly MTSS Data Meetings in Team - Identified school-wide support - PBIS Matrix in development with direct teaching - Problem Solving Teams for individual students	- GPST meetings monthly - Certified Intervention/Enrichment staff in place - MTSS Data Review - Progress Monitoring for students receiving intervention - Academic and Behavioral Interventions in place	- Pathway to SPED referral - Very specific supports available based on individual student needs
Entrance and Exit Criteria utilized for flow-through between Tiers		

MTSS Reflective Questions for Teams by Quarter

Q1	Q2	Q3	Q4
How do we foster a collaborative culture between team members? How do we establish common expectations? How do we target instruction through PLC conversation? How do we reinforce positive behavior?	How do we foster a collaborative culture between teams?		

Needs & Next Steps

6th	- PBIS Rewards up and running - Mentoring: know the student and have an opportunity to build a relationship - Reflect on last year's data to be proactive - Action planning on progress monitoring data in Tier 1 and Tier 2 Interventions (BOY & MOY) - List for Early Intervention (recommendations for structured study hall, possibility from 5th grade) - MTSS Data Sheet: does it need all kids?
7th	●
8th	●
Specials	●

Next meeting: check back on needs/changes, review data protocols