

Multi Tiered System of Support Post Secondary



TECHNICAL EDUCATION CENTER OSCEOLA



School District of
OSCEOLA COUNTY
FLORIDA

Shannon Melvin – Dean of Students

Kissimmee Campus



Poinciana Campus



St. Cloud Campus



What is MTSS?

The FLDOE and USF partnered to create the Florida PS/RTI project in 2006.

Recently the project has evolved to focus on building Florida's school district capacity to implement a Multi-Tiered System of Supports (MTSS). MTSS is a term that has emerged in recent years to describe a comprehensive, integrated approach to addressing the academic, behavioral, and social-emotional needs of students.

PS/RTI and MTSS represent terms for the same model of service delivery.

**What has changed is the level of support for MTSS implementation in the state of Florida*

* Project Information, <http://www.floridarti.usf.edu/floridaproject/projectinformation.html>



A Culture
Of
Success

MTSS

Professional
Learning
Communities

TECO's Vision Statement for MTSS

“TECO's Multi Tiered System of Supports (MTSS) core purpose is to ensure content and skill mastery through support for all students using ongoing collaboration that involves all students, teachers, administrators, families, and community partners.”

(Written by the TECO MTSS Guiding Coalition – Fall, 2016)

TECO's Problem Solving Process

1. A process for identifying academic, attendance, and discipline issues.
2. A process for identifying why academic, attendance, and discipline issues are occurring.
3. A process for providing support to improve academics, attendance, and discipline.
4. A process for monitoring progress in the areas of academics, attendance, and discipline.

Problem Solving Cycle

Step 1 – What is the problem?

Step 4 – Is it working?

Step 2 – Why is this occurring?

Step 3 – What are we going to do about it?



3 Target Areas for Support

- 1. Academics**
- 2. Attendance**
- 3. Discipline**



What is MTSS?

100%

Students are part of MTSS

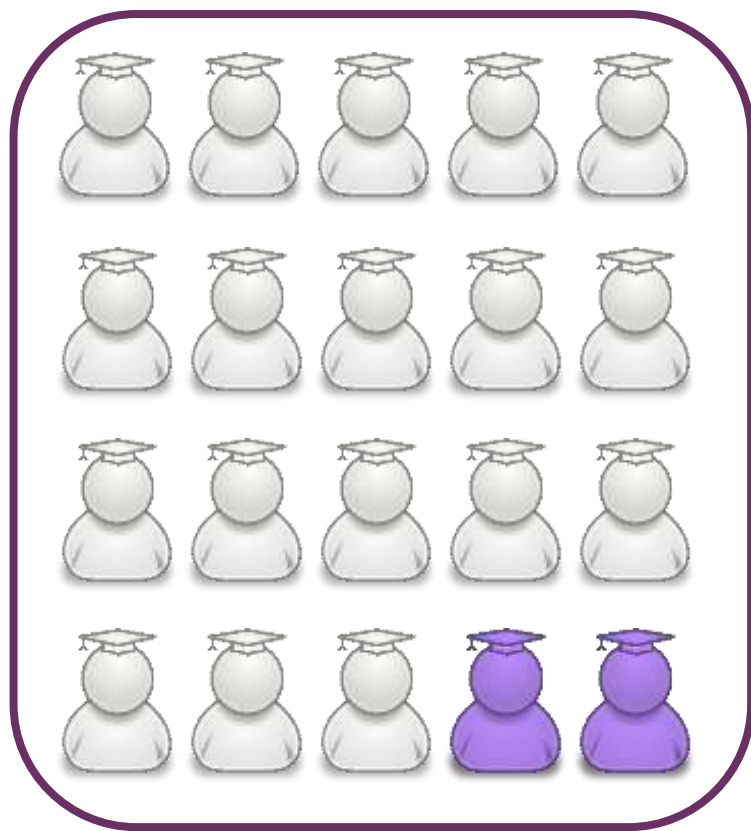


What is MTSS?

Some

Will need strategic interventions

20 Students



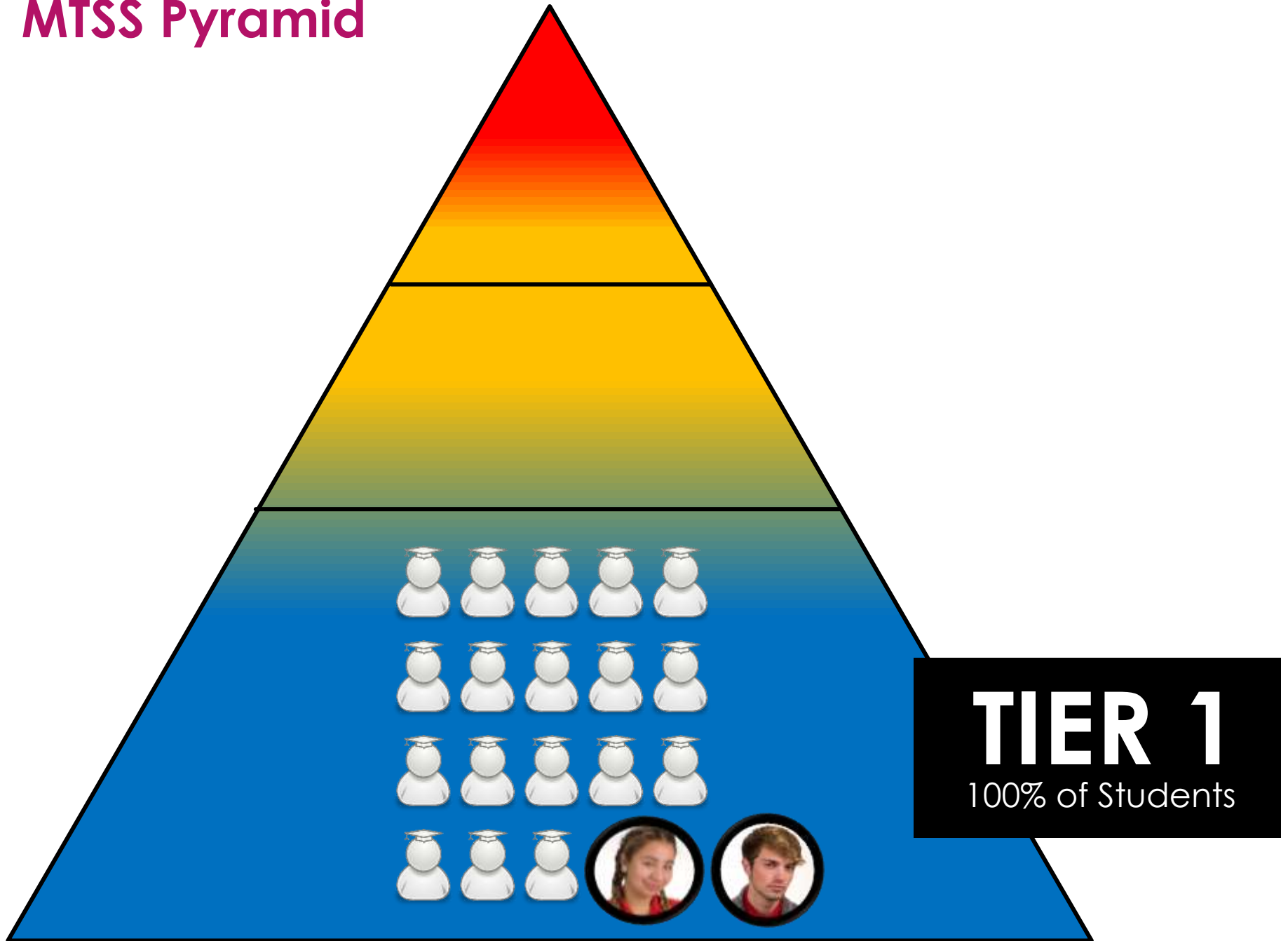
Michelle



Gavin

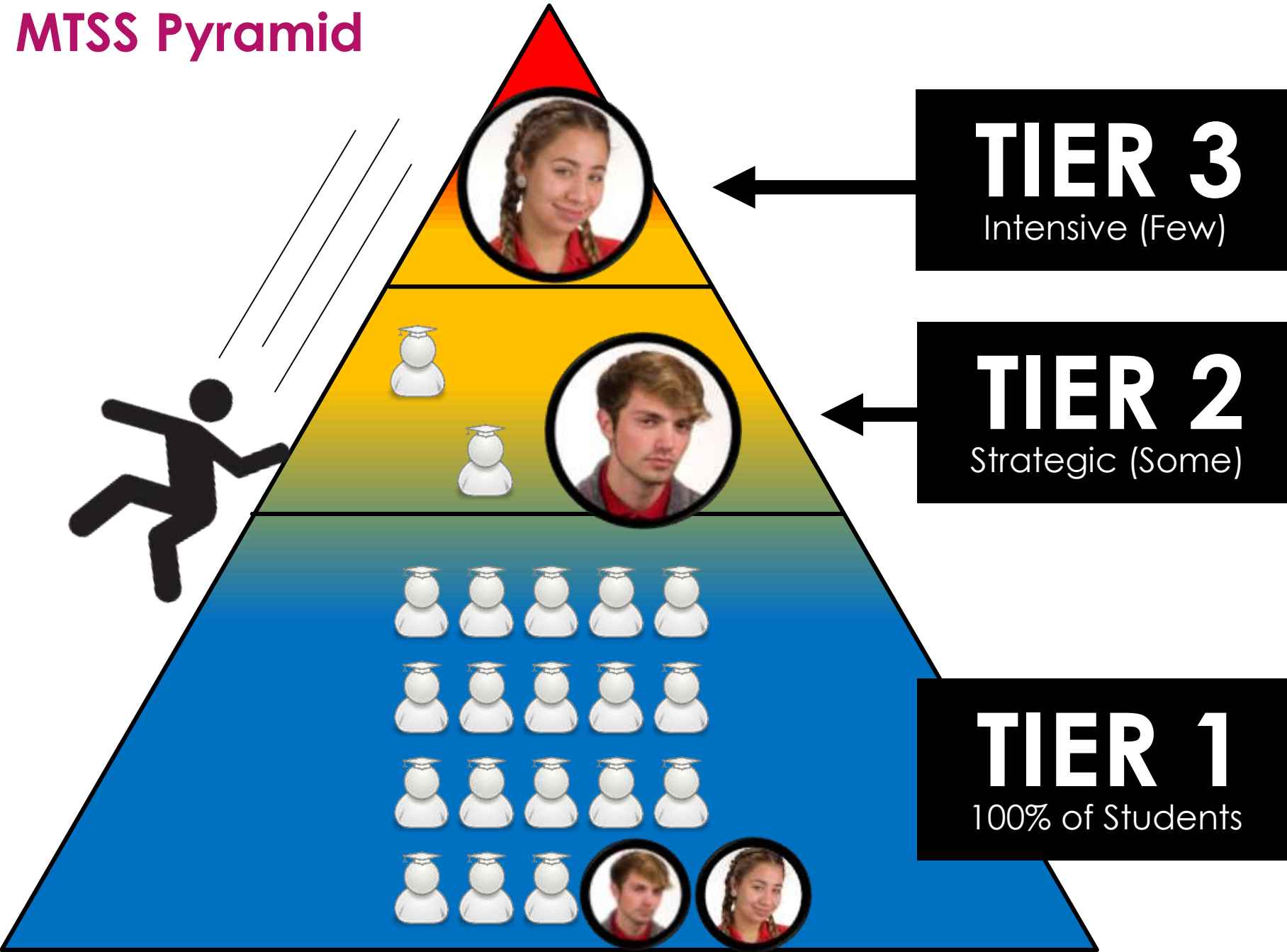


MTSS Pyramid





MTSS Pyramid





Academics with MTSS

ACADEMICS

LEO exceptions



69-0%

Intensive



79-70%

Strategic

**3.7 or Higher
Deans List**

**3.0 or higher NTHS
Qualified**

100-80%

Core



Tracking Academics

Most programs tracked by OCP with a few exceptions.

The following programs tracked by courses:

- ▶ Medical Assisting
- ▶ Pharmacy Tech
- ▶ Cosmetology
- ▶ Coder Biller
- ▶ Barbering

Tier 2 Academic Interventions:

- ▶ Independent lab time
- ▶ Peer tutoring
- ▶ Conference with Problem Solving Team
- ▶ Additional study resources
- ▶ After school tutoring
- ▶ Alternative Assignment
- ▶ Alternative Assessment
- ▶ Study skills class
- ▶ Student contracts
- ▶ Refer to Guidance
- ▶ Refer to Job Development Counselor
- ▶ Assign a Mentor

**Accommodation
NOT Modification!**



Tier 3 Interventions: Intensive Individualized

- ▶ Independent lab time
- ▶ Peer tutoring
- ▶ Conference with Problem Solving Team
- ▶ Additional study resources
- ▶ After school Individualized tutoring
- ▶ Alternative Assignment
- ▶ Alternative Assessment
- ▶ Study skills class
- ▶ Student contract
- ▶ Refer to Guidance
- ▶ Refer to Job Development Counselor
- ▶ Assign a Mentor
- ▶ **“I” grade assigned, 2 weeks of make up given**

**Accommodation
NOT Modification!**





Attendance with MTSS

ATTENDANCE

Tracked by semester



0-70%

Intensive



71-84%

Strategic

85-100%

CORE

90-100%
NTHS Qualified



Tier 1 Attendance

► 90-100%

Qualifies for National Technical Honor Society.

► 85-90%

The teacher has a one on one conference with the student. Teacher documents in FOCUS.

Tier 2 Attendance



71-84%

- ▶ Refer to counselor and/or Problem Solving Team
- ▶ Remind 101 alerts
- ▶ MTSS Coach/PA monitors every 2 weeks

Tier 3 Attendance Intensive

0-70%

- ▶ PST Conference with Student/Parent
- ▶ Student placed on contract
- ▶ Remind 101 alerts
- ▶ Monitor every 2 weeks
- ▶ Assign a mentor



TECO MTSS

No Attendance Tier 2 Entries were found.

	Entry Date		Comments	Exit Date	Name	Attendance Document
+	08/24/2017	<input checked="" type="checkbox"/> MTSS Coach/PA monitors every 2 weeks <input type="checkbox"/> Remind 101 alerts	<input checked="" type="checkbox"/> Refer to counselor and/or Problem Solving Team Student has entered tier 2 for attendance. Current rate is 73%. Counselor and instructor will monitor.	92117	Melvin	Upload file

No Attendance Tier 3 Entries were found.

	Entry Date	Interventions	Comments	Exit Date	Name	Attendance Document
+	09/21/2017	<input type="checkbox"/> Assign a mentor <input checked="" type="checkbox"/> PST Conference with Student/Parent <input checked="" type="checkbox"/> Student placed on contract	<input checked="" type="checkbox"/> Monitor every 2 weeks <input checked="" type="checkbox"/> Remind 101 alerts Student has entered tier 3 for attendance. Current rate is now at 65%. PST meeting called and student states transportation is a problem.		PST Team	Upload file

Discipline with MTSS

Discipline Matrix

Number	Level	Infraction	1	2	3	4	5	6	7	8	Consequences
1	L4	Cell Phones and wireless communication or electronic devices that are visible, activated, or inappropriately used during instruction	M	O	O	O	O				Teacher Actions 1-3
2	L4	Disrespect for Others (minor)	M	O	O	O					1 - Verbal Reprimand - Call DE Parent 2 - Written Warning Corrective Action - Call DE Parent 3 - Written Probation Corrective Action - Call DE Parent
3	L4	Disruptive Conduct (minor)	M	O	O	O	O				Administrative Actions 4-8
4	L4	Failure to Comply with School Rules	M	O	O	O	O				4 - Suspension 1 Day 5 - Suspension 2 or more days 6 - Dismissal 7 - Report to Law Enforcement 8 - Return of TECO property, restitution for damages/property
5	L4	In an unauthorized area such as staff restroom, staff office, parking in staff lot, etc. without permission	M								
6	L4	Failure to properly display student ID 1 time		M							
7	L4	Failure to properly display student ID 2 times			M						
8	L4	Failure to properly display student ID 3 times				M					
9	L3	Failure to properly display student ID 4 times					M				
10	L2	Failure to properly display student ID 5 times						M			
11	L2	Failure to properly display student ID 6 times				M	O	O	O		
12	L1	Inappropriate Behavior				M	O	O	O		
13	L3	Inappropriate Gestures, Language or materials				M	O	O	O		
14	L3	Aggression, Non-Physical				M	O	O	O		
15	L2	Cheating or Plagiarism 1X					M	O	O	O	
16	L2	Cheating or Plagiarism 2X					M	O	O	O	
17	L1	Contraband					M	O	O	O	
18	L2	Defiance					M	O	O	O	
19	L2	Disrespect for Others (repeated)					M	O	O	O	
20	L2	Disrespect to Staff or Authority					M	O	O	O	
21	L2	Disruptive Conduct (repeated)					M	O	O	O	
22	L2	False or Misleading Information						M	O	O	
23	L2	Harassment - 1st Offense							M	O	O
24	L2	Intentional Damage of Personal/School property (\$25-\$200)									

M = Mandatory
O = Optional

[illegible]

DISCIPLINE

Resets each semester



Student has received
a suspension



Student has received
a written warning
or probation

Student has no
infractions beyond
a verbal warning

No tier 2 or 3
NTHS Qualified



Tier 2 Discipline Interventions

- ▶ Teacher issues a Written warning
- ▶ Teacher issues a Written probation
- ▶ Teacher Refers student to the guidance counselor
- ▶ Teacher contacts parent of DE student



Tier 3 Discipline Interventions

Teacher reports to Administration Immediately

- ▶ Administrative Suspension
- ▶ PST meeting called
- ▶ Discipline contract
- ▶ Daily check in with Dean
- ▶ Assign to different group
- ▶ Other





Problem Solving Team

MTSS IMPLEMENTATION FOR TECO



Problem Solving Team (PST) Members

- ▶ Adult Students
- ▶ DE Parents
- ▶ Counselor
- ▶ Financial Aid
- ▶ Career Counselor
- ▶ Program Advisors
- ▶ Teachers
- ▶ Dean/MTSS Coach
- ▶ Curriculum Coach
- ▶ Administrators
- ▶ Job Development Counselor
- ▶ Any Identified Stake Holder

Goals of the Problem Solving Team:

- ▶ Evaluate effectiveness of core curriculum (Tier 1)
- ▶ Apply a systematic problem solving process to improve core academics, attendance, and discipline
- ▶ Develop a comprehensive instructional/intervention plan for academics, attendance, and discipline using research based interventions determined to have a high probability of success
- ▶ Identify students needing additional support and provide interventions
- ▶ Collect relevant data and monitor student progress frequently to assess appropriateness and success of the interventions
- ▶ Evaluate overall intervention effectiveness and problem solve for improvement

Students Responsibility

Take responsibility for their learning, attendance, and behavior

- ▶ Abide by the attendance policy
- ▶ Abide by the classroom expectations
- ▶ Attend all suggested interventions
- ▶ Attend PST evaluation meeting

Teacher Responsibilities

- ▶ Teach the core curriculum
- ▶ Maintain high standards
- ▶ Communicate effectively
- ▶ Maintain accurate and timely student records
- ▶ Identify students needing tier 2 and 3 support
- ▶ Provide tier 2 and 3 interventions
- ▶ Establish and teach classroom routines
- ▶ Monitor classroom routines
- ▶ Model professionalism at all times
- ▶ Hold students accountable
- ▶ Be consistent
- ▶ Celebrate success

MTSS Coach's Responsibility

- ▶ Facilitates Problem Solving Team (PST) Meetings and Data review
- ▶ Receives and evaluates teacher request forms for student support
- ▶ Sends student/parent invitations
- ▶ Acquires appropriate data and documentation for the meetings
- ▶ Monitors intervention fidelity and data of students receiving intervention(s)
- ▶ Keeps track of when plans are due to be reviewed
- ▶ Maintains MTSS calendar and sends invites to PST members
- ▶ Initiates recommendation for withdrawals when MTSS process is exhausted



Academic Coach's Responsibilities

- ▶ Participate in the design and delivery of professional development
- ▶ Support colleagues through mentoring, collaboration, and professional development
- ▶ Assist the PST in correctly diagnosing specific student needs
- ▶ Provide expertise on appropriate interventions for identified need

Administrator's Responsibilities

- ▶ Set vision for problem solving process
- ▶ Help identify and allocate resources
- ▶ Support the implementation of interventions
- ▶ Facilitate review of intervention fidelity
- ▶ Address school-wide “systems” concerns
- ▶ Provide or coordinate opportunities for professional development

School Counselor's Responsibility

- ▶ Provide interventions as needed
- ▶ Attend PST meetings as needed
- ▶ Counsel students that may need to change programs to be successful
- ▶ Provide relevant information regarding student needs

How was this model evaluated?

**TECO's model was presented to a three member leadership team at USF and was overwhelmingly endorsed as a valid and comprehensive MTSS plan for the post secondary technical school context.*

*Jose Castillo, Assistant Professor, Department of Education and Psychological Studies. Co-Director, Florida Problem Solving/Response to Intervention Project, University of South Florida.

*Amber Brundage PK-12 Alignment Coordinator, Florida Problem Solving/Response to Intervention Project in the Institute for School Reform at the University of South Florida.

*Deanna Cowly, Central Regional Coordinator for the Florida Problem-Solving/Response to Intervention project.

Plan Evaluation

“The (TECO) plan is comprehensive and the focus on improving class and program wide instruction using data is critical. Being responsive to students’ needs at that level allows for interventions (developed through problem-solving) for those students you identify as at-risk to be successful. Students at-risk for dropping out or failing can get more focus from the staff and also are part of more effective and efficient classes and programs.”

Jose Castillo, Assistant Professor, Department of Education and Psychological Studies. Co-Director, Florida Problem Solving/Response to Intervention Project, University of South Florida.

Resources

- Shannon Melvin, Dean of Students/MTSS Coach, Technical Education Center Osceola, Kissimmee, Florida, 407-344-5080, melvins@Osceola.k12.fl.us
- Jose Castillo, Assistant Professor, Department of Education and Psychological Studies. Co-Director, Florida Problem Solving/Response to Intervention Project, University of South Florida, Tampa, 813-974-5507, jmcastill@usf.edu

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Questions?