

# The MTSS School Level Meeting

There are three types of meetings that help drive effective MTSS: a school level meeting for school leadership to look at core curriculum health, benchmark growth, tier movement, distribution of resources and evolution of structures, the grade team or content team community meeting, to create group plans for students who need tier 2 level support, and to check in on progress for all kids who need support, and an individual student support meeting to create individualized plans for students who need tier 3 level support.

## Let's take a closer look at the MTSS School Level Meeting...

This meeting is conducted by the school leadership team following the collection of universal screener data, three times a year. The goal of the school level meeting is for the school leadership team to look at core curriculum health, benchmark growth, tier movement, distribution of resources and evolution of structures, to understand health of MTSS practice and problem-solve for system level improvement.

Meeting Type	MTSS School Level Meeting
Goal	<ol style="list-style-type: none"> <li>1. Check for health of core to identify where core needs to be strengthened -- looking by topic, grade, demographic, skills and subskills</li> <li>2. Check for health of tier level supports and practice by monitoring tier movement</li> <li>3. Monitor the deployment of support to determine if students who need plans are receiving them, if the interventions are being delivered with fidelity and whether there are any other system needs that need to be deployed in order to empower teachers to effect positive change</li> </ol>
Duration/ Frequency	1 hour/3x per year (post screening window)
Attendance	Principal, Data specialists (e.g., AP or counselor), Student service/instructional service rep, Special Ed rep/teacher, Grade-level rep (large schools) OR Gen Ed teacher rep (small schools)
Agenda	<p>Meeting after screener, leverage benchmark performance data, benchmark growth data, tier movement data, student support data (# of students who need support, received support, support delivered with fidelity) to answer the following questions:</p> <ul style="list-style-type: none"> <li>• Is our core supporting &gt; 80% of students?</li> <li>• Is our core supporting students equitably? If not, where? for whom? with what?</li> <li>• Are our students progressing (i.e., do we see healthy tier movement)?</li> <li>• Are students progressing equitably? If not, where? for whom? with what?</li> <li>• Are we providing sufficient support? <ul style="list-style-type: none"> <li>○ How many students need plans? In what areas? How many of them actually have them? Are they being provided with fidelity?</li> </ul> </li> </ul>

## Branching Minds Helps Educators



Understand school health and wellness across the district



Target approach to strengthen Behavior/SEL intervention practice



Avoid overidentification or under-referral of student subgroups

# The MTSS Grade/Content Team Meeting

There are three types of meetings that help drive effective MTSS: a school level meeting for school leadership to look at core curriculum health, benchmark growth, tier movement, distribution of resources and evolution of structures, the grade team or content team community meeting, to create group plans for students who need tier 2 level support, and to check in on progress for all kids who need support, and an individual student support meeting to create individualized plans for students who need tier 3 level support.

## Let's take a closer look at the MTSS Grade/Content Team Meeting...

This meeting is conducted by each grade or content team on a monthly basis to discuss all students with tier 2 and 3 level needs, and to check in on progress, revise plans, and create new tier 2 level plans.

The goal of this meeting is to:

1. Ensure students who need additional support are receiving it and making progress;
2. Identify patterns/trends in student growth; and to,
3. Adjust plans and support based on observed trends.

Meeting Type	MTSS Grade/Content Team Meeting
Goal	<ol style="list-style-type: none"> <li>1. To create plans for students needing tier 2 level support</li> <li>2. To monitor the progress of all students needing tier 2 or 3 level support</li> <li>3. To look for trends in support needs</li> <li>4. To identify students in need of an individually focused problem-solving meeting</li> </ol>
Duration/ Frequency	1 hour - typically one planning period per month *meetings should be scheduled for after progress monitoring data collection points
Attendance	All teachers and specialists who are working with students needing tier 2 and 3 support in that grade.
Agenda	<p><i>First meeting after screener</i></p> <ul style="list-style-type: none"> <li>● How are we identifying students with common needs (skill and level) based on screeners and EWI?</li> <li>● Does classroom performance/other data verify these groupings?</li> <li>● How will we create the support plans for these cohorts? Including smart goals, progress monitors, aligned interventions and assigned to stakeholders)</li> <li>● Do we have the structures and resources we need to provide these supports? Such as additional staff allocated for intervention, a structured time of day for intervention, etc.</li> </ul> <p><i>Follow-up meetings</i></p> <ul style="list-style-type: none"> <li>● What trends or patterns do we see in student growth?</li> <li>● How do we address identified trends to better support all students?</li> <li>● Who needs continued support?</li> <li>● How can we group these students to maximize our impact?</li> <li>● Who should work with which small groups for intervention?</li> <li>● What should we change to support students not making sufficient progress?</li> </ul>

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# The MTSS Individual Student Support Meeting

There are three types of meetings that help drive effective MTSS:

- A school level meeting for school leadership to look at core curriculum health, benchmark growth, tier movement, distribution of resources and evolution of structures
- A grade team or content team community meeting, to create group plans for students who need tier 2 level support, and to check in on progress for all kids who need support
- An individual student support meeting to create individualized plans for students who need tier 3 level support

## Let's take a closer look at the MTSS Individual Student Support Meeting...

Meeting Type	MTSS Individual Student Support Meeting
Goal	Deeper dive problem-solving for students not making sufficient progress, and to create/revise Intervention Plans.
Duration/ Frequency	Weekly or bi-weekly ½ or full day meetings (depending on the size of Tier 3 population)  Each student should be discussed for no more than 45-60 minutes.
Attendance	<ul style="list-style-type: none"> <li>● MTSS lead (principal, AP, or school psych)</li> <li>● Intervention specialist(s)</li> <li>● Rotating gen ed teacher of student being discussed</li> <li>● Parent(s)/guardians as appropriate</li> </ul>
Agenda	<ul style="list-style-type: none"> <li>● Teacher presents data that includes (problem identification):             <ul style="list-style-type: none"> <li>■ Background/environmental factors (e.g., Attendance concerns, homelessness, EI status, etc.)</li> <li>■ Benchmark/screener</li> <li>■ Teacher(s) observations</li> <li>■ Previous interventions tried &amp; correlating data</li> </ul> </li> <li>○ What is the <u>specific</u> area of challenge?</li> <li>● Why is the student struggling (problem analysis)?             <ul style="list-style-type: none"> <li>○ What has been tried?</li> <li>○ What could be impacting success?</li> <li>○ What has progress looked like thus far?</li> </ul> </li> <li>● Team creates intervention plan to support student             <ul style="list-style-type: none"> <li>○ Where is the student presently performing?</li> <li>○ What is a SMART goal for this student?                 <ul style="list-style-type: none"> <li>■ Whenever possible, a goal should align with normative averages</li> </ul> </li> <li>○ What intervention/program/strategy will we use to work towards the goal?</li> <li>○ How will we measure progress?</li> <li>○ Where/when will support happen?</li> <li>○ Which staff will be responsible for instruction/data gathering/evaluating?</li> </ul> </li> <li>● Document plan and share out to all stakeholders, including parents</li> <li>● Set a date on the calendar for a follow-up meeting (6-8 weeks after)</li> </ul>

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