West-MEC Multi-Tiered System of Supports (MTSS)

**Tier 1- Standards-Based Classroom Learning**
- Teacher induction
- Professional development inclusive of: Best Practices, Classroom Management, Special Education Services, Bullying Prevention, Instructional coaching, Administrative leadership, Ongoing campus staff development, Campus intervention lessons, Translation services, Quarterly grade reports, Instructional observations, Daily focus on instructional objectives, Support for creation and enhancement of lesson plans, Development and refinement of curricular maps, Analysis of student performance data
- Incorporating classroom reading strategies into lesson plans
- Classroom management strategies
- Implementation of collaborative learning strategies
- Ongoing education regarding differentiated instruction
- Incorporating relevant active participation strategies into all lesson plans to manage various learning abilities within lesson plans
- Incorporation of technology into the classrooms to enhance learning
- Attendance monitoring within West-MEC attendance and tardy policies

**Tier 2- Targeted Interventions**
- Referral made from campus to Intervention Counselor Liaison to begin targeted interventions
- Targeted instructional strategies in reading fluency, reading comprehension, test taking strategies, and study skills
- Increased progress monitoring of monthly grade reports from campus administrators to intervention counselor for students who are earning grades lower than 70%
- Increased attendance monitoring for students who have a pattern of absences/tardies or have more than 20% absence rate in a given month
- Informal tutoring services before or after class with instructor
- Increased instructor communication with parents
- Individual and small group instruction
- Implementation of minor, targeted accommodations
- Intervention counselor communication with comprehensive high school to identify strategies utilized with student on home campus

**Tier 3- Specialized Instruction**
- Increasingly intensive interventions
- Increased weekly progress monitoring
- One on one interventions
- Direct instruction
- Increased counselor communication to parents
- Intervention counselor referral to student study team at comprehensive campus for possible referral for psychoeducational testing and determination of eligibility for special education services.
Access and Equity through MTSS

Students & Family
- Open communication
- Consistent attendance & academic effort
- Use of instructional supports (tutoring, Google classroom, etc.)
- Collaborates with campus team to identify and address barriers
- Supports SST process

Teachers
- Open communication
- Notifies parent, student, counselor, and administration of declines in attention, attendance or performance
- Collaborates with campus team to identify and address barriers
- Completes student success screener
- Implements accommodations, modifications, and strategies
- Participates in SST process
- Ongoing performance monitoring
- Document all contacts in schoolmaster

Administration
- Open communication
- Collaborates with campus team to identify and address barriers
- Monitors student screener, quarter grades and attendance patterns
- Supports implementation of accommodations, modifications, and strategies
- Initiates and monitors the SST process
- Document all contacts in schoolmaster

Counselors
- Open communication
- Collaborates with campus team to identify and address barriers
- Monitors student screener, quarter grades and attendance patterns
- Supports implementation of accommodations, modifications, and strategies
- Initiates and monitors the SST process
- Document all contacts in schoolmaster