

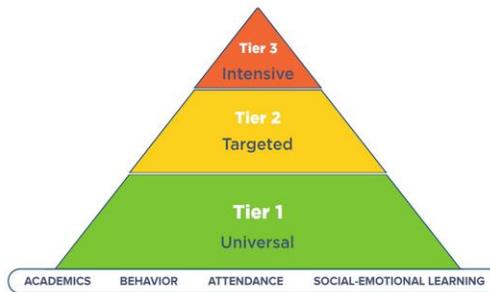


MCIU THE ANDERSON SCHOOL

MTSS Matters at Anderson School!

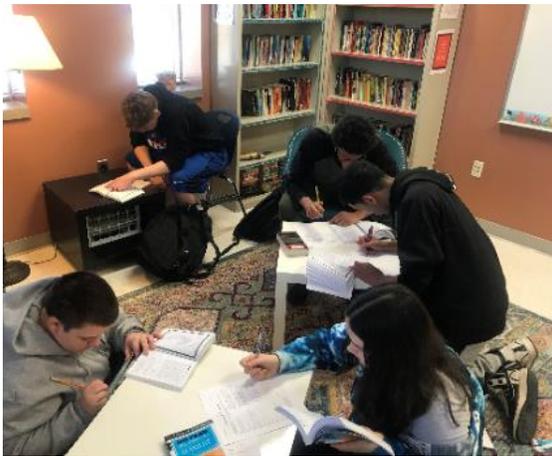
YOU MATTER

The Anderson School empowers students to know they MATTER to the world and are ABLE to succeed in life through academic achievement, positive relationships, self-regulation, and self-advocacy. MTSS helps us meet this mission every day.



WHAT IS MTSS?

Anderson staff uses a multi-tiered system of support (MTSS) to meet the needs of all students at the Anderson School. This means that we are intentional about the expectations for all students (Tier one in the pyramid*). If students are struggling in our universal system in any area: academics, behavior, attendance or social emotional learning, we provide targeted interventions or instruction to meet their needs. We have a menu of interventions at the targeted (Tier 2*) and intensive (Tier 3*) levels.



HOW DO WE DECIDE ON INTERVENTIONS?

For each area explained in this newsletter, we collect data and determine the areas of need for each student. We hold weekly team meetings in each area and determine the best intervention when a student is not responding to our tier one, school-wide program. The intervention selected is individual to the needs of the students involved.

How Families Can Help

Families are asked to collaborate with Anderson staff on interventions, as a student's success depends on their support! Families also may have questions or notice a problem and are encouraged to reach out to the case manager, counselor or principal anytime. The more we all work together, the more likely our students will succeed!

HOW DO WE KNOW IT'S WORKING?

The Anderson data teams meet and review the progress of the students once an intervention has been implemented. Data reviewed would show that the student is improving. If not, we change the intervention!





BEHAVIORAL, SOCIAL & EMOTIONAL HEALTH

Matters



The Anderson School Expectations – (ABLE)

1. **A**chieve academic and personal success
2. **B**uild Positive Relationships
3. **L**earn self-regulation
4. **E**ngage in self-advocacy



Students' alignment with these expectations is measured on daily point sheets which may also include possible individual goals or interventions. Students will also receive extra gratitude tickets for aligning with expectations when in common areas of the building or just as random reinforcement. Students are directly taught what it means to be ABLE in each area of the school: classroom, hallways, cafeteria, gym, and office. Students earning 85% or more points for the week on their ABLE point sheets will have the opportunity to earn their choice of free time or club activity at the end of each week. Fun Friday activities include, but are not limited to: recreational room, basketball/gym, video gaming, crafts, clubs and more. Students who do not earn Fun Friday would engage in a restorative session with a teacher and counselor. Restorative practices is utilized for all student conflicts so that peaceful resolutions are reached.

If students habitually do not meet ABLE points due to behavior or social/emotional needs, the data team would identify this and implement tier two or tier three interventions. These could include but are not limited to:

Team meeting that includes parents and supportive staff members, increased counseling or social skills coaching from counselor, social worker, or behavioral analyst, individualized positive behavior support plan with a schedule of reinforcements for the desired behavior, family meetings on a regular basis, increased time for regulation in gym, sensory room, or other individualized location, self-ratings with teacher match, and more.

Math Matters

Students are assessed through a program called IXL and our new assessment: Renaissance STAR Math. Both assessments help the teacher identify the areas where the student is strong, and the areas for need. The STAR assessment adjusts automatically as the student takes the test so that the teachers know exactly where the student is successful. The teachers review data bi-monthly and then target specific skill deficits within math or enrich the student depending on the results. Interventions for math include but are not limited to: scheduled practice in IXL with prescribed skills, individual or small group tutoring, and more.



Reading and Writing Matters

Students are assessed through a program called IXL, ESSAY POP and our new assessment: Renaissance STAR Reading. Both assessments help the teacher identify the areas where the student is strong, and the areas for need. The STAR assessment adjusts automatically as the student takes the test so that the teachers know the level where the student reads. For writing, the teachers use ESSAYPOP and writing probes to assess students. The teachers review data bi-weekly and then target specific skill deficits within reading and writing or enrich the student depending on the results. Interventions for Tier 2 (Targeted) and Tier 3 (Intensive) include but are not limited to: reading fluency programs, IXL practice, graphic organizers, special awards for completion, and individual tutoring on a weekly or daily basis.



Attendance Matters

At Anderson, students are taught the importance of “showing up” in school and in life. School is set up in Tier 1 to have a focus on the social-emotional health of the students to reduce anxiety and school avoidance. Families are frequently communicated with for positive feedback and areas for growth. Rewards are given for perfect attendance and students are given specific positive reinforcement for attending. In addition, we have school wide events that are motivating to students including Fall Festival, Thanksgiving feast, and Student Vs. Staff Basketball game. These, along with our electives, art and music lessons and clubs encourage all students to attend. If students are still not attending, they may move into tier 2 or tier 3 for attendance. First, a truancy elimination plan is written with input from all team members, including the student family and district, to intervene and help them be successful. Interventions could include: increased counseling or social skills support, regular check ins with the team of caring adults, individual mentor, reminders via text, and more. At the highest level of need with collaboration from the district, students could be recommended for the MCIU’s school refusal team that includes a psychologist, social worker, and behavior analyst visiting the home and developing a plan.

Acknowledgement and Awards

The Anderson staff has developed a great system of acknowledgement and rewards that includes the following for Tier One:

- Weekly “Fun Friday” for attainment of 85% of ABLE points.
- Red “gratitude” tickets for random reinforcement on a daily basis. Tickets are drawn for student choice of prizes at least weekly.
- Weekly Shout Out Awards for outstanding performance in academics.
- Student of the Month for students who show growth. Students win their choice of a lunch!
- Quarterly awards for honor roll, perfect attendance, Kind Citizen, and others.

Individualized rewards are developed for students with goals in Tier 2 and Tier 3. Sometimes students work towards a large reward such as a sports jersey as part of a positive behavior support plan. All rewards are decided upon as a team, with the student’s success in mind!

