



Springville Junior High School

TSSA Goal for 2022-23

Springville Junior High School Teacher-Student Success Act Goal:

Create, refine, and maintain an effective Multi-Tiered System of Support to increase student learning and support student social and emotional needs.

Teams driving goal implementation:

MTSS Team, Tier 1 Instruction Team, and Youth Support / Tier 2 Team

Multi-Tiered Systems of Support (MTSS)

1. **Purpose:** Create, maintain, and refine a Multi-Tiered System of Support
2. **Duties and responsibilities of MTSS team:**
 - a. Learn about Multi-tiered Systems of Support (MTSS), Response to Intervention (RTI), and Positive Behavior Interventions and Support (PBIS) through conferences, books, etc.
 - b. Propose school-wide structures to increase student learning and meet student needs (academic, social emotional, motivational, attendance). Structures included, but not limited to:
 - i. Universal screening of all students
 - ii. Tiers of interventions that can be amplified in response to levels of need
 - iii. Ongoing data collection and continual assessment
 - iv. Schoolwide approach to expectations and supports
 - c. Create an PBIS model integrated with the MTSS that includes:
 - i. Clarifying 3-4 desired behaviors
 - ii. Explicitly teaching the behaviors
 - iii. Reinforcing the desired behaviors
 - iv. Consequencing undesired behaviors
 - d. Guide implementation of school-wide structures
 - e. Reflect on the effectiveness of school-wide structures and suggest revisions
3. **MTSS team progress:**
 - a. Invested and active MTSS team, members of which have read multiple MTSS books. The team met 8-10 times throughout the summer of 2021 and once or twice a month throughout the 2021-22 school year.
 - b. Implemented PBIS model and MTSS structures in the 2021-22 school year.
 - i. Based on faculty input, the MTSS team clarified and described desired behaviors. Created a document approved by the faculty that became the basis of the PBIS efforts.
 - ii. Weekly lessons created by MTSS team based on teacher input and SJHS Community Expectations (ie. desired behaviors). Homeroom class created to focus on relationships and explicitly teach desired behaviors. Lessons implemented across the school in the tier 1 setting.
 - iii. Modified lessons and structures throughout the year based on faculty and student input.
 - iv. School-wide positive reinforcement system directly tied to the community expectations.

- v. MTSS team introduced all parts of the plan in 2021 opening faculty meeting.
 - c. Initial Tier 2 supports in place.
 - d. Met 5+ times during the summer of 2022 — Revised homeroom lessons, structure, frequency, and focus based on student and faculty feedback
4. **Next steps:**
- a. Create school-wide structures to ensure cohesive implementation.
 - b. Leverage current tier 2 and 3 interventions, devise new interventions, and increase effectiveness of implementation.
 - c. Figure out data collection methods that will make progress monitoring and the convergent assessment cycle a reality.

Tier 1 Instruction Team

1. **Purpose:** Guide instructional practice improvements
2. **Duties and Responsibilities:**
 - a. Learn about effective tier 1 instruction, Visible Learning, effective use of evidence to make instructional decisions, etc. (conferences, books, etc.)
 - b. Learn about effective collaborative structures (conferences, etc.)
 - c. Propose, help plan, and facilitate professional development to improve tier 1 instruction and collaboration.
3. **Tier 1 Team Progress:**
 - a. Invested and active Tier 1 team, members of which have read multiple books on effective Tier 1 instruction.
 - b. Based on faculty survey data and their reading of Visible Learning and other Tier 1 books, the team developed monthly on-going (longitudinal topics) professional development delivered by teachers to teachers, with a coaching piece included to ensure ongoing support and implementation of effective strategies. Teachers opted into PD groups based on their personal preferences and what they wanted to learn.
 - c. All PD topics offered for faculty to choose between came from Visible Learning high leverage strategies.
 - d. Monthly PD's started January of 2021, which were then revised based on faculty input and refined for the fall of 2022. PD sessions have taken place monthly through the 2021-22 school year.
 - e. Based on learnings from the Visible Learning Conference in the summer of 2022, the team created a cohesive professional learning plan for the 2022-23 school year
4. **Next steps:**
 - a. Continue to learn more about Visible Learning and effective Tier 1 strategies.
 - b. Develop, with teacher input and reflection, more effective professional development structures.

Tier 2 Intervention Team / Youth Support

1. **Purpose:** Diagnose needs and implement interventions for students struggling in the tier 1 setting.
2. **Duties and Responsibilities:**
 - a. Regular screening for the following areas of focus: grades, credit, attendance, social / emotional needs
 - b. Implementing supports and interventions
 - c. Assessing the effectiveness of supports and interventions
 - d. Revising or extending support
 - e. Work with feeder elementaries to identify, assist, and place incoming at-risk students.
3. **Progress:**

- a. Invested team that meets weekly for focus on students needs
- b. Many Tier 2 interventions implemented effectively
- c. Starting to look at data to measure the effectiveness of the interventions

4. **Next steps:**

- a. Focusing on progress monitoring to ensure appropriate interventions have been implemented and are having an effect
- b. Progress through increasing levels of support based on student needs