

Virginia Tiered Systems of Supports

MTSS

VIRGINIA DEPARTMENT OF EDUCATION



# Gloucester County Public Schools

GCPS Multi-Tiered System of  
Supports

# VTSS is who we are MTSS is what we do

The Virginia Tiered Systems of Support (VTSS) is a collective of organizations funded and led by the Virginia Department of Education to support divisions with implementing and sustaining a multi-tiered system of supports (MTSS).

MTSS is a systemic, data-driven approach that allows divisions and schools to provide targeted, evidence-based interventions to meet the needs of their students. This is done through a clearly defined process that is implemented to fidelity by all stakeholders within the school and/or division.



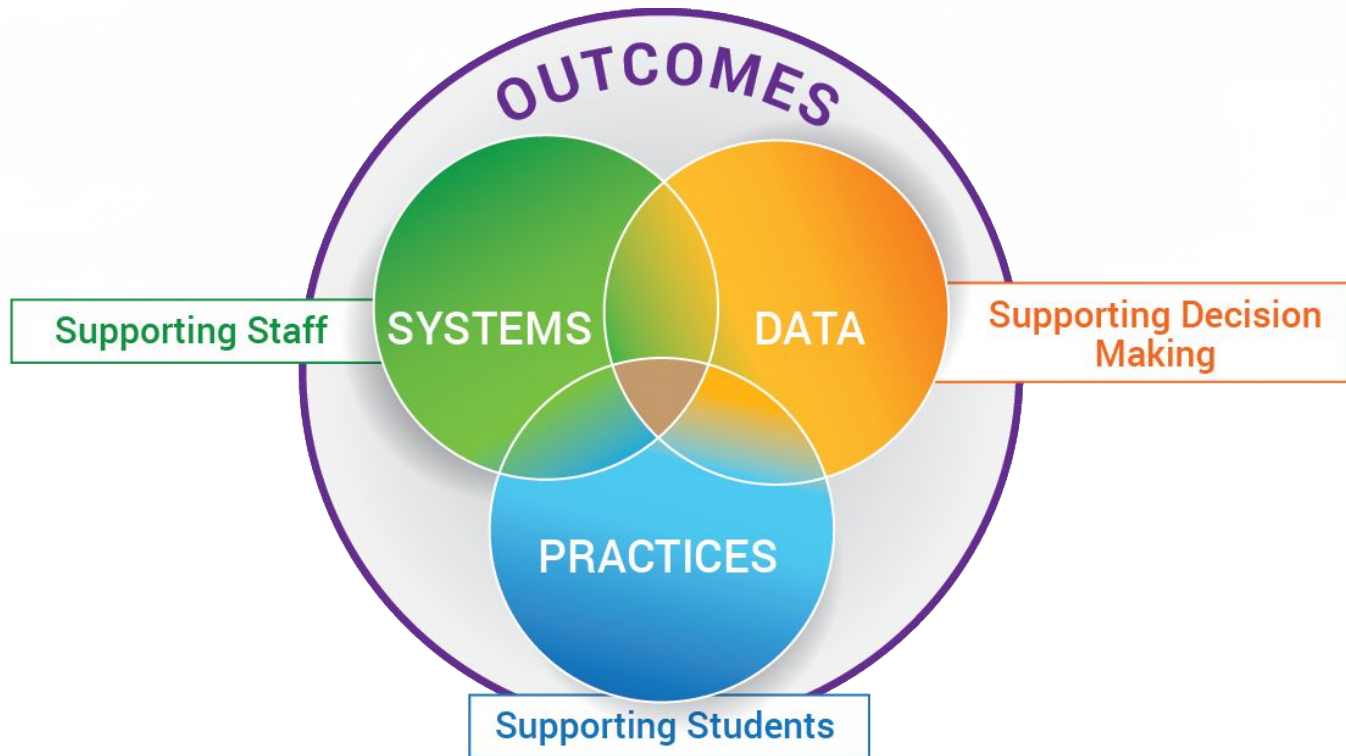
# GCPS MTSS: *Who We Are*

- Implementation since 2008
- VDOE Grant funded
- Teams at *each school* include building administration, teachers, specialists, staff
- Division-level coaches
- State-level coaches





# What We Do: A Way of Work



# MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

MEETING THE ACADEMIC AND BEHAVIORAL HEALTH NEEDS OF ALL STUDENTS

## ESSENTIAL COMPONENTS

### INSTRUCTION AND INTERVENTION

- Effective instruction for all children
- Early Intervention
- Multi-tiered model of instruction and intervention

### PROBLEM SOLVING

- Collaborative problem solving model

### DATA/ASSESSMENT

- Monitor progress
- Data based decision making
- Use assessments for three purposes

### STAKEHOLDER ENGAGEMENT

- Engage parents and community

### IMPLEMENTATION OF EVIDENCE-BASED PRACTICES

- Research based core curriculum
- Research based, valid interventions and instruction
- Implement with fidelity



# Tiered Interventions

## TIER 1

### **Tier 1 refers to the Core Universal Instruction and Supports.**

These are the core academic and behavior instruction with supports designed and differentiated for all students in all settings. Approximately 80 percent of students in Tier 1 are typically expected to meet learning targets.

Tier 1 instruction is the key component of the MTSS framework. It is the core program in which all students receive high quality evidenced-based instruction. Generally, academic and behavior instruction and supports are designed and differentiated for all students. Tier 1 instruction incorporates the core academic curriculum that is aligned with state standards. The intent of the core program is the delivery of a high-quality instruction to all students with the expectation of meeting grade-level standards and preparedness for the future.

# Tiered Interventions

## TIER 2

### **Tier 2 refers to Targeted Supplemental Interventions and Supports.**

These are more focused, targeted instruction/intervention and supplemental supports in addition to and aligned with the core academic and behavior curriculum and instruction. Approximately 10–15 percent of students typically need targeted supplemental interventions and supports while continuing to be instructed in the core program.

Tier 2 consists of the academic and behavioral instruction/intervention that are provided to students who show a need for help in addition to the instruction/intervention they receive at Tier 1. Tier 2 instruction/intervention is designed to meet the needs of students who are at some risk for academic failure but who are still above levels considered to indicate a high risk for failure. The needs of these students are identified through the assessment process, and instructional programs are delivered through smaller groups and are administered with a focus on meeting the specific needs of the students.

# Tiered Interventions

## TIER 3

### **Tier 3 refers to the Intensive Individualized Interventions and Supports.**

More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction are provided to students with greatest need for personalized attention. Tier 3 also provides an opportunity to conduct more diagnostic study of the student's needs to plan for more comprehensive programming and intervention. A small percentage of students, in the range of 1–5 percent, would need the intensive individualized interventions and supports of Tier 3.

Tier 3 refers to the academic and behavioral instruction/interventions that are provided to students who show a need for intensive and individualized help that is provided in addition to Tier 1 and Tier 2. Tier 3 instruction/intervention consists of students who are considered to be at high risk for failure and, if not responsive, are considered to be candidates for identification as having special education needs. It is also viewed as a tier that includes students who are not identified as being in need of special education but whose needs are at the intensive level. The groups of students at Tier 3 are of much smaller sizes than Tier 2 with some models including one-to-one instruction.





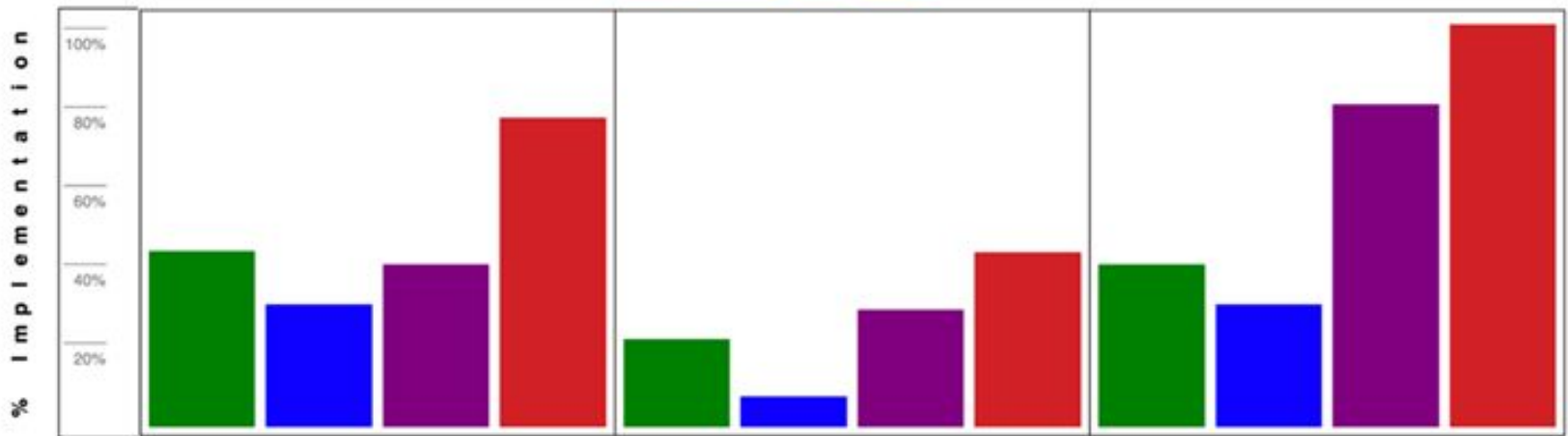
# **MTSS**

# **Continuous Improvement**



# District Capacity Assessment

4/30/2020 4/29/2021 4/25/2022 3/17/2023



A Score of 60% is considered 'Aquisition'. A Score of 80% is considered 'Fluency'.

Date Completed	Organizational Leadership	Competency	Data Systems for Decision Making
4/30/2020	43%	21%	40%
4/29/2021	30%	7%	30%
4/25/2022	40%	29%	80%
3/17/2023	77%	43%	100%

# Virginia Tiered Systems of Supports



	Leadership	Fidelity	Selection	Training	Coaching	Decision Support Data Systems	Facilitative Administration	Systems Intervention
	Leadership	Competency				Organization		
	A Score of 60% is considered 'Aquisition'. A Score of 80% is considered 'Fluency'.							
Date Completed	Leadership	Fidelity	Selection	Training	Coaching	Decision Support Data Systems	Facilitative Administration	Systems Intervention
4/30/2020	56%	50%	25%	25%	17%	38%	25%	50%
4/29/2021	44%	50%	0%	25%	0%	25%	17%	0%
4/25/2022	63%	100%	50%	25%	17%	75%	17%	0%
3/17/2023	88%	100%	75%	50%	17%	100%	58%	100%

## Percent of Schools Implementing with Fidelity

Year	Tier 1	Tier 2	Tier 3	Overall
2019	38%	13%	0%	0%
2020	88%	25%	25%	13%
2021	50%	13%	0%	13%
2022	63%	13%	13%	13%
2023	75%	25%	25%	38%



# **Impact on Student Outcomes**

# Student Outcomes

## Student Outcomes & the Data We Review:

- Academic Outcomes
- Behavior Outcomes
- Attendance Outcomes
- Social Emotional Outcomes



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# School Highlights

# Gloucester High School

- Teaming structure
  - MTSS Tier I
    - Subcommittees: Attendance, Discipline, Safety, GHS Mentors, Effective Classroom Systems, Renaissance, Student & Staff Recognition
  - Advanced Tiers
- Improvements in Student Behavior



# Peasley Middle School

## PBIS

**Students earn Pride Bucks daily for meeting the expectations on our School-Wide Matrix. There are three areas of focus throughout our building: Respect, Responsibility and Engagement!**

**Students are able to cash in their Pride Bucks at quarterly Activity Days - all students are able to participate!**

**Bucks can be spent a variety of ways:**

- **Play basketball with peers**
- **“Just Dance” room entry**
- **Beaded bracelet making**
- **Prizes galore!**
- **Raffle basket provided by our PTA**
- **Annual raffle for a gaming system (or two)**



# Peasley Middle School Activity Days

**There is so much fun to be had for FREE!**

- **Dancing**
- **Crafts**
- **Board Games**
- **Corn hole**
- **Hula Hoops, Jump Roping, and more**



**EVERY** grade level has there own time to mix with peers and enjoy themselves after working so hard all quarter long!

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# 2nd Quarter Activity Day!



# M.T.S.S. Peasley Middle School

## Teaming Structures:

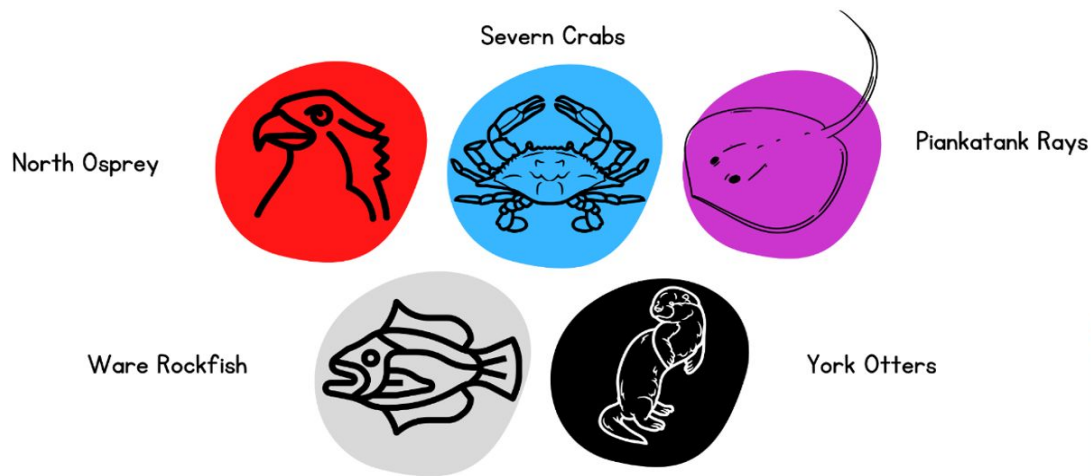
1. **MTSS/Leadership Team** - focus on Core, Tier One data, academically and behaviorally (meet monthly)
2. **Advanced Tiers** - focus on Tier Two and Tier Three Intervention data during EIB and within the All In Initiative (meet monthly)
3. **PBIS Team** - focus on making learning fun and engaging to address the social and emotional needs of all - Positive Office Referrals, Activity Days, Staff Recognition, Annual Carnival, Advisory lessons (meet monthly)



# Petworth Elementary PBIS

- Building behavior matrix outlines behavioral expectations: **Kind, Responsible, Safe**
- House System (5 Houses/1 Family)

## MEET THE HOUSES



# Petworth Elementary PBIS

## BEHAVIOR REINFORCEMENT

Students earn beads by following classroom and schoolwide expectations:

- On task and focused on work
- Walking appropriately in the hallway
- Turning in homework
- Completing assignments
- Attendance



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# Petworth Elementary PBIS

- Beads are counted at random times throughout the quarter.
- Houses compete to earn special rewards like extra recess time, picnics, or other rewards.



# Petworth Elementary PBIS

-All staff participate in House Competitions and Pep Rallies to keep students engaged.





# Questions?