

# Supporting the Whole Student — Effectively Using the MTSS Process and Tiered Interventions at the Secondary Level



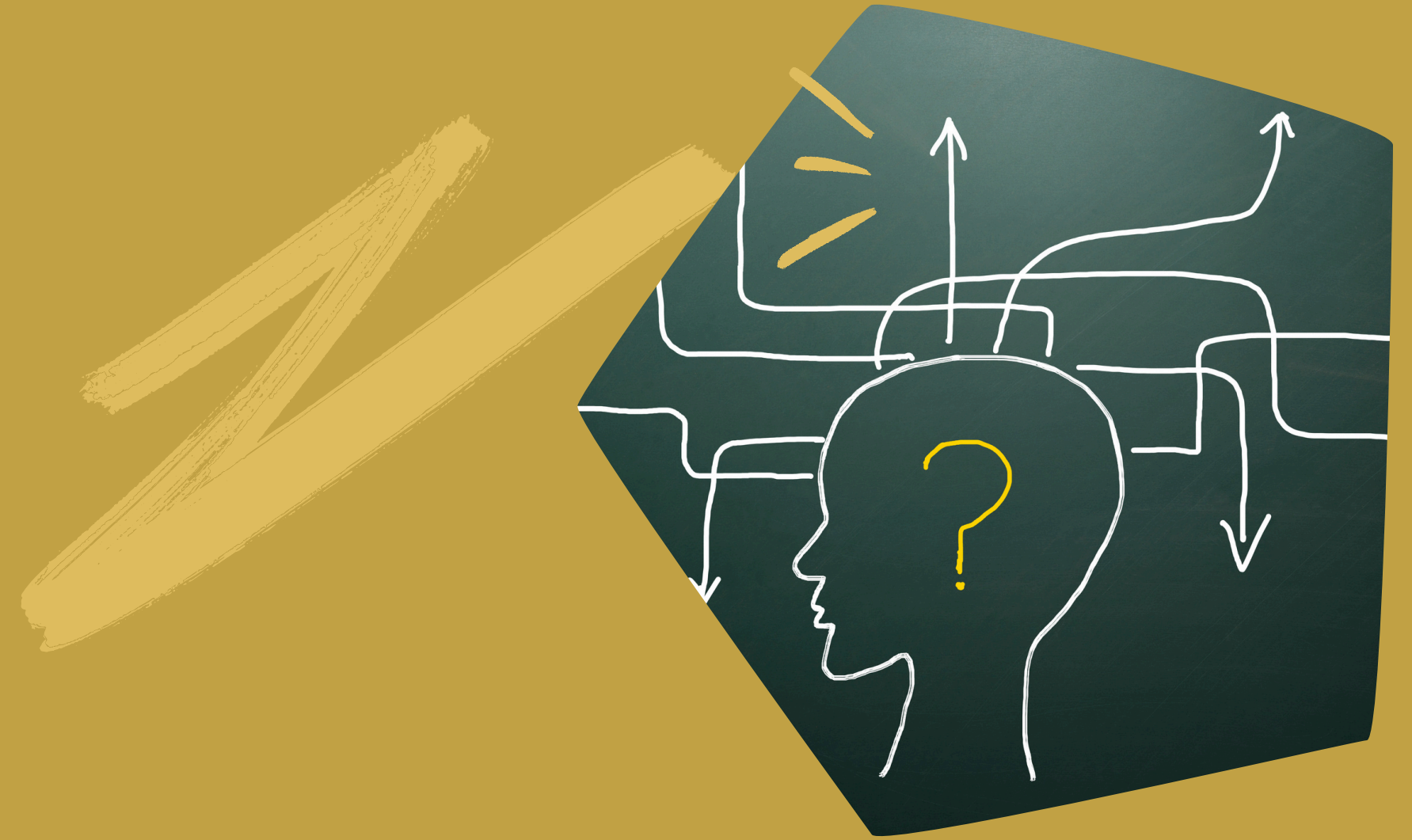
**Dr. Kristian Foster**  
**Assistant Principal**



**Dr. Rob Milner**  
**Assistant Principal**

*Meet Your Speakers*  
*Park Hill South High School, Riverside, Missouri*

# Importance of MTSS in High Schools




- Provides a **systemic approach** using **common language** throughout the building, bringing **all stakeholders together** to support students.
- **Increases a sense of belonging** for ALL students and staff—**EVERYONE** has a role in the solution.





# Defining MTSS



“The MTSS model supports **all** students...It provides a tiered system of supports to address both academic and behavioral challenges, helping educators support students in a more **holistic** way.”

# Non-Negotiables of any MTSS Model

## 1 Universal Screening

All Students are assessed early in the school year to identify those who may need additional support.

## 2 Tiered Interventions

Students receive different levels of instruction and support based on their individual needs.  
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## 3 Data-Driven Decisions

Schools use evidence-based practices and student data to make informed decisions.



## 4 Progress Monitoring

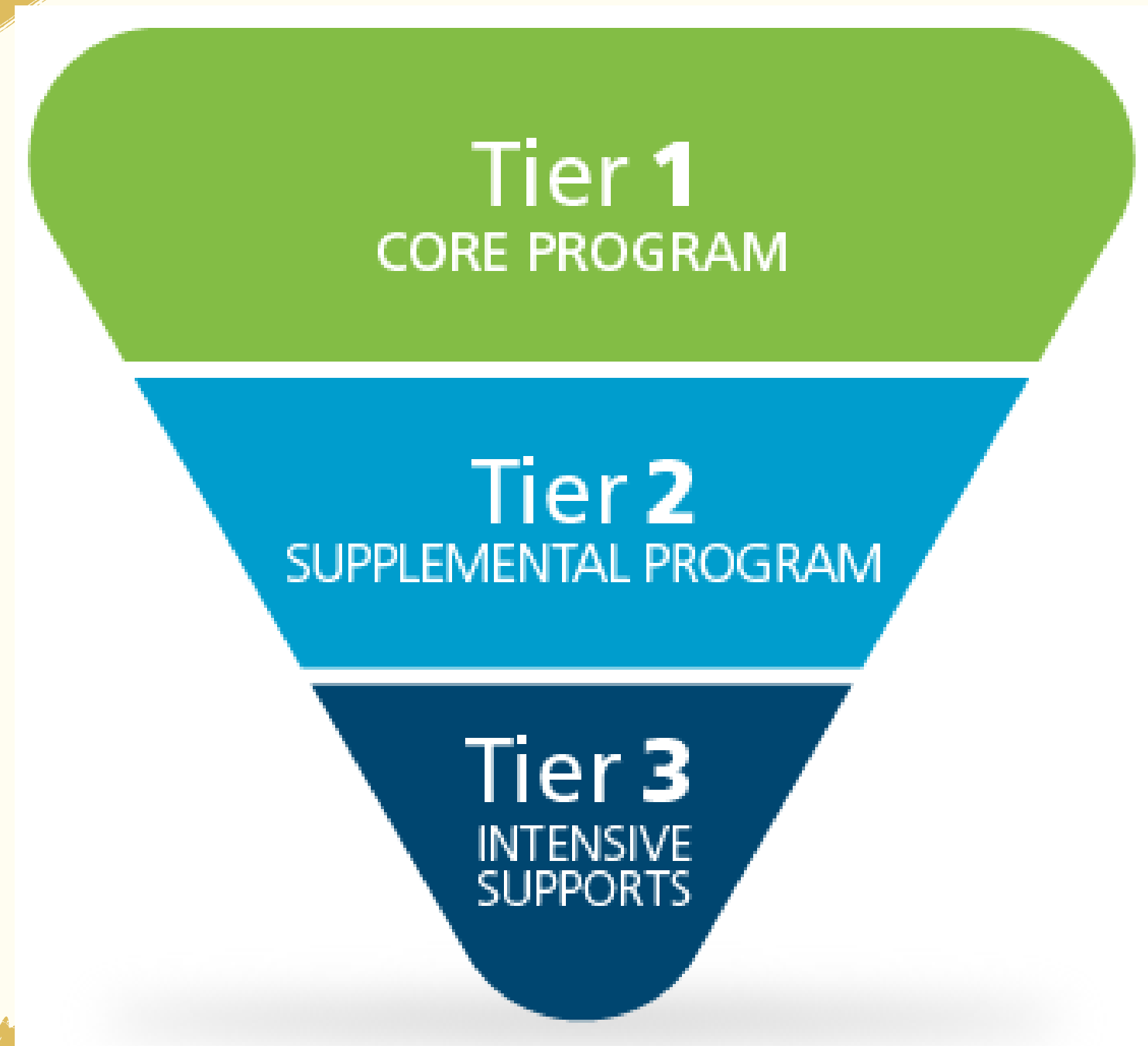
Student progress is regularly evaluated to ensure interventions are working and adjusted as needed.

## 5 Collaborative Approach

Teachers, administrators, specialists, and families work together to support students.

# The Three Tiers of MTSS

Understanding the tiers is crucial for effective implementation of MTSS in secondary schools' support systems.



**Best Practices at Tier 3**  
(Rogers, Smith, Buffum, Mattos)

# Tier 1: Universal Support

Preventive strategies to ensure success for all students



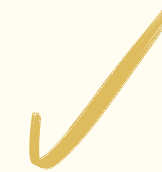
## **High-quality instruction**

Engaging teaching practices for everyone



## **Positive behavior support**

Encouraging respectful and responsible behavior



## **Early intervention**

Identifying needs before they escalate



## **Continuous assessment**

Regularly monitoring student progress and outcomes

# Tier 2: Targeted Support

Additional help for at-risk  
students to succeed (10–15%)



## **Focused Interventions**

Tailored strategies for individual needs



## **Small Group Sessions**

Collaborative learning for better engagement



## **Progress Monitoring**

Regular assessment to track growth



## **Increased Resources**

Additional tools and support for educators

# Tier 3: Intensive Support

Individualized interventions  
for high-need students in  
schools (5%)

## **Personalization**

✓ Tailored strategies for individual student needs

## **Frequent Progress Monitoring**

✓ Regular assessments to track progress

## **Collaboration**

✓ Involvement of specialized staff and families

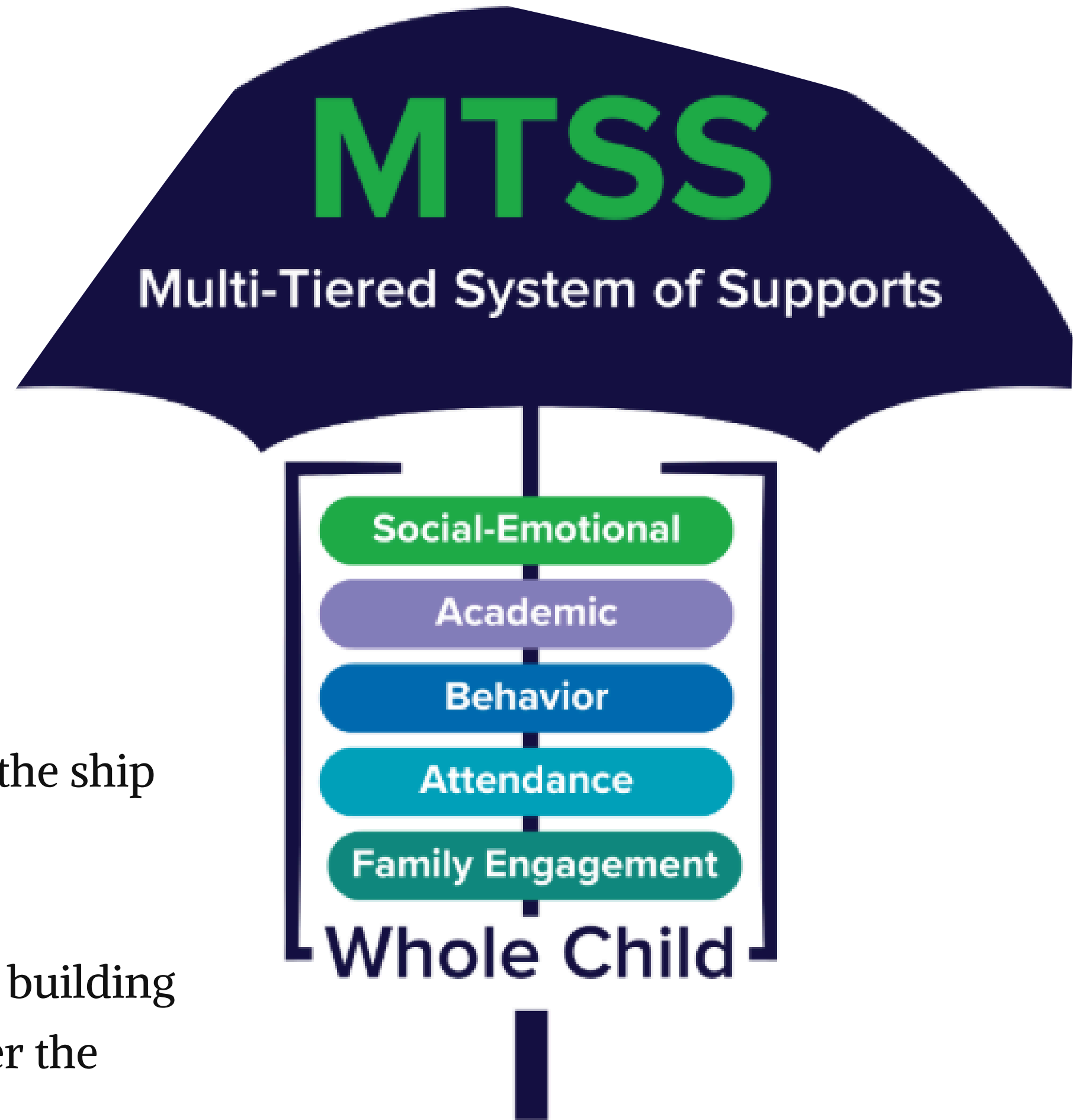
## **Data Analysis**

✓ Using data to inform intervention effectiveness

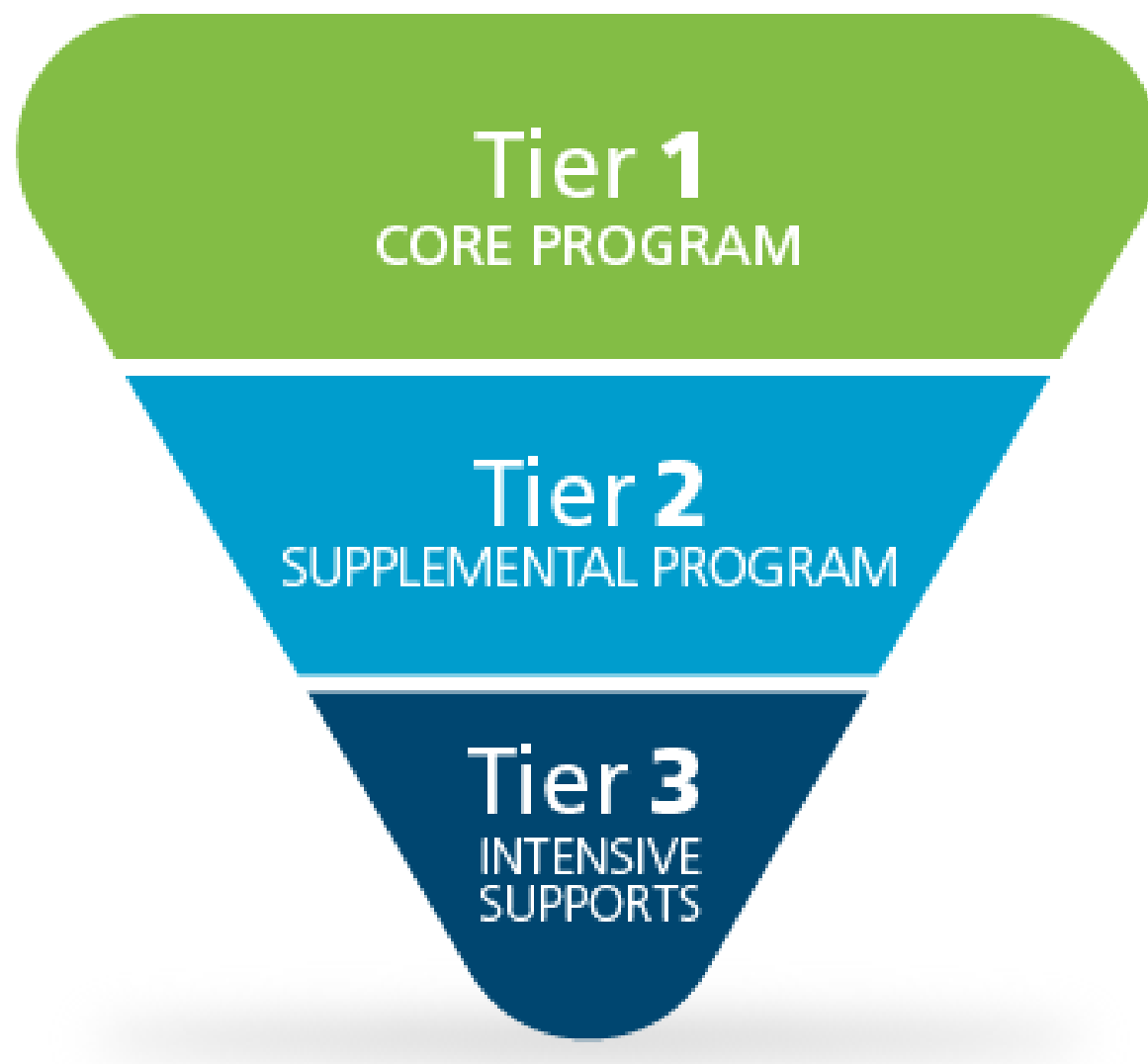
# Building Structure Audit....

-Systems, processes, programs...they keep the ship sailing forward.

-How many initiatives do you have in your building this school year that address anything under the MTSS Umbrella?



# Academics at PHS



*Data-Driven use of tutorial time for Academic interventions--*

**Tier 1** – Students get assistance in their tutorial

**Tier 2**–Students are moved to a tutorial where they receive specific, content and skill-based interventions.

–These movements are tracked for progress.

**Tier 3**– Math and Reading interventions of 8 students per teacher, which provides increased proximity and intensity of instruction. This is fluid and movement is determined by data/progress monitoring.

# Social Emotional Learning at PHS

## **Tier 1–Data-Driven identification of student needs**

Panorama surveys and resulting indicators—who are the students that need SEL supports?

**Tier 2–Social Worker and Counselor supports**—targeted student supports monthly counseling lessons for all tutorials; students are provided resources and info on how to access resources.

**Tier 3–Individualized supports are provided to students in need**—Regular meetings with counselors or social workers, referrals to outside agencies, referral to specialized programs or agencies.




# Behavior & Attendance at PHS

*How do we address this?*

PBIS – Positive Behavioral Interventions and Supports, is an evidence-based, tiered framework that schools use to improve student behavior, social-emotional competence, and academic success.

- 1) Shifts mindsets from punishment to prevention.
- 2) Teaches and celebrates positive choices/behaviors.
- 3) Establishes clear expectations.
- 4) Uses data to inform and guide decision-making.
- 5) Reinforces desired behaviors schoolwide.

<b>PARK HILL SOUTH PANTHERS</b>					
	<b>ALL SETTINGS</b>	<b>CLASSROOMS</b>	<b>COMMON AREAS</b>	<b>COMMUNITY</b>	<b>Mr. Jones PROCEDURES</b>
<b>G</b> ROWTH MINDSET	<ul style="list-style-type: none"> <li>Apply learning norms.</li> <li>Pursue learning.</li> </ul>	<ul style="list-style-type: none"> <li>Actively participate and push yourself throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult directions promptly and politely.</li> </ul>	<ul style="list-style-type: none"> <li>Get involved!</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Follow teacher directions</li> <li>Complete work beyond minimum expectations.</li> <li>Be accountable and learn from mistakes</li> </ul>
<b>R</b> ESPONSIBILITY	<ul style="list-style-type: none"> <li>Check your email daily.</li> <li>Promote learning.</li> </ul>	<ul style="list-style-type: none"> <li>Be inside the classroom prior to the bell.</li> <li>Acknowledge and respect the individual experiences of others.</li> </ul>	<ul style="list-style-type: none"> <li>Be responsible with passing time.</li> </ul>	<ul style="list-style-type: none"> <li>Be an encouraging supporter of your classmates and peers.</li> <li>Report unsafe or concerning situations.</li> </ul>	<ul style="list-style-type: none"> <li>Respect all classroom technology and materials</li> <li>Late Work Policy</li> <li>Homework Submission Process</li> </ul>
<b>I</b> NTEGRITY	<ul style="list-style-type: none"> <li>Use kind and inclusive language and actions.</li> <li>Respect property, self, and others.</li> </ul>	<ul style="list-style-type: none"> <li>Turn in work original to you.</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself.</li> </ul>	<ul style="list-style-type: none"> <li>Attend PHS events and represent PHS positively.</li> </ul>	<ul style="list-style-type: none"> <li>Stay awake in class.</li> <li>Be an active participant in your education.</li> </ul>
<b>T</b> RUST	<ul style="list-style-type: none"> <li>Follow technology guidelines</li> <li>Follow safety and emergency procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Follow classroom procedures specific to that space.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize e-Hallpass to access non-classroom areas and travel with teacher permission.</li> </ul>	<ul style="list-style-type: none"> <li>Follow safety and behavior expectations at each PHS event.</li> </ul>	<ul style="list-style-type: none"> <li>Laptops, phones, earbuds, and other personal devices will be utilized at teacher discretion only.</li> <li>Treat others the way you want to be treated.</li> </ul>

# *Challenges we face with MTSS Implementation in high schools...*

What currently is your school's stumbling block with  
MTSS implementation?

# "Where do we even begin?"

*Let what you have be enough to get started. You don't need more programming, people, or time.*

***You need a plan.***

*Effective leadership through teamwork is essential for successful MTSS adoption. We must embrace collaboration to drive meaningful change because staying in silos keeps us stuck.*

# PRIORITIZE the TEAM, the TIME, & the DATA

## 01 ESTABLISH THE TEAM

Who addresses the academic, behavioral and SEL concerns or needs of the students in the building for each student?

## 02 PROTECT THE TIME

Ensure meetings take place regularly, with all attendees present.

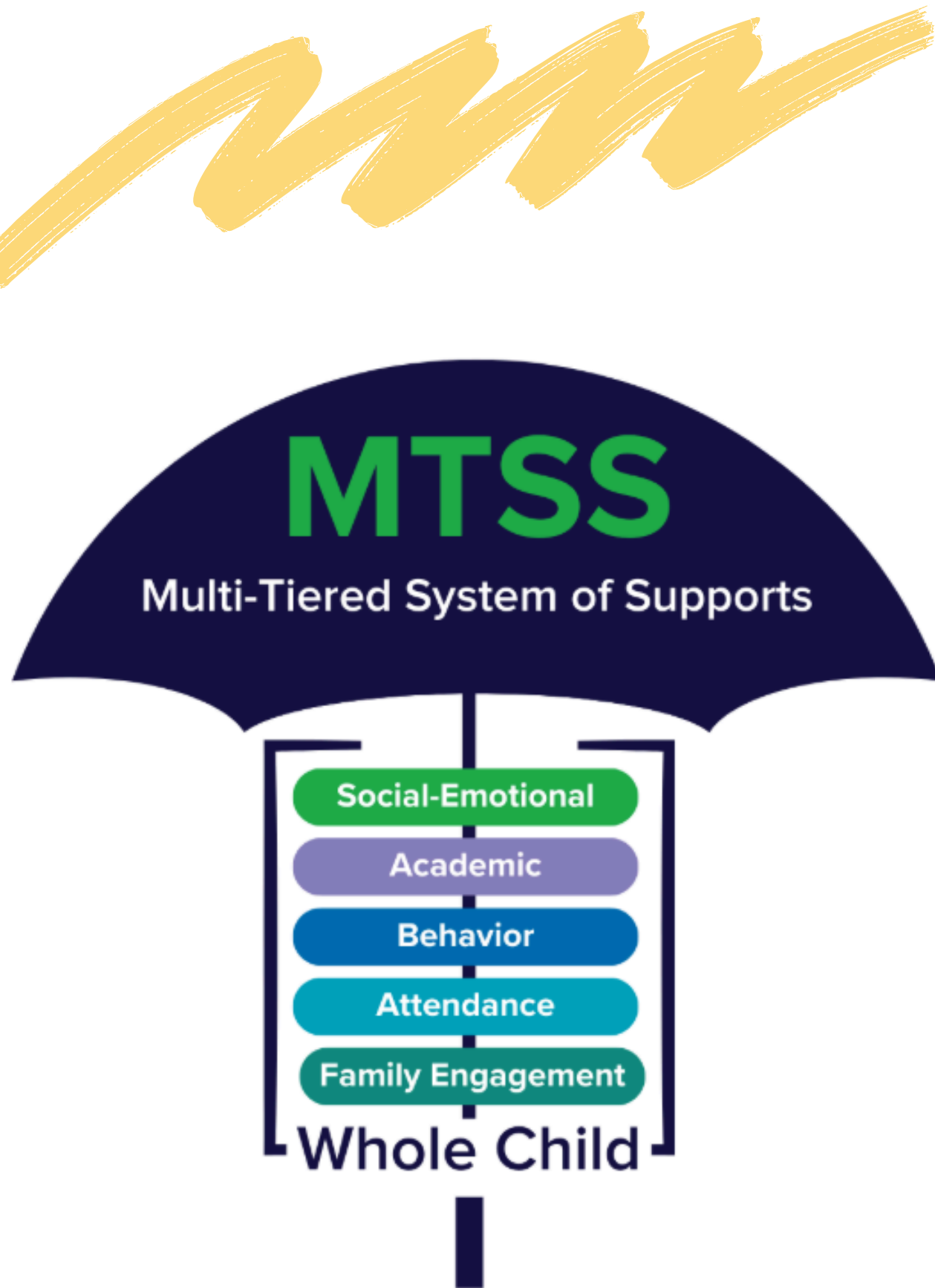
## 03 COMMIT TO THE DATA

Proactively pull data to drive discussion and decisions with the team. Consider who is not on the spreadsheet but still needs support.

# Establishing the *TEAM* at PHS...

*We have 4 teams and each team includes....*

- **MTSS Coordinator**—pulls student data weekly and ensures meetings are efficient and effective.
- **Administrator**—helps to determine and implement student support plans, provides behavior/attendance lens.
- **Counselor**—identifies social/emotional supports, graduation path/credit information
- **Social Worker**—provides a wide range of services to students and their families, equity lens for students experiencing challenges outside of school.
- **504 Coordinator**—ensures that student's accommodations are being followed.



# Protecting the **TIME** at PHS...



1) **Every 3 weeks**, MTSS teams (representing alpha breakdown) meet to review and discuss the data report provided two days prior.

- The F list is our chosen data set to use to drive our process.

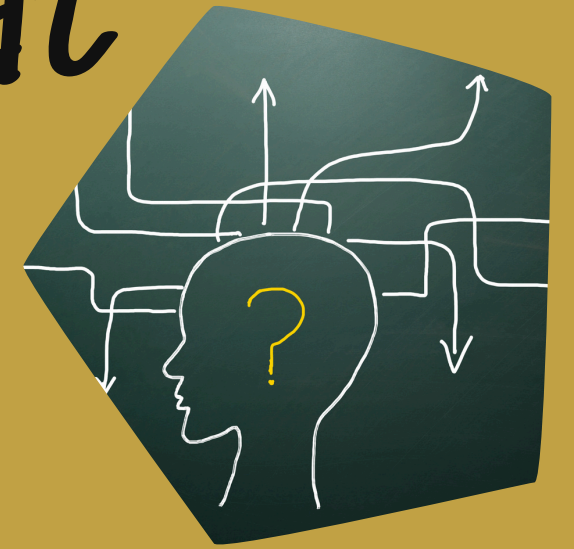
2) Team members **proactively flag students** to discuss at team meeting and provide helpful notes for meeting efficiency.

3) During the set MTSS team meeting time, **all students flagged are discussed and a plan is put in place.**

- A team lead for each plan is identified.
- A few examples:
  - Tutorial Assignment for T2 skill based intervention
  - Counselor, admin or social worker check ins.
  - Movement to T3 Reading or Math placement
  - Parent/team meeting scheduled due to repeated attendance concerns



# Committing to the **DATA** and the **team** at **PHS**

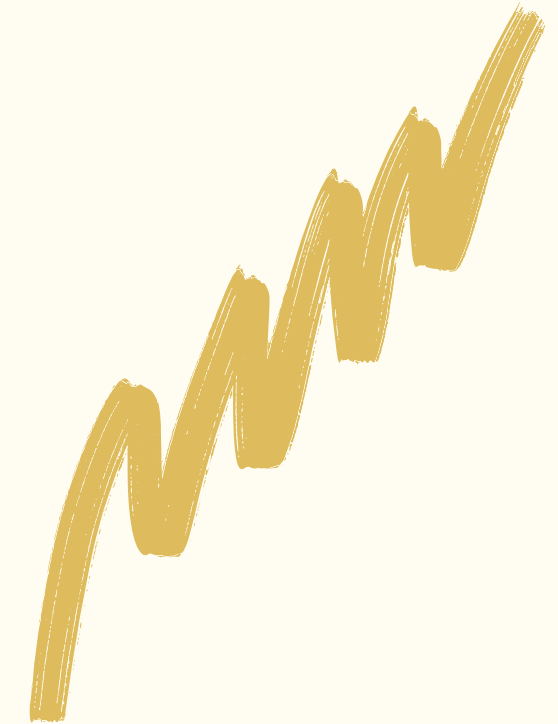


**4) During the next 3 weeks, each team member monitors progress for tasks assigned to them during the meeting.**

- This progress is documented, reviewed, and discussed as needed during the next MTSS. MTSS meeting.
- Panorama is our current academic progress monitoring platform for the district.

**5) Collaboration before, during, and after the team meeting is KEY!**

- Every 3 weeks, we are all in one room together, but meetings, phone calls, check in's, emails, continue throughout the process to keep the team informed.



# Sample MTSS Data Tracking

Student #	Last	First	SPED/504/ELD	Grade Lvl	Gender	Class	Teacher	Grade	%	Discuss	Notes (please initial your notes prior to the meeting)	MTSS Area (choose a bucket before meeting)	Plan (TBD at meeting)	Staff Lead (TBD at meeting)	Tutorial Teacher
#	Sample Last Name	Sample First Name	504	10	M	HS Chemistry I	Teacher Name Here	F	55.78	NO		SEL	3rd time on D/F list, confirm T2 is in place, student check in	Manga Elmore Knepper	Tutorial Teacher Name
#	Sample Last Name	Sample First Name	504	10	M	HS Design and Drawing	Teacher Name Here	D-	61.29	NO		SEL	3rd time on D/F list, confirm T2 is in place, student check in	Manga Elmore Knepper	Tutorial Teacher Name
#	Sample Last Name	Sample First Name	504	10	M	HS Geometry	Teacher Name Here	F	55.51	NO		SEL	3rd time on D/F list, confirm T2 is in place, student check in	Manga Elmore Knepper	Tutorial Teacher Name
#	Sample Last Name	Sample First Name		10	M	HS Geometry	Teacher Name Here	F	38.93	YES		Academic	3rd time on D/F list, confirm T2 is in place	McKen...	Tutorial Teacher Name
#	Sample Last Name	Sample First Name	ELL	9	M	HS Algebra I A	Teacher Name Here	F	33.14	YES		Behavior	Student/Admin Conference..... skips class?	McKen...	Tutorial Teacher Name
#	Sample Last Name	Sample First Name	504	11	F	HS Avid	Teacher Name Here	F	55.6	YES	Update LE	Other	Meet with student about dropping AVID and plan moving forward	McKen... Knepper	Tutorial Teacher Name
#	Sample Last Name	Sample First Name		11	F	HS Algebra II A	Teacher Name Here	F	52.75	YES	McR Check in	Academic	3rd time on D/F list, confirm T2 is in place	McRey...	Tutorial Teacher Name
#	Sample Last Name	Sample First Name		10	M	HS Geometry	Teacher Name Here	D	66.37	YES		Academic	Continue to watch, keep on radar	McRey...	Tutorial Teacher Name
#	Sample Last Name	Sample First Name		11	M	HS Advanced Weight Training	Teacher Name Here	F	48.88	YES	??	Behavior	Feel like we have done everything we can at this point. Admin conference to discuss that.	McRey...	Tutorial Teacher Name

# Sample MTSS Data Tracking over time

A	B	C	D	E	F	G	H	I
Student #	Last	First	SPED/504 /ELL	8.27.24	9.17.24	10.10.24	10.29.24	11.19.24
				X	X	X	X	X
				X	X	X	X	X
				X	X	X	X	X
				X	X	X	X	X
				X	X	X	X	X
			504	X	X	X	X	X
			ELL	X	X	X	X	X
			ELL	X	X	X	X	X
				X	X	X	X	X
			504	X	X	X	X	X
				X	X	X	X	X
				X	X	X	X	X
				X	X	X	X	X
				X	X	X	X	X
			SPED/ELL	X	X	X	X	X
				X	X	X	X	X

+    ≡    Sem 1: 104 stud d/f pull 3 or more conseq    10.29    10.10    11.19    12.20    1.27

# Next Steps in MTSS Implementation

Let's identify the Who,  
the When, and the  
What for MTSS at your  
school...



**01  
TEAM**

**02  
TIME**



**03  
DATA**

*Share out!*

# Small group discussion and reflection

**01**

How would you evaluate the current level of MTSS implementation at your school on a scale of 1-10.

**02**



What is the next step for your school to implement or improve an MTSS system within your building?

**03**

What questions do you have?



# Key Takeaways

- 
- 1) You don't need MORE or BETTER of anything to make MTSS work now!
  - 2) Align your resources, your people, and your time.
  - 3) This is not an overnight fix! Sustainable systems take time and adjustments.
  - 4) Committing to small, consistent changes today will create a strong foundation to keep building on.
- 

THANK  
YOU!



Still have questions? Please reach  
out!

[fosterk@parkhill.k12.mo.us](mailto:fosterk@parkhill.k12.mo.us)

[milnerr@parkhill.k12.mo.us](mailto:milnerr@parkhill.k12.mo.us)

[mangak@parkhill.k12.mo.us](mailto:mangak@parkhill.k12.mo.us)

