

The Paul R. Brown Leadership Academy
Multi-Tiered System of Supports (MTSS) Plan
2022 - 2025

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The Paul R. Brown Leadership Academy

Multi-Tiered System of Supports Plan 2022- 2025

INTRODUCTION

The Paul R. Brown Leadership Academy (PRBLA) is committed meeting the individual academic needs of each student through a purposeful differentiated academic program. We recognize some students may demonstrate a need for multi-tiered systems of supports in order to achieve expectations of the North Carolina Standard Course of Studies in English language arts, mathematics, science, or social studies. PRBLA will provides specific and targeted academic support through a collaborative process to help students be successful. Our multi-tiered system of supports (MTSS), a framework which includes Personalized academic intervention services using I-Ready, APEX Learning Tutorials as well as one to one tutoring provided by classroom teachers.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

A multi-tiered system of supports (MTSS) is a framework to provide targeted and tiered interventions to students struggling to meet academic and behavioral standards. MTSS uses various screening and progress monitoring tools to determine if students are meeting the standards, and provides a tiered intensity to the levels of support, depending on student needs.

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MTSS FRAMEWORK: ACADEMIC AND BEHAVIORAL TIERS OF SUPPORT

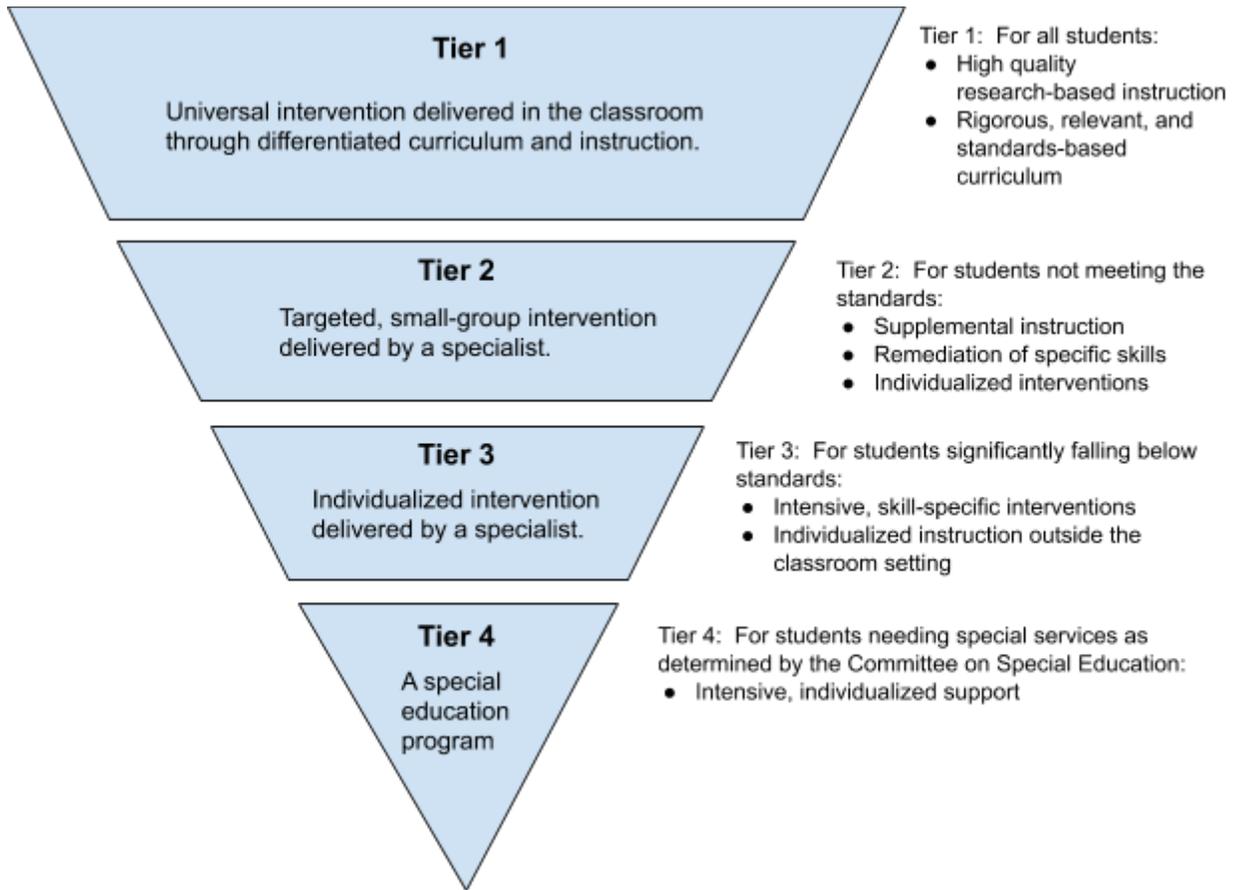
The left side of the MTSS framework lists the academic tiers of support, which is our RTI model. The right side of the MTSS framework lists the behavioral tiers of support, which is our PBIS model.

ACADEMICS (RTI)	MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)	BEHAVIORAL (PBIS)
All students receive high-quality curriculum and instruction in the classroom through differentiation.	TIER 1	All students are explicitly taught positive behavioral expectations. The teacher uses a consistent approach to classroom management.
The school provides supplemental instruction and remediation of skills, with progress monitoring, for students not meeting the academic standards.	TIER 2	The school provides supplemental targeted behavioral skill interventions, with progress monitoring, often in small groups.
The school provides intensive skill-specific interventions with frequent progress monitoring outside the classroom setting for students falling significantly below standards.	TIER 3	The school provides customized interventions with frequent progress monitoring in collaboration with administration, specialists and families.

RESPONSE TO INTERVENTION (RTI): ACADEMIC SUPPORT

Academic support is provided through a model called response to intervention (RTI.) RTI is provided in a multi-stage model depending on the level of intensity of support needed by the student. The student's needs are determined through universal screening, interim assessments, summative assessments, and progress monitoring.

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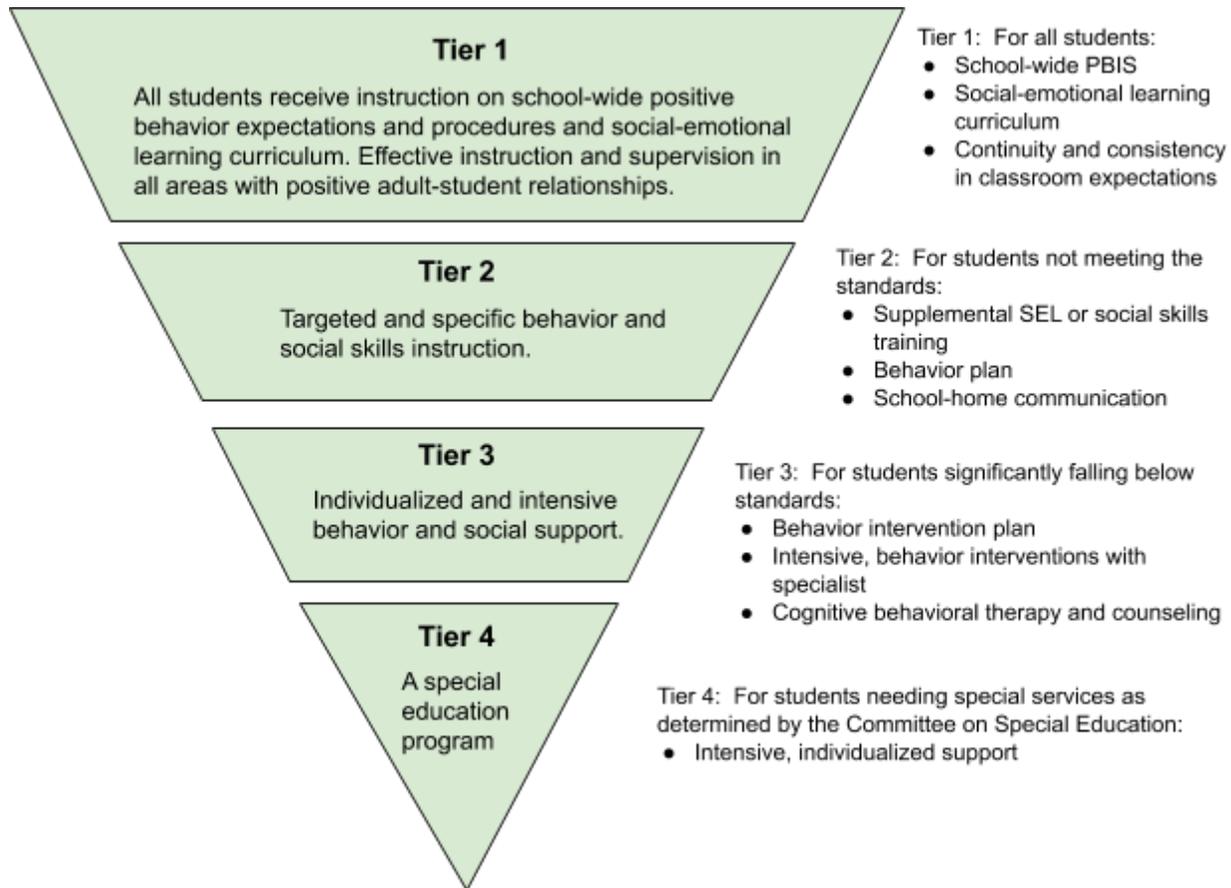
RTI IMPLEMENTATION

The implementation of the RTI model may vary in each school building. In general, the table below shows a guideline for what RTI looks like for students within each tier.

	INTERVENTION PROGRAM			Teacher to Student Ratio	Teacher of Intervention
	Frequency	Session Length	Duration		
TIER 1	Differentiation and small group instruction in the classroom.				Classroom teacher
TIER 2	1 to 5 times per week	20 to 45 minutes	4 to 8 weeks	1:4, 1:5 or 1:6	Classroom teacher, curriculum specialist, or special education teacher
TIER 3	4 to 5 times per week	40 to 60 minutes	6 to 8 weeks	1:1, 1:2 or 1:3	Classroom teacher or curriculum specialist
TIER 4	Special services as determined by the committee on special education.				Special education teacher

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As with academic support, the District provides a system of support for student behavior as well. The model below shows the tiered support for behaviors.



HIGH QUALITY CURRICULUM AND INSTRUCTION

A key ingredient to student success is a high quality, research-based curriculum. Curriculum and programs are selected by a committee of administrators and teachers. When possible, curriculum materials are piloted and assessment data is analyzed to determine the impact on student learning. Additionally, research-based instructional techniques are utilized to support student access to the learning goals. Monitoring of student learning throughout the instructional process provides teachers with valuable information regarding student learning in order to apply appropriate interventions as needed. Various techniques are utilized to differentiate the curriculum and instructional practices to ensure that all students meet and exceed the learning goals and content standards.

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PROFESSIONAL LEARNING AND COLLABORATION

We are dedicated to operating in a highly collaborative environment that increases the chances of student academic success. Our administrators, teachers, support staff, and families work together to better support our students. Ongoing professional development is key utilizing research-based strategies in our classrooms.

School faculty engages in dialogue with administrators, department chairpersons, academic specialists, and special education faculty to establish and maintain a solid knowledge base of support for our students.

COLLABORATION WITH PARENTS AND FAMILIES

We will continue to make an concerted effort to work closely with parents, families and community members to support our students. Our Parent Advisory Committee offer our parents a great opportunity to be involved in their child's school. The schools provide parents with academic progress reports every 3 weeks throughout the school year. Parental communication is also conducted through parent-teacher conferences, report cards and weekly parent contact logs.