

Elementary MTSS SEW

At Tiers 1 and 2, the continuum provides a hierarchy of intensity for addressing student needs, while at Tier 3, interventions are based on individualized need. A PIT request falls at the top of the continuum.

T I E R 3	<p>CORE + CORE SUPPORTS + INDIVIDUALIZED INTERVENTION</p> <ul style="list-style-type: none"> • Para-educator Interventionist Team (PIT) Request • WRAPAROUND intervention delivered for student and family • Creation of a Functional Behavior Analysis/Behavior Intervention Plan (FBA/BIP) • Creation of a Safety Plan • Social Work referral • Referral to outside agency partners for additional support (Family Service Agency for example) • Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS - gr 4-6) delivered by a clinician (permission needed/criteria for trauma). Grades K-3 receive emotional regulation curriculum, all delivered by a clinician 	<p><u>Wellness</u></p> <p>★ Student ★ Staff ★ Family</p>
T I E R 2	<p>CORE + CORE SUPPORTS + GROUP INTERVENTION + INDIVIDUALIZED FEATURES</p> <ul style="list-style-type: none"> • Use of Mentoring for more individualized support explicit social-emotional and academic support • Use of Social Academic Instructional Groups (SAIG) or re-teaching (i.e. Second Step, Skillstreaming) to support more explicit social-emotional and academic support • CICO with Individualized Features for additional supports informed by Daily Progress Report (DPR) data and Office Daily Referrals (ODRs) <p>CORE + CORE SUPPORTS + GROUP INTERVENTION</p> <ul style="list-style-type: none"> • Use of CICO daily for identified students / students are able to report why they did/did not meet point goal • Restorative Practices including formal conferencing 	<p><u>Wellness</u></p> <p>★ Student ★ Staff ★ Family</p>
T I E R 1	<p>CORE + CORE SUPPORTS</p> <ul style="list-style-type: none"> • Re-teaching and booster sessions provided school-wide in response to aggregated data, such as "Big 5" • Monthly re-teaching of classroom expectations tied to school matrix • Restorative Practices including Impromptu Conferences <p>CORE</p> <ul style="list-style-type: none"> • School-wide matrix posted and teaching of rules and expectations • "Cool Tools" / SEL lessons taught throughout the year to reinforce common message and language in alignment with the Illinois SEL Standards • Practices to build classroom community (Restorative Practices-Circles, Morning Meeting, Affective Statements/Questions) • Implementation of a system for recognition (students and staff) • Accurately document data in the student management system to inform feedback and instruction. • Use of "Big 5" data to drive instruction – Regular monitoring with Tableau for "Big 5+2" for data by subgroup • Implement Attendance Data Cycle 	<p><u>Wellness</u></p> <p>★ Student ★ Staff ★ Family</p>

