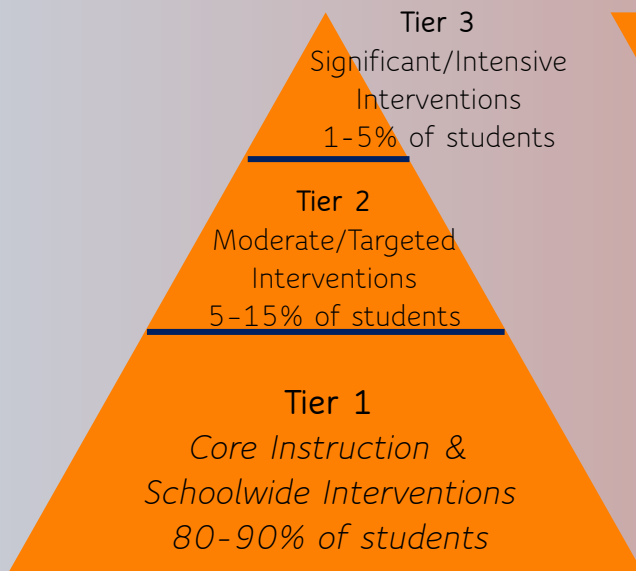


Multi-Tiered System of Supports (MTSS)

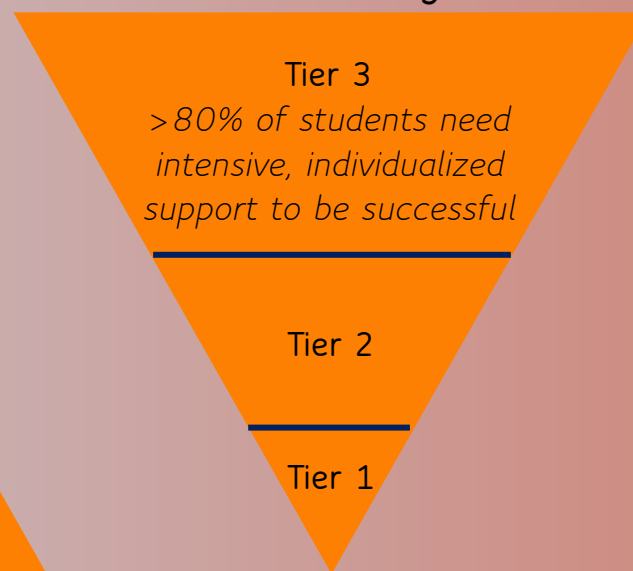
MTSS is really thinking about how we organize our resources—the academic support and the behavioral, social, emotional, and counseling supports—in a school system to make sure that students are getting what they need

- Rebecca Zumeta Edmonds, Managing Researcher at the American Institutes of Research

Traditional MTSS Pyramid



Inverted MTSS Pyramid



Key features of MTSS:

- Universal screening
- Multiple data sources used for decision-making
- Consideration of academic and social-emotional factors
- Collaboratively designed and implemented interventions
- If students are not successful with Tier 3 interventions, they may be referred to Special Education or an alternative placement

Districtwide Academic Interventions

The data suggest that the pyramid in Gary is inverted. This means that the majority of current students are in-need of intensive, individualized interventions. Large initiatives are under way; more are needed.

	Current Interventions	Future Interventions
Tier 1	<ul style="list-style-type: none"> • High-quality, grade-level curriculum and materials • Evidence-based computer adaptive programming (Mindplay, I-Ready, Ascend, IXL, Khan Academy) • Heggerty phonemic awareness curriculum • UFLI phonics curriculum 	<ul style="list-style-type: none"> • More highly-qualified teachers with content expertise, particularly at the secondary level • Additional training for core teachers • Continued/enhanced monitoring of Tier 1 instruction
Tier 2	<ul style="list-style-type: none"> • Intervention Specialists at 4 Elementary schools • 6th grade Reading teacher at Bailly STEM • Math lab courses at WSLA • Teacher-led small group instruction • Volunteers 	<ul style="list-style-type: none"> • Intervention Specialists for Glen Park Academy • Middle and High School Reading teachers • More community volunteers
Tier 3	<ul style="list-style-type: none"> • High-impact tutoring in 3rd, 6th, and 9th grade • Volunteers (e.g. Foster Grandparents) 	<ul style="list-style-type: none"> • If 2023-2024 EOY data supports this, scale high-impact tutoring to support more grade-levels and content areas in 2024-25 • More community volunteers

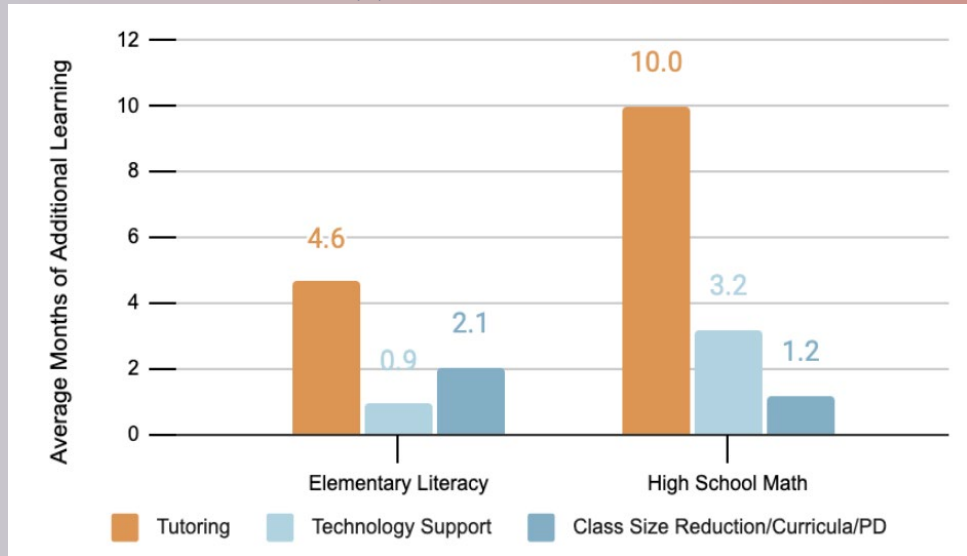
Districtwide Social-Emotional Interventions

Many students are dealing with significant trauma and in need of specific individualized interventions in the category of social-emotional-learning, in addition to the academic interventions that are being implemented.

	What we have	What we need
Tier 1	<ul style="list-style-type: none"> • Districtwide SEL focus strategies • Teacher training on SEL strategies • Mindfulness activities & calm corners/cool-down rooms • Positive Behavior Intervention & Support (PBIS) Systems 	<ul style="list-style-type: none"> • Training on trauma-informed practice and de-escalation
Tier 2	<ul style="list-style-type: none"> • Behavior Specialists & Coordinators in every school • District truancy coordinator • School-based counselors (HS & MS) • Positive Behavior Intervention & Support (PBIS) Systems 	<ul style="list-style-type: none"> • Additional para-educators to staff “cool-down rooms” and support other interventions
Tier 3	<ul style="list-style-type: none"> • City Connects/Referral to outside providers • District truancy coordinator • Alternative & virtual school settings • Positive Behavior Intervention & Support (PBIS) Systems 	<ul style="list-style-type: none"> • Intensive support from Behavior Specialists • School-based therapy

High-Impact Tutoring

Research from the National Student Support Accelerator:



Quick Details:

- Vendor: Littera Education
- \$303,584 (ESSER III)
- 425 students
- 20 weeks of tutoring
- 3x per week
- 30-minute sessions
- Virtual & embedded during the school day



Littera

Classroom Model



Students working independently on a personalized learning platform





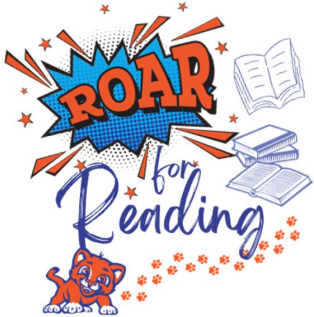
Students working in a small group with the teacher




Students working independently with their virtual tutors

Roar for Reading: Activities to Use at Home

Help Your Child Learn
to Read at Home!




Parent Workshop on Early Reading Skills
Family Take-Home Workbook



These workshop activities were developed by the Philadelphia Read by 4th campaign in collaboration with AIM Institute for Learning & Research and Drexel University School of Education. The card decks were adapted with permission from the Florida Center for Reading Research - Student Center Activities.

This workbook is made possible through the generosity of the Lincoln Financial Foundation.



Please join us for the
Polar Express on
December 19th!

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4:00pm-8:00pm
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Open to all GCSC students
and families Pre-K-12th

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