

MTSS at Rochester High School

Multi-Tiered System of Supports (Academic & Behavioral)

Tier 3

Intensive Interventions

< 5% of all students
"Few"

Intense individual interventions for few learners with highly accelerated, or severe and persistently challenged, academic, and/or non-academic needs

- Special Education Courses
 - Integrated Academics (Math & Language Arts)
 - Adjusted Studies Classes (Learning Strategies, Language Arts & Math)

Tier 2 Targeted Interventions

Supplemental, targeted interventions intended for some learners who require support or extension beyond tier 1 (< 15% of all students "Some")

- Placement in GE co-taught Algebra 1 course
- Placement in GE co-taught Geometry course
- Placement in Language Arts 9 Essentials course
- Placement in Junior/senior level adjusted pacing courses: Algebra 2A / 2B, Fundamentals of Physics
- Testing room accommodations: oral reading of tests, clarification of directions/etc.

Use of varied instructional strategies:

- Demonstrations, modeling, and chunking instruction
- Pre-reading vocabulary introduction and post-reading question previewing
- Instructions given both verbally and visually, assignment exemplars provided
- Guided notetaking: outlines, graphic organizers, group notes, color-coded notes, fill-in-the-blank
- Socratic seminar / free response discussion questions
- Multiple student transitions during class
- Interactives and manipulatives: e.g. IFP Smart Notebook, Illuminations online math manipulatives
- Provide additional wait time
- Varied student grouping: small group instruction, collaborative groups, intentional pairing
- Frequent checks for understanding

Tier 1 Core Classroom Instruction and Differentiation

Research-based instruction and classroom interventions that are available to all learners and effectively meet the needs of most

Adjusted assignments:

- Alternative presentation/assignments, e.g. visual representations, verbal responses in lieu of written
- Extended submission time

Adjusted assessments:

- Retesting opportunities
- Extended testing time
- Reduced number of answer choices or use of word bank
- Flexibility in type of assessments: verbal, open note, presentations, multimedia projects, makerspace designs
- Adjusted pacing: extended time, chunking of assignments

Frequent classroom communication:

- Individual feedback via teacher-student conferences
- Reminders and notices sent via text communication
- Regular parent communication
- Daily agendas and assignments posted in class and online