

Designing a System of Supports

Purpose

This purpose of this tool is to assist a leadership team in designing a school-wide system of supports and interventions.

When to use

The ideal time for using this tool is during the SIP creation process and prior to the start of the new school year.

How to use

As you think about your school's pyramid, consider the following questions.

1. Universal Screening

- + How will we identify students in need of supplemental support and/or intensive interventions *before* they start to fail?

2. Tier 1 Core Program

- + Have our teacher teams identified essential standards by grade, subject, and/or course?
- + Does every student have access to grade-level standards?
- + Is flexible time embedded in Tier 1 to provide differentiated instruction and additional time embedded to meet the individual needs of students?
- + Have we clearly defined the positive behaviors (effort, attendance, and social behaviors) that we want all students to demonstrate? Is there a plan to teach, reward and support these behaviors?
- + How will we measure student progress toward meeting these academic and behavior expectations?

3. Certain Access: Tier 1 to Tier 2

- + How will we systematically identify students who need support in addition to core instruction?
- + Is every teacher involved in this process?

- + How frequent is this identification process?
- + What criteria will we use to identify students in need of supplemental support?

4. Tier 2 Supplemental Support

- + What supplemental interventions are currently available at our school? What is needed?
- + Which interventions will be led by teacher teams? (academic skills gaps)
- + Which interventions will be led by school-wide intervention resources? (Motivation, attendance, behavior)
- + How can we best utilize school-wide resources to support Tier 2 interventions?
- + How will we monitor student progress? And how will we keep track?

5. Certain Access: Tier 2 to Tier 3

- + How will we systematically identify students who need intensive support?
- + Do we have a well-functioning SSIT to engage in collaborative problem solving for individual students who are not responding to interventions as expected?
- + How frequently does the SSIT meet to review individual and group interventions?

6. Tier 3 Intensive Interventions

- + What intensive interventions are currently available at our school? What is needed?
- + How can we best utilize school-wide resources to support Tier 3 interventions?
- + How will we monitor student progress?

7. Special Education Identification

- + How will we determine if special education is necessary, appropriate, and defensible for a student?

Adapted from: *Simplifying Response to Intervention* (Buffum, Mattos, & Weber, 2012)