


# Transitioning from SRBI to MTSS

## Aligning Academic and Behavioral Supports

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# What practices and systems change(s) are necessary to improve teaching and learning for all students?

1. **What are the outcomes of our current practices for supporting behavior and academic expectations?**
    - a. **What systems and practices are being used for behavioral interventions?**
    - b. **What systems and practices are being used for academic interventions?**
  
  2. **How can efforts from both teams be best coordinated to create efficiencies in the process?**
  
  3. **How would moving to a more contemporary model of support benefit our students?**
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# Mission and Vision of Action Plan

**Vision: We believe that all students deserve the opportunity to excel both academically and socially/emotionally. When we implement a strong Multi Tiered System of Support all of our students will reach personal and academic excellence.**

## **Mission:**

- **Redefine the SRBI Process to reflect that of a more inclusive and contemporary MTSS Model.**
- **Appropriately support students, focusing on both their academic and social/emotional needs, with a team of educators who consistently implement with fidelity, an all encompassing school wide MTSS service Model.**
- **Provide teachers with the knowledge of how to acquire support for struggling students.**
- **Strengthen and ensure that full implementation of the child-find process will be more secure.**
- **Recognize the Special Education Team as an integral part of the intervention process, well before referrals for Initial PPT's are recommended.**

# Initiation/Implementation of Action Plan



## **GOAL 1.**

**Align Academic and Behavioral Intervention Practices to support all students. (Multidisciplinary)**

## **Objective 1.2.**

**Design uniform/standardized practices for both the Academic and Mental Health Support Teams**





# Outcomes and Next Steps of Action Plan

## **GOAL 2.**

**Implement redesigned MTSS Model of Practice for the district**

### **Outcome**

**Students will move seamlessly in and out of Tiered Intervention Support. Decisions about when students should be referred for an Initial PPT will be timely and supported with thorough data.**

### **Lessons Learned:**

**Large systems change and being a catalyst for a contemporary practice shift takes time.**

**The action plan helped to shape two major constructs:**

- 1. Aligning behavior and academic supports**
- 2. Developing a contemporary MTSS Model to support teaching and learning**