

Multi-Tiered Systems of Support at Annandale High School

At Annandale, all of our work, including the work of MTSS, is anchored in our priorities of relationships and support, high quality instruction and strong collaboration. We are purposeful about creating systems and structures that advance our work, provide transparency and accountability, and support and ensure strong collaboration.



Tier 1

Our staff collaboratively support the Tier 1 Academic, Behavior, and Wellness needs of our students. We do this by building common language around the ways we support students. We clearly and collaboratively define the skills students need to be successful, and how adults will help develop those skills.

Strong Partnerships with Families

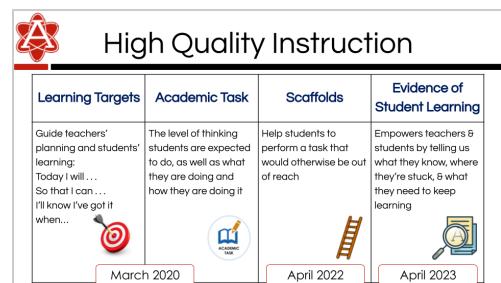
We know that partnering with families is one of the most powerful things we can do. In addition to weekly newsletters, each quarter, families receive an email progress report outlining students' grades, any interventions they are receiving, and talking points they can use to ask them about school.

Academics

At Annandale, we believe that learning targets, high level academic tasks, scaffolds, and evidence of student learning are the pillars of high quality instruction. We have clearly defined high quality instruction to mean that:

- Students spend the majority of class time meaningfully reading, writing, discussing, thinking. Not copying, watching or listening.
- Students know what they are doing, why they are doing it and how they'll know when they've got it. When asked, they can tell us.
- Each lesson teaches a skill. Not just content.
- Direct instruction is dedicated to modeling a skill, not delivering content. We show students how to learn, not just tell them what to know.

All students are provided opportunities to experience high level academic tasks in every class, every day. In addition, students are provided the scaffolds they need to access those tasks. Teachers work in collaborative teams to plan these tasks and scaffolds, and collect and respond to the evidence of student learning.



Behavior

Over the past several years we have developed common expectations around behavior and common language all staff members use to remind and reteach students when they are not meeting those expectations. Our [Atoms Agreements](#) of Empathy, Determination, and Safety are clearly defined in our behavior matrix. These are posted in classrooms to support staff in having caring conversations with students about our expectations.

| Atoms Agreements | Empathy | Determination | Safety |
|-------------------------------------|---|--|---|
| At Annandale we ... | <ul style="list-style-type: none"> Treat others how we would like to be treated Help each other Consider others' thoughts, perspectives and feelings Listen with an open mind Value diversity | <ul style="list-style-type: none"> Try, even when it is difficult Do our best Are present and engaged Show up on time Create goals and strive to achieve them | <ul style="list-style-type: none"> Care for our physical and mental well-being Respect others' personal space and belongings Communicate and respect boundaries Know & follow procedures See something, say something |
| This looks like/ sounds like | <ul style="list-style-type: none"> Know and use each others' Actively listen and acknowledge when others speak Support others when they need help Work kindly Are welcoming and inclusive Understand our impact on others | <ul style="list-style-type: none"> Ask for help when we need it Do our best when we can Take advantage of learning opportunities and resources Make learning our focus Help others live up to their commitments Take care of our needs quickly (water, locker, bathroom) and then get to class | <ul style="list-style-type: none"> Learn about and practice healthy habits Listen to and follow directions Keep items in a safe and organized space Are aware of our surroundings Are where we are expected to be Clean up after ourselves Acknowledge when we feel unsafe |

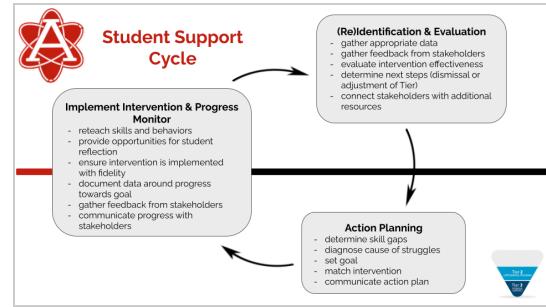
Wellness

Annandale has several systems in place to ensure that we are purposeful around building a culture of belonging, and teaching students social-emotional skills.

- **W4 Advisory Lessons:** Every teacher across the building delivers common advisory lessons. The purpose of these lessons is to build relationships, create community, clarify expectations, and share and cultivate our values. As a school, we have committed to delivering these lessons with fidelity.
- **W4 Check Ins:** Throughout the year, we also create time for W4 teachers to intentionally check in on-one-one with all of their advisory students. These W4 check ins are an opportunity to build a caring and trusting environment for all students. We provide our teachers with ways to structure these conversations, as well as a centralized "conversation tracker."
- **W4 Activities Day:** Once a month students spend the advisory block in a selected club or activity where they make connections with staff and students over shared interests.
- **Student of the Month:** Each month, teachers nominate one of their students from each grade who exemplifies one of our Atoms Agreements. Winners are recognized in their W4 class and at a VIP party.

Tier 2 & 3

We know that despite the Tier 1 supports we provide to all students, some may struggle. When they do, we use the support cycle to collaboratively identify those struggling students, determine their needs, and create action plans to support them. We have several systems through which students are provided interventions, all of which are responsive. Intervention assignments are re-evaluated several times throughout the year.



Academics

At Annandale, we don't leave intervention up to chance. Depending on the level of need, students are provided academic intervention in the following ways:

- **In-class small group instruction:** Teacher teams collaboratively plan small group instruction based on evidence of student learning.
- **PRIDE Time:** PRIDE Time is an assigned intervention block held every other day during Fourth period. Instructional coaches and teachers evaluate students' needs and determine their PRIDE Time placement. Teachers work in teams, supported by an administrator and coach, to plan and deliver targeted instruction based on demonstrated student needs.
- **After School Academic Program (ASAP):** We also know that at Annandale, some of our students struggle in multiple courses. To provide students with additional support in up to four (4) classes, we have created ASAP. Like PRIDE Time, ASAP is assigned to students based on data. ASAP is held after school on late bus days.
- **Academic Support Courses:** Annandale offers several courses to support students' academic success such as AVID, ELD, and double-block Math and English courses.

Behavior & Wellness

If and when students struggle with Behavior or Wellness, we have teams that use this same cycle to support them. Just like with PRIDE Time, the data we use to identify students is objective. We don't leave intervention up to chance.

Counselors, Admin, Student Support Coordinators, behavior support administrators, and Attendance Support team members [work in teams to support students](#). Led by the Student Support Coordinators, these "Alpha Teams" meet weekly to review data around students who are identified for Tier 2 & Tier 3 support, create action plans, plan interventions, [and monitor progress](#).

Strong Partnerships with Families

When students need support, [families are involved every step of the way](#). Our Student Support Coordinators meet with families to gain perspective around the way the student has been successful and areas of concern.



Student Support Cycle

Implement Intervention & Progress Monitor

- reteach skills and behaviors
- provide opportunities for student reflection
- ensure intervention is implemented with fidelity
- document data around progress towards goal
- gather feedback from stakeholders
- communicate progress with stakeholders

(Re)Identification & Evaluation

- gather appropriate data
- gather feedback from stakeholders
- evaluate intervention effectiveness
- determine next steps (dismissal or adjustment of Tier)
- connect stakeholders with additional resources

Action Planning

- determine skill gaps
- diagnose cause of struggles
- set goal
- match intervention
- communicate action plan

