

BOARD MEMO

Date: October 7, 2021

For ACTION _____

For INFORMATION X

Board Agenda: Yes X

No _____

FROM: Anthony Sims, Ph.D., Executive Director of School Improvement
Kennetra Wood, Executive Director of Equity and Alternative Programs

THROUGH: Dr. Terri Mazingo, Ed.D., Chief of Teaching Learning and Leadership
Dr. Julie A. Crawford, Ed.D., Chief of Student Services and Equity
Gregory C. Hutchings, Jr., Ed.D., Superintendent of Schools

TO: The Honorable Meagan L. Alderton, Chair, and
Members of the Alexandria City School Board

TOPIC: Multi-tiered System of Supports: Social, Emotional, and Academic Learning
Structure

ACPS 2025 STRATEGIC PLAN GOAL:

Goal 1: Systemic Alignment

Goal 2: Instructional Excellence

Goal 3: Student Accessibility and Support

SY 2021-2022 FOCUS AREA:

Focus Area 1: Social Emotional and Academic Learning Recovery

FY 2022 BUDGET PRIORITY:

Implementation of 2025 Strategic Plan

MTSS Implementation with Restorative Practices and PBIS

SUMMARY:

Based on the School Board's approved fiscal year 2022 budget and the identification as a 2021-2022 school year focus area, Alexandria City Public Schools has focused on supporting our students' behavioral, social, emotional, and academic learning recovery through the enhancement of the established a multi-tiered system of supports (MTSS). MTSS is the structure used to teach students behavioral, social emotional and academic learning at the universal (tier 1) level. Tier 2 and 3 of MTSS are used to address the more intensive needs with data-informed and targeted interventions and supports. Through behavioral, social, emotional, and academic learning, interventions and supports; students gain the skills needed to be successful at school and beyond. This brief provides an overview of the ACPS MTSS structure, framework and current interventions in place for the 2021-2022 school year.

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BACKGROUND:

Accurate identification of specific learning needs in order to develop targeted educational support plans is a critical component of accelerating learning after the devastating impact of the dual pandemic on the continuity of learning and social emotional development opportunities for students in schools.

ACPS schools utilize multidisciplinary teams as a proactive strategy to support student needs in the current learning environment. All schools will focus on Social, Emotional, and Academic Learning (SEAL); chronic absenteeism; and grade distribution through the MTSS. School teams triangulate performance data from classroom assessments and division-wide screening measures to identify specific academic needs that drive individualized educational planning. In addition, school staff recognizes that learning loss may have occurred due to social emotional barriers and challenges.

Student Support Team (SST), composed of school counselors, school nurses, school psychologists, and school social workers, address social emotional barriers, access to basic needs, or health and wellness concerns that may be impacting a student's academic performance. Student performance profiles serve an important role in guiding academic instruction and assessing the impact of services to address academic learning loss.

All schools and programs serving the youngest to oldest learners, implement weekly multidisciplinary team meetings to discuss student concerns, analyze student performance data, intervention plans and initiate referrals for targeted supports through the MTSS Process.

RECOMMENDATION:

The Superintendent recommends the School Board review the brief for an understanding of MTSS for the 2021-2022 school year.

IMPACT:

Reviewing the status update will align the School Board's understanding of the role of MTSS as ACPS proactive strategy to accelerate learning through the implementation of tiered instructional and/or behavioral/ social emotional support.

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