

# NEW JERSEY TIERED SYSTEM OF SUPPORTS (NJTSS) IN CHERRY HILL PUBLIC SCHOOLS

SUCCESS



# What is the New Jersey Tiered System of Supports (NJTSS)?

NJTSS is an evidence-based framework for implementing academic and behavioral supports and interventions to improve achievement for ALL students.

Based on:

- Core components of the three-tier prevention logic of Response to Intervention (RTI)
- Additional components of Multi-Tiered Systems of Supports:
  - ✓ Positive School Culture and Climate
  - ✓ District and School Leadership
  - ✓ Family and Community Engagement



# Why did New Jersey create its own model?

- Address recommendations of task forces:
  - ✓ NJ School Boards Association Task Force on Special Education 2014 Report
  - ✓ NJ Special Education Task Force on Improving Special Education for Public School Students 2015 Report
- Coordinate and build on existing NJ initiatives
  - ✓ Intervention and Referral Services (**N.J.A.C. 6A:16-8**)
  - ✓ Positive Behavior Supports in Schools (PBSIS)
  - ✓ Connected Action Road Map
- Builds on experiences of NJ districts

# Essential Components of NJTSS

- High-quality learning environments, curricula, and instructional practices
- Universal screening
- Data-based decision making
- Collaborative problem-solving teams
- Progress monitoring
- Staff professional development
- Positive school culture and climate
- District and school leadership
- Family and community engagement

# Research Based

- Tier 2 and 3 interventions improved achievement in mathematics (Powell and Fuchs, 2015)
- Students' academic success is highly dependent on academic enablers (engagement, interpersonal skills, study skills, and motivation) (DiPerna & Elliott, 2002)
- Academic intervention at 3<sup>rd</sup> or 4<sup>th</sup> grade takes 4 times longer than if delivered at kindergarten (Lyon, 1998)
- 1 in 6 children not reading proficiently at 3<sup>rd</sup> grade do not graduate from high school on time (Hernandez, 2011)
- NJ district data: reduction in incidents of violence and vandalism, office conduct referrals and referrals to special education reported

### Tier 3

#### Tiers 1 and 2 plus:

- Intensive, sustained, individualized academic and behavioral supports and Interventions
- Frequent progress monitoring
- Provided to a few students

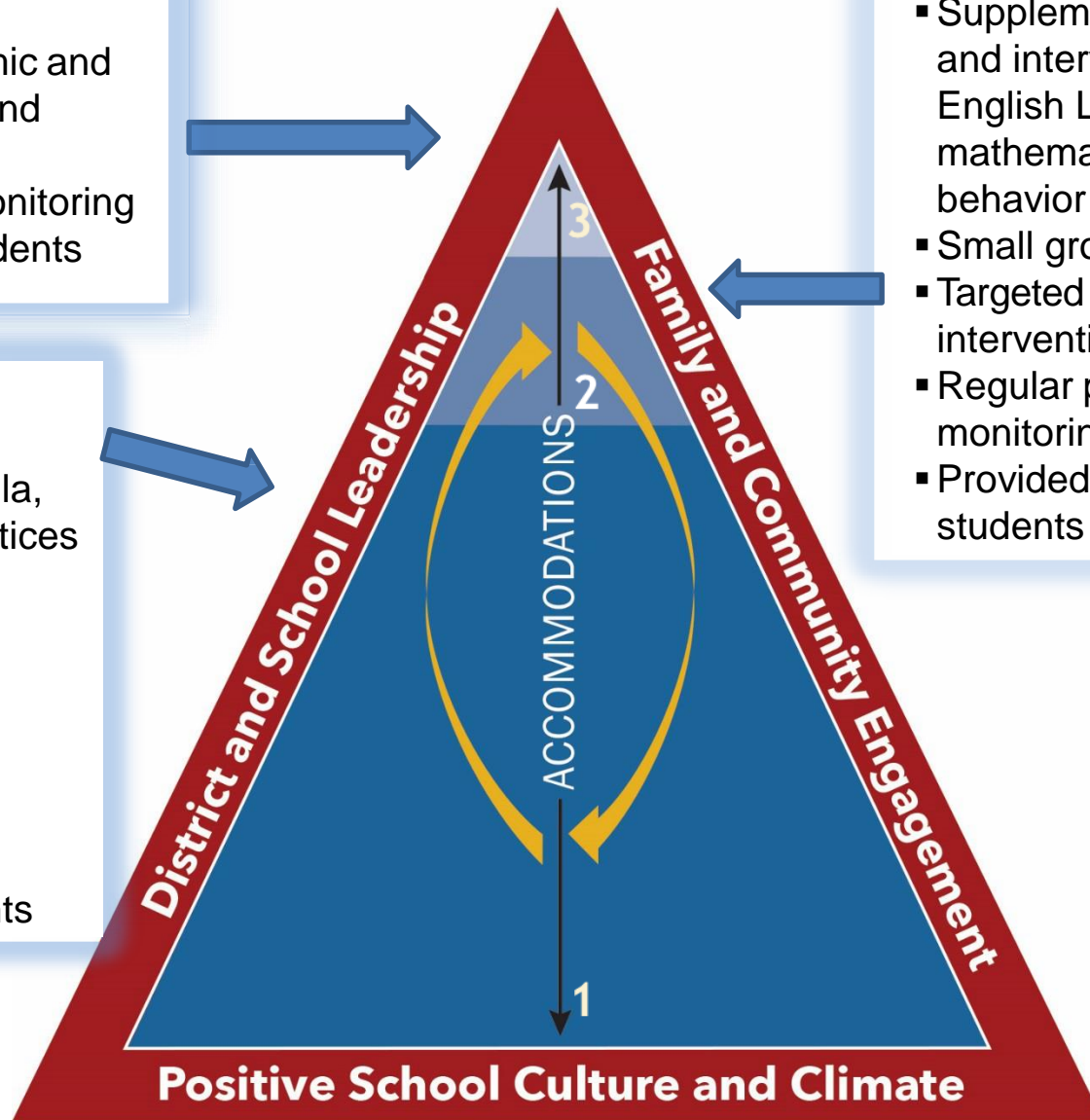
### Tier 1

- High-quality learning environments, curricula, and instructional practices
- Planning for learner variability and differentiation
- Multiple means of engagement, representation, and action/expression
- Provided to all students

### Tier 2

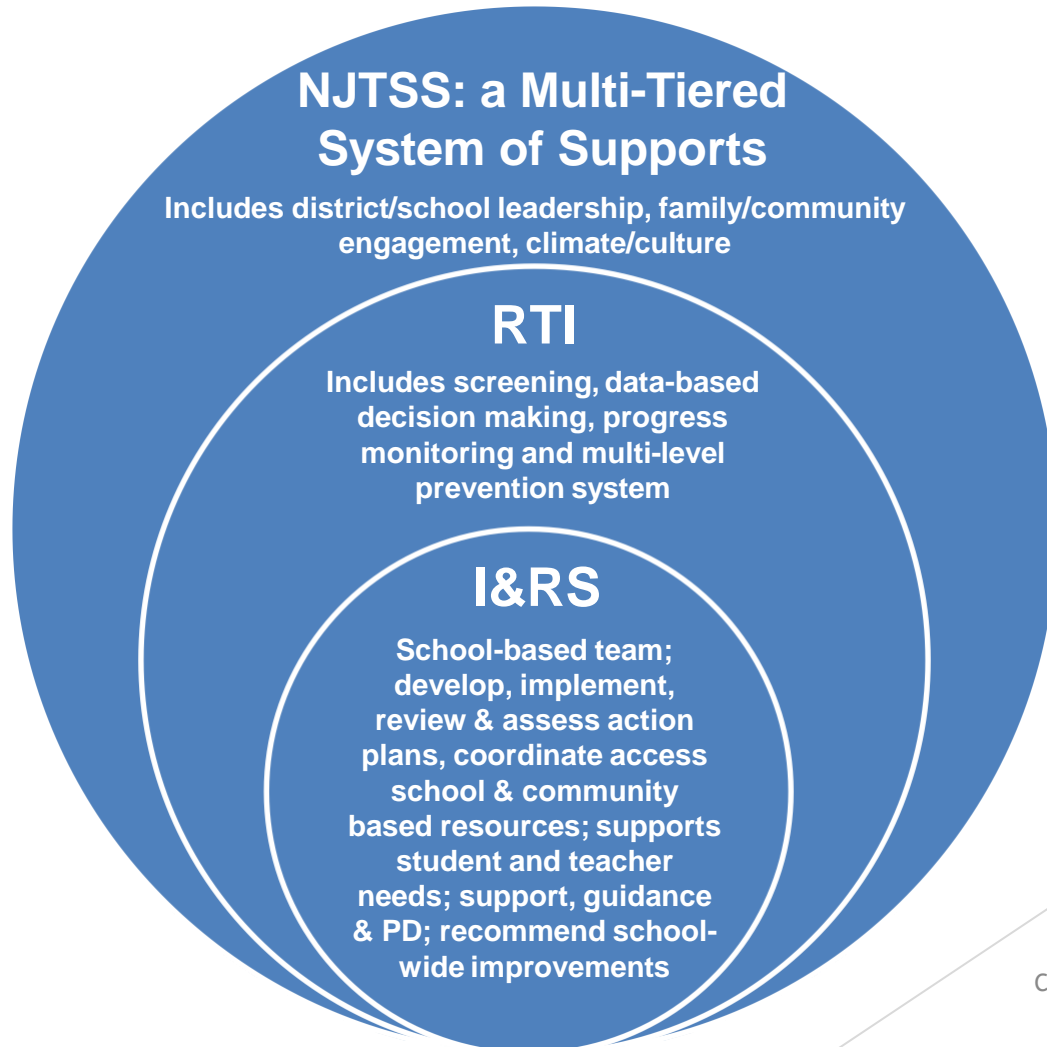
#### Tier 1 plus:

- Supplemental supports and interventions in English Language Arts, mathematics and behavior
- Small groups
- Targeted sustained interventions
- Regular progress monitoring
- Provided to some students



- Flexibility in movement between the tiers
- Necessary accommodations through all tiers

# NJTSS is a Multi-Tiered System of Support Building on Intervention, Referral Services, & Response to Intervention



# A Closer Look: I&RS and NJTSS

I&RS Requirements	NJTSS Components
<p><b>Identify learning, behavior and health difficulties of students</b> through the collection of appropriate <b>data</b></p>	<ul style="list-style-type: none"><li>• Universal screening</li><li>• Collaborative problem-solving teams</li><li>• High-quality learning environments, curricula and instructional practices</li></ul>
<p><b>Implement action plans</b> that utilize appropriate school and/or community resources</p>	<ul style="list-style-type: none"><li>• Collaborative problem-solving teams</li><li>• Data-based decision making</li><li>• Positive school climate and culture</li><li>• Family and community engagement</li></ul>



# A Closer Look: I&RS and NJTSS

I&RS Requirements	NJTSS Components
<b>Provide professional development</b> , support and guidance to school staff	<ul style="list-style-type: none"><li>• Effective district and school leadership</li><li>• Staff professional development</li></ul>
<b>Review and assess action plans</b> to determine if identified outcomes are being achieved	<ul style="list-style-type: none"><li>• Progress monitoring</li><li>• Data-based decision making</li><li>• High-quality learning environments, curricula and instructional practices</li><li>• Collaborative problem solving teams</li></ul>

# NJTSS

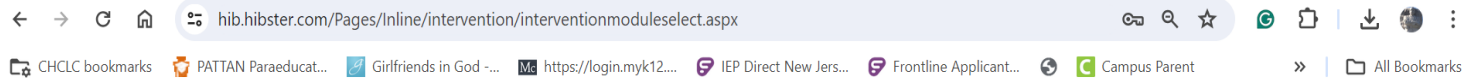
## in the 23-24 Academic Year

- ▶ Every school in the district is implementing I&RS with an I&RS team
- ▶ All schools are implementing some components of NJTSS
- ▶ Some schools are implementing PBSIS
- ▶ Some school staff have been trained in the NJTSS model
- ▶ Administrators will receive NJTSS training in July 2024
- ▶ Every school developed an outline of their NJTSS implementation plan for the 2024-25 academic year

# NJTSS in the 24-25 & 25-26 Academic Years

- ▶ Work towards consistent implementation of the nine essential components of NJTSS districtwide
- ▶ Establish a district leadership team of various stakeholders who represent the diversity of the district's student population
- ▶ Assess the strengths and needs of the district/schools
- ▶ Use data obtained from the self assessment to develop an action plan
- ▶ Implement the action plan steps developed
- ▶ Evaluate the implementation of the action plan to identify areas of success and areas that require refinement

# HIBstervention



## Pre-referral Menu

- BEST PRACTICES
- CREATE PRE-REFERRAL PLAN
- EXISTING PRE-REFERRAL PLAN

- Step 1: Review the Best Practices Resource Library.
- Step 2: Select Best Practices to create a Pre-Referral Plan.
- Step 3: Implement and Rate Pre-Referral Plan as a pre-requisite to I&RS Referral.

## Master Plan Menu



- Use HIBstervention's patented Intervention & Referral Service to log and review approved Intervention plans.
- Multi-Tiered Systems of Support
- Section 504 module.
- English Language Learner module



- Find plans for a specific student.
- View and Log my best practices.

## Academic Protocol Map for NJTSS – Elementary

