

Mission

In Partnership with Students, Family, and Community, We Educate Every Student for the Challenges of Today and the Opportunities of Tomorrow Through the Continuous Pursuit of Excellence

Vision

All stakeholders are committed to sharing the responsibility of ensuring that all students learn at a high level.

What is MTSS?

MTSS (Multi Tiered Systems of Support) is an instructional framework for providing and sustaining effective curriculum and instruction to maximize academic achievement and positive behavior. The system of support is an articulated process that includes: screening, reliable data, research based interventions, and progress monitoring to meet the unique needs of diverse learners.

Essential Components of MTSS

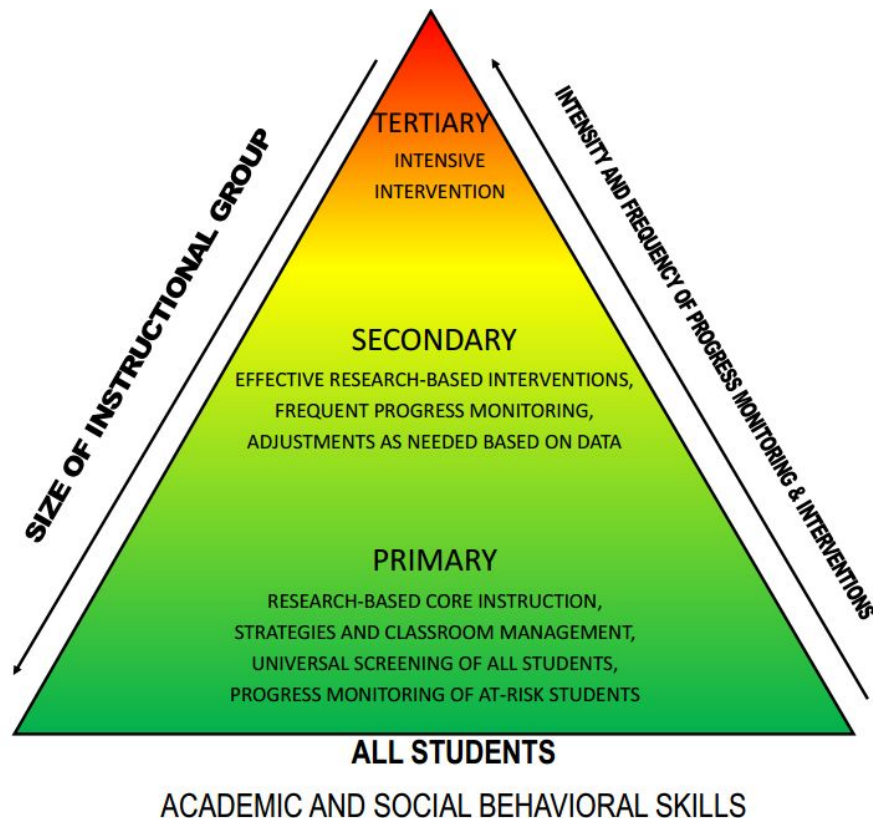
- High-Quality Instruction: All students receive standards-based, culturally and linguistically-relevant instruction in their general education classroom by highly qualified teachers through differentiated instruction.
- Positive Behavioral Support: The district and school staff collaboratively select and implement schoolwide, classroom, and research-based positive behavioral supports for achieving important social, emotional, and academic outcomes. The teacher is responsible for organizing a well managed classroom with a strong focus on integrating prevention and intervention strategies for effective instruction and consistent student support.
- Integrated Data System: District and school staff collaborate to create an integrated data collection system that includes assessments to determine the learning needs of each student, as well as data collection methods for monitoring the effectiveness of instruction and continuous systemic improvement.
- Team Structure: District and school staff establish various teams. The purpose of these teams is to develop a plan for the instructional program in the general education classroom to support individual student needs, while simultaneously providing a positive effect on the instructional program for all students. Teams will use collected data to determine the plan effectiveness. Based on this data, the team will decide if further intervention is necessary and what the continued efforts will look like.

MTSS Tiered Instruction

Tier 1-All Students: Universal instruction is provided in the general education classroom. All students are taught using instructional methods that research has shown to be effective with the majority of the student population (80%). Proactive, preventive academic and behavioral best practices are delivered with consideration to varied learning styles. The entire class is screened to identify students who are at risk of failing (academic and/or behavior). Kids may work in small groups in the classroom as the teacher uses differentiated instruction to target different skills levels and learning styles. All students' progress is tracked using a validated measurement tool.

Tier 2-Small Groups: Tier 2 instruction and supports are in addition to universal instruction, for students who need more support and/or enrichment in course/grade level material. Secondary interventions can support 15% of the student population in the strategic range (academic and/or behavior), delivered by classroom teachers, specialists, and/or tutors. Ongoing progress monitoring is used to measure the student's response to intervention.

Tier 3-Individuals: Tier 3 instruction is intensive support provided to students who are struggling with significant learning gaps and need academic and/or behavioral support. Tier 3 service capacity is no more than 5% of student population. These students may require alternative or replacement curriculum and will likely receive support from one or more specialists providing instructional and/or behavioral strategies as part of an individualized plan of action. Tier 3 interventions support students whose performance is significantly misaligned with the district benchmark decision point on universal screener(s) and validated through stage two screening or those whose Tier 2 progress monitoring data supports the need for Tier 3. Tier 3 may or may not be special education. Tier 3 interventions are developed and managed by the Problem Solving Team, which includes a parent/guardian.



GOAL: Prevention and support for the optimization of learning in the least restrictive environment.

Step 1 - Teacher and/or parent have identified an academic/behavioral need for an individual student.

Staff responsible for implementation: Classroom Teacher

Parents are contacted, concerns are shared and next steps are explained.

Tier 1 proactive, preventative curriculum and instruction are in place. Tier 1 instruction includes standards-based instruction using best practices and differentiation with consideration to varied learning styles.

Teacher begins to document interventions and collect data. Documentation will be entered in Skyward under RTI tab. Teacher collects work samples from the student--this can be saved in Skyward as an attachment or in a student portfolio housed in the classroom.



Step 2 - Based on data, the student's needs are beyond the classroom teacher's ability to address with Tier 1 curriculum and instruction alone and initial classroom based Tier 2 interventions. The classroom teacher arranges to meet with the Grade Level/Department/PLC team to discuss progress/achievement and possible targeted interventions that may be necessary.

Staff responsible for intervention: Classroom Teacher and/or designated member of the grade level team.

Teacher brings documentation to be reviewed by the team. Documentation might include: academic, discipline, and/or attendance data; work samples; peer work samples; current progress monitoring (quizzes, classroom assessments, AIMSweb, etc.).

Research-based intervention(s) are put in place on a consistent basis for 20-30 minutes, 2-5 days a week. Tier 2 interventions are delivered in small group (5-8 students) by the classroom teacher or designated member of the grade level/department/PLC team, IN ADDITION TO, the instruction that continues to happen in the classroom. Examples: small group instruction on the area of need; reteaching or pre-teaching vocabulary; direct instruction that includes review of previously taught material, state objectives, present new material, guided practice, feedback.

Six to eight data points are collected using an appropriate (normed) progress monitoring tool. *If the trend line is going strongly positive or strongly negative, a decision can be made sooner.*

Teacher/interventionist communicates on a bi-weekly basis with the grade level/department/PLC team and organizes and supports with the Intervention, Progress Monitoring (CBMs - 6 to 8 data points), Data Analysis.

A follow-up meeting is scheduled to review results.



Step 3 - The Problem Solving Team meets to discuss Tier 3 interventions and/or the possibility of a Special Education Referral.

Staff responsible: Classroom teacher, interventionist, social worker/counselor, administrator, and/or other designated staff members as determined by the Problem Solving Team

At this time, the Problem Solving Team leader and classroom teacher should have the following documentation: work samples in area(s) of concern; comparable peer work samples; documentation of Tier 1 and Tier II interventions and assessment data; any other background information that is relevant to concerns.

New Interventions are planned, intensified interventions are discussed and developed with the Problem Solving Team and building specialists.

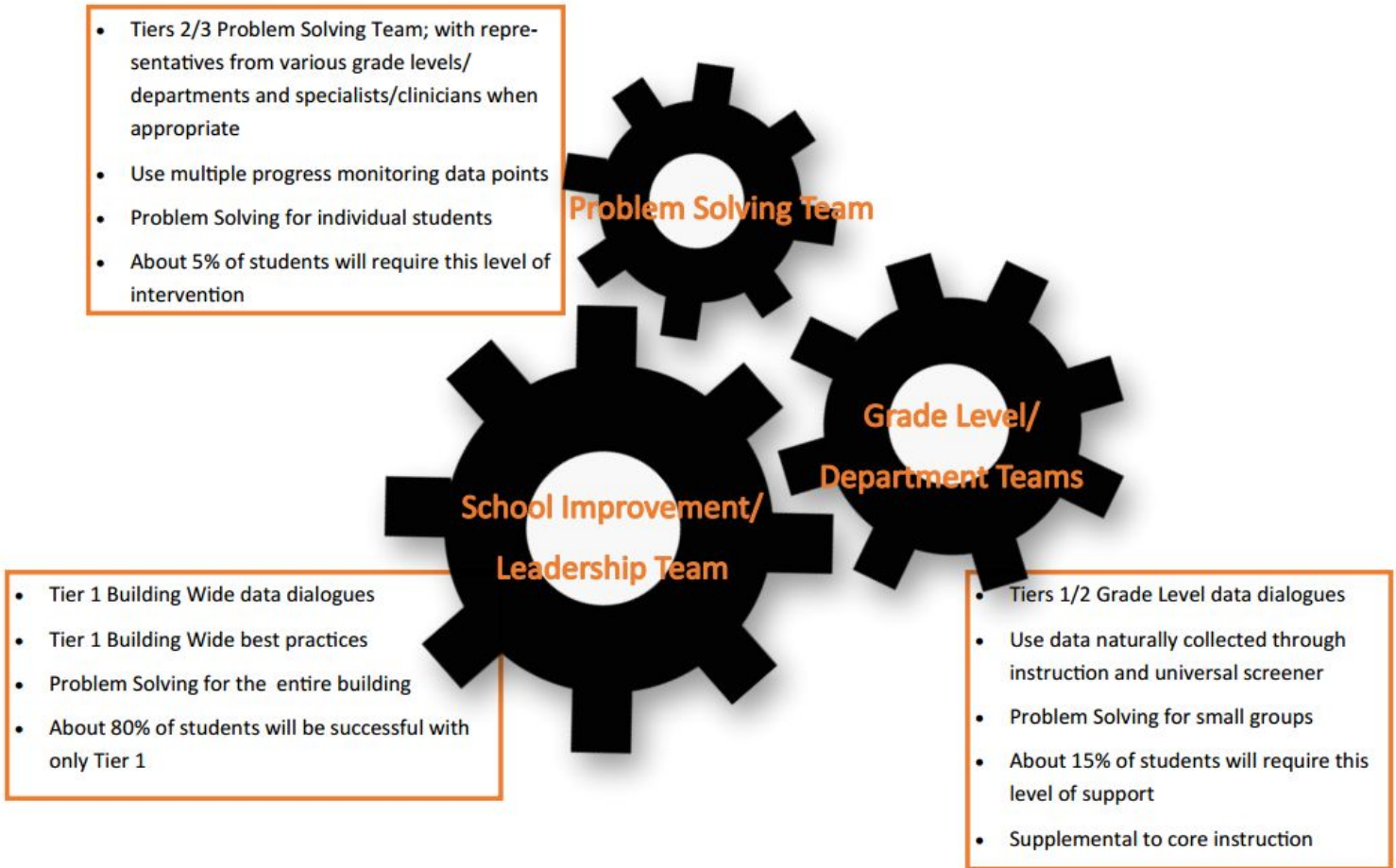


Step 4 - The Problem Solving Team meets to discuss the possibility of a Special Education Referral.

Staff responsible for intervention: Classroom teacher (general & special ed), interventionist, social worker/counselor, clinician, administrator, and/or other designated staff members as determined by the Problem Solving Team.

IMPORTANT: Collaboration with district MTSS Coordinator and/or other district coordinators can start at any point.

MTSS is a process that is integrated into existing teaming structures to ensure alignment and increase fidelity of implementation. Using teaming structures that are already in place will make this work easier to accomplish.



School Improvement/School Leadership Team (Universal Team)

Purpose: School-wide academic and behavioral instructional planning; Data review and analysis

Team Composition: Building Principal, Assistant Principal, Dean, Equitable Grade Level/Department Representation, Special Education Representative, Counselors, Specialists, Parent/Community Stakeholders

Frequency: At least monthly, preferably bi-monthly

Procedure: At the beginning of the school year as we examine state and local assessment data to determine what our major improvement strategies will be for our School and Improvement Plan, we are problem solving universally. This process should occur throughout the year and various data sources examined frequently. Faculty meetings, PLC time, Data meetings and Building Professional Development days should also be used for data driven dialogue to inform SIP improvement strategies. The data dialogue should drive some sort of action which is continuously revisited.

Data Team Meeting

Purpose: To review student data results after each MAP (benchmark) assessment. Review which students have or have not met their grade level target or individual academic growth goal.

Team Composition: Principal, Assistant Principal, Grade level or Content Area Teachers, Intervention Specialists or Tutors

Frequency: After each test administration (At least 2-3 times per year)

Procedures:

[Sample Data Meeting Agenda/Procedure](#)

[CSI Data Protocol](#)

[Classroom Student Data](#)

Grade Level/Department/PLC Teams

Purpose: Provide Tier 1 differentiation/instruction, assess student learning and effectiveness of instruction, analyze data to identify students in need of additional support, take lead responsibility for Tier 2 interventions, communicate data to School Improvement/Leadership Team

Team Composition: Grade Level/Content Teachers, Specialists/Clinicians (as needed), Principals, Assistant Principals

Frequency: Daily, Weekly

Procedure: These teams meet during scheduled plan time during contract hours and beyond. The team discusses students who have not responded to Tier 1 instruction. The team starts with identifying groups of students who have like deficits and could possibly benefit from the same type of intervention. Once the team has determined a potential root cause, interventions are selected.

[Scheduling to Support MTSS](#)

[Intervention Resources](#)

[Year at a Glance Planning Agenda](#)

Problem Solving Team (PST) (Tier 2/3 Intensive Problem-Solving)

Purpose: To analyze various forms of data to determine students' academic/behavioral needs; diagnose causes of struggles in Tier 1 and 2; determine appropriate intensive intervention; monitor student progress; revise intervention as needed; determine appropriate next steps for students.

Team Composition: The Problem-Solving Team should be composed of professionals from multiple perspectives, although the composition for any given student will be flexible given the area(s) of concern.

The team is recommended to include: Principal, School counselor/social worker, Interventionist, General education teacher(s), Special education teacher(s), Parent(as appropriate)

The team may include when needed: School Nurse, Curriculum Support Team members/Reading Specialists, MTSS Specialist, Behavior Specialist/Positive Behavior Support team member, Speech Language Pathologists, School Psychologist, Title I or Reading/Math Specialist, Hearing teacher, Vision teacher, English Language Learner teacher, Gifted & Talented Specialist, Occupational Therapist/Physical Therapist

Frequency: Weekly

Procedures: Each building must assign certain staff to support the MTSS Model. Primarily, schools must assign an MTSS Consultant/Liaison who will oversee the problem-solving process and ensure the integrity and consistency of the MTSS Model in their building. Principals should assign individual(s) who will be integral to their Problem-Solving Team and who can provide guidance and support to the team members.

[MTSS Step by Step Process](#)

[PST Roles and Responsibilities](#)

[Sample Meeting Agenda](#)

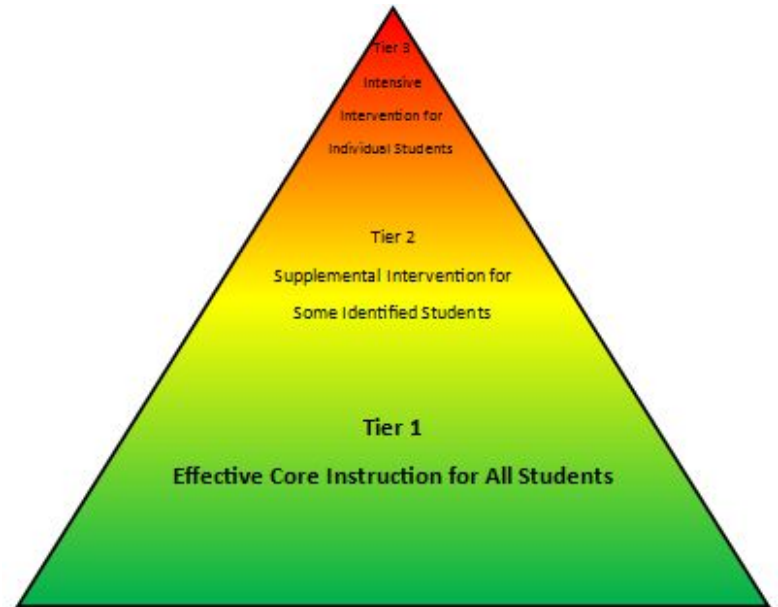
Entry Criteria:

Tier 1, core instruction, is provided to all students.

Instruction:

Tier 1 instruction includes, but is not limited to:

- Research-based instructional strategies
- Data-driven decision making and instruction
- District approved core curriculum
- Differentiated instruction
- Flexible grouping



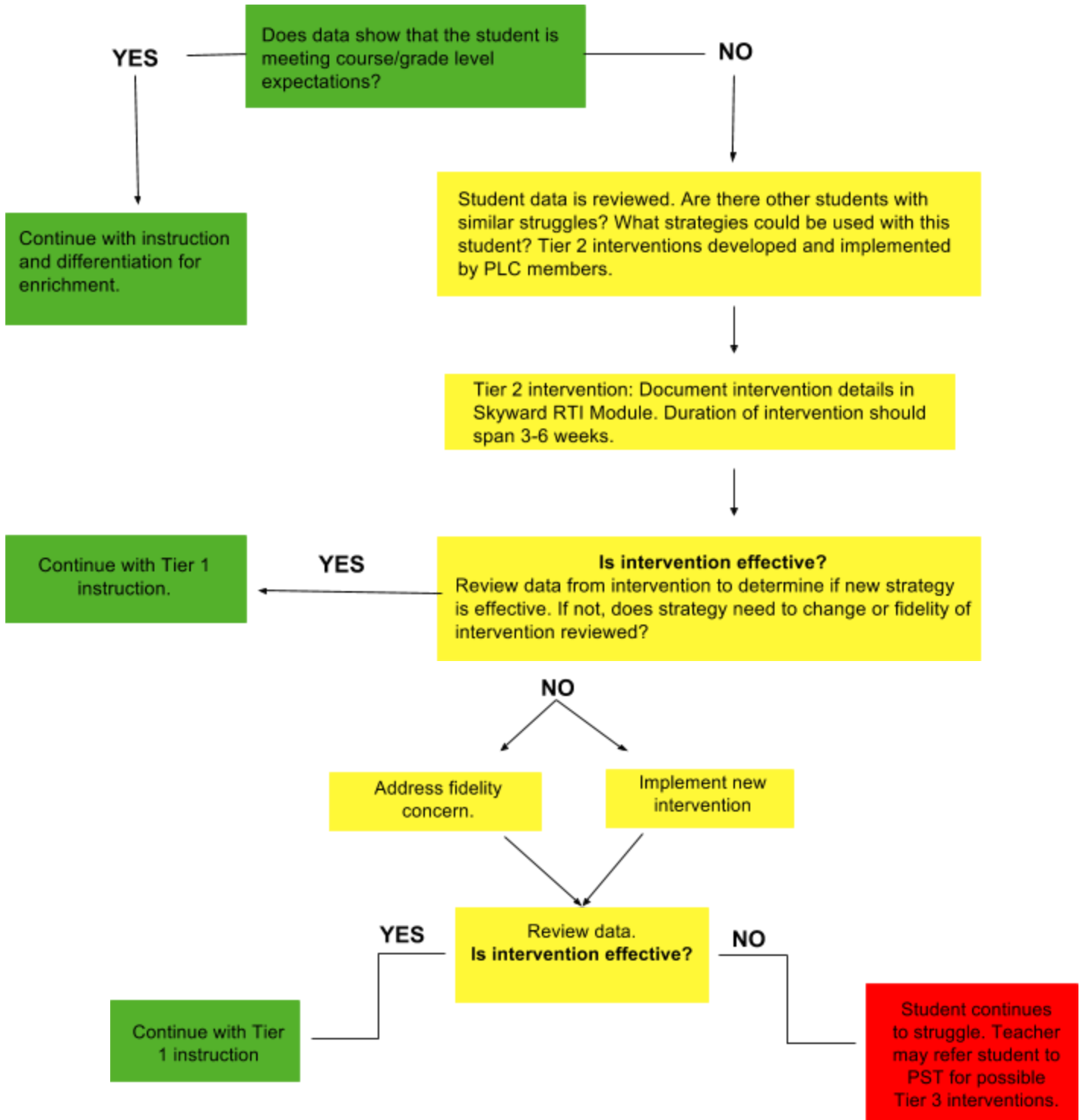
Benchmarking and Assessments:

All students will be benchmarked multiple times throughout the school year in the areas of reading and math. See [2017-2018 Assessment Calendar](#) for specific assessment windows. Benchmarking data is one piece of data to be considered regarding students' progress during PLC meetings. It is a piece of data for teachers to consider in PLC discussions regarding meeting individual student needs--both the needs of students who do not have the necessary skills and those who are already proficient.

Students will have multiple opportunities to demonstrate their skills through common formative and summative assessments. This data should be used in PLC discussions in regards to the [four critical questions](#).

Professional Learning Communities (PLC):

Professional Learning Communities will meet weekly to review student learning. The purpose of these meetings is to discuss the [four critical questions](#) in regards to current student learning. Teachers will identify the various students' needs and discuss how, as a team, they will work to meet the needs of all students.



**Students should receive at least 2 interventions (with fidelity of implementation) prior to a referral to the Problem Solving Team.*

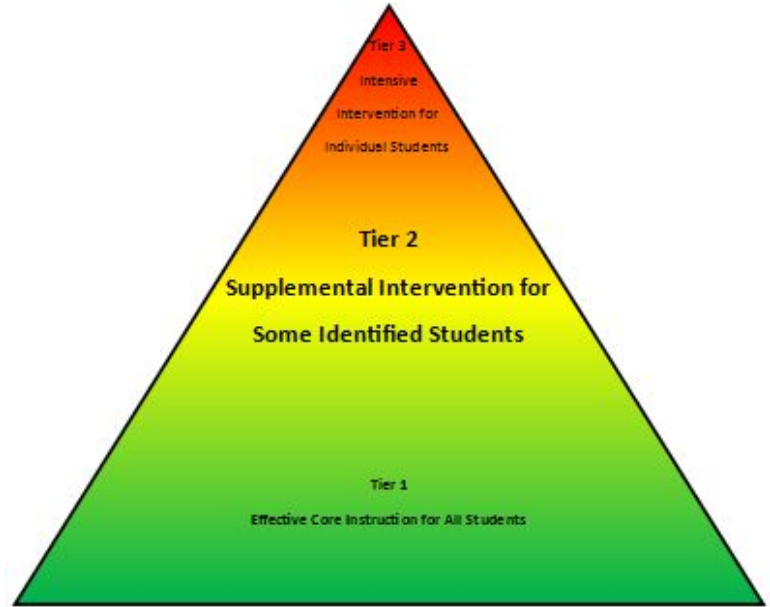
Entry Criteria:

Tier 2 interventions are intended for students who are struggling to meet course/grade level expectations. These interventions take place in addition to Tier 1, core instruction.

Instruction:

Tier 2 instruction includes, but is not limited to:

- Flexible grouping
- Research-based instructional strategies
- Data-driven decision making and instruction



Progress Monitoring:

Teachers will monitor student learning in their Tier 2 groups using appropriate tools for the specific interventions that will provide data for the PLC to monitor students' progress. AIMSweb, MAP Skills, Fountas & Pinnell LLI, and Bridges Intervention are all available for progress monitoring. Student progress will be documented in the Skyward RTI Module.

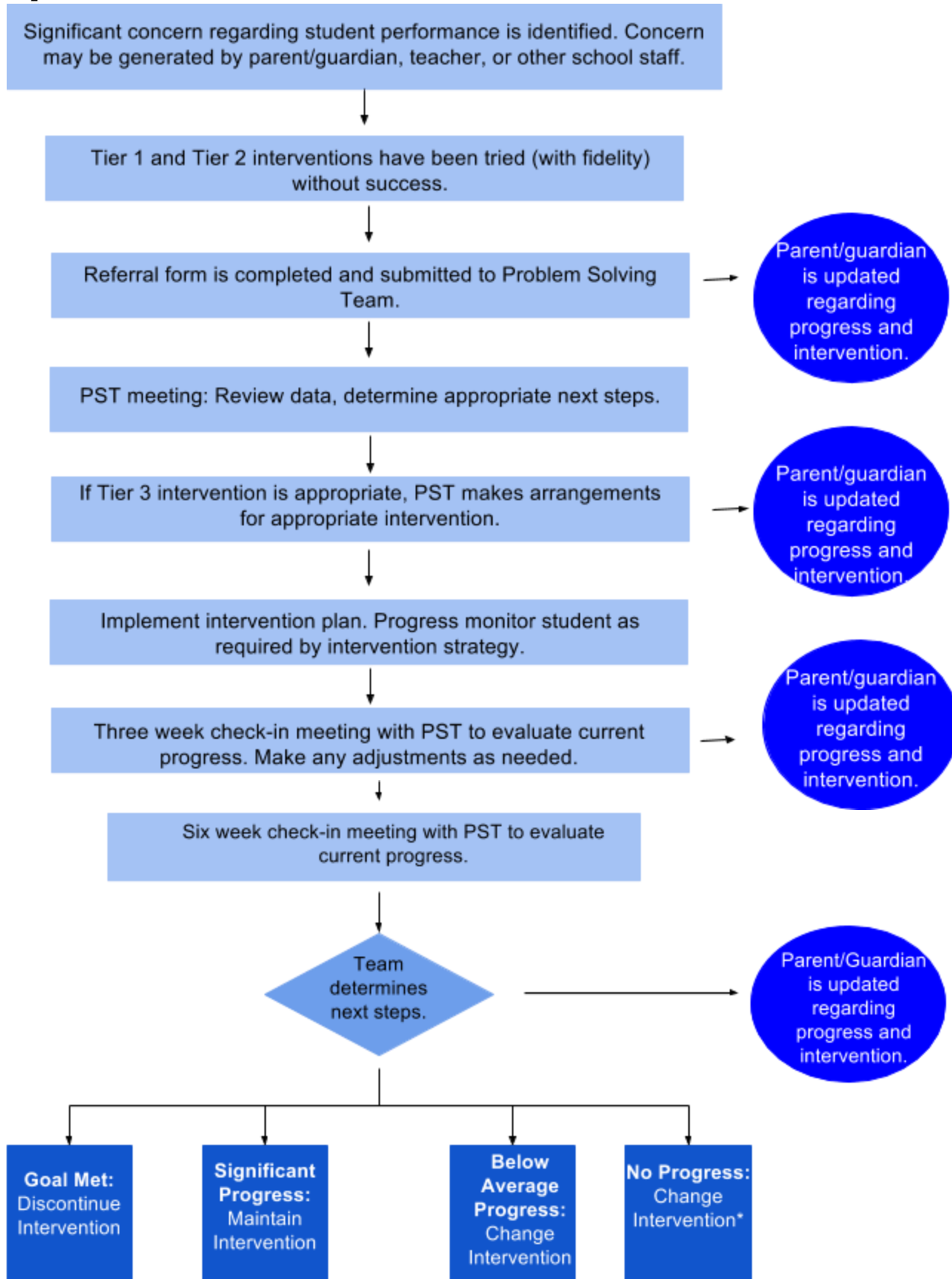
Professional Learning Communities (PLC):

Tier 2 interventions will be determined during PLC meetings. Classroom teachers will review the common assessments and other forms of data to identify students who need Tier 2 interventions. Classroom teachers are responsible to take the lead in determining Tier 2 intervention needs while utilizing the expertise of intervention teachers.

Decision-Making Process:

PLC conversations should continually include discussion regarding student success. If students continue to struggle to learn a specific skill or demonstrate more significant need, there should be discussion at the PLC regarding the appropriateness of the intervention used or the fidelity of the intervention. After multiple interventions have been unsuccessful, the PLC should discuss if a Problem Solving Team referral is appropriate for a specific student.

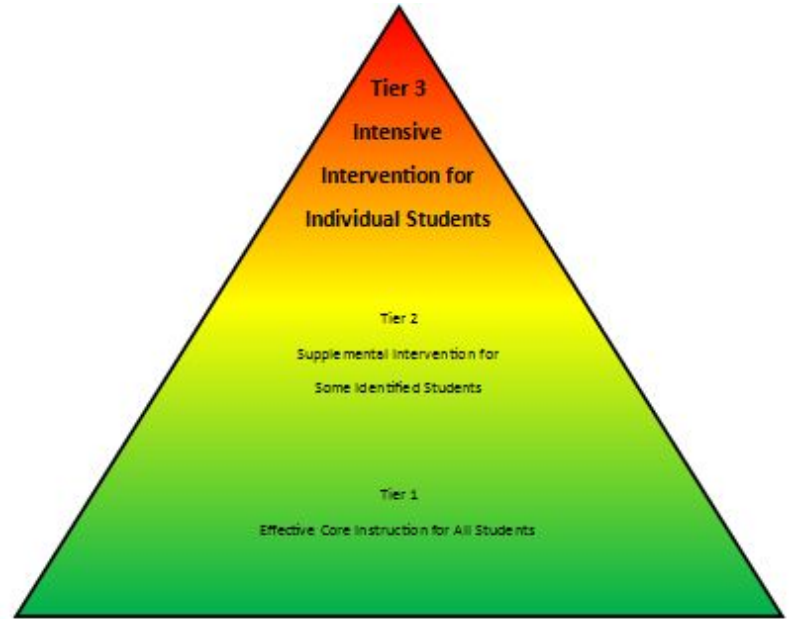
[Specific Subject Area Information](#)



**If the intervention plan and its revisions are not successful in helping the student meet the goal(s), the PST may consider a referral for special education evaluation.*

Entry Criteria:

Tier 3 interventions are intended for students that have below course/grade level learning gaps. These interventions take place in addition to Tier 1, core instruction, and Tier 2 interventions or they may be provided via replacement/alternative curriculum. A student qualifies for Tier 3 interventions based on recommendation of the Problem Solving Team's review of the student's data. Each fall, students who received Tier 3 interventions the spring prior, may begin receiving Tier 3 interventions without a PST meeting, depending on the student's current needs at the start of the school year.


Instruction:

Tier 3 instruction is specific to each student's needs and is dependent in diagnostic assessment data. Tier 3 is:

- Small (1-3 students) group or individual instruction
- Increased frequency of interventions (9-12 weeks)
- Additional minutes to Tier 1 and Tier 2 instruction. Tier 3 occurs during the school day, in addition to scheduled Tier 2 intervention times, not in place of Tier 2 interventions. (at least 150-300 minutes per week)

Progress Monitoring:

Students receiving Tier 3 interventions will be progress monitored in a frequency based on the specific intervention being used. See Progress Monitoring Guidelines and Graduate Criteria for further details. Decisions regarding appropriate progress monitoring tools are made at the PST meeting. The teacher providing the Tier 3 intervention is expected to frequently communicate student progress with the classroom/referring teacher.

Professional Learning Community (PLC):

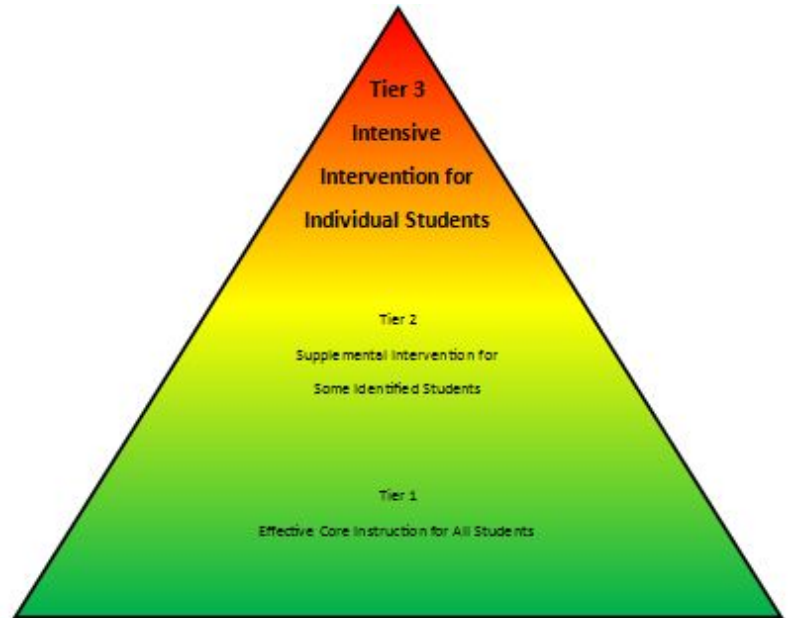
PLC conversations should continually include discussion regarding the student's Tier 1 and Tier 2 progress. The classroom or referring teacher will participate in the PST discussion of the student receiving Tier 3 intervention. See MTSS Problem Solving Team (PST) Process for more details.

Decision-Making Process:

See MTSS Problem Solving Team (PST) Process for more details.

Instructional Level Goal Setting:

- Utilize AIMSweb formula for setting goals as a starting point this year
- [AIMSweb ROI Growth Norms](#) using the spring column
- Set aggressive goals (the far right hand side of the table provides a range of goals in the 75th and 85th percentile)



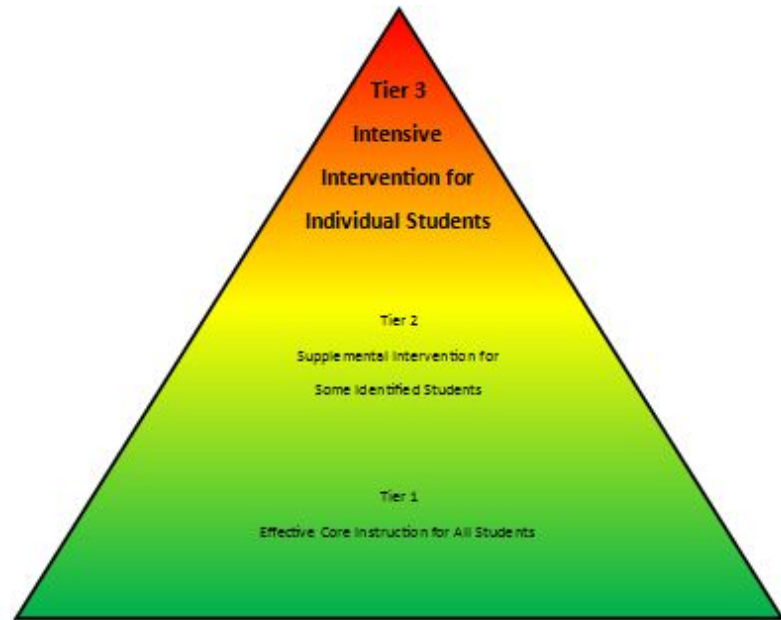
- Formula:
 - Reading: $\text{baseline} + \text{number of instructional weeks} \times \text{ROI} = \text{Goal}$ (Round to whole number)
 - 2nd Grade R-CBM Example: $24 + (27 \times .83) = 46$
 - Math: $\text{baseline} + \text{number of instructional weeks} \times \text{ROI} = \text{Goal}$ (Round to whole number)
 - 6th Grade M-COMP Example: $8 + (10 \times .37) = 11$
 - This goal will be changed when the student is moved to a new instructional level; this will allow the avoidance of a flat line (goal setting at course/grade level)

Off-Course/Grade Level Goal Setting:

- When a student is performing below course/grade level, it is necessary to complete an additional assessment by dropping down one grade level, assessing with one passage or probe (called SLA - Survey Level Assessment), and then determining if this is the appropriate level to set a goal. Continue this process until appropriate instructional level is identified to set an off-course/grade level goal. The appropriate instructional level is identified when the student scores above the 10th percentile. SLAs are completed via paper/pencil.
- The off-course/grade level goal setting cycle identified above will continue until the student has scored three consecutive data points above the aimline at their actual course/grade level.

Progress Monitoring:

- Typically occurs at student’s instructional level (below course/grade level when necessary)
- When student is progress monitored at a performance level that is below course/grade level, three consecutive data points must occur about the aimline. Teachers will continue to set a new goal at the subsequent course/grade level until student has met graduate criteria at their current course/grade level
- Progress monitoring:
 - Occurs at performance level
 - One time per week---reading and math. This may be altered based on PST meeting discussions
 - Use a tool that matches your diagnostic outcome
 - After graduating a student, progress monitor for two additional months every other week

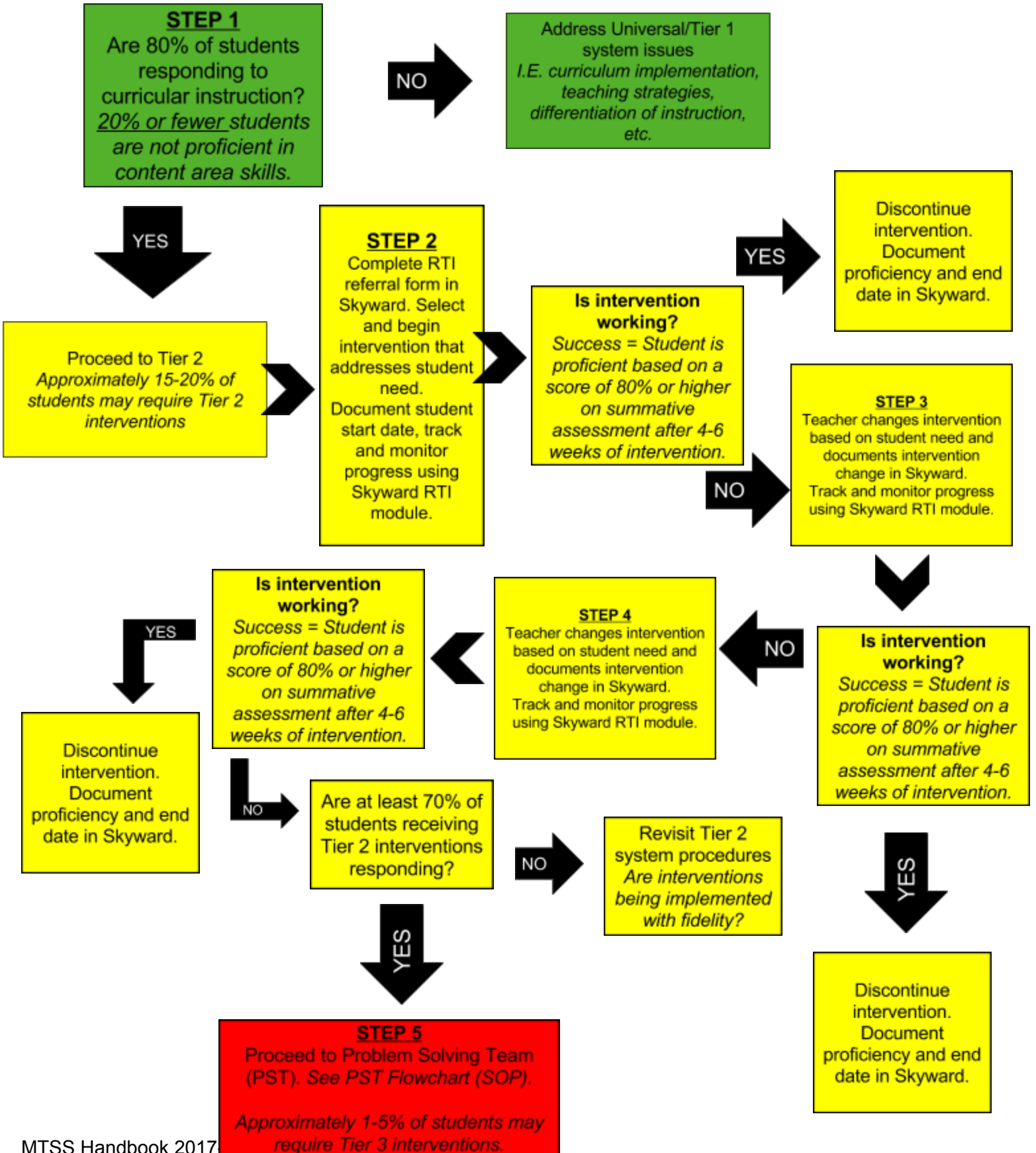


Graduate Criteria:

- Three consecutive data points are expected above the aimline (their current course/grade level)
- Decision is based on data points, not length of intervention
- The PST decision is a critical component of the process; the data from AIMSweb, Leveled Literacy Intervention, or other sources is one piece of data to be reviewed. Teacher input, staff input, communication, etc. are essential.

Exit Criteria:

- The student left district
- The parent requested for Tier 3 services to be discontinued



Reading:

[Florida Center for Reading Research](#)

[AIMSweb](#)

[Fountas & Pinnell Online Resources](#)

[Reading Intervention Manual](#)

[Illinois Literacy in Action](#)

Writing:

[AIMSweb](#)

[Fountas & Pinnell Online Resources](#)

Math:

[Illuminations](#)

[Bridges Intervention](#)

[Bridges Resources-Lessons](#)

[TenMarks](#)

Behavior:

[PBIS Resource Links](#)

[PBIS World](#)

Resources that cover all or more than one area:

[Intervention Central](#)

[Center on Instruction](#)

[Evidence Based Intervention Network- University of Missouri](#)

ELL:

[WIDA Resources](#)