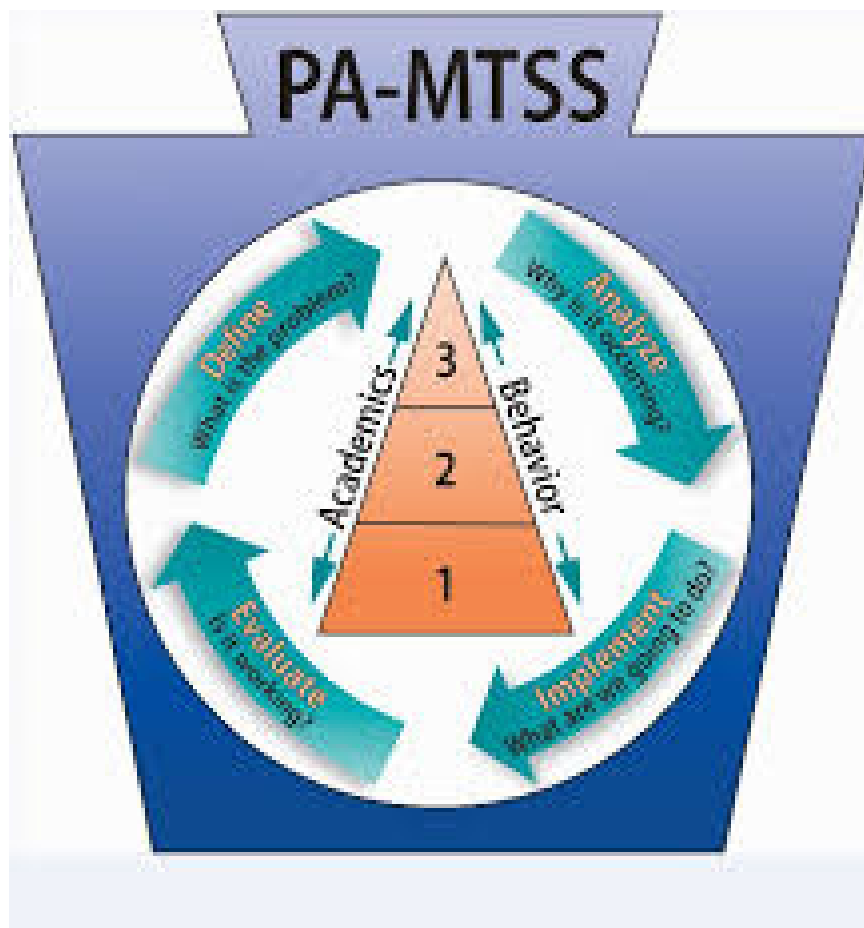# ELEMENTARY MTSS

MULTI-TIERED SYSTEMS OF SUPPORT

BRISTOL TOWNSHIP SCHOOL DISTRICT

2023-2024

MTSS STAFF
HANDBOOK

TABLE OF CONTENTS

This is a working document which will be updated as needed.
**Updated:10/19/23, 11/13/23**

VISION

VISION:

BRISTOL TOWNSHIP SCHOOL DISTRICT COMMUNITY IS COMMITTED TO EDUCATING AND EMPOWERING EACH CHILD BY PROVIDING HIGH-QUALITY LEARNING ENVIRONMENTS AND IDENTIFYING AND REMOVING CULTURAL, STRUCTURAL, RACIAL, AND SOCIAL BARRIERS THAT COULD IMPEDE THEIR OPPORTUNITIES TO LIVE MEANINGFUL AND PRODUCTIVE LIVES AS CONTRIBUTING MEMBERS OF OUR DEMOCRATIC SOCIETY

NON-NEGOTIABLES:

- TO USE DATA TO MAKE INFORMED DECISIONS
- TO ADHERE TO GROUP NORMS FOR MEETINGS.
- TO PLAN, IMPLEMENT, AND DOCUMENT WHAT HAS BEEN DONE FOR STUDENTS
- TO HAVE A GROWTH MINDSET TOWARDS A CONTINUOUS CYCLE OF IMPROVEMENT FOCUSED ON CLOSING THE ACHIEVEMENT GAP WITH AN EMPHASIS ON TIER 1/CORE INSTRUCTION
- ON THE FOLLOWING PAGES, YOU WILL FIND DESCRIPTIONS, DEFINITIONS, AND PROCEDURES FOR MTSS FOR THE 2023-24 SCHOOL YEAR.
- THIS IS A WORKING DOCUMENT AND WILL BE UPDATED AS NEEDED. WHEN YOU HAVE SUGGESTIONS, PLEASE SPEAK TO YOUR INSTRUCTIONAL COACH OR A BUILDING ADMINISTRATOR SO THE SUGGESTIONS CAN BE ACTED UPON.
- THIS IS A TEAM EFFORT TO HELP ALL STUDENTS REACH THEIR MAXIMUM POTENTIAL AND TO HELP TEACHERS FULFILL THEIR PROFESSIONAL RESPONSIBILITIES. WE ALL HAVE TO WORK TOGETHER TO BE SUCCESSFUL, WE WILL CELEBRATE SMALL WINS AS WE WORK TOWARDS THE SUCCESSFUL ACHIEVEMENT OF ALL OF OUR STUDENTS. EVERY STUDENT, EVERY DAY!

MTSS OVERVIEW
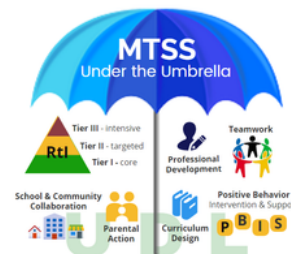
What is MTSS?

- MTSS stands for a **multi-tiered system of supports.** It's a framework used to give targeted support to struggling students.
- MTSS is designed to help schools identify struggling students early and intervene quickly. It focuses on the "whole child." That means it supports academic growth, but other areas too. These include behavior, social and emotional needs, and absenteeism (not attending school).
- The goal of MTSS is to intervene early so students can close any gaps.
- It screens all students and aims to address academic and behavior challenges.
- The tiers of support are a huge part of MTSS. They get more intense from one level to the next. For example, a child getting small group interventions may need to move to one-on-one help or a smaller group of 2-3 students.
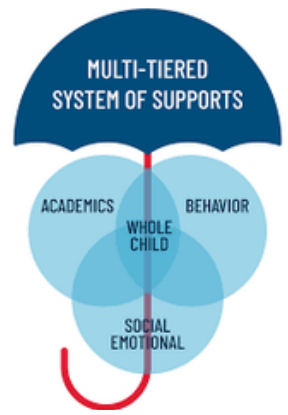
Tiers as Resources
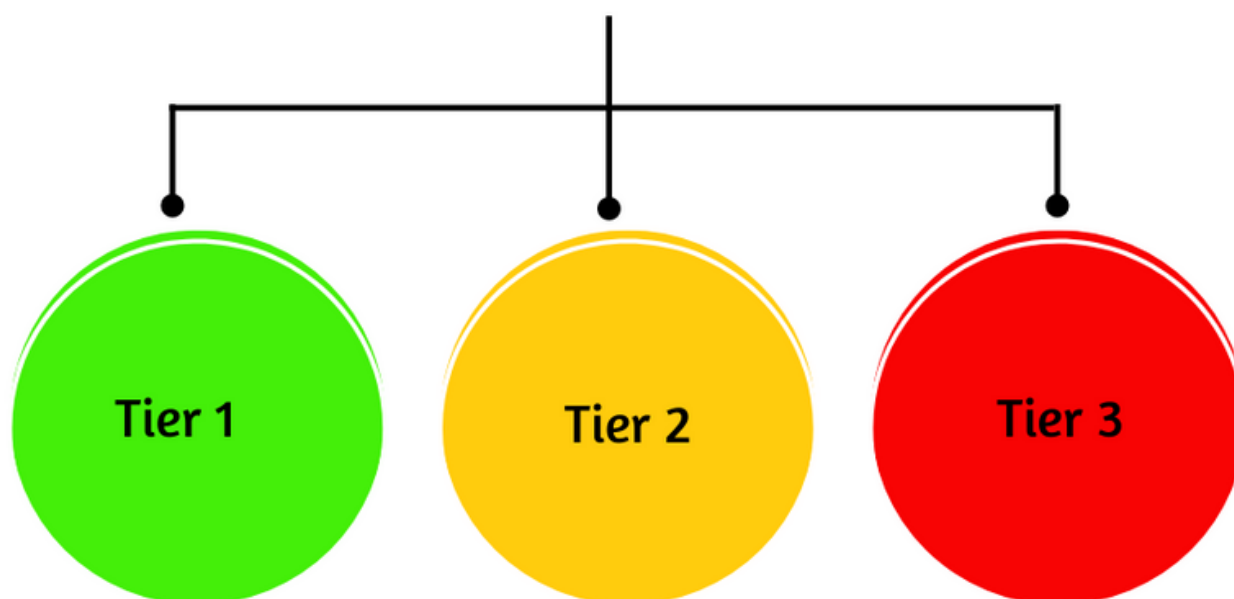
Tier 1

- Whole class data-driven differentiated core instruction provided to
- 100% of our students.
- Standards-driven, grade level expectations.
- Designed and accessible for ALL students.
- Use universal screener data to promote differentiation.
- Monitoring progress with screeners and curriculum embedded assessments.

Tier 2

- Whole-class differentiated instruction + small group targeted instruction (in addition to core instruction) provided to roughly 15% of our students.
- Designed for a group of students with the same skill deficit.
- Students identified through universal screeners, diagnostics, and monitoring progress.
- Provided by the general education teacher or by another trained instructor, within or outside the general education classroom.
- 15-30 minutes supplemental instruction 3-5 days per week.
- Use of core and supplemental programs with support of re-teaching and review; based on group-level needs.
- Frequent progress monitoring – typically every 2 weeks.

Tier 3

- Whole class core differentiated instruction + additional targeted instruction (often small group in addition to core instruction) + intensive support provided to less than 5% of our students
- 45-60 minutes of supplemental instruction each day/week.
- More strategically structured/targeted, remediation intervention programs; based on individual-level needs.
- Use of standard protocol interventions or evidence-based methodologies.
- Weekly progress monitoring.
- Achievement levels often exist within significantly below average range.

MULTI-TIERED SYSTEMS OF SUPPORTS
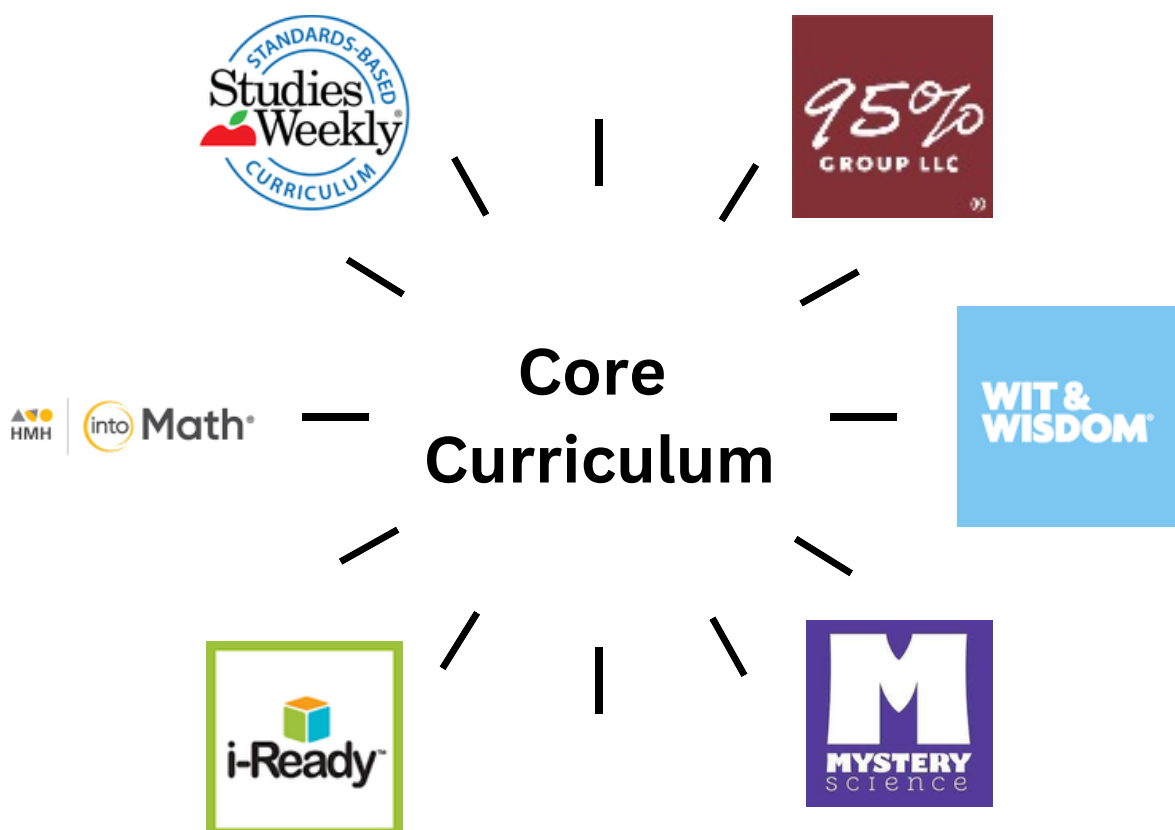

Academic Supports

Tier 1

Tier 1, core instruction, is provided to all students. Tier 1 instruction includes the teaching of grade-level Common Core State Standards through district-adopted curriculum tools. It is presented to the whole school and includes high-quality, evidence-based instruction delivered by a qualified teacher. Tier 1 interventions can include principles of differentiated instruction. Differentiated instruction is an instructional concept that maximizes learning for all students because students vary in their academic, learning styles, personalities, interests, background knowledge and experiences, and levels of motivation for learning.

Instruction:

Tier 1 instruction includes, but is not limited to:

- District-approved core curriculum
- Whole class data-driven differentiated core instruction provided to 100% of our students.
- Standards-driven, grade-level expectations.
- Designed and accessible for ALL students.
- Use universal screener data to promote differentiation.
- Monitoring progress with screeners and curriculum-embedded assessments.

MULTI-TIERED SYSTEMS OF SUPPORTS
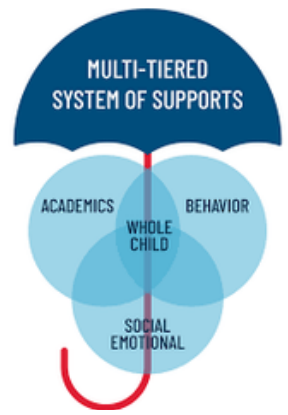
Academic Supports

Tier 2

Tier 2 intervention is intended for students who are struggling to meet course/grade level expectations. Tier 2 supports take place in addition to Tier 1, core differentiated instruction. The core curriculum is continued and additional interventions are implemented that address specific deficits. These interventions generally involve small group instruction and significantly more time practicing the skills. The interventions may be administered in the general education classroom by the general education teacher or in another appropriate setting by a qualified person. In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.
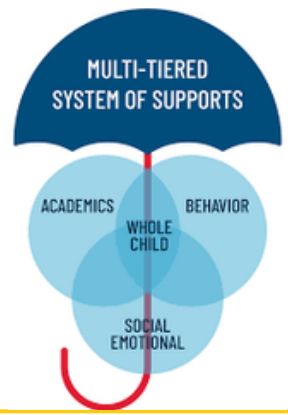
Instruction:

Tier 2 intervention includes, but is not limited to:

- Whole-class differentiated instruction + small group targeted instruction (in addition to core instruction), provided to roughly 15% of our students.
- Designed for a group of students with the same skill deficit.
- Students are identified through universal screeners, diagnostics, and monitoring progress.
- Provided by the general education teacher or by another trained instructor, within or outside the general education classroom.
- 15-30 minutes of supplemental instruction 3-5 days per week.
- Use of core and supplemental programs with support of re-teaching and review; based on group-level needs.
- Frequent progress monitoring – typically every 2 weeks.

Staff will use data from the assessment plan to determine interventions appropriate for instruction. The staff and faculty will meet to discuss assessment results and how to move forward in order to help students make progress toward benchmark goals.

MULTI-TIERED SYSTEMS OF SUPPORTS
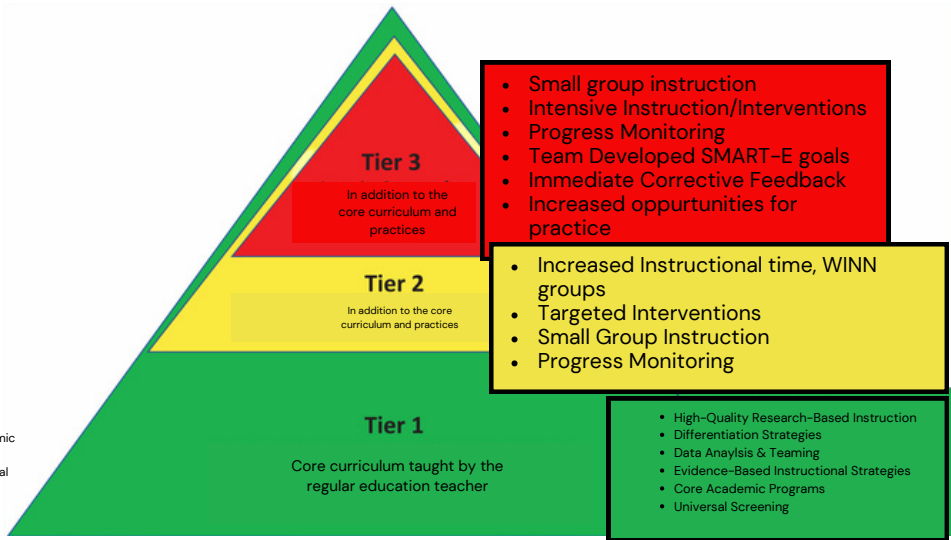

Academic Supports

Tier 3

Tier 3 intervention is intended for students who have below course/grade level learning gaps. These interventions take place in addition to Tier 1, core differentiated instruction, and Tier 2 intervention. It is not required that the students score below the 10th percentile in any standardized assessment to qualify for Tier 3 interventions. A student qualifies for Tier 3 intervention based on the recommendation of the MTSS team's review of the student's data and/or universal screener meetings held at BOY, MOY, and EOY. Each fall students who received Tier 3 intervention the spring prior, may begin receiving Tier 3 intervention without an MTSS meeting or universal screener 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 on data reviewed during the MTSS and/or Universal Screener meetings. Tier 3 instruction can occur during the school day, in addition to scheduled WINN intervention times, not in place of WINN. Tier 3 intervention is delivered by a teacher. Tier 3 interventions are usually delivered to individuals or very small groups. Targeted/diagnostic assessments will be given to identify specific skill deficits.

Tier 3 intervention is:

- Whole class core differentiated instruction + additional targeted instruction (often small group in addition to core instruction) + intensive support
- provided to less than 5% of our students
- 45–60 minutes of supplemental instruction each day/week in addition to Tier 1 & 2
- More strategically structured/targeted, remediation intervention programs; based on individual-level needs.
- Use of standard protocol interventions or evidence-based methodologies.
- Weekly progress monitoring.
- Achievement levels often exist within a significantly below-average range.

Listed above are some examples of academic supports.
Please see the administration for additional support and or guidance.

MULTI-TIERED SYSTEMS OF SUPPORTS
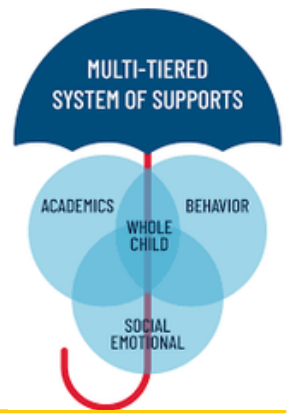
Behavioral Supports

What is SWPBIS?

School-wide Positive Behavior Interventions and Support (SWPBIS) is a systems approach to discipline that emphasizes prevention, instruction on social and life skills, and data-based decision-making to both reduce problem behavior and improve academic performance. It is designed to be proactive and support success for ALL students.

Using the most current best practices, strategic teams are trained to positively impact behavior at three key behavioral tiers: Universal or primary (whole school); Secondary (individual child or group of at-risk children); and Tertiary or intensive (children with complex needs and behaviors that severely impact the child, school and/or community functioning).

**Why is it so important to focus on teaching positive social behaviors?**

Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?" We teach reading, math, science, and social studies and we teach behavioral expectations so that all students are on equal footing. In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimand, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment especially when it is used inconsistently and in the absence of other positive strategies is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step in a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

What is a systems approach in School-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. **Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within ongoing school reform efforts**. SWPBIS is an interactive approach that includes opportunities to correct and improve four key elements used in SWPBIS focusing on 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:

- Outcome: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- Practices: interventions and strategies that are evidence-based. (How will you reach the goals?)
- Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of SWPBIS. (What durable systems can be implemented that will sustain over the long haul?)

MULTI-TIERED SYSTEMS OF SUPPORTS
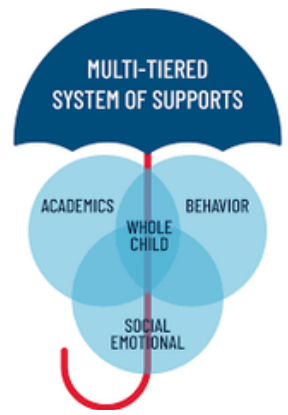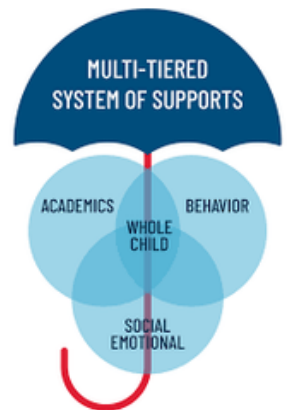
Behavioral Supports

SWPBIS Continued

Staff expectations:

- All staff need to recognize and acknowledge children who are following school-wide expectations.
- All staff need to be ready to give out paw tickets to students in the classroom and throughout the building.
- All staff needs to know the Behavior Flow Chart and be consistent with their responses.
- All staff needs to complete an Office Discipline Referral Form in Infinite Campus if a child's response to a problem behavior indicates the need.
- All teachers will School-Wide Positive Behavior Interventions and Support (SWPBIS) to create behavioral expectations for their classrooms. The BTSD Expectations are: I am Respectful, I am Responsible, I am Safe, and I am Prepared. These expectations will be posted within the classroom stressing what each looks like and sounds like within the learning environment that you create with your students.
  - **Please have your expectations and classroom management plan to your building administrator by request.**
- All staff need to celebrate successes as much as possible.
- All staff need to recognize and acknowledge children who are following the school-wide

These are all components that fit into Danielson's Framework, Domain 4: Professional Responsibilities; It is a responsibility to follow the school guidelines in regards to the components of SWPBIS. Additionally, much of SWPBIS fits within the classroom environment. If you are following and implementing SWPBIS, then you should see the benefits within Domain 2, Classroom Environment. The SWPBIS Team has assisted you with Domain 1: Planning and Preparation, in putting together lessons to help you implement this in your classroom; it is your professional responsibility to take what is given and adapt it to meet the needs of your students through your instruction, Domain 2. As you can see, SWPBIS has components across all areas of what we, as teachers and educators, do - plan, teach, reflect, and act professionally. It is an EXPECTATION that ALL teachers, staff, and administrators in Bristol Township School District follow SWPBIS.

MULTI-TIERED SYSTEMS OF SUPPORTS
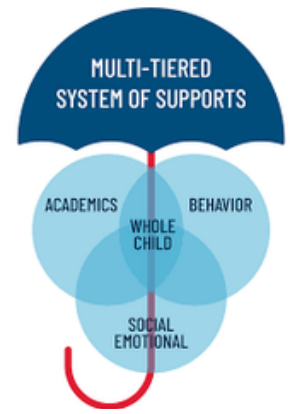
Behavioral Supports

Tier 1:

Tier 1 provides high-quality instruction and behavioral support for all students in the general education setting. This tier includes the Social Emotional Curriculum, Second Step, as taught by our school guidance counselors, as well as the school-wide PBIS plans. More than 80% of students will be successful in this tier. Classroom management and individual student behavior is based on expectations, responsibility, and proactive feedback. All classrooms should use SEL/SWPBIS practices and structures in their classrooms.

If a student fails to learn at a level/rate similar to his/her classmates, the teacher will:
- Document strategies in Linkit using the Tier 1 Strategies Checklist
  - The Tier 1 checklist is designed as an informative instrument that the teacher can utilize to document the implementation of Tier 1 classroom-based supports. In addition, the checklist is intended to identify potential areas for improvement of classroom-based supports that could be used to improve the academic, behavior, and performance of individually identified students.
- Change the type of instructional or behavioral strategy (intervention).
- Increase the intensity or level of the intervention (for example, adding small group instruction to whole group instruction).
- Increase the duration of the intervention (for example, increase small group instruction from 15 to 30 minutes).
- Increase the frequency of the intervention (for example, from twice per week to four times per week).

Once several interventions have been unsuccessful, and the student is not responding adequately, the student will be referred to the Problem-Solving Team to discuss further interventions. The staff member will need to complete an RFA in Linkit to refer a student to the Problem-Solving Team.

MULTI-TIERED SYSTEMS OF SUPPORTS

Behavioral Supports

Tier 2

Tier 2 supports are designed to meet the needs of 10-15% of the student population and are intended for students with mild behavior problems or who are at risk for developing more severe or chronic behavior problems (students with chronic, serious, or violent behavior problems, or who need individualized support are in need of Tier 3 support).

Tier 2 interventions increase the structure around students by providing more prompting on expected behaviors and additional feedback on these behaviors at regular intervals, such as designated times throughout the day, or at certain points during the week.

Essentially Tier 2 supports provide extra time for students to learn and practice the schoolwide expectations (Cheney et al, 2009) via additional prompting, practice, feedback, and reinforcement to students for displaying those expectations (Anderson & Borgmeirer, 2010; Hawken et al., 2009). However, additional discrete skills related to daily organization, social interaction, and academic success can be taught as part of the support even if they are not part of the expectations; these can be thought of as executive functioning skills. Please see your curriculum supervisor or your special education supervisor for assistance with Executive Functioning help. Tier 2 supports should also incorporate school-home communication and collaboration to extend and strengthen the schoolwide expectations.

Tier 2 should be efficient, effective, and early. In order for this to happen, Tier 1, must be implemented and reinforced as outlined. Some examples of Tier 2 are included and there is an additional Tier 2 packet that will be given out as needed. If you feel you have a student who needs Tier 2 assistance, please be sure to have brought the student up to your grade level at a Tier 1 meeting first, and then complete the MTSS paperwork to start that process.

Examples:

Check-In / Check Out
A student checks in with a specific adult at the start of the school day. The adult gives the student a point sheet that has the goals/ expectations the student is working on.
The adult speaks briefly with the student in a positive manner, to encourage them and remind them what he/she needs to focus on to meet their goal.

Social Intervention Groups
As part of Tier 2, students may be referred to Social Intervention groups. These groups will meet weekly and will focus on re-teaching and practicing specific appropriate behaviors. Students will be placed in groups with peers of the same age. Behaviors will be observed to monitor progress. If after several weeks, the student is not responding to Tier 2 interventions, a more intensive or additional intervention and/or consult referral may be considered.

Mentoring Program
SWPBIS teachers and staff will be responsible for mentoring a student in need. The guidance counselor, Anti-Bullying Climate Specialist, SAP Team, and administrators can help with assigning students in need of a mentor.

MULTI-TIERED SYSTEMS OF SUPPORTS
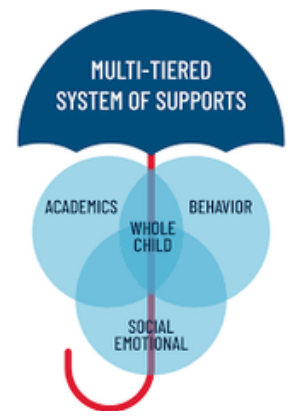
Behavioral Supports

Tier 3

Data and input from the MTSS/SAP team will be used to determine if other interventions for students are warranted. These could include but are not limited to Social groups, themed groups (grief, loss, recovery, bullying), and the recommendation for outside services for the student.

Additional Resources are available at the National Center for Intensive Intervention.
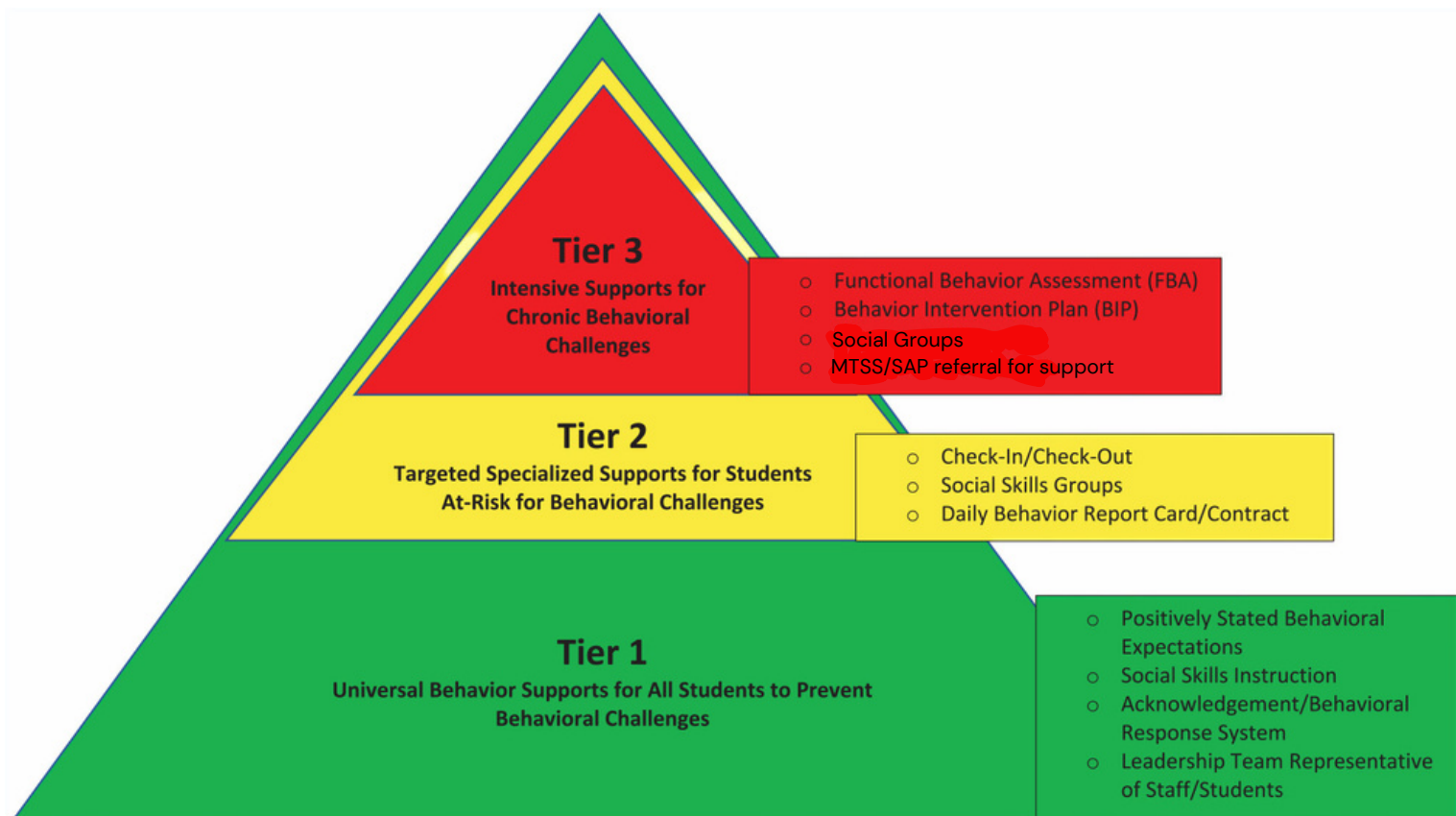
Listed above are some examples of behavioral supports.
Please see the administration for additional support and or guidance.

MULTI-TIERED SYSTEMS OF SUPPORTS

Social Emotional Supports

SEL is the process of developing students' and adults' social and emotional competencies - the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices. CASEL has identified five core competencies of SEL:

- Self-awareness: The ability to accurately recognize one's emotions and thoughts, and their influence on behavior.
- Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.
- Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures
- Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.
- Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions Social Emotional Learning Evidenced based approaches to SEL instruction CASEL has identified four general approaches to SEL instruction:
    - Free standing lessons
    - General teaching practices
    - Integration of SEL within academic curriculum
    - School & District Wide Administrative Guidance

As a district, we utilize an evidence-based approach to teaching, and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness. We use professional development, books, and resources to help elementary and middle school educators to create safe, joyful, and engaging classrooms and school communities in conjunction with School-wide PBIS structures to develop strong social and academic skills so that every student can thrive in a positive learning environment. These resources are available online or in the buildings. We begin teaching academics, behavior, and our SEL skills on day 1. Pacing guides and lessons are located in Chalk. SEL lessons and SWPBIS lessons should be taught as needed and addressed by the classroom teacher based on the needs of the students consistently throughout the year.

TEAMING STRUCTURES

DISTRICT LEVEL

- Monitors fidelity and effectiveness of district-wide practices
- Ensures a strong, unified vision
- Commits to multi-year action planning for sustainability
- Promotes funding, visibility, and support for integrated MTSS model
- Allocates resources
- Coordinates training and coaching efforts
- Supports school leadership teams in their implementation efforts, including removing barriers to implementation
- **Meets at least monthly**

BUILDING LEVEL TEAM

- Monitors building-wide practices across tiers 1, 2, and 3
- Establishes priorities based on data for professional development
- Collects data across the system to inform scheduling and resource allocation
- Interdisciplinary in nature
- Includes teacher leader representation
- Monitors fidelity to the implementation of effective instructional practices
- **Meets at least monthly**

GRADE LEVEL TEAM

- *Default structure within an MTSS framework – all teachers that work within that grade-level, including the principal and various specialists
- Establishes grade-wide goals
- Selects and implements strategies to enhance tier 1 core instruction and supplemental academic and behavioral interventions
- Organizes the system to provide enhanced Tier 1 and Tier 2 support and services
- Implements effective instructional practices with fidelity
- Communicates professional development needs to the administrator
- **Meets at 1–2 times/month**

PROBLEM SOLVING TEAM

- A team of **interdisciplinary experts** who are focused on mobilizing intensive supports and services for **the most at-risk** youth and monitoring **response to intervention (RtI)** through frequent progress monitoring
- Membership may vary based on student needs/supports
- **Meets weekly**

MEETING STRUCTURES

Image: Branching Minds, https://www.branchingminds.com/hs-fs/hubfs/MTSS%20Cycle.png?width=523&name=MTSS%20Cycle.png
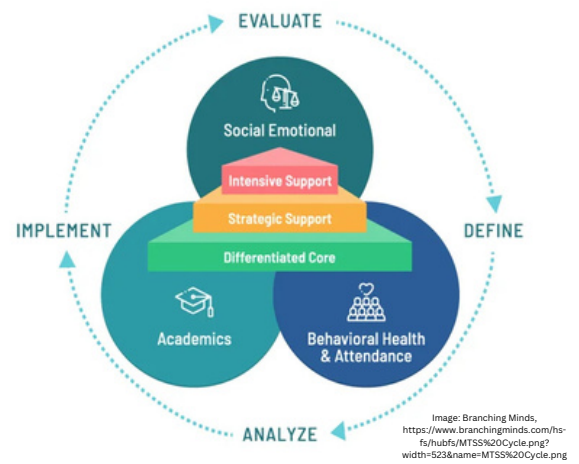
Meeting Norms

Meeting norms or an agreed-upon set of behaviors, are essential as they set a foundation for meeting success. It is the responsibility of each individual/team to maintain the norms as established.
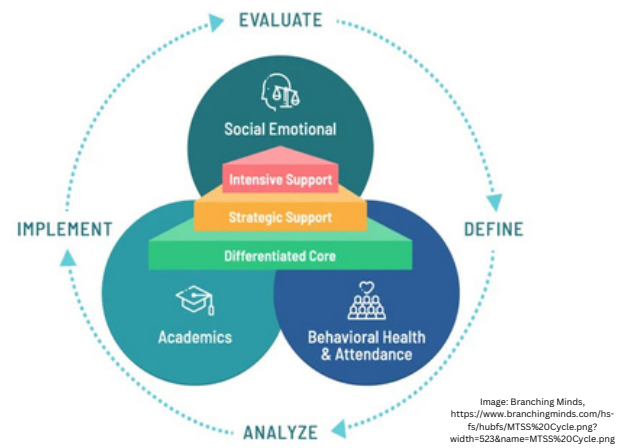
- Present
  - We will be active participants in the meeting by limiting outside distractions and communicating relevant comments that are free of judgment. Should an absence be necessary, it should be communicated early.
- Prepared
  - We will initiate collaboration with colleagues prior to meetings about topics only concerning certain members and each member will bring any necessary materials to illustrate his/her topics to other team members effectively.
- Professional
  - We are members of a unique team with a diverse skill set who are dedicating time to discuss topics that will move BTSD forward. We will respect each other, and the topics, and ask questions to test assumptions while remaining student-centered and solution-focused.
- Punctual
  - We will arrive on time and limit conversation to the allotted time designated on the agenda.

Meeting Roles

To focus on data-based decision-making, BTSD utilizes structured protocols for meetings. Meeting role examples are outlined below and will rotate throughout the year.

Facilitator	Record Keeper	Time Keeper
- Pulls reports for the meeting, creates the meeting agenda, and adds the agenda to the shared folder prior to the meeting - Starts meeting on time - States the goal(s) of the meeting and reviews meeting agreements - Intervenes if the discussion goes off track or if unproductive behavior arises - Ensures that all parties are included in the conversation - Summarizes discussion, checking for understanding and clearing up misunderstandings - Closes out meetings, drawing the conversation to an end result or specific action item(s)	- Notes start time and end time of meetings to the agenda - Works with team members to capture big ideas, next actions, topics discussed, information to share outside the team, action items, and those responsible - Asks clarifying questions, as needed - Finalizes notes within 24 hours of the meeting and ensures that they are placed in the appropriate location	- Helps the team stay aware of how it is using time, how much time is assigned to each task, and how much time the team is using to accomplish a specific task. - Gives advance notice when a time limit is near and helps the team renegotiate time if the task is incomplete and needs further attention. If members agree to give a task more time, the timekeeper helps them adjust the time to accomplish the balance of the team's agenda.

MEETING STRUCTURES

Image: Branching Minds, https://www.branchingminds.com/hs-fs/hubfs/MTSS%20Cycle.png?width=523&name=MTSS%20Cycle.png

TIPS FOR MEETING IMPLEMENTATION

- CREATE NORMS BY BRAINSTORMING TRAITS ASSOCIATED WITH HIGH-FUNCTIONING TEAMS.
- DETERMINE A CLEAR AGENDA AND PROCESS FOR HOW MEETINGS WILL PROCEED, SUCH AS THE TEAM INITIATIVE PROBLEM-SOLVING METHOD.
- USE AN EASILY ACCESSIBLE PLATFORM FOR NOTE-KEEPING AND DECISIONS MADE DURING THE MEETING.

Problem Solving Model

DEFINE

DEFINE: WHAT IS THE PROBLEM?

- WHAT DO WE EXPECT OUR STUDENTS TO KNOW, UNDERSTAND, AND DO AS A RESULT OF INSTRUCTION? MEASURED HOW?
- DO OUR STUDENTS MEET OR EXCEED THESE EXPECTED LEVELS?
- HOW DO YOU DEFINE "EXPECTED"
- ARE THERE GROUPS FOR WHOM CORE IS NOT SUFFICIENT?
- WHAT TIER OF SUPPORT NEEDS TO BE A PRIORITY?

ANALYZE

ANALYZE: WHY IS THE PROBLEM HAPPENING?

- IF THE CORE IS NOT SUFFICIENT FOR A GROUP OF STUDENTS, WHAT BARRIERS HAVE OR COULD PRECLUDE STUDENTS FROM REACHING EXPECTED LEVELS?
- COMMON SOURCES: CURRICULUM/STANDARDS/LEARNER MISMATCH; BEST PRACTICES WITH INSTRUCTION ARE NOT OCCURRING; ENVIRONMENT NOT SUPPORTIVE OF LEARNING AND INTERVENTIONS (ICEL). NE

Problem Solving Model

ANALYZE CONTINUED

WHAT ABOUT THE INTERACTION OF THE CURRICULUM, INSTRUCTION, LEARNERS, AND LEARNING ENVIRONMENT SHOULD BE ALTERED SO THAT THE STUDENT(S) WILL LEARN?

Key Domains of Learning

I	Instruction	Instruction is how the curriculum is taught and can vary in many different ways including: level of instruction, rate of instruction, and presentation of instruction
C	Curriculum	Curriculum refers to what is taught. Curriculum would include scope, sequencing, pacing, materials, rigor, format, relevance
E	Environment	The environment is where the instruction takes place. Variables in the environment include classroom expectations, beliefs/attitudes, peers, school culture, facilities, class size, attendance/tardies, management
L	Learner	The learner is who is being taught. This is the last domain that is considered and is only addressed when the curriculum and instruction are found to appropriate and the environment accommodating. Variables include motivation, prerequisite skills, organization/study habits, abilities, impairments, and history of instruction.

Images taken from
http://www.floridarti.usf.edu/resources/pl_modules/intensive_interventions/days4&5/GeneralSession/ICEL%20RIOT%20Matrix.pdf

IMPLEMENT

IMPLEMENT: WHAT ARE WE GOING TO DO ABOUT IT?

- WHAT STRATEGIES OR INTERVENTIONS WILL BE USED?
- WHAT RESOURCES ARE NEEDED TO SUPPORT IMPLEMENTATION OF THE PLAN?
- HOW WILL SUFFICIENCY AND EFFECTIVENESS OF CORE BE MONITORED OVERTIME?
- HOW WILL FIDELITY BE MONITORED OVER TIME? HOW WILL "GOOD", "QUESTIONABLE," AND "POOR" RESPONSES TO INTERVENTION BE DEFINED?

EVALUATE

EVALUATE: IS IT WORKING?

- HAVE PLANNED IMPROVEMENTS TO CORE BEEN EFFECTIVE? (DECISION-RULES.
- IF SO WHAT'S NEXT? PHASE OUT SUPPORTS? CHANGE TO NEXT SET OF GOALS?
- IF NOT, WHAT'S NEXT? FIDELITY? INFRASTRUCTURE? RESOURCES? PLANNING?
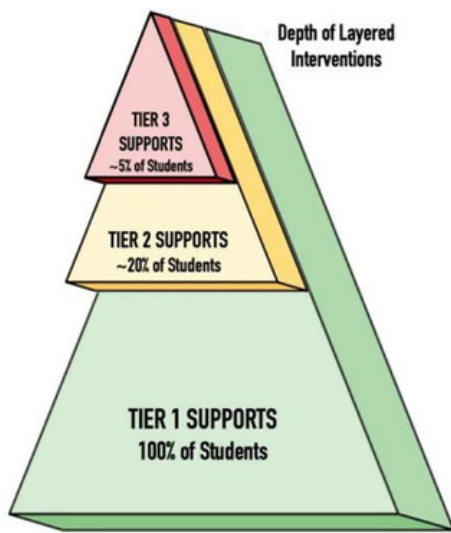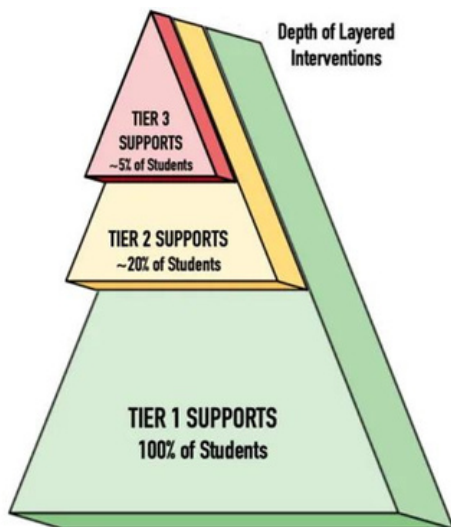
MTSS DATA DECISIONS

School-wide Decisions

The following are school-wide decision rules for determining which students are "at-risk" and the use of data to determine if the student is responding to instruction.

- 80 percent decision rule: If less than 80 percent of all students are meeting benchmarks, a review of Tier I may be needed. The standard/skill/strategy needs to be retaught to the whole class.
- 15 Percent Decision Rule: Students below the 15th percentile receive an instructional intervention. (Tier 2)
- Change Intervention Rule: When progress monitoring data are below the aim line (an aim line is a path to move a student from his/her current, baseline level of performance, to the performance criterion, within a designated time period) on three consecutive days or when six or more data points produce a flat or decreasing trend line, school staff should change or intensify the intervention. When looking at i-Ready data, there will be a lack of growth.
- Intensify Intervention Rule: More frequent intervention instruction begins when a student fails to progress after two Tier 2 interventions. (Tier 3)

Decision rules or criteria for decision-making need to be created prior to implementation of the intervention to determine when: (Each intervention should have criteria established within the directions)

- students are not responding adequately to instruction and need supplemental intervention;
- students are responding adequately to instruction and no longer need supplemental intervention;
- an intervention may need to be changed, and/or a student may need a referral for special education services to determine if a student's learning difficulty is the result of a disability.

Depth of Layered
Interventions

TIER 3
SUPPORTS
~5% of Students

TIER 2 SUPPORTS
~20% of Students

TIER 1 SUPPORTS
100% of Students

MTSS DATA DECISIONS

MTSS Decision Matrix

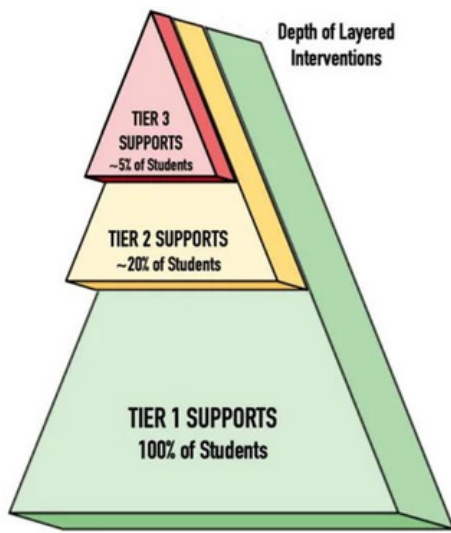| Eligibility Requirements for Elementary School
Academic & Behavioral Intervention Services |
| --- |
| • Intervention Services will be required for: Students who do not respond to Tier 1 at the whole class level
• Students who demonstrate high risk based on universal screening
• Students whose universal screening is significantly disproportionate to classroom norms
• Students who have 3 major incidents or the equivalent thereof over a 9-week period OR a high-intensity behavior (harm to self or others) |
| The following universal screening measures will be used:
• SWPBIS Reports
• Infinite Campus Data Reports
• i-Ready
• Acadience Tests
• LINK IT
• Youthtruth
• SSRS SEL |
| **Entrance Criteria**: |
| **Tier I**
• All students receive differentiated instruction to assist them in reaching the grade-specific standards
• Students who score at the Below Basic Level on Link It Test and or Iready will receive differentiated instruction based on the student need/s.
• Elementary students who are in the red in iReady will have either the PASI or PSI administered to determine the skill that needs to be focused on.
• Kindergarten-second grade students will be screened using Acadience following the Assessment Plan. |

Depth of Layered Interventions

TIER 3 SUPPORTS ~5% of Students

TIER 2 SUPPORTS ~20% of Students

TIER 1 SUPPORTS 100% of Students

MTSS DATA DECISIONS

MTSS Decision Matrix

Tier II: Based on the review of the i-Ready assessment, Link It assessment and Tier I progress:
- A review of the progress of students receiving interventions at the Tier I Level will be reviewed and one of the following determinations will be made:
  - Students are making progress based on data collected during interventions but continue to score at the Below Basic Level on the Link It Test. The **frequency of Interventions increases.**
    - **Check the instructional match regarding the intervention**. If not a good match, re-design, and re-implement.
    - Increase the frequency of delivery or increase the intensity as applicable.
    - Interventions should continue for 6 weeks then a review meeting should be held.

Tier III: Based on a review of assessment data and progress monitoring at the Tier II level
- Students continuing to score in the bottom 15% of the Below Basic level on Link It assessments/Iready and not making adequate progress based on 6 weeks of instructional interventions at the Tier II level.
- Interventions occur 5 days a week with progress monitoring weekly.
- Elicit the assistance of an expert relative to the student's skill deficit area
- Pair the skills down to the most specific of issues.
- Review after 6 weeks of intervention.
- If the child is making adequate progress but not at the expected performance level, continue the intervention.
- If the child has met the expected performance level, return to Tier I
- If the child is not making adequate progress, consider MDE.

Exit Criteria:
- Student no longer scores in the bottom 15% at the Below Basic Level based on the Link It Test/Iready and has made progress toward individual skills through differentiated instruction groups, student no longer needs intervention.
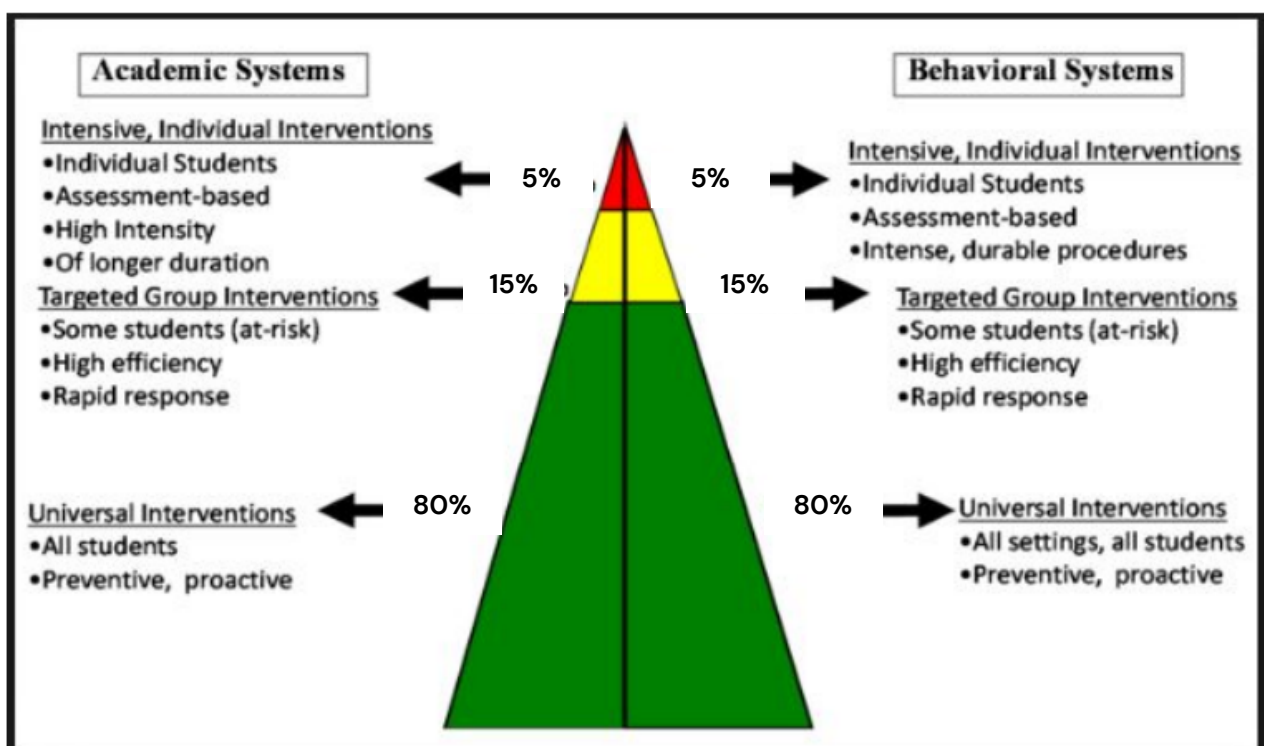
MTSS INTERVENTIONS

Effective Intervention

An intervention is a specific academic/behavioral strategy designed to provide at-risk students with the necessary skills and academic/behavioral support so they may achieve grade-level expectations.

Scientific research has identified important characteristics of effective interventions for students who are found to be at risk. These include:

- Interventions should be matched to students' skill deficits. Diagnostic assessment should be used to identify the primary focus of instruction/intervention (lowest skill deficit).
- Interventions should be offered as soon as it is clear the student is struggling to acquire critical foundational skills in reading and/or math.
- Interventions must significantly increase the intensity of instruction and practice, which is accomplished primarily by increasing instructional time or reducing the size of the instructional group, or doing both.
- Interventions must provide the opportunity for explicit (direct) and systematic instruction and practice along with cumulative review to ensure mastery.
- Interventions must provide skillful instruction including good error correction procedures, along with many opportunities for immediate positive feedback and reward.
- Interventions must be guided by, and responsive to, data on student progress.
- Interventions must be motivating, engaging, and supportive—a positive atmosphere is essential.
- The following pages contain an inventory of interventions currently being utilized in the BTSD school district.

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MTSS INTERVENTIONS

Reading Interventions

Component of Reading	Tier 1	Tier 2	Tier 3
Phonemic Awareness	–Built into Core Phonics –Heggerty –FCRR activities –UFLI Resources	–Road to The Code (mid Kdg–on) –Equipped for Success 1 min drills –Phonological Awareness Kit –Heggerty –iReady personalized instruction –FCRR activities –UFLI Resources	–Equipped for Success –Road to the Code –Phonological Awareness Kit –Sonday System 1 –Wilson Reading Program –iReady Teacher Toolbox
Phonics	–95 Phonics Skills Series (Blending Routine, Short Vowels) –Chip Kits (Basic, Advanced, Multisyllabic) –Core Phonics can be used for reteaching –Multisyllabic Routines Gr 3, 4, 5 –Geodes –FCRR activities –UFLI Resources –LETRS Lesson plan can be used as a template to design a lesson (editable lesson plan template) –Phonics A–Z, W. Blevins can be used as a resource –Phonics for Intermediate Grades, W. Blevins can be used as a resource	–95 Phonics Skills Series (Blending Routine, Short Vowels) –95 Chip Kits Manipulatives (Basic, Advanced, Multi–syllabic) –Core Phonics can be used for pre-teaching/reteaching of grade level material –Multi–syllabic Routines Gr 3, 4, 5 –Phonics Lesson Library –iReady personalized instruction –Geodes –IMSE Class bundle activities –FCRR activities –UFLI Resources	–95 Phonics Skills Series (Blending Routine, Short Vowels) –Sonday System 1 –Wilson Reading Program –iReady Teacher Toolbox –Phonics Lesson Library
Vocabulary	–Vocabulary Surge –Frayer Model –Morpheme Matrix –Outside In –Relationship Mapping –Student-Generated Definitions –Word Line –2 Column –Geodes –Volume of Reading books that can be used from W&W –FCRR activities –UFLI Resources	–Vocabulary Surge –iReady personalized instruction –Geodes –iReady Teacher Toolbox –FCRR activities –UFLI Resources –Word Connections	–Sonday System 1 –Wilson Reading Program –iReady Teacher Toolbox
Fluency	–Repeated Reading –Echo Reading –Choral Reading –Geodes –FCRR activities –UFLI Resources	–Six-Minute Solution\ –Learning Ally –Geodes –Read Naturally (physical copies only; ensure it is a fluency issue before use) –FCRR activities	–Sonday System 1 –Wilson Reading Program –Six-Minute Solution –Read Naturally (physical copies only; ensure it is a fluency issue before use)
Comprehension	–Use stories and routines from the Curric. (Wit and Wisdom) Notice & Wonder –Volume of Reading books that can be used from W&W –95% group Comprehension Gr. 3–6 –FCRR activities –UFLI Resources	–95% group Comprehension Gr 3–6 Blueprint for Comprehension –Volume of Reading books that can be used from W&W –Learning Ally –FCRR activities –UFLI Resources	–Sonday System 1 –Wilson Reading Program –95% group Comprehension Gr 3–6 Blueprint for Comprehension –Volume of Reading books that can be used from W&W

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MTSS &
SPECIAL EDUCATION

Understanding the Relationship Between MTSS and Special Education

MTSS provides a continuum of supports for ALL students and this includes students with disabilities (SWDs). SWDs receiving special education services can continue to receive services and supports provided through the MTSS process unless those services and supports are inconsistent with their IEPs.

SWDs are to be provided with the same opportunities and rights as any other student in the regular education classroom therefore special education services are not restricted by the level of supports provided by the MTSS process. It is important to remember that MTSS is not a replacement for special education or a method to deny or delay a special education evaluation but merely a the proactive and preventative framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavioral needs from a strengths-based perspective.

The MTSS framework assists school teams with determining whether a child may need to be referred for a special education evaluation.
The MTSS process can assist with/by:
• Child Find Obligations (i.e., identify, locate, and evaluate) through MTSS
• Ensuring the provision of Tier 3 intensive interventions rules out a lack of instruction
• Providing data to demonstrate a "need" for special education
• Providing formal progress monitoring data that can be provided to parents
• Comparing student performance to peers and providing an understanding of unique circumstances

Students receiving school-wide MTSS interventions and supports who are systematically moving through the three tiers (including the problem-solving team) and demonstrate little to no progress towards their goals, may be an indication that the student has a potential disability. If such an occurrence happens, it would be appropriate for the school team to complete a referral for a special education evaluation. As part of the special education evaluation process, it is imperative that the school team includes all relevant MTSS data, interventions, and supports provided to the student prior to the referral and continue providing services and supports while the student is being evaluated for special education services.

If a student is found eligible for special education services the special education team will develop an Individualized Education Program (IEP) for the student with the input of all applicable parties (i.e., general ed. teacher, parents, special ed. teacher, school psychologist, etc.) to ensure the student receives the appropriate specially designed instruction aligned with that student's individual needs and as required by IDEA/Chapter 14. If a student is found eligible, the student can continue to receive academic and behavioral services/supports through the MTSS process if the team feels these additional services and supports which are provided to all students, would benefit the SWDs.

MTSS &
SPECIAL EDUCATION

Understanding the Relationship Between MTSS and Special Education

Before a school team can consider referring a student for a special education evaluation, the team must consider a variety of factors.

First, the school team must ensure that the student's underachievement is not due to a lack of appropriate instruction in reading or math. The team should consider the following:

- Data that demonstrates that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

If the child has participated in a process (MTSS) that assesses the child's response to scientific, research-based intervention, the team should also consider:

- The instructional strategies used and the student-centered data collected; and
- The documentation that the child's parents were notified about:
  - the amount and nature of student performance data that would be collected and the general education services that would be provided; strategies for increasing the child's rate of learning; and the parents' right to request an evaluation
  - It is important to note that the MTSS process cannot be used to delay or deny a referral to special education.

If a parent requests either verbally or in writing to have their child evaluated for special education the school must issue a response formally via a Permission to Evaluate (PTE) or a Notice of Recommended Educational Placement (NOREP) within 10 calendar days of the request.

Understanding the Relationship Between Tier 3 and Special Education

Students that have not responded to standard instruction and intervention at Tier 1 and 2 will progress to Tier 3/Intensive intervention. Tier 3/Intensive intervention is characterized by a research-based process for gradually intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.

In some cases, an intensive intervention at Tier 3 can be considered special education. Intensive interventions may be provided as general education, special education, or related service. A student with an IEP can access general education instruction at all tiers (1, 2, and 3) including an intensive Tier 3 intervention delivered by a general educator or general education content specialist which may not directly support an IEP goal or adapt content, methodology, or delivery of instruction. Tier 3 services are characterized by extraordinary intensity and focus with reduced group size and even 1-1 instruction for students who have an insufficient response to research-based interventions in Tiers 1 and 2. It allows for increased teacher/student interaction, increased opportunities for student response and practice, and increased engagement. It could also mean increased frequency or duration of instruction. Tier 3 services are available to all children who have not responded to the targeted interventions of Tier 2 or require a more intense level of instruction and progress monitoring than can be provided through targeted interventions.

APPENDIX

SWPBIS Staff Handbook

2023-2024 Assessment Calendar

Acadience

Building Level Meeting Template-

Grade Level Meeting Template-This document may be modified based on the time of year the meeting is held.

Problem-Solving Meeting Template

MTSS 23-24 Presentation