

Highlands School District



K-8

Multi-Tiered System of Support

District Handbook

2020-2021

Multi-Tier System of Support (MTSS)

The Highlands School District Multi-Tier System of Support (MTSS) District Handbook will assist in establishing the necessary structure to utilize a framework to support all students, teachers and staff. MTSS is an integrated multi-tier system of instruction, assessment and intervention designed to meet the academic and behavioral needs of all students. Whether the student needs remediation or enrichment, the MTSS framework and data-analysis is based on student need and is aligned with the correct level of interventions to be successful in our schools. The MTSS framework will be implemented in each school, K-8.

Early Childhood Center	Elementary School	Middle School
ELA	ELA	ELA
Math	Math	Math
Behavior	Behavior	Behavior

The core infrastructure of support is critical to the success of MTSS. Our schools will have the following resources available.

Early Childhood Center - *examples include...*

Curriculum	Assessment	Behavioral
ELA: Journey's Reading Series	Acadience Reading	Interventions
Heggerty	STAR Reading	PBIS
Guided Reading	SSRS Performance Screening Guide	Second Step
Math: Go Math Series		
Freckle: ELA/Math		

Elementary School - *examples include...*

Curriculum	Assessment	Behavioral
ELA: Journey's Reading Series	Acadience Reading	Interventions
Heggerty	STAR Reading	PBIS
Math: Go Math Series	STAR Math	Second Step
Guided Reading Freckle: ELA/Math	SSRS Performance Screening Guide	
Corrective Reading		
Write In Reader (Tier 2-3 Intervention)		
Rewards(Tier 2-3 Intervention)		
SyllaSearch (Tier 2-3 Intervention)		
Spell Read		
RAC Word Building		

Middle School – examples include...

Curriculum	Assessment	Behavioral
ELA: Journey’s Reading Series	STAR Reading	Interventions
ELA: Collections Series	STAR Math	PBIS
Math: Go Math Program	SSRS Performance Screening Guide	Second Step
Write In Reader (Tier 2-3 Intervention)		
Rewards(Tier 2-3 Intervention)		
SyllaSearch(Tier 2-3 Intervention)		
SpellRead(Tier 3 Intervention)		
Corrective Reading		
Spellography		

CORE INSTRUCTION is what ALL STUDENTS receive daily. At the core level, practices are evidence-based and designed to meet the needs of all students, therefore eliminating the need for additional intervention. Instruction provided during What I Need (WIN) time at Tier 1 is to include:

- an extension of the core curricular concepts
- enrichment for students who need practice that is more challenging
- time to revisit concepts to ensure students are attaining skills appropriately

Typically, 80% of students should fall into Tier 1. For students whose data shows they are not meeting Tier 1 expectations, Tier 2 intervention support would be necessary.

Tier 2 students are determined based upon their performance on benchmark assessments, classroom performance and attainment of skills. Tier 2 would typically service 15% of students within the grade level. In Tier 2, students receive more intensive, skill-specific interventions, delivered with fidelity and based upon their needs. Interventions used with this Tier must be research-based. Students in Tier 2 are to have their progress monitored on a regular basis to determine growth or regression. Progress data is and analyzed by the data team to determine the students’ proper placement; moving to Tier 1, continuing with Tier 2 supports, or transitioning to more intensive supports in Tier 3.

Tier 3 interventions are to support students with the severe needs. Typically this can include approximately 5% of students in the grade level. These students need intensive and customized intervention. A students’ inability to find success and growth with this level of intervention may result in a referral for special education services.

MTSS Key Terms

Accommodation: Accommodations are changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/testing setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations might include assistive technology as well as alterations to presentation, response, scheduling, or settings. When used appropriately, they reduce or even eliminate the effects of a child's disability, but do not reduce or lower the standards or expectations for content. Accommodations that are appropriate for assessments do not invalidate assessment results.

Aim line: The aim line is also referred to as the goal line. It is the line on a graph that connects the student's initial performance level and the student's year-end goal. It represents the expected rate of student progress over time.

At Risk: At risk students are students whose initial performance level or characteristics predict poor outcomes unless intervention occurs to accelerate knowledge, skill, or ability development in academics or social/emotional learning.

Baseline: Data collected prior to the initiation of an intervention.

Behavior Intervention Plan: A behavior plan is based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior supports (PBS), identifies skills for school success, and specific strategies for behavioral instruction.

Core Curriculum: The core curriculum is the course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the elementary and secondary levels by the administration and approved by the school board.

Criterion-Referenced Assessment: Criterion-referenced assessment measures what a student understands, knows, or can accomplish in relation to a specific performance objective. It is typically used to identify a student's specific strengths and weaknesses in relation to an age or grade level standard. It does not compare students to other students.

Curriculum-Based Assessment (CBA)/Curriculum-Based Measurement (CBM): CBA is a broader term than Curriculum-Based Measurement (CBM). CBM meets the three CBA requirements: (1) measurement materials are aligned with the school's curriculum; (2)

measurement occurs frequently; and (3) assessment information is used to formulate instructional decisions. CBM is an approach to measurement that is used to screen students or to monitor student progress in mathematics, reading, writing, and spelling. With CBM, teachers and schools can assess individual responsiveness to instruction. When a student proves unresponsive to the instructional program, CBM signals the teacher/school to revise that program.

Data Driven Decision Making: The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data.

Data Point: A data point is one score on a graph or chart, which represents a student's performance at one point in time.

Differentiated Instruction: Differentiated instruction refers to educators tailoring the curriculum, teaching environments, and practices to create appropriately different learning experiences for students in order to meet each student's needs. To differentiate instruction is to recognize students' varying interests, readiness levels, and levels of responsiveness to the standard core curriculum and to plan responsively to address these individual differences. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

Emotional Disturbance Disability: (includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance) means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (1) An inability to learn that cannot be explained by intellectual, sensory, or health factors;
- (2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- (3) Inappropriate types of behavior or feelings under normal circumstances;
- (4) A general pervasive mood of unhappiness or depression; or
- (5) A tendency to develop physical symptoms or fears associated with personal or school problems

Evidence-Based Practice: Evidence-based practices are educational practices and instructional strategies that are supported by scientific research studies.

Fidelity of Implementation: Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

Formative Assessment: Formative assessment is a form of evaluation used to plan instruction. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and failures. With formative assessment, teachers diagnose skill, ability, and knowledge gaps, measure progress, and evaluate instruction. Formative assessments are not necessarily used for grading purposes. Examples include (but are not limited to): CBM, CBA, pre/posttests, portfolios, benchmark assessments, quizzes, teacher observations, and teacher/student conferencing.

Functional Based Assessment: The process of determining the cause or "function" of behavior before developing an intervention or Behavior Intervention Plan.

IDEA: IDEA stands for Individuals with Disabilities Education Improvement Act of 2004, also referred to as IDEA 2004. It was originally passed in 1975 with the latest reauthorization in 2004. It is a federal statute related to providing a free, appropriate, public education and early intervening services to students with disabilities from birth through age 21.

Inclusion: Inclusion is a service delivery model where students with identified disabilities are educated with general education age/grade-level peers. General education and special education teachers work together to provide instruction to students.

Intervention: The systematic and explicit instruction provided to accelerate growth in an area of identified need.

Intensive Intervention: Intensive academic and/or behavioral interventions are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through many dimensions including length, frequency, and duration of implementation.

Modifications: Modifications are alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

Multi-tiered Systems of Support (MTSS)-formerly Response to Intervention and Instruction (RtII), is a framework of instruction that provides support to ALL Students to ensure mastery of grade-level content standards. Their tiers of MTSS provide varying level of support for students who are struggling to reach master as well as those to exceed grade-level. MTSS provides a framework that incorporates screening, progress monitoring, and data-based decision making to provide effective instruction.

Norm-Referenced Assessment: Norm-referenced assessment compares a student's performance to that of an appropriate peer group.

Positive Behavior Intervention Supports (PBIS): A school wide, proactive systems approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success.

Problem-Solving Approach: A problem-solving approach is used to individually tailor an intervention. It has five stages: problem identification, problem analysis, plan development, plan implementation, and plan evaluation.

Progress Monitoring: The ongoing process of collecting and analyzing data to determine student progress toward specific skills or general outcomes.

Response to Intervention and Instruction (RtII): Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Scaffolding: Scaffolding is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without assistance.

Screening: Universal screening is conducted, usually as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes. Universal screening

tests are typically brief and may be followed by additional testing or short-term progress monitoring to corroborate students' risk status.

Specific Learning Disability: The IDEA 2004 definition of a Learning Disability/Specific Learning Disability is: The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards:

- (1) Oral expression
- (2) Listening comprehension
- (3) Written expression
- (4) Basic reading skill
- (5) Reading fluency skills
- (6) Reading comprehension
- (7) Mathematics calculation
- (8) Mathematics problem solving

Summative Assessment: Summative assessment is a form of evaluation used to describe the effectiveness of an instruction program or intervention, that is, whether the intervention had the desired effect. With summative assessment, student learning is typically assessed at the end of a course of study or annually (at the end of a grade).

Tiered Instruction: Tiered instruction describes levels of instructional intensity within a multi-tiered prevention system.

- Tier One: This includes general classroom core instruction in academics and social emotional learning including differentiated instruction. Students are benchmarked 3 times per year.
- Tier Two: If students do not make adequate progress in Tier One, targeted interventions may be needed. Small group instruction connected to the core curriculum that targets specific areas of need is provided in addition to the core instruction. Academic and behavioral interventions could be provided daily. This intervention may be provided by general education classroom teachers while other students are working independently or in a pull out situation with support personnel or other properly trained individuals. Students will be progress monitored at least every other week. The length of time an intervention is provided will be a team decision, based on student progress. Tier Two should ideally represent only 15% or less of the student population.

- Tier Three: If students do not adequately respond to the targeted interventions in Tier Two, students will receive more intensive interventions as provided in Tier Three. Individual problem solving will be initiated to develop an individual intervention plan. Direct, explicit, and systematic instruction will be provided in addition to the core instruction. These interventions will target a specific area of need. Academic and behavioral interventions will be provided daily. These interventions are typically provided outside the general classroom by someone other than the classroom teacher who has appropriate training for the intervention. These students will be progress monitored one time per week. Tier Three should ideally represent only 5% of the student population.

Trend line: A trend line is a line on a graph that represents a line of best fit through a student's data points. The trend line can be compared against the aim line to help inform responsiveness to intervention and to tailor a student's instructional program.

Universal Screening: Universal screening is conducted, usually as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

MTSS Fidelity Checks

As part of the MTSS Framework sustainability, there are monthly fidelity checks that include teachers, facilitators, as well as building and district-level administrators. These checks are designed to assess programmatic implementation and to ensure that teachers and students are supported and successful. Another goal of these checks is to make improvements to the resources, materials and staffing being used. All results of the fidelity checks will be shared with the grade-level teams by the MTSS Facilitator(s) as part of continuous program audits which include the use of materials and resources and measures of student progress.

See Appendix for Fidelity Checklist.

Highlands School District Expectations

K-8 MTSS Implementation:

Early Childhood Center MTSS EXPECTATIONS

Universal Screeners – Acadience Reading, STAR, and Behavioral Screener 3xs per year

K: Tier 1 instruction in classroom using Centers and/or Daily 5 for WIN time **30 minutes per day 3x per week**

Core reading instruction to include: Heggerty and Literacy Framework

Core reading instruction to include: Journey’s reading comprehension/fluency, Heggerty and supplemental phonics

Core math instruction to include: GO Math series, and standards-aligned instructional resources

Tier 2 and 3 instruction by MTSS Facilitator (or special education teacher) using Research-based intervention programs with fidelity

Data-Team Meetings: Teams/teachers will meet on a regular schedule at least 2 times per month to discuss students with specific academic or behavioral needs. Meeting schedule to be determined by building principal, and documented using MTSS Data Team Meeting Guide. Data analysis meetings will be held 3 times per year, after each benchmark screening, as outlined on the district Assessment Calendar. Team members will be assigned by the building principal.

Behavior – as per data collected from universal screener... (administered by classroom teacher with follow up planning done by counselor and administration)

MTSS: Tier 1 = Example: Morning Meeting defining behavior expectations as set forth in the PBIS Plan (*see behavioral plan for details)

Other resources for Tier 2 and 3: Counselor will use Second Step concepts and strategies with small groups of students

TIER 1 – WIN Time: *In classroom with own students
(students may switch depending on additional needs)*

30 minutes – 3 to 5 times per week

WIN CENTERS:

- Teacher designed groups – differentiated by need
- Technology center (Freckle, STAR, other reading skills programs)
- Read to self and/or Read to Partner (Reading Accountability)
- Independent Skills Center (interchangeable work based on Core ELA/Math skill taught)
- Word work center

TIER 2 and TIER 3

Students will receive TIER 2 interventions during WIN time – 3 to 5x per week

Students will receive TIER 3 interventions during WIN 5x per week

*MTSS Facilitator and/or Special Education teacher will use research-based intervention programs with fidelity and progress monitor students frequently.

Students will also be assessed using Acadience/ DIBELS

Elementary School MTSS EXPECTATIONS

Universal Screeners – Acadience Reading, STAR Reading and Math, and SSRS Behavioral Screener 3xs per year

1st - 2nd :Tier 1 instruction in classroom using Centers for WIN time **30 minutes per day** (additional pull-out 2x per week for Tier 2 and 3 students as need).

Core reading instruction to include: Journey's reading comprehension/fluency, writing/grammar and conventions and supplemental phonics

3rd – 4th: Tier 1 instruction in classroom using Centers for WIN time **30 minutes** per day. Instructional materials to include Core program and interventions, other aligned skill resource.

Core reading instruction to include: Journey's reading comprehension/fluency, writing/grammar and conventions

Core math instruction to include: GO Math series, and standards-aligned instructional resources

Tier 2 and 3 instruction by MTSS Facilitator (or special education teacher) using Research-based intervention programs with fidelity

Behavior – as per data collected from universal screener... (administered by classroom teacher with follow up planning done by counselor and administration)

MTSS: Tier 1 = Example: Class Meeting defining behavior expectations in the PBIS Plan (*see behavioral plan for details)

Other resources for Tier 2 and 3: Counselor will use Second Step concepts and strategies with small groups of students

Data-Team Meetings: Teams/teachers will meet on a rotation schedule at least 2 times per month to discuss grade-level goals and students with academic or behavioral needs. Meeting schedule to be determined by building principal, and documented using MTSS Data Team Meeting Guide. Data analysis meetings will be held 3 times per year, after each benchmark screening, as outlined on the district Assessment Calendar. Team members will be assigned by the building principal.

TIER 1 – WIN Time:

1st - 4th grade: *In classroom with own students (students may switch depending on needs) - 30 minutes, daily:*

WIN CENTERS:

- Teacher designed groups – differentiated by need
- Technology center, STAR, Freckle and other reading skills programs)
- Read to self and/or Read to Partner (Reading Accountability)
- Independent Skills Center (interchangeable work based on Core ELA skill taught
- Word work center

TIER 2 and TIER 3

Students will received TIER 2 interventions during WIN time 3 - 5x per week

Students will receive TIER 3 interventions during WIN time 5x per week

*MTSS Facilitator and/or Special Education teacher will use research-based intervention programs with fidelity and progress monitor students *using Acadience/ STAR.*

Middle School MTSS EXPECTATIONS

Universal Screeners – STAR Reading and Math assessments and Behavioral Screener, 3xs per year

Tier 1 instruction in classroom using WIN time **20 minutes** daily for ELA and Math. Instructional materials to include Core interventions, ELA, Math and other aligned skill resources.

Core reading instruction to include: Journey’s (Collections) reading comprehension/fluency, writing/grammar and conventions, and district-approved novels per grade level.

Core math instruction to include: GO Math series, and standards-aligned instructional resources.

Tier 2 and 3 instruction by assigned Tier 2 or 3 teachers and/or special education teacher using Research-based intervention programs with fidelity.

Data-Team Meetings: Teams/teachers will meet on a rotation schedule at least 2 times per month to discuss grade-level goals and students with specific academic or behavioral needs. Meeting schedule and attendees to be determined by building principal, and documented using MTSS Data Team Meeting Guide. Data analysis meetings will be held 3 times per year, after each benchmark screening, as outlined on the district Assessment Calendar.

TIER 1 – WIN Time:

*In classroom with own students (students **may** switch depending on needs) - 20 minutes, daily*

WIN CENTERS:

- Teacher designed groups – differentiated by need
- Technology center—STAR,-Freckle and other reading skills programs)
- Read to self and/or Read to Partner (Reading Accountability)
- Independent Skills Center (interchangeable work based on Core ELA skill taught)
- Word work center

TIER 2 and TIER 3

Students will receive TIER 2 interventions during WIN time 3 - 5x per week

Students will receive TIER 3 interventions during WIN time 5x per week

*MTSS Facilitator and/or Special Education teacher will use research-based intervention programs with fidelity and progress monitor students *using Acadience/ STAR*.

K-8 BEHAVIOR MTSS EXPECTATIONS

Universal Screeners – Behavioral Screener 3xs per year; review office referrals, attendance records, and discipline records

K-8 Tier 1: Clearly defined and communicated expectations and rules; clearly defined consequences for unwanted behavior; system of instruction for teaching students desired behaviors; procedures for acknowledging appropriate behavior and good attendance/improved attendance (PBIS).

K-8 Tier 2 and 3: After meeting, identify possible function of behavior/attendance concern. Identify, implement, and monitor appropriate intervention.

Examples of Behavioral/Social-Emotional Interventions

K-8 BEHAVIOR MTSS EXPECTATIONS

Considerations

- Although many behavior and attendance interventions may not require a specific time during the school day for instruction of students (with the exception of Social Skills Groups), teams need to ensure that the adults specified to support students with behavior and attendance difficulties are available at the times specified (such as during morning meetings, transition from lunch/recess).
- For Social Skills Groups, teams may wish to use times already built into the school schedule or other times during the school day (such as morning meetings, recess/transition, end of the day, band time).

Process

- The Team identifies staff to deliver the planned intervention.
- The Team plans for ongoing professional development and coaching to all staff providing the behavior, social-emotional, and attendance intervention protocol.
- The Team creates a plan or calendar to regularly review implementation data
- The behavior, social-emotional, and/or attendance intervention plan is adjusted based on data decision rules.

K-8 BEHAVIOR MTSS EXPECTATIONS

MTSS Teams/Grade Levels: Teams of teachers will assist each other with instruction needs, data teaming and WIN time planning. They will also be important for scheduling Tier 2 and 3 pullout times and push-in supports to Tier 1 and 2. MTSS Facilitators, and Intervention Teams will meet every 4-6 weeks to discuss students' specific academic or behavioral needs, relative to grade-level goals, to be addressed through interventions. Meetings will be approx. 30 minutes and will be documented using MTSS Data Team Meeting Guide. Times need to be consistent and will be determined in collaboration with the Principals and the Assistant Superintendent.

Behavior – as per data collected from universal screener, office referrals, discipline records, attendance records

Tier 1 = Morning Meeting defining behavior expectations as set forth in the SWPBSIS Plan.

Tier 2 and 3: Counselors and Teachers will use Second Step, Intervention Guide, or Standard Protocol Intervention Selection for Intervention (Check In/Check Out, Mentoring, Social Skills Group, Self-Monitoring, Parent Engagement Program, Attendance Incentive Program).

Data and Assessment

Grade Level Team Meetings	Data Team Meetings
<p>People in attendance:</p> <ul style="list-style-type: none"> ● Principal ● Teachers by grade/cluster ● MTSS Facilitator ● School Counselors ● School Psychologist/Director of Student (as needed) <p>Purpose of Meeting: Grade Level Meetings are held at least 2 times per month (schedule rotation created by the building administrator). Benchmark assessment data, progress monitoring data and student progress within the Tiers will be discussed in relationship to the target(s) established by the grade-level goal(s). Students needing interventions at any Tier level will be “flagged” and data will be compiled to support the intervention request. Discussions will also focus on the type of intervention and planning with other team members. To keep the meeting focused and efficient, a Grade-Level Meeting document will be used. (**See Appendix B)</p>	<p>People in attendance:</p> <ul style="list-style-type: none"> ● Principal ● Grade Level Teachers ● MTSS Facilitator ● Building Administrator ● School Counselor ● School Psychologist ● Assigned Special Education Teacher <p>Purpose of Meeting: Data Team Meetings will occur 3 times per year after benchmark assessments. Teams will be responsible for looking at a full grade level data picture and identifying targeted students for intensive interventions in relationship to the established grade-level goal(s). They will review data of students that should be moving between Tiers and those who need to progress to additional steps, including possible referral for a Multi-Disciplinary Evaluation. This team will also determine which interventions are available and appropriately utilized to meet the needs of the students. *See Appendix A for meeting template.</p>

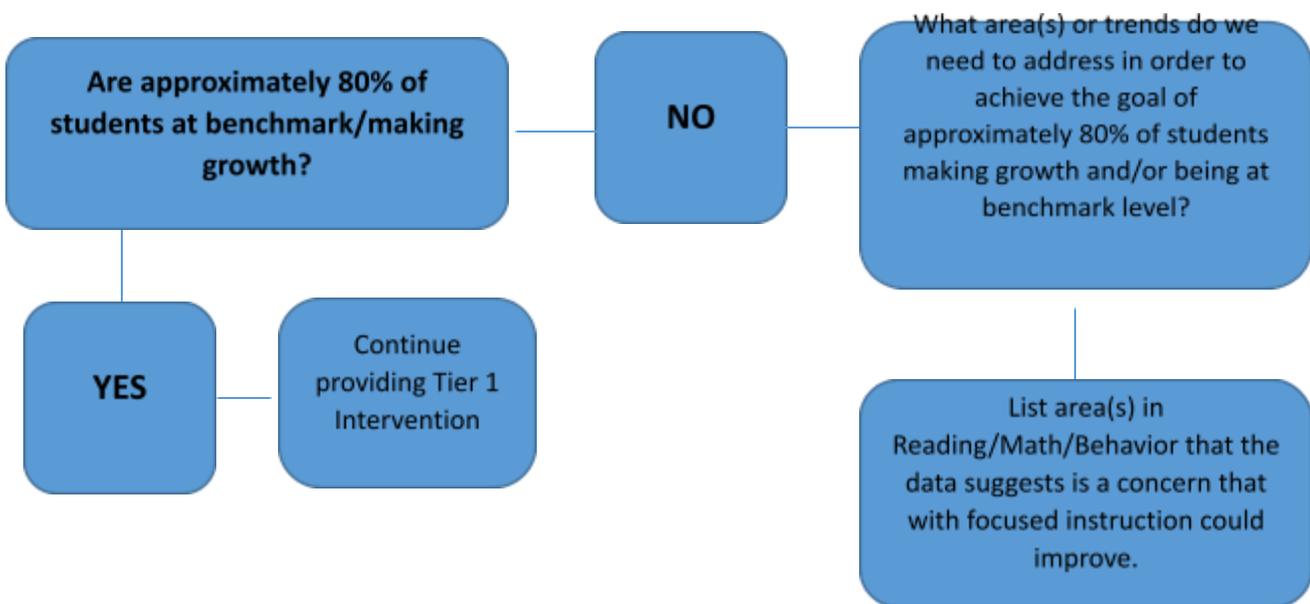
Data Rules:

- When a student has **three (3) consecutive data points** ABOVE or BELOW the benchmark AIM line, the student will be “flagged” to discuss action plans and potential change to Tier placement.
- Progress monitoring will be completed within the intervention programs and/or assessment tools (Acadience and STAR).
- Data will be stored on the Data Wall
- Data must accompany a “flagged” student profile to discuss at a meeting.

- o Ex: grades, anecdotal notes, attendance, classroom performance, health, behavior, etc.) Templates in the Appendices will be used to gather and record this information.

IDENTIFY NEED:

1. Does the data suggest?



Intervention Team

Intervention Team: Each school building will have an Intervention Team. The purpose of this team is to ensure that a students' academic, behavioral, attendance and/or health needs are being met in school. The team has the responsibility to review any problems (academic/developmental, behavioral, social/emotional, environmental or cultural) interfering with the student's performance in school, and to brainstorm solutions, to make recommendations to meet the student's needs, and to monitor/review the results of the recommendations.

The team explores progress monitoring data on a bi-weekly cycle and identifies students who are not making expected gains through current interventions. Additional strategies and/or supports are explored for implementation. The team will consist of principal, counselor, MTSS Facilitator and appropriate classroom teacher(s).

MTSS is a general education service, not a special education service. The services provided are neither Section 504 nor Special Education services.

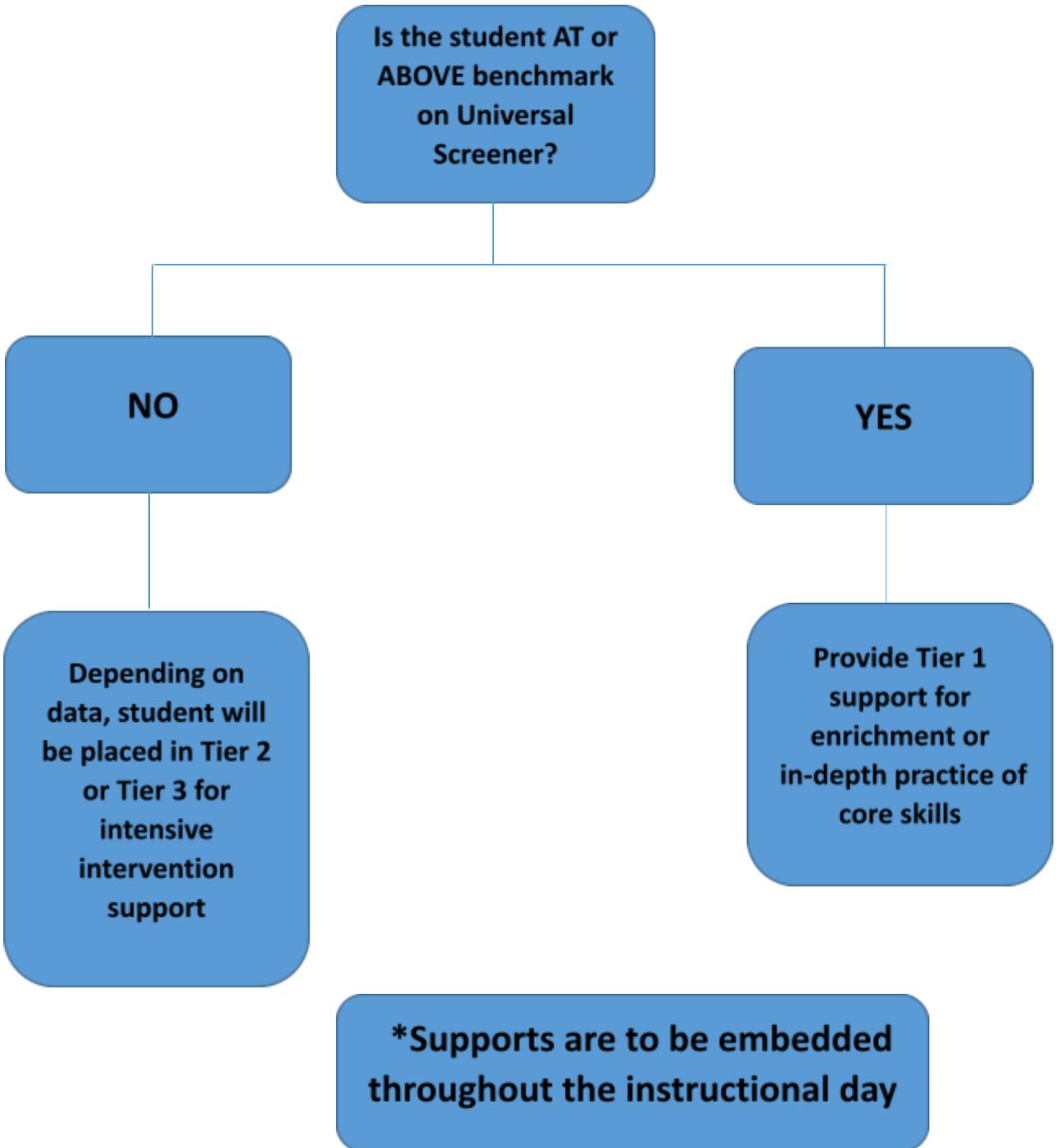
The goals are:

1. Identify students who may need more intensive accommodations and/or interventions to succeed in school
2. Close the achievement gap

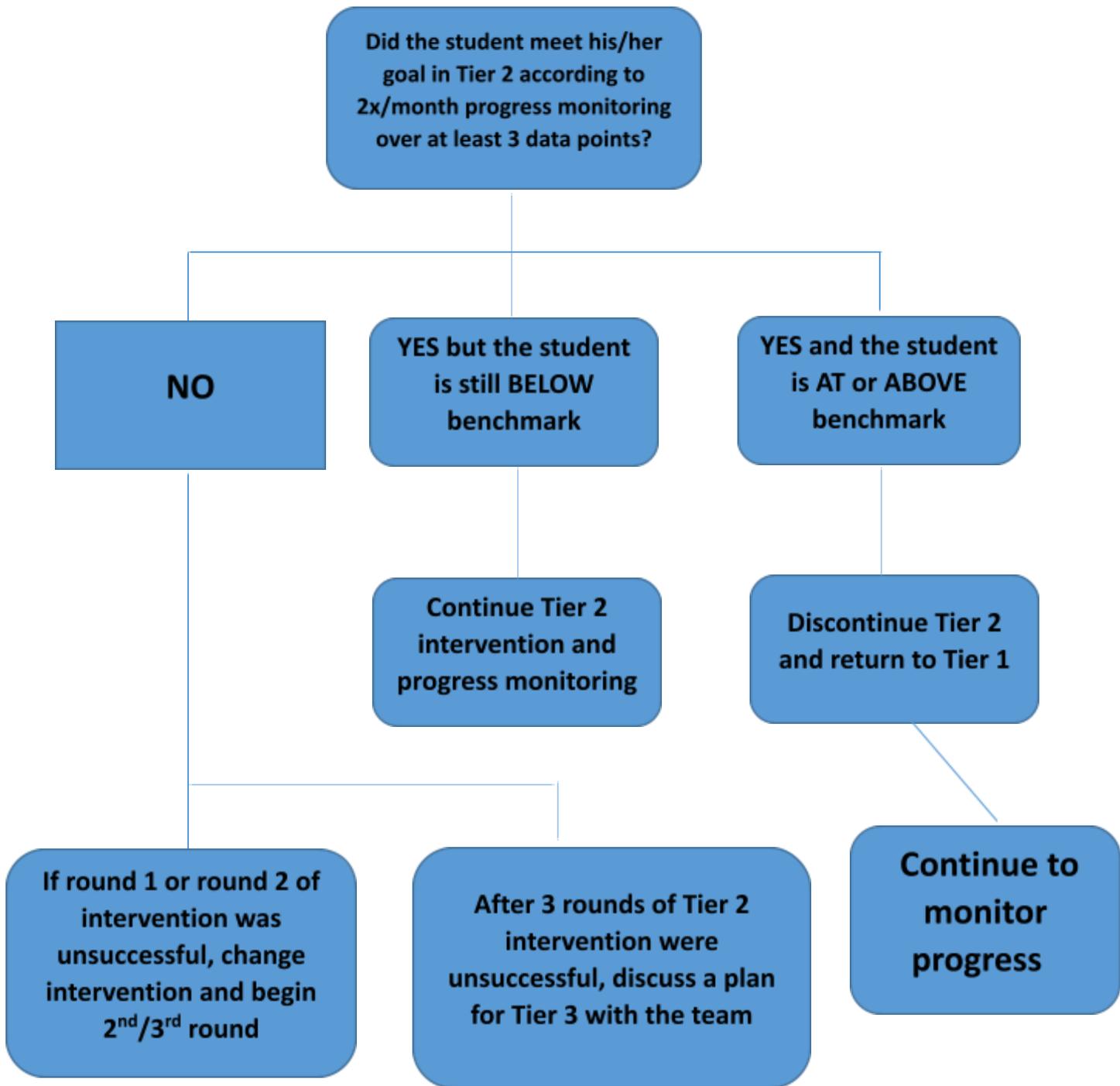
What happens at an Intervention Team meeting?

The Team meets to review students' progress. In addition to the current supports a student receives, the team may recommend additional supports/interventions to assist a student using the Highlands Intervention Team Process protocol (pg. 25). The student's classroom teacher will communicate with parents regarding this process and related outcomes and next steps in the process to include a possible referral for screening for special education services.

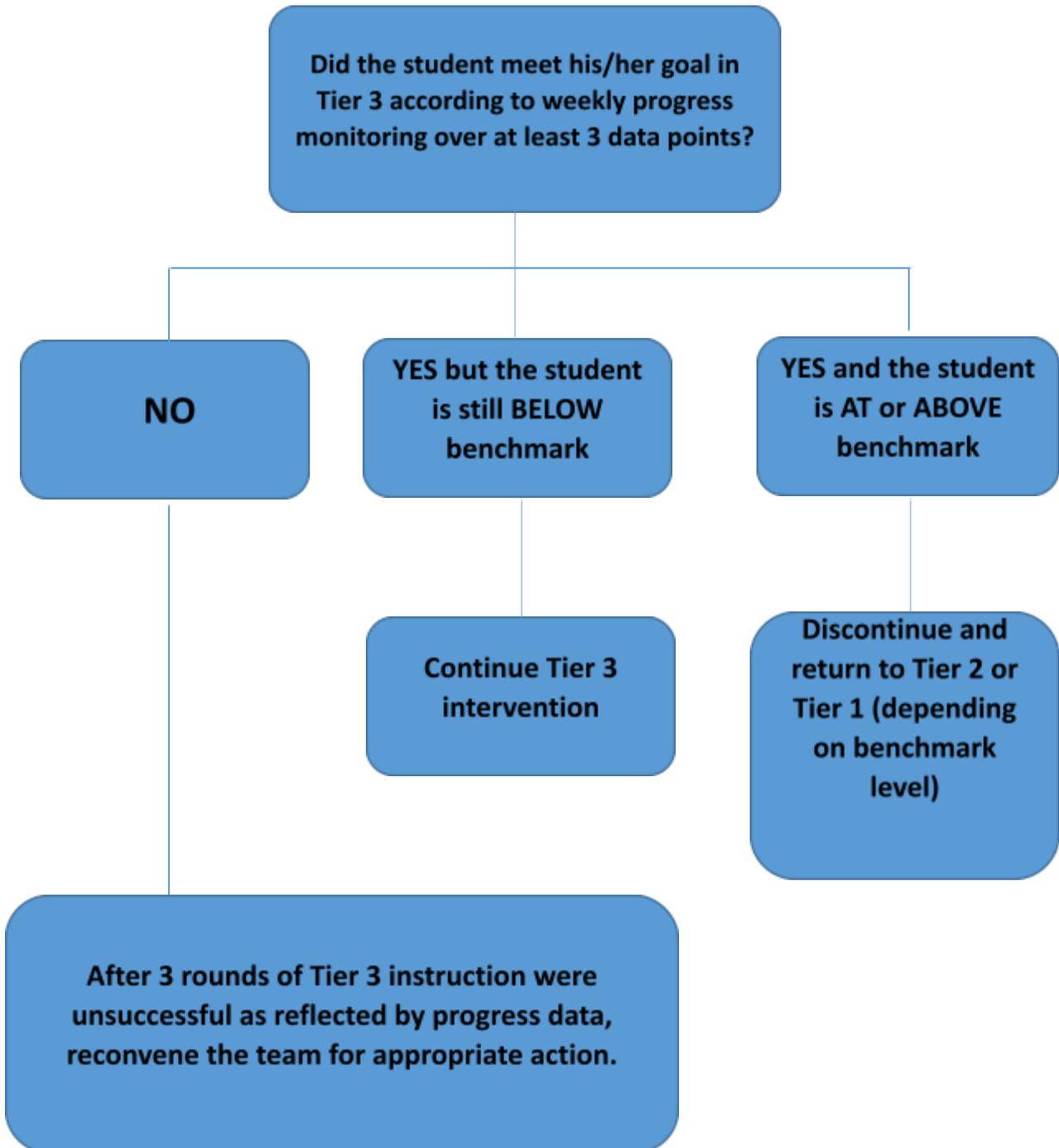
Flowchart for Students in Tier 1

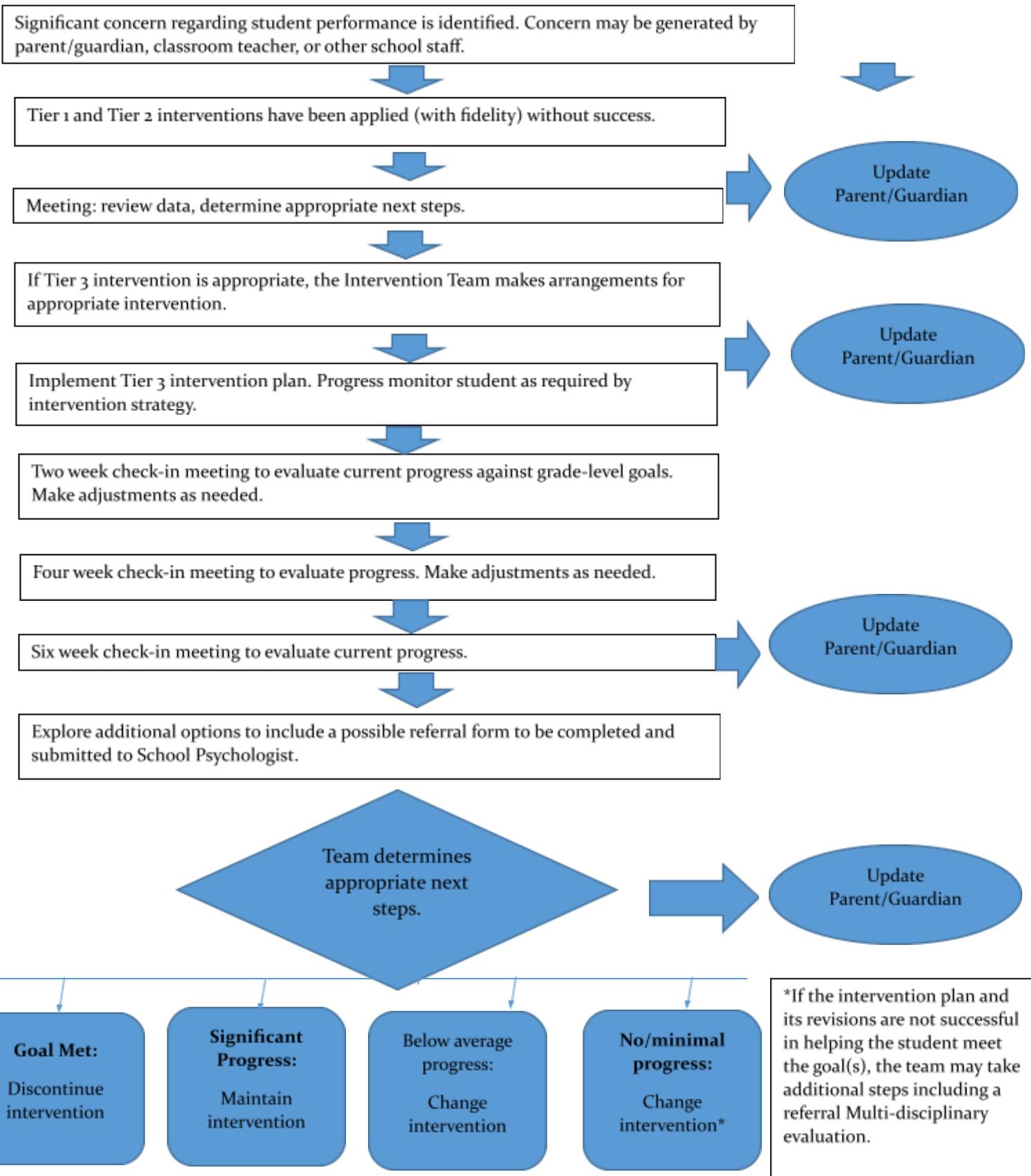


Flowchart for Students in Tier 2



Flowchart for Students in Tier 3





Grade Level Team Meeting Procedure

In order to keep the meetings efficient and focused on students, here are suggested topics to address:

Grade-level Goals: Consider overall performance in relationship to grade-level benchmarks. This will assist in establishing a universal goal and measures aimed at closing the gap between current performance and benchmark. Progress monitoring and data analysis will always be done in relationship to progress toward grade-level goal(s).

Student strengths: List student strengths and interests

Problem Identification: Describe and define the concerns. Prioritize and focus on 1-3 concerns

Supportive Data: Expand upon the 1-3 problems identified and have data to support the concerns

Brainstorming: As a team, discuss and record ideas that could potentially address the concerns

Implementation Plan: Determine a plan to implement support and intervention and answer all of the “who”, “what”, “when” and “how” questions

Follow-Up: Schedule a follow-up meeting date to discuss student progress and next steps

*See Appendix C for meeting template.

APPENDIX

APPENDIX A

Data Team Meeting

Date: _____ Grade Level: _____ Meeting (check 1): _____ FALL _____ WINTER _____ SPRING

Grade Level Goal(s): _____

Members Present: _____

Data Analysis

	READING		MATH		BEHAVIOR
	Acadience Reading		STAR Math		Screeners
	STAR Reading/Early Literacy		PSSA		Observation
	PSSA				

1. What data are we looking at? (Check all that apply)

2. Overall, what percentage of students are at benchmark/making growth.

ACADIENCE Reading	STAR Reading/Early Literacy	STAR Math	Behavior
At Benchmark:	At Benchmark:	At Benchmark:	At Benchmark:
Making Growth:	Making Growth:	Making Growth:	Making Growth:
On Watch:	On Watch:	On Watch:	On Watch:
Making Growth:	Making Growth:	Making Growth:	Making Growth:
Intervention:	Intervention:	Intervention:	Intervention:
Making Growth:	Making Growth:	Making Growth:	Making Growth:

Urgent Intervention: Making Growth:	Urgent Intervention: Making Growth:	Urgent Intervention: Making Growth:	Urgent Intervention: Making Growth:
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****Growth will be recorded beginning with the second benchmark.****

3. What percentage of students were ABOVE, AT or BELOW BENCHMARK per skill area?

READING SKILL		% Beginning	% Developing	% Secure
FOUNDATIONAL SKILLS	Print Concepts			
	Phonological Awareness			
	Phonics and Word Recognition			
	Fluency			
Key Ideas and Details	Information Text			
	Literature Text			
Craft and Structure	Information Text			
	Literature Text			
Integration of Knowledge and Ideas	Information Text			
	Literature Text			
Vocabulary Acquisition and Use	Information Text			
	Literature Text			
Range of Reading	Information Text			
	Literature Text			

MATH SKILL	% Beginning	% Developing	% Secure
NUMBERS AND OPERATIONS			
ALGEBRAIC CONCEPTS			
GEOMETRY			
MEASUREMENT, DATA & PROBABILITY			

How many students need intervention (Reading, Math and/or Behavior) at each Tier?

Teacher/Team	# of STUDENTS NEEDING READING	# of STUDENTS NEEDING MATH	# of STUDENTS NEEDING BEHAVIOR
	Tier 1:	Tier 1:	Tier 1:
	Tier 2:	Tier 2:	Tier 2:
	Tier 3:	Tier 3:	Tier 3:
	Tier 1:	Tier 1:	Tier 1:
	Tier 2:	Tier 2:	Tier 2:
	Tier 3:	Tier 3:	Tier 3:
	Tier 1:	Tier 1:	Tier 1:
	Tier 2:	Tier 2:	Tier 2:
	Tier 3:	Tier 3:	Tier 3:
	Tier 1:	Tier 1:	Tier 1:
	Tier 2:	Tier 2:	Tier 2:
	Tier 3:	Tier 3:	Tier 3:

Week 4:

Circle the Days for MTSS Time: 1 2 3 4 5

Skill/Focus:	Anecdotal notes of student attainment of skills		
	ENRICHMENT	ON-TARGET	REMEDICATION

Week 5:

Circle the Days for MTSS Time: 1 2 3 4 5

Skill/Focus:	Anecdotal notes of student attainment of skills		
	ENRICHMENT	ON-TARGET	REMEDICATION

Week 6:

Circle the Days for MTSS Time: 1 2 3 4 5

Skill/Focus:	Anecdotal notes of student attainment of skills		
	ENRICHMENT	ON-TARGET	REMEDICATION

APPENDIX C

**Grade Level Meeting
Team Action Plan Notes**

Grade-level Goal:	Grade:
In attendance:	Date:

Progress on grade-level goal: (3 minutes)

Challenges with grade-level goal: (5 minutes)

Supporting Data/Documentation: (15 minutes)

Next Steps/Implementation Plan: (6 minutes)

Key points to think about:

Follow-up meeting date: _____

APPENDIX D

MTSS Fidelity Checklist

Tier(s): _____

Grade: _____

Date: _____

Time: _____

Observer: _____

ORGANIZATION	YES	NO	NOT OBSERVED	COMMENTS
Materials organized and ready				
Utilizing research-based resources				
Students know their task and expectations				
Independent centers are organized and skill-based				

PROCEDURE	YES	NO	NOT OBSERVED	COMMENTS
Teachers have established routine and plan for students in WIN centers				
Teacher-led center is student-focused, scripted and/or aligned with skill				
Teacher corrects all errors (group and individual)				
Good use of time for center rotations				

MONITORING INDEPENDENT PRACTICE	YES	NO	NOT OBSERVED	COMMENTS
Students are on task and working independently in their assigned center				
Students are able to complete task within WIN time				
Teacher monitors independent groups and reinforces good work				
Teacher provides work checks and supports skills that are weak				

Number of WIN time centers: _____

Activities available for independent work stations: ___ technology ___ word building ___ reading to self

___ read to someone ___ skill-based independent practice ___ other: _____

