MTSS Handbook: 2024-25

Plainview-Old Bethpage Central School District

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Introduction

a. Our Mission:

The mission of the Plainview-Old Bethpage Central School District is to prepare civic-minded students who productively participate in a diverse and ever-changing world as self-directed, confident, creative, curious, respectful, and empathetic learners.

We do this by putting all students first providing the necessary resources and support to:

- create a safe, inclusive environment that is focused on academic excellence, equity and where all students feel a sense of belonging;
- meet each student's academic, social, emotional, and physical needs;
- engage our learning partners in active collaboration and communication; and,
- include opportunities for student voices to be a part of the decision-making process

b. Our Core Values:

We believe that we can achieve our vision and accomplish our mission if in all our work we focus on clearly defined and consistently demonstrated core values.

To that end, in all our actions and interactions we will always:

- Actively listen and welcome all perspectives in the pursuit of the greatest good for all students and community members.
- Make decisions that attend to equity and inclusion.
- Engage in continuous learning that forwards the District Mission and Vision.
- Commit to academic excellence for all.
- Demonstrate kindness, empathy, respect, and integrity to all in the school community.
- Develop and support leaders who model a commitment to the District's Mission and Vision.
- Remain fiscally responsible to our taxpayers.

c. Our MTSS Goals:

Plainview-Old Bethpage Central School District believes a Multi-Tiered System of Supports (MTSS) framework will help us achieve our District's mission, vision, and ensure each student reaches their fullest potential. The MTSS framework is a **problem-solving** and **prevention** model with strong evidence of success. This system uses data-based decision-making to inform academic <u>and</u> behavioral instruction and intervention based on individual student needs. Our District is committed to provide a series of coordinated systems and structures that when implemented with fidelity will result in positive benefits for ALL students.

Our goal for our students: The MTSS framework allows each student to be known, respected, and supported across the diversity of their learning needs, to achieve success in their academics, personal relationships, and future endeavors

Our goal for our educators: Educators will see this MTSS framework as a way to support ALL students effectively and efficiently. The District aims to streamline the collection and documentation of observations and student data, as well as the planning and reporting process required for differentiation and intervention. In doing so, we can enable our teachers to spend more time building relationships with their students, delivering personalized support, and experiencing professional success.

An Overview of an MTSS Approach

a. Multi-Tiered System of Supports (MTSS): What & Why

A Multi-Tiered System of Supports (MTSS) is a proactive collaborative approach to data-driven instructional decision making that is continuous, cyclical, and considered within the context of larger educational and social systems . The MTSS framework uses high-quality, evidence-based instruction coupled with a standards-based curriculum, universal screening practices, the tiered intensity of support based on level of need, and continual use of data to guide decision making to ensure that ALL students receive the appropriate level of engagement to be successful. MTSS gives both schools and districts the framework necessary to organize resources that align academic standards and behavioral expectations, implement best practices with fidelity, and maximize the opportunity for ALL students to achieve and/or exceed grade-level proficiency. MTSS success hinges upon partnerships with students as active participants in their education, families as engaged partners, and communities as networks of additional support which serves to

EVALUATE

Social Emotional

Intensive Support

Strategic Support

Differentiated Core

IMPLEMENT

DEFINE

Academics

Behavioral Health & Attendance

ANALYZE

strengthen educational systems at the classroom, school, district, regional, state and national level.

MTSS is not new. There are thousands of research-based interventions to choose from, pedagogical best practices to employ, and many data points to inform our data-driven decision-making. There is tremendous evidence supporting the power of an effective MTSS practice to improve student outcomes for struggling learners, but there is also solidly convincing research that it improves student outcomes for ALL learners. A rising tide raises all ships. **For Best Practice, This Process Can Not Stand Alone.**

We hope that this handbook, and our partnership with Branching Minds, will enable us to support all students in the Plainview-Old Bethpage Central School District, from those in general education to special education to the gifted learners, as well as those who move fluidly across all, by making the work of MTSS easy, efficient, effective, and thereby, equitable.

b. The Guiding Principles of MTSS:[1]

These are the foundational elements of MTSS that will guide Plainview-Old Bethpage Central School District to success. The District has compiled this list from an integration of the New York State Department of Education CR 100.2(ee)(7) and 100.2(ii) Response to Intervention Required Components[2], the Illinois State Board of Education's Eight Essential Elements of Effective Practice for School Improvement, the Colorado Department of Education Essential Components of MTSS, the 10 Steps to RTI Success at the Education Policy Center at the American Institutes for Research and the Heartland Area Education Agency Guiding Principles. We have agreed they accurately describe the guiding principles for our MTSS processes.

Our K-12 Commitment: Our secondary schools include the same set of essential components as elementary schools, but the strategies utilized may look different.

1. **MTSS is about the success of ALL students.**
   a. Educators must work **proactively** to support students' learning needs.
   b. **ALL** students can learn and are encouraged to reach their fullest potential.
   c. **ALL** available resources are accessible to teach all students.

2. **Within MTSS, Leadership is vital**.
   a. Strong administrative support ensures clarity around protocol and commitment to time and resources.
   b. Administration supports educators by sharing the common goal of improving instruction (core, supplemental, and intervention).
   c. An MTSS team builds internal capacity and sustainability over time.

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[1] adapted from Heartland Area Education Agency (IDM Guiding Principles).

[2] https://www.p12.nysed.gov/docs/ais-rti.html

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3. **Educators are respected as diverse lifelong learners.**
    a. A coaching system for educators allows for ongoing training and support to assimilate the new knowledge and skills they are gaining through intervention success.
    b. Extra support for our educators encourages them to anticipate and to meet newly emerging needs based on student performance.
    c. This support can be in the form of follow-up modeling, as well as the coaching system.
    d. This support can be provided in person, via webinar, in groups, one-on-one, through tutorials, articles, etc.
    e. Strong professional development within all topic areas of MTSS ensures effectiveness and integrity at all levels of instruction.

4. **Scientific, research-based core instruction and intervention is the foundation for success.**
    a. **Core Curriculum:** To ensure students have the best chance at success, use strategies with a scientific, research-based approach.
        ● Core curriculum and instructional approaches must have a high probability of success for most students (80%).
        ● Implementation of the core curriculum must be verifiably implemented with fidelity.
    b. **Tiered Levels of Support:** Beyond the core curriculum, match students' instruction/support to the level and intensity of their needs. The levels of support provided to students are based on the increasing level of student needs, which is organized through a tiered framework:
        ● Tier 1 is whole class core instruction
        ● Tier 2 is whole class core instruction + additional targeted instruction (often small group)
        ● Tier 3 is whole class core instruction + additional targeted instruction + intensive intervention

5. **Instructionally relevant, valid, and reliable assessments are critical for providing proactive and reactive support and must be used in conjunction with progress monitoring for MTSS success.**
    a. **There are 3 types of assessments, which vary in administration and use:**
        i. Summative assessments are administered to all students annually to determine students' mastery of grade-level standards and provide educators with information about adequate yearly progress at site and district levels.
        ii. Universal screening assessments are administered to all students three times per year to proactively and objectively identify which students are potentially in need of educational support/enhancements to supplement the core curriculum. Furthermore, evaluation of universal screening data is conducted to ensure the core curriculum is resulting in success for a sufficient percentage of students. These assessments should be nationally or state-normed and predictive of performance on summative assessments.
        iii. Progress monitoring assessments are given to students receiving intervention support and are administered weekly or every other week.. These data should come from Curriculum-Based Measurements (CBMs) because they provide a reliable and valid measure of students' growth in a particular skill area.

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6. **A Response Protocol is needed to make decisions about the conditions of learning and layered continuum of supports available for students.**
    a. A Response Protocol refers to the method and approach used when determining student needs and how to address them—it defines "who gets what and when."
    b. The Response Protocol outlines a plan for using research-based, targeted interventions and enrichment services with increasing levels of cumulative support.
    c. The Response Protocol outlines the roles and responsibilities of staff and clarifies the procedures and processes within the model (e.g., requirements to move a student into Tier 3, procedures for notifying parents, etc.).
    d. There are three types of Response Protocols:
        i. A Standard-Treatment Protocol (STP) is used when all students struggling with a similar area receive the same support plan.
        ii. A Problem-Solving Protocol (PSP) is used when a student receives an individual plan designed for their specific needs.
        iii. A combined approach (ST/PSP) uses elements from both protocols to design additional support.

7. **Data guides instructional decisions.**
    a. Data are used to align curriculum and instruction to assessment.
    b. Data are used to allocate resources.
    c. Data drives professional development decisions.

8. **Stakeholder alignment across school, family, and community is integral to the success of students within the MTSS model.**
    a. As students are surrounded by a network of support their success increases.

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c. The Components of an Effective MTSS Plan

Universal Screening for ALL Students

- Universal Screening for ALL Students
- Multi-Level Prevention System beginning with Quality Core/Universal Curriculum & Instruction
- Problem-Solving Protocol (Define the Problem, Analyze Why & Develop a Plan, Implement Plan, and Evaluate the Plan Effectiveness & Adjust)
- Making Data-informed Adjustments to Student Support
- Communication and Collaboration through Quality Meetings

Universal Screening for ALL students

Screening is generally conducted 3 times a year to identify students who may be in need of additional academic, social, emotional and behavioral support. Screening is also used to identify patterns and trends of learning and achievement at the school- and grade-levels.

Multi-Level Prevention System

A multi-level prevention system includes a continuum (Tier 1, 2, and 3) of instructional and intervention supports (academic, social, emotional and behavioral) that are evidence-based and culturally and linguistically responsive.

Standard Treatment Protocol/Problem Solving (STP-PS) in MTSS

The combined Standard Treatment Protocol/Problem-Solving (STP-PS) Model with Branching Minds (BRM) drives the decisions made in the MTSS system, and includes 4 steps:

1. **Problem Identification ("Who and what are we concerned about?")**: the difference between what learning and/or behavior is expected, and what actually occurs is clearly defined.
2. **Problem Analysis ("Why do we think the problem is occurring?")**: multiple sources of data are used (e.g., formative and summative assessments, attendance data, the BRM Insight Surveys, etc.,) to generate possible cause(s) of the problem.
3. **Plan Implementation ("What can we do about it?")**: using the BRM platform, an intervention plan is developed collaboratively and implemented. The plan contains learning goals, support activities that are research-based strategies from the BRM library that maximize the likelihood of success, and a plan for monitoring progress.
4. **Plan Evaluation ("Was our support successful?")**: Progress data are reviewed to determine if the plan was delivered with fidelity and the extent of impact in closing the gap toward expected performance. If a positive impact is not evident, the problem-solving process begins again.

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Making Data-informed Adjustments to Student Support

It is critical to understand that MTSS is based on this premise:
- the earlier we can identify a problem,
- analyze it so we can best understand our learners' needs,
- implement a plan providing each student the level of support they need using research-backed interventions matched to their specific challenges, and
- frequently monitor for fidelity and effectiveness,

the higher the likelihood we can help our students achieve success quickly and commonly within the general education setting. MTSS is how we provide an equitable and successful education for ALL students.

Making data-informed adjustments to student support includes applying the problem-solving protocol to analyze student response to instruction and intervention and make decisions about adjusting levels of support, instruction, and intervention. Data from valid and reliable screening and progress monitoring help teams determine who gets what, when. Data informs decisions to increase or decrease levels of support through the multi-tiered continuum.

Communication and Collaborating through Quality Meetings

A cohesive approach to student achievement requires a collaborative approach where teachers use assessments to inform individual and collective practice. Collaborative team structures explore data for patterns and determine the causes for success and performance gaps. These teams put data at the center to guide instruction, adaptations, and interventions, to identify students or groups of students who need additional support, and to monitor student progress. Successful collaboration results in data-informed instruction, data-focused school level and student goals, and data-centered professional development.

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Section 2: Data-Informed Universal Instruction

Universal Supports

a. Tier 1 Core Instruction: (Content in current practice)

At Tier 1, **all** students receive scientific, research-based core instruction implemented with integrity and emphasizing grade-level standards and school-wide behavioral expectations. Instruction at Tier 1 should be explicit, differentiated, and include flexible grouping and active student engagement. To ensure 80% of students' needs are met at Tier 1, high-quality instruction is essential. Features of high quality, research-based instruction include (Chard et al., 2008):

- **Standards-Based Curriculum**: a curriculum based upon New York State Standards.
- **Systematic Explicit Instruction:** Skills taught in the areas of S*EL, Mental Health, Behavior, Restorative Practices,* and *Academics* that increase in complexity over time using direct, clear, and concise instructional language.
- **Differentiated Instruction:** Students have different levels of background knowledge and school readiness. Therefore,differentiated instruction engages each student in active learning according to his/her instructional level. The content, delivery and complexity , instruction can differ within classrooms while allowing all students the opportunity to progress towards standards mastery.
- **Flexible Grouping:** A combination of the whole group, small group, and individual instruction allows teachers to create fluid groups that meet the needs of all students.
- **Active Student Engagement:** Ensuring all students are actively involved during instruction by employing high rates of opportunities to respond, ample time to practice skills, and prompt corrective feedback.
- **Classroom Behavior Strategies:** Proactively and explicitly teaching the expected behaviors and routines, frequent use of reinforcement and praise (4:1 positive to negative feedback loop), quick and efficient transition times, and consistent instructional response to misbehavior.

A solid Tier 1 should be sufficient to help **80%** of students meet or exceed grade-level expectations as measured by a standardized summative assessment. If Tier 1 instruction is not successful in meeting the needs of 80% of the school's population, the school team should evaluate the quality of the curriculum and its delivery. Instructional leaders should also consider possible solutions to create a better match between students' needs and the core curriculum and instruction (e.g., improving explicit instruction, differentiation strategies, use of flexible grouping, and maximizing active student engagement).

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b. Tier 1 Core Instruction - Acceleration (2024-25)

When students do not pass the EOY State Assessment or are not responding to classroom instruction, the MTSS team should determine if those student needs are the product of a larger system-level deficiency. If the identified problem or issue is deemed to be due to a Tier 1 instruction/curriculum issue, then the student(s) should not receive Tier 2 instruction or Tier 3 intervention but the support team needs to determine what school, grade, or classwide adjustments are required to the academic or SEL curriculum & instruction, and/or environment. They must then create a plan for acceleration.

Accelerated core instruction is a way of differentiating instruction through prioritizing curriculum standards based on the learning needs of many students. Accelerated core instruction will ensure that all students receive more targeted, scaffolded instruction in grade-level standards while at the same time providing access to future prerequisite skills.

The support teams and individual teachers should document instruction adjustments, supports, and differentiation that occurs during core instruction in an AIP (accelerated instruction plan) created for small groups of students. These plans should be monitored and reviewed in the same manner as all other Tier 2 or Tier 3 support plans.

c. Tier 1 Core Instruction - Enrichment

Students who are meeting or exceeding standards may require enrichment beyond the core to demonstrate academic growth. It is the school's responsibility to ensure that all students make academic progress regardless of their entry level.

d. Tier 1 Core Instruction - Learning Supports

A learning support is a research-based resource used during Tier 1 core instruction for all students. Our professional learning helps teachers identify support resources to complement an existing curriculum by providing additional practice, strategies, tools, and explanations. These supports are especially useful to accelerate learning, where all students may be missing critical background knowledge or readiness.

e. Tier 1 Core Instruction - Specially Designed Instruction

IDEA defines special education services as "specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability" (34 CFR 300.39) Specially designed instruction refers to adaptations to the content, methodology or delivery based upon individual student instruction that address the unique needs of the child that results from the child's disability, ensure access to the general education curriculum so that the student can meet general standards, and are implemented as outlined in the student's Individual Education Plan.

Specially Designed Instruction (SDI) is implemented per the student's IEP and seamlessly woven into a school's Multi-tiered System of Supports at every or any tier level; where instruction and interventions are implemented using a data-based

problem-solving process that matches the intensity of support to meet student needs (both strengths and weaknesses). ALL students have access to differentiated, Tier 1 instruction based on grade-level standards, including students with disabilities, who need various levels of support, scaffolds, and/or adaptations to master grade-level standards. Students with disabilities are legally entitled to specially designed instruction within their least restrictive environment, including intensive interventions, when the intensity of their needs warrants this level of support.

f. Considerations for English Language Learners (ELLs)

The term English Language Learners (ELLs) refers to students whose first language is not English and encompasses both students who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") **and** those who have already developed considerable proficiency. The term underscores the fact that these students are mastering another language, in addition to meeting all the academic challenges that face their monolingual peers. The District meets all the required units of study and support for ELL students as per [NYSED CR Part 154](#).

The POB Central School District will also take into account the following considerations when supporting ELLs through an MTSS model:

- **Teaching should be culturally responsive**: The student's prior experiences should be considered, including home language background, and socio-cultural background.
- **Interplay of English Language Learning & Reading Instruction:** Teachers should consider the relationship between a student's language proficiency and his/her literacy skills. Reading fluency and comprehension may be strongly determined by vocabulary and linguistic proficiency of both the first and second language.
- **Interplay of English Language Learning & Math Instruction:** Linguistic proficiency and vocabulary comprehension are important when understanding math concepts. Several concepts of math are not necessarily universal.
- **Additional Variables:** Within MTSS problem-solving, **literacy and oracy (in both home and new languages)**, **culture** and **educational history** are variables to be considered when assessing and planning instruction for ELLs. In all three tiers, these variables stay consistent.
- **English Language Learning:** core instruction for all LEP/ELL students must always include English language learning as well.
- **Matching Instruction to Student Need:** Differentiated instruction should be used for ALL students; however, differentiated instruction for ELLs should consider the student's level of English proficiency and prior educational experiences in addressing cultural and linguistic differences. When determining appropriate instruction/intervention, the following list applies to **all levels** of ELL students:
  - Consider the amount and type of ELL instruction the student received in the past and the present
  - If applicable, consider the amount and type of home language instruction in the past and the present
  - Ensure that the language(s) used for intervention matches the language(s) used for core instruction
  - Consider the impact of language and culture on instruction and learning

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- ○ Contact the family for guidance and feedback
- ○ Ensure that certified ELL teachers serve on the MTSS instructional decision-making team
- **Assessment:** To better understand the needs of LEP/ELLs students
  - ○ **Home Language Questionnaire**: To identify if a language other than English is spoken at home
  - ○ **Interview**: To assess the relationship between their 2+ languages and the extent of formal education the student received in any other language
  - ○ **NYSITELL:** Based on the interview results, students are identified on their level of proficiency. It will identify the initial placement within ELL
  - ○ **NYSESLAT**: End of the year assessment to determine next year's placement. It indicates a student's proficiency level
  - ○ **Monitor:** Proficient students who have reached the _Commanding Level_ based on the **NYSESLAT** scores continue to require monitoring in the absence of intervention until the students achieve fluency.

g. Considerations for Project Challenge (PC) Students

The goal for Project Challenge (PC) students is to ensure that students who participate in PC demonstrate self-directed learning, thinking, research, and communication skills. Gifted students may possess an unusual leadership capacity, or excel in a specific academic field, or the arts. Ensuring equitable access to PC services is a critical charge for educators. PC students come from a variety of cultural, linguistic, and socio-economic backgrounds and might also be twice-exceptional, both PC and learning disabled. These factors need to be considered in assessing if PC identification processes include or exclude nontraditional students.

Support for PC students focuses on providing them the opportunity to develop innovative products and sophisticated performances that reflect individuality and creativity and are targeted to an audience outside the classroom. Rigor, acceleration, and advanced coursework are important components of support for gifted students. While differentiating core instruction provides an opportunity for students to experience some forms of support, it is often the case that time and educator support outside of core instruction are required to assure these students make continuous progress in school.

When determining ways to support Project Challenge students, consider
1. **Identification** - a critical component of effective gifted education programming. One size does not fit all. In addition to using assessments appropriate to the services provided, different strategies may be needed to ensure students with high potential are identified
2. **Acceleration** - students move through the traditional curriculum at rates faster than typical. Among the many forms of acceleration are grade-skipping, early entrance to kindergarten or college, dual-credit courses such as Advanced Placement and International Baccalaureate programs, and subject-based acceleration (e.g., when a fifth-grade student takes a middle school math course).
3. **Curriculum Compacting** - condenses, modifies, or streamlines the regular curriculum to reduce repetition of

previously mastered material. "Compacting" what students already know allows time for acceleration or enrichment beyond the basic curriculum for students who would otherwise be simply practicing what they already know.

4. **Grouping** - placing students with similar abilities and/or performance together for instruction, has been shown to positively impact student learning gains. Grouping gifted children together allows for more appropriate, rapid, and advanced instruction, which matches the rapidly developing skills and capabilities of gifted students.
5. **Pull-Out and Other Specialized Programs** - research demonstrates the effectiveness of pull-out programs, specialized classes, and other special programs and schools and the curriculum these services use in raising student achievement.

Overview of Universal Supports by Grade-level Band

Plainview-Old Bethpage Central School District provides ALL students with quality Tier 1 Core instruction that thoughtfully ensures access to all students. All students receive instruction and support through a coherent curriculum designed to address the skills needed for our students to master grade-level standards with proficiency. It is our expectation that all teachers provide standards-based instruction using district-adopted curriculum materials within their classrooms. Plainview-Old Bethapge teachers follow district-wide instructional calendars which identify power standards at each grade level and content level. Teachers' lessons demonstrate differentiated techniques and accommodations that promote increased engagement for students provided in the core instruction. Plainview-Old Bethpage Central School District is dedicated to creating a learning environment that supports students academically, socially, emotionally, and culturally. ALL students are provided daily core instruction as noted below.

Universal Support Grades K-4	
What	Reading: **Core:** Columbia Teacher College Reading Units of Study K-4 and Fundations (K-2) *Supports:* Fundations Double Dose, Heggerty (Kdg), Writing: **Core:** Columbia Teachers College Writing Units of Study K-4 *Supports:* Up the Ladder Mathematics: **Core:** Go Math! *Supports:* Waggle, Differentiation Kits: Math Centers, Literature, Games, Table Top Flip Charts, Re-Teach Lessons SEL: **Core:** Sanford Harmony *Supports*: Power of One lessons, Start with Hello - Sandy Hook Promise Supplemental Subjects: Social Studies

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	Science Physical Education Differentiated Curricular Materials Curricular Pacing Calendars Student-Centered Lessons Instructional Accommodations Special Design Instruction (Special Education) Language Learner Supports Differentiated and Universal Supports: PBIS, Small Group Activities, Process/Product/Content Differentiation, Accessible Materials
When	Core Instructional Reading/Writing Block 90 minutes/5 days per week Core Instructional Math Block 60 minutes/5 days per week Core Instruction in Social Studies and Science (3/6 day-cycle each) Physical Education 3/6 Art, Music, Library Media, FLES (1-4), PlaySpace (Kdg) 1/6 day cycle each Reading SEL Instruction 20 minutes/5 days per week

Universal Support Grades 5-8	
What	State Standards Curriculum Materials by content/grade level Instructional Calendars Lesson Plan Template Accommodations Specially Designed Instruction (Special Education) Language Learner Supports Differentiated and Universal Supports: PBIS, Small Group Activities, Process/Product/Content Differentiation, Accessible Materials Engagement Support: CHAMPS/ACHIEVE, SIM Frame Routine, SIM Unit Organizer Routine, Attendance/Behavior CICO, Classroom Data Monitoring, and Mentors
When	Core Instructional Block Schedule 41 minute periods 5/day per week Tier 1 Computer-based reading support block 41 minutes reading and 41 minutes math (Waggle) per week SEL Instruction 20 minutes/4 days per week

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Core Instructional Block 41 minute periods 5/days per week
Grade 5
Double ELA and Math
Physical Education 3/6 day cycle
Health 3/6 day cycle
Art, Music, FLES, Keyboarding/Coding 1.5/6 day cycle
Grade 6
Double ELA and Math
Physical Education 3/6 day cycle
FLES 4.5/6 day cycle
Coding 1.5/6 day cycle
Art/Music 3/6 day cycle
Grade 7-8
Math
ELA
Social Studies
Science
World Language
Physical Education 3/6 day cycle
Art/Music 3/6 day Cycle

Universal Support Grades 9-12

What	State Standards
	Curriculum Materials by content/grade level

State Standards
Curriculum Materials by content/grade level
Supports:
Remedial, labs, ICT, ALEKS, (ELA, Reading?)
College and Career Readiness
Instructional Calendars
Lesson Plan Template
Accommodations
Special Design Instruction (Special Education)
Language Learner Supports
Differentiated and Universal Supports: PBIS, Small Group Activities, Process/Product/Content Differentiation, Accessible Materials
Engagement Support: CHAMPS/ACHIEVE, SIM Frame Routine, SIM Unit Organizer Routine, Attendance/Behavior CICO, Classroom

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	Data Monitoring, and Mentors
When	Core Instructional Block Schedule 42 minute periods 5/day per week

Section 3: Universal Screening and Progress Monitoring

Comprehensive Assessment Protocol

a. K-12 Alignment

We utilize formative assessments, interim assessments, and summative assessments with our students to gauge their understanding of what is taught; however, MTSS incorporates proactive and ongoing assessments, universal screeners, diagnostic assessments, and progress monitoring. Assessments tell us more than just about our students - they give us an opportunity to assess our systems for stability.

    i. Questions that we ask when reviewing systems:
        1. Is our core healthy?
        2. Are our students responding to interventions?
        3. Are interventions happening with fidelity?

A comprehensive assessment protocol helps teams make decisions about students' progress in all academic content areas. They are Instructionally relevant, valid, and reliable assessments that are critical for providing proactive and reactive support. There are 5 types of assessments, which vary in administration and use

Universal Screening	Periodic skill-based and normed assessment that provides the school with insight into the strength of the core instruction and students' needs.
Diagnostic Assessments	Skill-based assessments provide deeper insight into a student's particular skill deficits.
Progress Monitoring Assessments	Skill-based assessments are used to determine growth when a student is receiving an intervention.
Benchmark Assessments	Standards-driven assessment that measures student performance periodically throughout the year. All core subjects take a quarterly benchmark assessment.
Curriculum Embedded Assessments	Encompass both formative and summative standards-driven assessments that occur ongoing throughout the learning experience and provide teachers with data on student performance related to a particular learning outcome.

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Our Universal Screening Plan:

Universal screening is the process of assessing all students to identify individuals who are at risk or in need of more individualized support (Hughes & Dexter, 2008). It is similar to screening for potential health problems by taking a child's temperature or monitoring their height and weight.

Elementary Universal Screening, Diagnostic Assessment, and Decision Rules					
Overview: *K-1: AimsWeb (3 times/year) , math benchmarks (3 times/year), and DESSA (2 times/year) 2-4 NWEA Map Reading and Math (3 times/year) and DESSA (2 times/year) *Kindergarten students will complete the universal screeners just as students in other grades. However, because many young children are still naturally developing specific skills in the first weeks and months of the kindergarten year, we want to be careful about over-identifying young children for specific skill deficit intervention (ahead of natural progressions). Therefore, full implementation of the MTSS framework—identification for and provision of targeted interventions—will not begin until kindergarten students finish the winter screeners' administrations. This will allow kindergarten students an adequate opportunity to acquire skills needed to demonstrate mastery of grade-level content in the areas of literacy and math. Academic interventions in kindergarten should be ongoing with students who demonstrate a need in literacy and math.					
Screening Domain	**Screening Tool**	**Who Administers**	**When Administered**	**Diagnostic Tool**	**Diagnostic Decision Rule**
Reading and Mathematics	AimsWeb Math Benchmarks Measures of Academic Progress (MAP) Growth for math and literacy	Administered to all students in grades K-8. Grade K will use MOY Data as a baseline.	Fall: AimsWeb, week of 9/11 MAP, weeks of 9/18, 9/26 Winter: AimsWeb week of 1/29 MAP, weeks of 1/16, 1/22 Spring: AimsWeb, week of 5/1	NWEA Universal Screener / <u>Forefront Universal Screener Number Sense</u> Math common assessments / benchmark data	NWEA: Tier 2 40%ile> Tier 3 20%ile>

			MAP, weeks of 5/13, 5/20		
SEL	DESSA Mini	1-teacher Student Self-Assessment Student indicating a need (t-score < 40 on DESSA Mini)	Fall and Spring	DESSA Diagnostic	16%ile>
Executive Functioning Diagnostic Tool		- A teacher that places academic demands on the student - Parents - Student Self Assessments	Fall and Spring	Informal Questionnaire, Observation, Teacher Rating Scales	As indicated by need

Middle School Universal Screening, Diagnostic Assessment, and Decision Rules

Overview: The Measures of Academic Progress (MAP) Growth will serve as the K-8 screener for math and literacy. Given the design, format, and content of the assessment, it will also serve as a means for us to benchmark performance at the student, classroom, school, and district levels and provide some early predictions as to student performance to the state standards and PARCC assessments. It allows us to set goals, communicate expectations (with students, staff, and families), and carefully monitor progress across key milestones throughout the school year, rather than only wait for results at the end of the year. MAP is an online assessment of literacy, math, and science. It will be administered to all students in grades K-8 three times during the year (fall, winter, and spring).

Screening Domain	Screening Tool	Who Administers	When Administered	Diagnostic Tool	Diagnostic Decision Rule
Reading and Mathematics	The Measures of Academic Progress (MAP) Growth for math and literacy	Administered to all students in grades K-8.	Fall: MAP, weeks of 9/18, 9/26 Winter: MAP, weeks of 1/16, 1/22 Spring: MAP, weeks of 5/13, 5/20	NWEA / Forefront Universal Screener Number Sense (GRADES 5/6) / Math quarterly assessments running records with miscue analysis, WIST, F&P, Read 180 Assessment	NWEA: Tier 2 40%ile> Tier 3 20%ile>
SEL	SECA (>5th grade)	1-teacher Student Self-Assessment	Winter/Spring	SECA DESSA	Tier 2 score 3 Tier 3 score 2 16%ile>
Executive Functioning Diagnostic Tool		- A teacher that places academic demands on the student - Parents - Student Self Assessments	Fall/Winter/Spring	Informal Questionnaire, Observation, Teacher Rating Scales	As indicated by need

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High School Universal Screening, Diagnostic Assessment, and Decision Rules

Overview: Our High School team uses a comprehensive system for screening levels of risk for our students. This means we utilize a process of multiple assessments to identify students' needs, identify foundational skill deficits, and develop an appropriate plan.

Initial HS Screener: Standards-driven District common assessments (quarterlies) will be administered in all core classes three times per year. Secondary tiering tools are the EOY NYS Assessments.

- Students demonstrating a need for Tier 3 support will be screened using an appropriate diagnostic assessment to determine if there is a foundational skill deficit. Students identified with a foundational skill deficit may have a plan aligned to Tier 1 instruction related to the foundational skill as well as a Tier 2 level support plan in any subject areas in which the student needs support.
- There are also times when screening may take place outside of regular windows, for example in the event of teacher concern, transience, trauma, or a change in placement may warrant an additional assessment to help the school team problem-solve.

Early Warning System: Early warning systems help educators identify students who are at the highest risk of not graduating. We utilize an Early Warning system via **Data Viz on Infinite Campus** that monitors attendance, and course failures. Our school-level team reviews EWI data every 4-6 weeks and helps us make decisions on additional diagnostic testing that may be appropriate.

In addition to the EWI, monthly grade level/cohort teams may also flag a student as having a warning indicator. A student may be tagged and receive a support plan if the student has:
- demonstrated a pattern of poor attendance in a particular class period
- demonstrated grades that will likely result in course failure (for subjects other than Math and ELA)
- demonstrated a behavioral pattern that is preventing the student from successfully engaging in the course

This plan should have a short dosage (time/intensity). Teams should review this plan bi-weekly. If the need continues beyond a 4-week period, the team should reconvene and consider additional problem-solving.

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Screening Domain	Screening Tool	Who Administers	When Administered	Diagnostic Tool	Diagnostic Decision Rule
8th Grade State Assessment Data	8th Grade State EOY Assessment and/or NWEA MAP Reading and Math	8th Grade State EOY Assessment/If transient, school administers a universal 9th-grade assessment	EOY 8th grade/Screened in 9th grade if no EOY; BEST recommendation is to have a Math and Reading Screener 9th grade	NWEA MAP More in-depth tools if MAP reveals significant weaknesses, lack of progress since 8th grade, and/or new students.	Diagnostics are administered when: - A student is not responding to interventions used that were determined by using screener data - A universal screener, state assessment, or common assessment demonstrates a level of need/risk greater than the typical peers - A student is flagged for EWI and the team is considering Root Cause Analysis - The teacher indicates a concern in a subject area and the team is considering Root Cause Analysis NWEA MAP Growth Results: **Tier 2 40%ile>** **Tier 3 20%ile>**
District-created Common Assessments	District-created, standards-aligned common assessments for: 9/10 English, 11/12 English, Algebra, Geometry, Algebra II, American History, World History, Econ/Gov, Earth Sci, Biology, Chemistry, Physics	Content Teacher Common Assessments take no more than class period to complete; do not weigh more than other assessments.	During each marking period, except 4th if Regents and/or Final exist in course.		
Reading and Mathematics (9th graders w/o EOY assessments or transfers)	The Measures of Academic Progress (MAP) Growth for math and literacy and/or informal NYSITELL	Any trained staff member	Fall/Winter/Spring Schedule created to capture new entrants and those brought to MTSS-suggest mid-quarter, after MTSS meetings.		

EWI	Grades, Attendance, Behavioral using DataViz	Cabinet with Director of Guidance and Counselors	Mid-quarter/4 times per year.	NWEA MAP BASC (abbr version) More in-depth diagnostic testing if results warrant. Executive Functioning Tool	Diagnostics are administered when it is determined a student is struggling in all areas (attendance and grades), or within a specific course(s) due to an underlying concern (reading deficiency/traumatic event/ongoing gap that is growing and its impact on progress toward graduation. Also, if weaknesses threaten attaining credit/earning proficiency on EOY assessments.
SEL (all 9th graders)	SECA (>5th grade)	1-teacher Student Self-Assessment Student indicating a need (t-score < 40 on DESSA Mini)	Late Fall-Early Winter and then Spring (2X)	SECA Diagnostic DESSA	As indicated by need due to increase in concerning behaviors or in the case of a traumatic event Tier 2 score 3 Tier 3 score 2 16%ile>
Executive Functioning Diagnostic Tool			Fall/Winter/Spring	Informal Questionnaire, Observation, Teacher Rating Scales	A teacher that places academic demands on the student Parents Student Self Assessments

a. Our Evaluation of Screening Data:

Guiding questions:

1) **Are we sufficiently delivering Tier 1 instruction?**

   a) **With universal screening (K-8):** Are at least 80% of students reaching grade-level proficiency?
   b) **With individual screening (9-12):** Are less than 20% of students being referred for individual screening? (i.e., are at least 80% of students expected to meet course expectations defined by 9th-grade assessment, state assessment historical data, and/or grades?)

Core instructional practices should meet the needs of at least 80% of the students. If fewer than 80% of students are demonstrating proficiency per universal screening standards, teams review the MTSS Problem Solving Steps at Tier 1 to determine how to improve the core instruction so it benefits more students.

2) **Is the Tier 1 instruction supporting our students equitably?**

   a) **With universal screening:** Does the percent of students reaching grade-level proficiency significantly vary across demographic subgroups?
   b) **With individual screening:** Does the percentage of students being referred for individual screening significantly vary across demographic subgroups?

The core instruction should equitably support the diversity of our district. Suppose a particular demographic of students is not sufficiently served by the core instruction, such that approximately 80% of students within that subgroup are not meeting expectations. In that case, we must evaluate the core related to that demographic of students and problem-solve why it does not sufficiently meet their needs before placing them in Tier 2 or 3.

3) **Who needs Tier 2 and 3 support?**
   a) **With universal screening (K-8):** Students who fall below the 10th percentile should receive Tier 3 level of support, and students who fall between the 10th and 24th percentile should receive Tier 2 level support.

For grades K-8, NWEA MAP data are automatically ingested in Branching Minds, and school managers can tier students based on cut scores following these directions.

The NWEA MAP performance of the student should be verified by comparing it to other sources of data (past tier performance, benchmark data, formative assessments, etc.). The NWEA MAP assessment is intended to over-identify students needing support, so if other data suggest that they are not at-risk, they do not need to receive Tier 2 or 3 level support. Managers can adjust the tier from the Tier History Report on Branching Minds following these directions.

   b) **With screening tools/common assessments (9-12):** Students who fall between the 10th and 24th percentile percentile should receive Tier 2 level support in the identified subject area. Students should be further screened with an appropriate diagnostic tool to rule out a foundational skill deficit. If the student has a foundational skill deficit the student should receive a Tier 3 level support in the foundational skill, as well as the Tier 2 level support in the identified subject area.

For Grades 9-12; common assessment (quarterly) data is ingested in Branching Minds and school managers can set tier levels based on district determined cut scores. Cut points are determined for each assessment prior to administration to accurately predict students' need levels. Common Assessments will not be visible in the Cohort Assessment Performance

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Report.

At any time, staff may utilize additional data to consider additional supports for a student. Teams should be sure to identify the root cause of the student's performance using diagnostic reading tools. If a foundational deficit is identified, the student should receive a Tier 3 level of support.

Our Progress Monitoring Plan

Purpose: The purpose of monitoring progress is to determine the effectiveness of a support plan at Tier 1 or an intervention plan on student learning. When data show students are progressing, interventions are maintained until students meet identified goals. When data show students are not progressing, a change in intervention is necessary (Fuchs, Compton, Fuchs & Davis, 2008). When changes are made to intervention plans based on data, intervention or phase lines should be placed on student graphs to indicate the change. Students receiving Tier 2 support should be assessed weekly or every other week, while students receiving Tier 3 support should be assessed weekly.

Schedule: As the severity of the student's problem, and the intensity of school resources provided to address that problem increases, so should the frequency of progress monitoring.

Person Responsible: Ideally, the individual implementing the intervention plan should administer the progress monitoring assessments or record behavior data in accordance with best practice. There are documented gains in student outcome data when the person implementing the intervention administers frequent progress monitoring assessments (Fuchs & Fuchs, 1986; Ikeda, Rahn-Blakeslee, Niebling, Allison & Stumme, 2006). This information should be considered when establishing roles and responsibilities related to progress monitoring.

Elementary Progress Monitoring Plan for Academic and Behavioral Skills			
Academics	**Suggested Timeline**	**Instrument/ Assessment Used**	**Person Responsible**
Tier 1	*Universal Screening: 3* times per year (beginning, middle, end) for all students K-8	NWEA - MAP/AimsWeb	Classroom Teacher (schedule determined by Principal with Literacy & Math Chair
Tier 2	*Monitor Progress:* Twice monthly (more often as concern increases, may need multiple assessments for reliability)	NWEA Screeners/LLI running records/Double Dose/AimsWeb/CBM/ Wilson/ORF/MAZE iExcel/ALEKS/ Exec Functioning Checklist	Classroom Teacher/ Interventionist
Tier 3	*Monitor Progress:* Weekly	Intervention's tool	Interventionist
Behavior	**Suggested Timeline**	**Instrument/Assessment Used**	**Person Responsible**
Tier 1	*Universal Screening:* 3 times per year (beginning, middle, end) for all students at elementary; 2-3 times per year at secondary	Early Warning Indicators	Classroom Teacher
Tier 2	*Monitor Progress:* Daily	Behavior charts – evaluation or frequency of focus behavior (determined on an individual basis)	Classroom Teacher(s) with behaviorist, social worker, and/or counselor

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Tier 3	*Monitor Progress: Daily*	Behavior charts – evaluation or frequency of focus behavior (determined on an individual basis)	Classroom Teacher(s), Assistant Principal with behaviorist or psychologist
SEL	**Suggested Timeline**	**Instrument/ Assessment Used**	**Person Responsible**
Tier 1	Twice yearly	DESSA	Classroom Teacher
Tier 2	*Monitor Progress: Daily*	Classroom observations/parent reports/conferences with student	Classroom Teacher, elementary counselor and/or social worker
Tier 3	*Monitor Progress: Daily*	Classroom observations/parent reports/conferences with student	Classroom Teacher Assistant Principal with Counselor or PPS staff

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Middle School Progress Monitoring Plan for Academic and Behavioral Skills

Purpose: Progress Monitoring Assessments and Tools allow staff to visualize the student's growth after receiving targeted or intensified instruction or support so staff can make responsive decisions to adjust support in a timely manner. Plainview-Old Bethpage Central School District has selected specific progress monitoring tools that have established reliability and validity for the purpose of evaluating skill-based progress for students receiving targeted or intensified instruction and/or support.

Academics	Suggested Timeline	Instrument/ Assessment Used	Person Responsible
Tier 1	*Cohort Screening: students demonstrating a need based on 9th grade screener, historical state assessment data, or EWI may indicate the need for additional support within Tier 1 instruction.*	NWEA- MAP	Classroom Teacher
Tier 2	*Monitor Progress: Twice monthly (more often as concern increases, may need multiple assessments for reliability)*	Classroom common assessments or NWEA Screeners/ORF/ MAZE	Classroom Teacher or Interventionist
Tier 3	*Monitor Progress: Weekly*	Classroom Assessments	Interventionist (Specialist) and/or Chairperson/Director
Behavior	Suggested Timeline	Instrument/ Assessment Used	Person Responsible

Tier 1	**Universal Screening;** *2-3 times per year at secondary*	SECCA Assessment	Assistant Principal
Tier 2	**Monitor Progress:** *Daily*	CICO progress monitoring and intervention	Classroom Teacher(s)
Tier 3	**Monitor Progress:** *Daily*	Behavior charts – evaluation or frequency of focus behavior (determined on an individual basis)	Classroom Teacher(s) with counselor for grade

SEL	Suggested Timeline	Instrument/ Assessment Used	Person Responsible
Tier 1	twice yearly	SECCA Assessment	Classroom Teacher
Tier 2	**Monitor Progress:** *Weekly*	Conference with Student	Counselor for student
Tier 3	**Monitor Progress:** *Daily*	DESSA	School psychologist or social worker

High School Progress Monitoring Plan for Academic and Behavioral Skills
Purpose: Progress Monitoring Assessments and Tools allow staff to visualize the student's growth after receiving targeted or intensified instruction or support so staff can make responsive decisions to adjust support in a timely manner. Plainview-Old Bethpage Central School District has selected specific progress monitoring tools that have established reliability and validity for the purpose of evaluating skill-based progress for students receiving targeted or intensified instruction and/or support.

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Academics	Suggested Timeline	Instrument/ Assessment Used	Person Responsible
Tier 1	**Cohort Screening:** *students demonstrating a need based on 9th grade screener, historical state assessment data, or EWI may indicate the need for additional support within Tier 1 instruction.*	Common content areas assessments (9-12)	Classroom Teacher
Tier 2	**Monitor Progress:** *Monthly (more often as concern increases, may need multiple assessments for reliability)*	Classroom Assessments	Classroom Teacher
Tier 3	**Monitor Progress:** *Bi-weekly*	Classroom Assessments	Chairperson/Director

Behavior	Suggested Timeline	Instrument/ Assessment Used	Person Responsible
Tier 1	**Universal Screening;** *2-3 times per year at secondary*	SECCA Assessment	Assistant Principal
Tier 2	**Monitor Progress:** *Daily*	CICO progress monitoring and intervention	Classroom Teacher(s)
Tier 3	**Monitor Progress:** *Daily*	Behavior charts – evaluation or frequency of focus behavior (determined on an individual basis)	Classroom Teacher(s) with behavior specialist, social worker, or psychologist

SEL	Suggested Timeline	Instrument/ Assessment Used	Person Responsible
Tier 1	Twice yearly	SECCA Assessment	Classroom Teacher

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| Tier 2 | *Monitor Progress:* Daily | Conference with Student | Counselor for student |
| Tier 3 | *Monitor Progress:* Daily | [DESSA](#) | School psychologist or social worker |

Section 4: Planning and Implementing Interventions

Core Elements of an Intervention Plan

An Intervention Plan: An intervention plan differs from Tier 1 support in that it is targeted toward a specific skill deficit. An intervention plan must include a defined goal, progress monitoring assessment, and intervention details like duration, frequency, and setting. Designing these plans should also engage students in goal setting and self-reflection. An intervention plan helps teachers articulate, and students understand

- The specific skill or ability the student needs to master, which is the goal.
- How they will know that the student has achieved mastery, via a progress monitoring assessment.
- The program, activity, or strategy needed to achieve the goal, which is the intervention.

1. **A Goal:** A goal is a specific articulation of an academic/social-emotional/behavioral skill a student needs to achieve in order to successfully participate in core instruction. Goals should be SMART: they are specific about what should be accomplished, measurable with quantifiable data, attainable for that student, relevant to grade-level expectations, and time-bound over the course of several weeks.

2. **An Intervention:** An Intervention is an intentional, research, or evidence-based program, an instructional activity, or strategy to target a specific academic/social-emotional/behavioral skill. Interventions are delivered with a specific frequency and duration over a defined number of weeks, depending on the level of need. Intervention may be delivered in a variety of contexts such as small groups, one on one, after school, and tutoring.

3. **A Progress Monitoring Assessment:** Progress monitoring assessments are quick, skill (not content) based, and valid and reliable (i.e., having demonstrated to accurately and consistently measure what they are supposed to be evaluating). These assessments are given to students receiving Tier 2 or 3 levels of support every other week or weekly, respectively, and provide visibility into the effectiveness of support and guide decision making around changing the support approach.

   The purpose of monitoring progress is to determine the effectiveness of an intervention plan on student learning. When data show students are progressing, interventions are maintained until students meet identified goals. When data show students

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are not progressing, a change in intervention is necessary (Fuchs, Compton, Fuchs & Davis, 2008). When changes are made to intervention plans based on data, intervention or phase lines should be placed on student graphs to indicate the change. Students receiving Tier 2 support should be assessed weekly or every other week, while students receiving Tier 3 support should be assessed weekly. Assessments used for progress monitoring should be valid and reliable measures of the specific skill being evaluated so that they can be used to compare students' rate of growth to the expected rate of growth (based on local or national peer comparison).

Tier 2 Targeted Group Instruction

At Tier 2, students identified as being at-risk academically or behaviorally through universal screeners are provided scientific, research-based targeted small-group instruction aligned with Tier 1 content and performance expectations. Approximately 10-15% of students will need supplemental instruction at Tier 2 to become proficient. Tier 2 support is implemented with groups of students demonstrating common skill deficits or social/emotional/behavioral risk characteristics. These students should be observed on Branching Minds, where a collaborative plan is developed, monitored, and documented.

Targeted group instruction typically involves an additional 60-90 minutes of instruction (outside of core instruction) provided each week (e.g., two to three 30-minute instruction periods). Targeted group instruction must be more explicit: more intensive than core instruction; more supportive in the form of encouragement, feedback, and positive reinforcement; carefully scaffolded; and ideally occur in groups of approximately 3 to 5 students, for elementary, and 6 to 8 students or Tier 2 support classes broken into a few groups of 6 to 8 students, for middle and high schools.

Tier 3 Intensive Individualized Intervention

Students who have not demonstrated progress with targeted group instruction at Tier 2 require more time in more intensive interventions. Tier 3 interventions are distinguished from Tier 2 instruction because they are individualized based on data collected in individual problem solving, and occur with smaller student-teacher ratios (e.g., ideally 1-on-1, however, groups of 3-5 students or a larger group broken into a few groups of 3-5 students, is acceptable for middle and high schools), and possibly occur for a longer duration of time (e.g., more daily minutes or more weeks spent in intervention). About 5-10% of students will require this level of intensive support.

Tier 3 involves Tier 1 core curriculum, plus Tier 2 targeted interventions/supports plus more intensive and individualized intervention. Approximately 1-5% of students may need this level of support. Tier 3 refers to academic and behavioral instruction/interventions provided to students considered to be at high risk for failure and in need of our most intensive and individualized support. Tier 3 instruction groups are smaller and sometimes delivered 1:1 when needed.

Tier 3 intervention plans include more than what occurs during intervention time. They also include strategies for

maximizing student outcomes during core instruction or Tier 1, as well as supports to use at home or in the community.

Our Workflow for MTSS

Elementary School MTSS Workflow			
Activity	Key Concepts or Issues (enter planning notes here)	Timeline	Person Responsible
Administer universal screeners (academics and behavior)	*Assessments administered to all students, 3 times per year.*	*Fall, Winter, and Spring*	Classroom Teacher
Tier students based on screener data	*Tier 2 – students between 10th and 24th percentile on screener. Tier 3 – students between 1st and 9th percentile on screener.*	*After screener/benchmark assessments*	Assistant Principal
Establish a high-quality effective core	*Tier 1 has an impact rate of 80%*	*Fall, Winter, and Spring during school-wide health meetings*	Assistant Supt of C&I with Principals, Chairs/Directors
Schedule initial Student Support Meetings	*This may be a small set of students for initial rollout.*	*Monthly*	Assistant Principal
Collect teacher observations through Insight Surveys	*Surveys should be filled out on the BRM platform for all students receiving Tier 2 and Tier 3 support in the area they are struggling with.*	*As students are first identified for Tier 2 or 3, then once or twice per year*	MTSS Team
Develop collaborative Intervention Plans	*Goals, progress monitors, and interventions will be added to each student in Tier 2 and 3 in the area they are struggling.*	*During initial support meeting*	MTSS team
Share updates with family and student	*Letters can be generated on BRM platform using preloaded templates,*	*After initial support meeting*	Principal & Assistant Principal
Implement intervention and monitor plan	*Teachers and interventions with assigned work will administer.*	*Tier 2: 20 minutes per session, 3 sessions per week (for 6-9 weeks)* *Tier 3: 20 minutes per session, 3 sessions per week + 30 minutes per session, 2 sessions per week (for an additional 9-12 weeks)*	Teachers and interventionists

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		Tier 2: monthly in grade team meetings	
Review impact of supports and student progress	Review data on students' plan & progress page. Ensure intervention(s) were delivered with intended fidelity and evaluate growth.	Tier 3: after progress monitoring assessment by individual teacher, reviewed by team as needed for students not progressing	MTSS team and teachers
Adjust plan based on relevant data	If a student did not make sufficient progress, follow problem-solving protocol and adjust plans.	After collaborative review	MTSS team and teachers

Middle School MTSS Workflow			
Activity	Key Concepts or Issues (enter planning notes here)	Timeline	Person Responsible
Administer universal screeners (academics and behavior)	Assessments administered to all students, 3 times per year.	Fall, Winter, and Spring	Teachers
Tier students based on screener data	Tier 2 – students between 10th and 24th percentile on screener. Tier 3 – students between 1st and 9th percentile on screener.	After screener/benchmark assessments	Assistant Principal for the Grade
Establish a high-quality effective core	Tier 1 has an impact rate of 80%	Fall, Winter, and Spring during school-wide health meetings	Assistant Supt of C&I with Principals, Chairs/Directors
Schedule initial Student Support Meetings	This may be a small set of students for initial rollout.	Monthly	Counselors- non classified students AP & Assistant Director PPS- classified & 504 students
Collect teacher observations through Insight Surveys	Surveys should be filled out on the BRM platform for all students receiving Tier 2 and Tier 3 support in the area they are struggling with.	As students are first identified for Tier 2 or 3, then once or twice per year	Teachers
Develop collaborative Intervention Plans	Goals, progress monitors, and interventions will be added to each student in Tier 2 and 3 in the area they are struggling.	During initial support meeting	MTSS team
Share updates with family and student	Letters can be generated on BRM platform using preloaded templates,	After initial support meeting	Tier 1-Teachers Tier 2 & 3: Counselor/AP

Implement intervention and monitor plan	Teachers and interventions with assigned work will administer.	Tier 2: 20 minutes per session, 3 sessions per week Tier 3: 20 minutes per session, 3 sessions per week + 30 minutes per session, 2 sessions per week	Teachers and interventionists or chair/director of department
Review impact of supports and student progress	Review data on students' plan & progress page. Ensure intervention(s) were delivered with intended fidelity and evaluate growth.	Tier 2: monthly in grade team meetings Tier 3: after progress monitoring assessment by individual teacher, reviewed by team as needed for students not progressing	Assistant Principals with Cabinet and Counselors
Adjust plan based on relevant data	If a student did not make sufficient progress, follow problem-solving protocol and adjust plans.	After collaborative review	MTSS team and teachers

High School MTSS Workflow

Activity	Key Concepts or Issues (enter planning notes here)	Timeline	Person Responsible
Administer individual screeners (academics and behavior)	Basic skills screening assessments administered to students struggling in content area classes	As referred by class teacher	Teachers/ Specialists
Tier students based on screener data	Tier 2 – students above 10th percentile on basic skills screener; between 10-25% on common assessment data. Tier 3 – students below 10th percentile on basic skills screener.	After screener/benchmark assessments	Assistant Principal
Establish a high-quality effective core	Tier 1 has an impact rate of 80%	Fall, Winter, and Spring during school-wide health meetings	Assistant Supt of C&I with Principals, Chairs/Directors/Assistant Director of PPS
Schedule initial Student Support Meetings	This may be a small set of students for initial rollout.	Monthly	Assistant Principal by Grade Level

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Develop collaborative Intervention Plans	*Goals, progress monitors, and interventions will be added to each student in Tier 2 and 3 in the area they are struggling.*	*During initial support meeting*	MTSS team and teachers
Share updates with family and student	*Letters can be generated on the BRM platform using preloaded templates.*	*After initial support meeting*	Counselor of Student
Implement intervention and monitor plan	*Teachers and interventions with assigned work will administer.*	*Tier 2: 20 minutes per session, 3 sessions per week* *Tier 3: 20 minutes per session, 3 sessions per week + 30 minutes per session, 2 sessions per week*	Tier 1-Teachers Tier 2 & 3: Interventionist, with AP, Chairs/Directors/Assistant Director of PPS monitoring
Review impact of supports and student progress	*Review data on students' plan & progress page. Ensure intervention(s) were delivered with intended fidelity and evaluate growth.*	*Tier 2: monthly in content level meeting* *Tier 3: after progress monitoring assessment by individual teacher, reviewed by team as needed for students not progressing*	Tier 1-Teachers Tier 2 & 3: Principal, Assistant Principal, Interventionist and Chair/Director/Assistant Director
Adjust plan based on relevant data	*If a student did not make sufficient progress, follow problem-solving protocol and adjust plans.*	*After collaborative review*	Tier 1-Teachers Tier 2 & 3: Assistant Principal Interventionist, and Chair/Director/Assistant Director

Synopsis of MTSS at Plainview-Old Bethpage Central

An important aspect of building an equitable MTSS system is ensuring that students are paired with need-based instruction or support in a timely manner. The matrix Instruction and Support Matrix categorizes broad skill areas in reading and math, pairing them with recommended instruction and supports available at Branching Mind's School District. In using this matrix, Branching Mind's School District problem-solving teams will pair instruction and support with identified skills needs, not based on other student characteristics. Our goal at POB Schools is to have an array of instructional supports that any student can access to build critical foundation skills if the need should arise.

Our Tier 2 and 3 Support Plan: Plainview-Old Bethpage Central School District advocates the use of a combined Problem-Solving and Standard Treatment Protocol (PS + STP as described previously) for students requiring support at Tier 2 and Tier 3. The planned intervention engagement time, the selection of an evidence-based intervention, and appropriate progress monitoring measure/schedule are systematized through STP and scaffolded through Branching Minds. The decision around which evidenced-based interventions constitute a plan is individuated through Branching Minds and based on PS. Below are the established STP parameters for group size, intervention engagement time, and progress monitoring frequency by tier:

Overview of Targeted and Intensive Intervention at Elementary Schools				
Tier Level	Duration of Plan	Support Frequency and Duration	Progress Monitoring	Group Size
2	6 weeks on specific area of instructional need, or until student meets goal	60 minutes/week 2/6 or 3/6 30-40 min sessions	Every other week or weekly	Small group 4:1 to 4:8
3	6 weeks on specific area of instructional need	120-135 minutes/week (three 20-minute sessions + two 20-minute sessions OR three 41-minute sessions)	Weekly	Individual 1:1 to 1:3

Overview of Targeted and Intensive Intervention at Middle Schools				
Tier Level	Duration of Plan	Support Frequency and Duration	Progress Monitoring	Group Size
2	6 weeks on specific area of instructional need, or until student meets goal	60 minutes/week (three 20-minute sessions OR two 30-minute sessions)	Every other week or weekly	Small group 1:4 to 1:15
3	6 weeks on specific area of instructional need	120-135 minutes/week (three 20-minute sessions + two 20-minute sessions OR three 41-minute sessions)	Weekly	Individual 1:1 to 1:3

Overview of Targeted and Intensive Intervention at High Schools				
Tier Level	Duration of Plan	Support Frequency and Duration	Progress Monitoring	Group Size
2	6 weeks on specific area of instructional need, or until student meets goal	60 minutes/week (three 20-minute sessions OR two 30-minute sessions)	Every other week or weekly	Small group 4:1 to 15:1
3	6 weeks on specific area of instructional need	120-135 minutes/week (three 20-minute sessions + two 20-minute sessions OR three 45-minute sessions)	Weekly	Individual 1:1 to 1:3

1) To create Tier 3 plans, the team should also consider home and community variables from the parents' perspective to complete problem analysis to pinpoint the specific nature of the student's needs. Data collected during Problem Analysis is used to develop targeted individualized plans. School personnel, parents, and (when applicable) outside agencies determine who is responsible for addressing components of the intervention plan and is documented on Branching Minds. The Tier 3

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plan is more than what occurs during the additional intervention time. Any instructional plan incorporates the student's entire day, and extra care must be taken to ensure coordination and collaboration between school personnel and families. ***See Appendix A**

2) Families are sent Tier 2 and Tier 3 notification letters, including the plan details at the start of the instruction or intervention (print letter from <u>Branching Minds</u>). ***See Appendix C**

3) All intervention session details and progress monitoring documentation is entered and maintained on <u>Branching Minds</u>. ***See Appendix A**

4) If a student withdraws or transfers to another school within our district, all MTSS information is updated on <u>Branching Minds</u> and accessible to that school using Branching Minds.

==Process for new entrants throughout the year: (mandatory universal screeners (reading, math, and SEL)==

Section 5: Making Data-informed Adjustments to Student Support

An Overview of plan evaluation and decision-making guidelines at Plainview-Old Bethpage Central School District

Evaluating Effectiveness of Tier 2 and 3 Plans:

The district recommends that grade level teams take responsibility for evaluating the progress of students requiring support at Tier 2, and MTSS teams work collaboratively with teachers and parents to evaluate students requiring more intensive support at Tier 3. However, if a student is stagnant at Tier 2, or grade level teams have additional concerns, they should schedule an individual problem-solving meeting with the MTSS team.
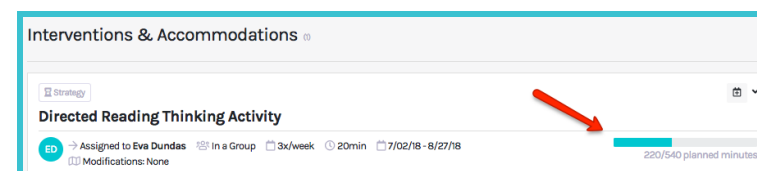
Guiding Questions:

1) **Was the intervention delivered with fidelity?**
   a) **Review intervention delivery for sufficient dosage:**
      Before determining if the intervention was effective, it's important first to check that it was delivered for the intended amount of time. Any plans that were delivered below 90% of their intended dosage are considered not sufficiently administered.

   ■ **How we verify delivery:** At POB Schools, we verify the delivery of interventions by recording the sessions on Branching Minds. The Branching Minds platform then displays a status bar of how many minutes out of the intended number of minutes the intervention was received.

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b) **Review intervention delivery for implementation integrity:**
Implementation integrity is defined as the extent to which the intervention was delivered as intended. Schools must ensure that the instructional plan was implemented with integrity before determining a student requires more intensive support.

- ■ **How we verify integrity:** At POB Schools, the school principals, with the MTSS Team, verify the integrity of intervention delivery through direct observation and teacher self-report. When the delivery of intervention has been verified to be consistent with the intended delivery (outlined on the support description of Branching Minds), it can be documented in the notes section of the intervention session on Branching Minds.

Monitoring implementation integrity is not intended to be an evaluative process. Using data about integrity to evaluate a teacher's ability to do his or her job is a misuse of data. Instead, monitoring integrity is intended to be an evaluation of adherence to the instructional plan, and implementation data should be used to judge the extent to which the actual instruction matched the intended instruction.

If the intervention is not delivered with sufficiency and/or integrity, then all other evaluations of Tier 2 stop and the school team works to improve integrity. It is neither ethical nor acceptable practice to judge a student's growth when the fidelity of the intervention is not adequate.

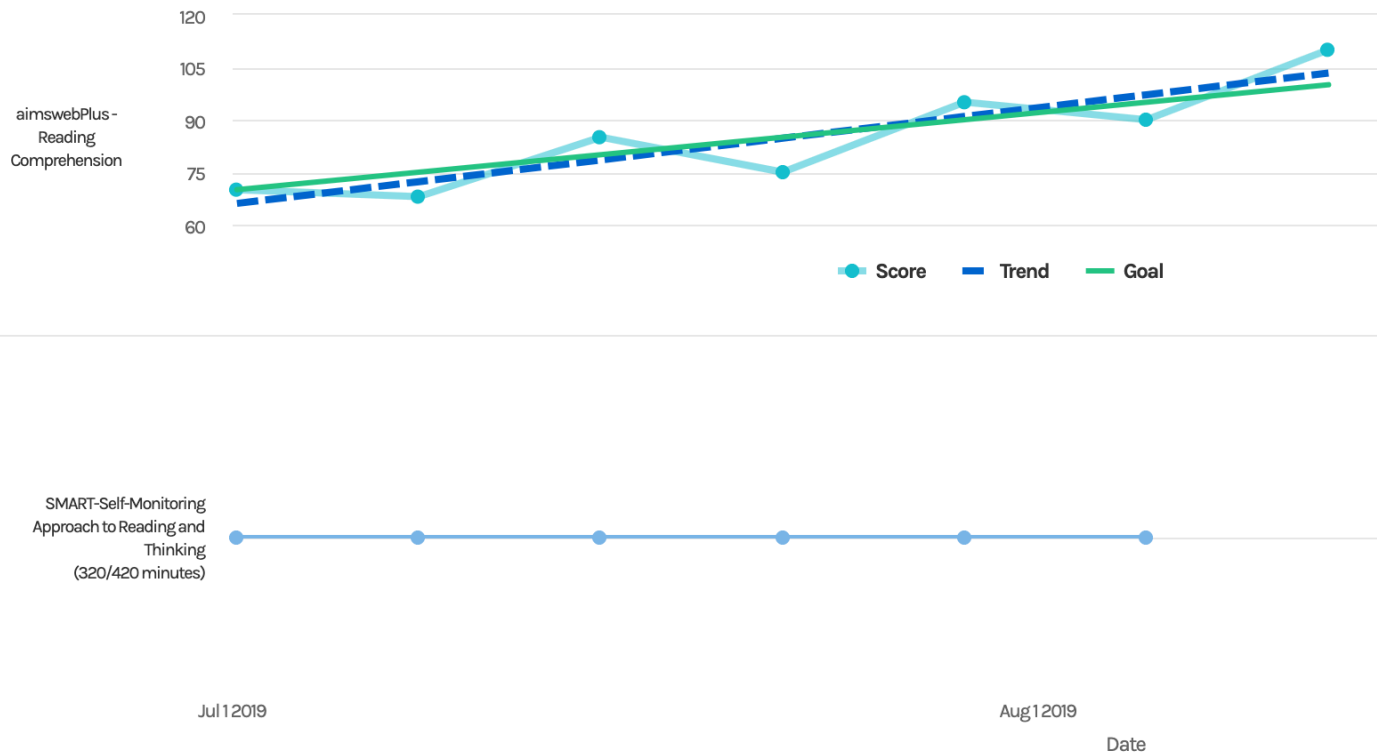2) **Is the student making sufficient progress?**
   a) **Ensure the validity of the progress monitoring data**
   Academic progress monitoring data is considered *invalid and unusable* if:
   - ■ a valid and reliable curriculum-based measure was not used
   - ■ there are less than 8 data points collected (4 data points sufficient to evaluate minor plan adjustments)
   - ■ more than one progress monitoring point is collected in the same week
   - ■ more than 3 weeks have elapsed between data points
   - ■ administration directions were not followed
   - ■ student was given multiple attempts/probes
   - ■ student was given extra practice time

   b) **Review the growth of the student reflected by progress monitoring data**
   Before discussing this question, it is important to understand the components of a student's progress monitoring graph. As seen in the figure below, the progress graph has a trend line, a goal, and a goal-line (also referred to as an aim line). The goal is the target for a specified time frame, and the goal line (solid green) illustrates the minimum acceptable growth over time needed to meet the goal. A trend line (blue dash) reflects the student's pattern of growth. The trend line projects the student's performance if no changes are made to the current plan and the student continues on the same trajectory.
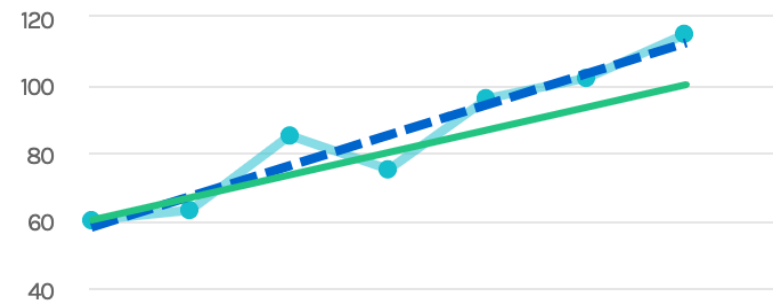
Number of data points: When making significant tier or plan changes, a team should first ensure there are 8 data points. This does not mean, however, that school teams cannot examine student growth prior to having 8 data points. Teams, or individual teachers, should briefly examine a student's trendline after each data point, and make adjustments if it becomes clear the student will not meet their goal at the current trajectory. It is normal for students' scores to have some variability from week to week because students may perform relatively higher or lower on a specific probe based on background knowledge, testing environment, or numerous other factors. Consequently, 8 data points provide the most reliable and solid pattern of performance.

What is the student's growth relative to the goal line?: Student growth is documented using progress monitoring graphs on Branching Minds. When examining a student's trend line relative to the goal line, the question you should ask is, **"Is the trend line (i.e., student's performance) above, near, or below the goal line?"**
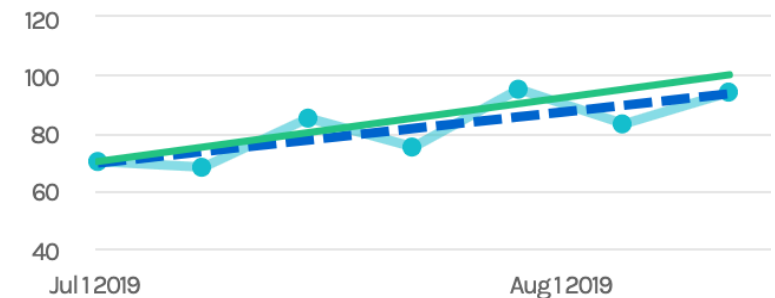
> **Sufficient Growth at Tier 2 and 3:** If the trend line is steeper than the goal line, this demonstrates the minimum desired growth has been achieved, and the

intervention is likely working. (*A general guideline to consider is that in addition to the trend line, the last 2-3 data points should also be above the goal line in order for the student to have demonstrated consistent improved performance.*) If those criteria are met, and class performance has also improved, reducing the intensity or level of support is appropriate. If the student meets the goal but has not improved classroom performance, the MTSS team should engage in individual problem-solving to identify possible explanations.

Uncertain Growth at Tier 2 and 3: If the trend line is below the goal line and performance on grade-level standards is not improving, then a change in the intervention plan is required. When determining a change is needed, schools return to problem identification to determine if the problem was identified accurately. Problem Analysis is also revisited to determine if the original hypothesis about the student's problem is accurate. Modifiable factors can be examined to determine if a modification can be made to better support the identified problem. When the team decides to change the intervention plan, an intervention line indicating a phase change should be indicated on the graph. A new phase of intervention begins, and 8 data points are needed to determine the effectiveness of the new intervention plan.

It is critical that teams understand that the goal of data review is to take charge of closing the student achievement gap by making meaningful changes to the instructional plan, and not simply to move students through the process. Some identified problems can be solved with a minor adjustment at Tier 2, so teams should consider both the intensity of the problem and the current rate of improvement when examining graphs.
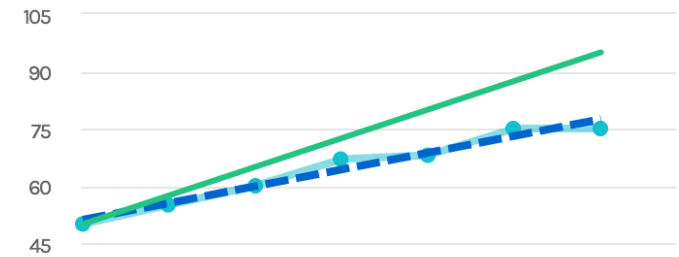
Insufficient Growth at Tier 2: If Tier 2 support is determined to be inadequate and the student's growth is below the goal line, he or she may require more intensive support at Tier 3. For this to occur, the MTSS team must be certain that prior instructional support has been aligned with student needs and implemented with sufficiency and integrity. Branching Minds captures this information.

Insufficient Growth at Tier 3: If Tier 3 support is determined to be inadequate and the student's growth is

below the goal line, the problem-solving team should work to re-evaluate the plan and adjust one or more of the following:

- focus on a different and/or more foundational skill
- change the intervention
- change time of the intervention
- change the interventionist
- increase frequency

Teams should continue to problem solve and adjust plans for students receiving Tier 3 support for at least 16-20 weeks (if directly placed in Tier 3), or 8-10 weeks (if received 8-10 weeks of prior Tier 2 support). Suppose progress monitoring data have been collected consistently during those intervention periods, and the student still does not show sufficient growth. In that case, it is then appropriate to refer the student for a formal evaluation. The criteria and process for a referral are outlined in Section 7..

Summary of Minimum Requirements before Changing Tiers:
✓ Daily Tier 1 (core) instruction
✓ 8-10 weeks of research-based intervention
✓ Intervention logs completed
✓ Consistent progress monitoring
✓ Fidelity checks completed with 80% integrity
✓ Monthly MTSS data team meetings with ROI calculated
✓ Documentation of parent communication of student progress
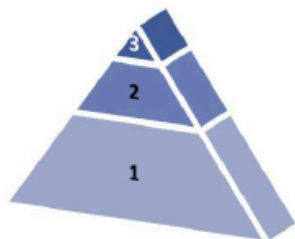✓ One intervention change (if showing uncertain progress)

Tier 2 Decision Rules:

Performance Level	Growth/Rate of Improvement	Decision
3 consecutive PM data points at or above 25th percentile goal line	Sufficient Growth	**Move to Tier 1:** Discontinue or fade out Tier 2 targeted small-group instruction
PM data consistently between 10-25th percentile	Sufficient Growth	**Stay in Tier 2:** Maintain the current Tier 2 targeted small-group instruction for another cycle
	Uncertain Growth	**Stay in Tier 2:** Revise the current Tier 2 targeted small-group instruction and implement for another cycle
4 consecutive PM data points between 0-9th percentile	Uncertain or Insufficient Growth	**Move to Tier 3:** Increase intervention intensity to reflect Tier 3 level of support and implement for another intervention cycle

Tier 3 Decision Rules:

Performance Level	Growth/Rate of Improvement	Decision
3 consecutive PM data points at or above 10th percentile	Sufficient Growth	**Move to Tier 2:** Revise plan to reflect Tier 2 targeted small-group instruction, and implement for another cycle
PM data consistently below 10th percentile	Sufficient Growth	**Stay in Tier 3:** Maintain the current Tier 3 intervention for another cycle
	Uncertain Growth	**Stay in Tier 3:** Revise the current Tier 3 intervention and implement for another intervention cycle
	Insufficient Growth	**Consider Special Ed Referral:** Review criteria and schedule referral meeting with team and parents

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MTSS Intervention Flowchart Guide

When faced with many data sources and outcomes, it can be challenging to know what to do next. The flowchart is valuable because it guides us to look through multiple lenses when problem-solving. First, we address how to dig deeper to provide support. Whether addressing Tier 1 data-driven core instruction for all learners, Tier 2 needs for targeted learners, or is very individualized, targeted support at Tier 3, the flowchart guides problem-solvers to move the plan forward considering the very specialized components at each tier. Simultaneously, the flowchart refers problem-solvers to continuously evaluate and ensure the implementation of a strong core instruction under every layer of support.
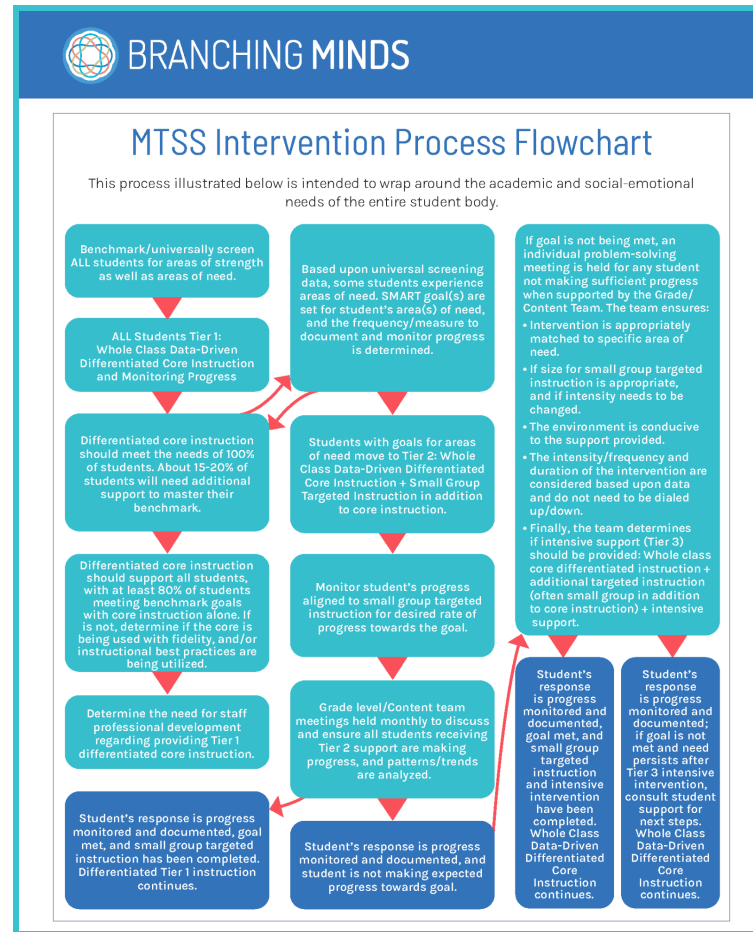
Tier 3: Tertiary Interventions - Specialized, individualized, serves high-risk students (1-5% of total population)

Tier 2: Secondary Interventions - Specialized, serves groups with at-risk behaviors (5-15% of total population)

Tier 1: Universal Interventions - School-wide or classroom-wide, serves all students (Effective for approximately 80% of total population)

	SEL	Mental Health Support	Behavioral Supports & Interventions	Restorative Practices	Academic Supports & Interventions/RTI
Tier 3	• Individual instruction in SEL competencies strategies and skills • Practice and coaching	• Crisis intervention • Individual counseling/ support plan • Family Collaborations • Referral to services	• Wraparound services • Functional Behavioral Assessments (FBAs), Behavioral Intervention Plans (BIPs) • Faculty/staff mentor • Academic and/or behavioral coach	• Family Conferences/ Collaborations • Formal Restorative Conference(s)	• Intensive instruction (1-2 students) • After school tutoring • Computer-assisted programs • Specially-designed instruction (SDI)
Tier 2	• Targeted explicit instruction in SEL competencies, strategies, and skills • Practice and coaching with feedback • Peer-to-peer SEL workshops • SEL focused community building circles	• Individual/small group counseling • Support groups (e.g. anger management, etc.) • Family Engagement • Substance abuse prevention counseling • Referral to services	• Faculty/staff mentor • Daily Check In/Check Out • Daily Progress Reports (DPR) • Social and Academic Instructional Groups (Small Group) • Individual Behavior Contract • Academic and/or behavioral coach • Targeted afterschool support program(s)	• Peer Mediation • Restorative Problem-Solving Circles • Formal Restorative Conference • Community service	• Peer Tutoring and Paired Reading • Small group supplemental instruction • Guided instruction • Visual/auditory aids/cues and manipulatives
Tier I	• Explicit instruction in SEL Competencies • Integration of SEL within the content areas • General teaching practices that model and support SEL • School climate surveys (student, staff, families) • SEL Plan based on survey and other student data • Family engagement	• Mental health education • Mental health screening • Prevention/ Intervention supports (e.g. stress management, wellness, drug/substance abuse/ suicide prevention, etc.) • Trauma-Informed/ trauma-sensitive approach • Peer education	• Schoolwide Behavioral Expectations • Evidence-based classroom management • Guidance conference(s) • Training of peer educators • Student leadership opportunities • Bullying prevention (i.e., DASA) • Culturally responsive practices • Student government, extracurriculars • Afterschool and summer programs • Community schools • Community service opportunities	• Community Building Circles • Negotiation Skills Training • Peer Mediation • Restorative Circles • Community service • Student circle keeper training • Family Engagement • Responsive discipline policies	• Standards-aligned, differentiated, data informed, cross-curricular, culturally responsive instruction • Goal-setting for learning • Student self/peer assessments • Project based learning/ assessments • Family engagement • Universal Design for Learning • Health Education Coordination

Adapted from Illinois SS/HS State Group and Erie 2 BOCES

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Section 6: Communication and Collaboration within an MTSS

Guides for Meeting Types at Plainview-Old Bethpage Central School District

There are three types of meetings that help drive effective MTSS: a school level meeting for school leadership to look at core curriculum health, benchmark growth, tier movement, distribution of resources and evolution of structures, the grade team or content team community meeting, to create group plans for students who need tier 2 level support, and to check in on progress for all kids who need support, and an individual student support meeting to create individuated plans for students who need tier 3 level support.

Common Planning Time

Common Planning Time among educators is a crucial element in the success of a multi-tiered system. Planning time helps improve instruction by allowing teachers to share best practices, examine data, discuss students' work, engage in instructional-related PD, and plan curriculum and lessons together. In order for common planning to contribute meaningfully to student outcomes, sufficient time should be built into the schedule.

- Kdg-4th grades 30 min/week during grade-level meetings
- 5th-8th grades 40 min/week for data analysis during team meetings
- 9th-12th grades 40 min/week data analysis during professional periods
- MTSS Team: Implemented at each building

An effective MTSS practice is comprised of three different types of meetings that have three different functions and agendas:

1) **The School Level Meeting (Elementary, Middle and Secondary):**. The goal of this meeting is to understand the health of school-level MTSS practice by looking at the percent of students who are adequately being served by the core, the equity of instruction across demographics, grades, and classrooms, and improvement in student outcome measures since the last meeting. These metrics are used to evaluate the quality of practice across Tier 1, 2, and 3 levels of support and guide school-level improvement plans. Here is a Core Workout Worksheet to help understand the needs and opportunities to strengthen your core instruction. And here is a School Leaders Say What and School Leaders Now What resource, which serves as an MTSS Health Data collection Check-in worksheet and an MTSS Action Plan worksheet to help scaffold those conversations
   a. The Elementary Level meeting is conducted three times a year following the administration of universal screening assessments. (Staff meeting by grade-level and grade-level and schoolwide data presented at faculty meetings.)
   b. The Middle Level meeting is conducted three times a year following the administration of universal screening , along with universal screening data presented at faculty meetings. . (Team planning meetings at mid-quarter/after screeners administered) Schoolwide data presented at at Faculty meetings
   c. The Secondary meeting is conducted three times a year following final quarterly course grades. Professional Periods used for chairs to review departmental data; faculty meetings used to present schoolwide data after universal screeners.

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School Level Meeting	
Goal	1. Check for health of core to identify where core needs to be strengthened -- looking by topic, grade, demographic, skills and subskills 2. Check for health of tier level supports and practice by monitoring tier movement 3. Monitor the deployment of support to determine if students who need plans are receiving them, if the interventions are being delivered with fidelity and whether there are any other system needs that need to be deployed in order to empower teachers to effect positive change
Duration/ Frequency	1 hour, 3x per year (post-universal screeners) K-4 1 hour, 3x per year (post-universal screeners) 5-8 1 hour, 3x per year (post-marking periods 1-3) 9-12
Attendance	● Principal ● Assistant Principal ● Executive Director of MTSS
Agenda	Meeting after screener, leverage benchmark performance data, benchmark growth data, tier movement data, student support data (# of students who need support, received support, support delivered with fidelity) to answer the following questions: ● Examine percent of students adequately served by the core- **Is our core supporting > 80% of students?** ● Examine equity of core instruction (across demographics, grades, and classrooms)- **Is our core supporting students equitably? If not, where? for whom? with what?** ● Evaluate student body growth and tier movement- **Are our students progressing (i.e., do we see healthy tier movement)?** ● Evaluate equity of student growth and tier movement- **Are students progressing equitably? If not, where? for whom? with what?** ● Evaluate quality of intervention delivery - **Are we providing sufficient support?** ● Plan for improved support- **How many students need plans? In what areas? How many of them actually** ● **have them? Are they being provided with fidelity?**

2) The Grade/Content/Course Team Meeting (Elementary/Middle and Secondary): The goal of this meeting is to ensure at-risk students are receiving support and making progress, that patterns/trends in student growth are identified, and that plans are adjusted or support is provided to teachers based on observed trends in student need. *Students with IEPs, students learning English as a second language and those exceeding expectations/needing enrichment are always included in these discussions too.*

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d. At the Elementary/Middle Level, these meetings are conducted by each grade or content team on a monthly basis to discuss all students receiving Tier 2 and 3 support.
e. At the Secondary Level there are extended cabinet meetings for departmental leaders to assess efficiencies that support growth within the whole grade level/departments. This team identifies opportunities to support students toward graduation as a grade-level team, addressing course pass/failure rates, attendance, and behaviors. etc. POBJFK High School also plans department meetings 1x/month to identify core content skill deficits and plan for acceleration and foundational skill-building opportunities. During a professional period of like-content area teachers.

3) Cohort Multi-Disciplinary Grade Level Meeting (Secondary): The purpose of this meeting is to find efficiencies that support growth within the whole grade level. Teachers will identify core deficits across the cohort/grade band, and determine how and where students should receive support and/or interventions.
f. Monitors cohorts for high levels of EWI, improve attendance and engagement strategies and behavior

Grade/Content Team Meeting (K-4)	
Goal	1. To create plans for students needing tier 2 level support 2. To monitor the progress of all students needing tier 2 or 3 level support 3. To look for trends in support needs 4. To identify students in need of an individually focused problem-solving meeting
Duration/ Frequency	35-40 minutes - typically one planning period per month *meetings should be scheduled for after progress monitoring data collection points
Attendance	Grade-level teachers Specialists who are working with students receiving Tier 2 support in that grade or content area (if needed)
Agenda	*First meeting after screener* ● Tier and/or review tier placement of students ● Create Tier 2 groups and plans ● Schedule students receiving Tier 3 support problem-solving meetings *Questions to consider:* - *How are we identifying students with common needs (skill and level) based on screeners and EWI?* - *Does classroom performance/other data verify these groupings?* - *How will we create the support plans for these cohorts? Including smart goals, progress monitors, aligned interventions and assigned to stakeholders)* - *Do we have the structures and resources we need to provide these supports? Such as additional staff allocated for intervention, a structured time of day for intervention, etc.*

Follow-up meetings
- Review progress of Tier 2 groups
- Look for trends in student growth
- Make course corrections to promote growth (e.g., provide support to teachers, change strategy)
- Schedule individual problem-solving for students if necessary

Questions to consider:
- What trends or patterns do we see in student growth?
- How do we address identified trends to better support all students?
- Who needs continued support?
- How can we group these students to maximize our impact?
- Who should work with which small groups for intervention?
- What should we change to support students not making sufficient progress?

Course Level Meeting (5-12)	
Goal	1. To create plans for students needing tier 2 level support 2. To monitor the progress of all students needing tier 2 or 3 level support 3. To look for trends in support needs 4. To identify students in need of an individually focused problem-solving meeting
Duration/ Frequency	40 minutes - typically one planning period per month *meetings should be scheduled for after progress monitoring data collection points
Attendance	Course specific teachers Specialists <u>who are working with students receiving Tier 2 support</u> in that grade or content area (if needed)

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Agenda	*First meeting after screener*
	• Tier and/or review tier placement of students
	• Create Tier 2 groups and plans
	• Schedule students receiving Tier 3 support problem-solving meetings
	Questions to consider:
	- *How are we identifying students with common needs (skill and level) based on screeners and EWI?*
	- *Does classroom performance/other data verify these groupings?*
	- *How will we create the support plans for these cohorts? Including smart goals, progress monitors, aligned interventions and assigned to stakeholders)*
	- *Do we have the structures and resources we need to provide these supports? Such as additional staff allocated for intervention, a structured time of day for intervention, etc.*
	Follow-up meetings
	• Review progress of Tier 2 groups
	• Look for trends in student growth
	• Make course corrections to promote growth (e.g., provide support to teachers, change strategy)
	• Schedule individual problem-solving for students if necessary
	Questions to consider:
	- *What trends or patterns do we see in student growth?*
	- *How do we address identified trends to better support all students?*
	- *Who needs continued support?*
	- *How can we group these students to maximize our impact?*
	- *Who should work with which small groups for intervention?*
	- *What should we change to support students not making sufficient progress?*

4) The Individual Student Support Meeting (Elementary and Secondary): This meeting provides the time and space for individualized deep dive problem-solving for students not making sufficient progress when supported by the Grade/Content Team Community Meeting, e.g., stagnating students receiving Tier 3 support

     g. At POB Schools students can be brought to an MTSS Meeting at any time they exhibit significant deficits on universal screeners, consistent inability to access grade-level content, trauma, or failure to make progress with Tier 2 interventions and grade level/content area problem-solving is not changing the student's outcomes.

     h. At POB Schools students names can be brought to their cohort **school counselor** for individual problem-solving at any time they exhibit significant deficits on universal screeners, consistent inability to access grade-level content , trauma, or failure to make progress with Tier 2 interventions, and grade level/content area problem-solving is not changing the

student's outcomes.

Individual Student Support Team Meeting	
Goal	Deeper dive problem-solving for students not making sufficient progress, and to create/revise Intervention Plans.
Duration/ Frequency	Weekly or bi-weekly ½ or full day meetings (depending on the size of Tier 3 population) Each student should be discussed for no more than 45-60 minutes.
Attendance	- AP or Principal for the grade, counselor for grade (Grades 5-8) - Teacher bringing student concern forward - Intervention specialist(s) - Psychologist - If Tier 3, Assistant Director of Special Education as needed
Agenda	**Teacher presents data that includes (problem identification) and/or Counselor if multiple areas of concern (5-12)** - Background/environmental factors (e.g. Attendance concerns homelessness, El status, etc.) - Benchmark/screener - Teacher(s) observations - Previous interventions tried & correlating data *What is the specific area of challenge?* ***Why is the student struggling (problem analysis)?*** - What has been tried? - What could be impacting success? - What has progress looked like thus far? ***Team creates intervention plan to support student*** - Where is the student presently performing? - What is a SMART goal for this student?

	■ Whenever possible, a goal should align with normative averages
	○ What intervention/program/strategy will we use to work towards the goal?
	○ How will we measure progress?
	○ Where/when will support happen?
	○ Which staff will be responsible for instruction/data gathering/evaluating?
	● **Document plan and share out to all stakeholders, including parents**
	● **Set a date on the calendar for a follow-up meeting (6-8 weeks after)**

School-level Teaming

a. Forming a School Site MTSS Team

The MTSS team is a school-based problem-solving team; it's the engine that drives the MTSS system. The MTSS team proactively addresses system needs by reviewing school-wide data (within grade levels and classrooms) and supports individual student growth by helping to monitor progress and make decisions for students at Tier 3. **The site administrator designates the composition of the MTSS team.** MTSS team membership is determined both by standing members who contribute expertise from their respective disciplines and those who may be invited to address a specific concern.

- *Examples of standing members on the MTSS team include:* administrator, general education teacher, school psychologist/counselor, dean, content area specialist, ELL teacher, special education teacher, and grade-level or department representatives.

MTSS School-Level Team duties are as follows:

Meet regularly with a structured agenda that varies throughout the month to:
- Review universal screening data;
- Review school-wide data, consider feedback and concerns from PLCs, and make data-based decisions;
- Provide input on professional development as it relates to the school's MTSS system and Tier 1 needs;
- Provide input regarding school site intervention/enrichment schedule, curriculum, and/or course offerings;
- Support grade levels/departments in serving students during intervention blocks in collaboration with general education teachers;
- Discuss and communicate with the site administrator on issues relevant to the MTSS process;
- Consult and collaborate with administrators, counselors, teachers, and parents about MTSS, problem-solving process, and procedural integrity;

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- Hold problem-solving meetings (that include parents) for individual students;
- Refer students for comprehensive special education evaluations when data indicate this step is warranted.

Successful teams clearly articulate everyone's roles and responsibilities so people are adequately able to prepare for what is expected of them and bring their best to the team. The following are typical roles and responsibilities that should be explicitly assigned to members of the MTSS/RTI team, given individual strengths and abilities:

Role	Duties	Staff Member Assigned
MTSS Coordinator: Principal and/or AP Assigned to Grade	- Provides leadership at MTSS team meetings - Facilitates monitoring of instructional integrity within grade levels/departments - Provides leadership at MTSS team meetings - Ensures weekly progress monitoring for all students in Tiers 2 and 3 (both for students with IEPs and those without IEPs) - Ensures school schedule and resource allocation enables a successful MTSS practice - Celebrates and communicates success - Coordinates and sets agenda for MTSS team meetings - Provides expertise to MTSS team regarding problem-solving protocol - Provides expertise in data analysis - Identifies trends in student/staff need across school	
Grade-Level/Content Area Representative	- Serves as liaison between grade/content/MTSS team - Attends grade level MTSS meetings on a regular basis - Identifies trends in student/staff need across grade-level or content area - Presents data/background information on student being discussed (in the absence of classroom teacher)	
Specialists (e.g., ENL	- Serves as a liaison between grade/content/MTSS team - Attends grade level MTSS meetings on a regular basis	

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teacher, speech/language pathologist, intervention teacher, counselor, behavior specialist, special ed teacher)	• Identifies trends in student/staff need across grade-level or content area • Presents data/background information on student being discussed (*in the absence of classroom teacher*)	
Classroom Teacher	• Provides experience with and knowledge of student being discussed • Presents data/background information on student • Ensures next steps are documented and communicated with student and/or family	

b. School-Wide MTSS: Staff, Roles, and Responsibilities

Critical to the functioning of an effective MTSS team is communication and collaboration between all school personnel. It is important to remember as we identify roles within an MTSS system that, as educators first, we *all* own the success of *all* students.

Successful MTSS implementation requires well-defined procedures at the site level, in addition to clearly articulated roles and responsibilities. It is essential that school administrators identify and designate staff who will address the what, when, and how of MTSS implementation in order for positive student outcomes to be achieved.

Role/ Teaming	Purpose and/or Actions
The Principal or Site Administrator	Principals provide leadership and commitment to MTSS at all three tiers. Administrators lead implementation, participate on the MTSS team, provide relevant and focused professional development linked to MTSS, and incorporate MTSS into their school improvement plans. Administrators also review universal screening data to ensure Tier 1 instruction is meeting the needs of a minimum of 80-85% of the school population. Site administrators develop the master schedule to include blocks of time for intervention/enrichment. Site administrators monitor the integrity of instruction at both the core and intervention levels and consider the following: **1. Monitoring core instruction:** • Are all students working with grade-level materials and standards? • Are teachers well-supported in implementing adopted programs and items from the approved supplemental list? • Is content for students appropriately paced?

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	- Does the movement through material attend to the developmental readiness of the student? - Is there evidence of differentiated instruction? - Is small-group, leveled instruction provided multiple days each week? **2. Monitoring intervention integrity:** - Is the intervention plan implemented with integrity? - Administrator signs off on the integrity of instruction and intervention across tiers. **3. Establishing a feedback system regarding instructional integrity:** - Make quality instruction a part of the annual goals for all teachers. - Acknowledge staff members who are delivering quality instruction and support those who are not to raise their level of performance.
MTSS Grade/ Department Level Teams	PLCs (department and/or grade-level teams) serve a critical role in problem-solving at Tiers 1 and 2. PLCs provide a collaborative learning environment to support effective differentiated instruction and classroom management strategies at all tiers. They plan for grouping, content, and delivery of instruction at Tiers 1 and 2. PLCs review universal screening data and use this information to inform Tier 1 differentiated instruction. Additionally, PLCs identify students who are not responding successfully to core instruction and support and utilize differentiated instruction to support them. PLCs make data-based decisions to identify students in need of Tier 2 targeted group instruction. PLCs meet regularly for instructional planning, data review, intervention plan adjustment, paperwork completion, and instructional decision-making (e.g., student movement between tiers). PLCs work with the RTI team to generate interventions based on individual problem-solving when students are considered for, or already receive Tier 3 support. MTSS teams review Tier 1 progress data to determine if Tier 3 targeted interventions are resulting in student success with core instruction and support. Within an MTSS framework, it is recommended that classroom teachers manage students who are in Tier 1, while the MTSS team manages students in Tier 2 and Tier 3 (a teacher familiar with the student is generally a part of the MTSS team)
School Support Staff in an MTSS Framework	School-based teams need to think creatively about how to maximize resources at the site level. Under the leadership and guidance of the site administrator, the MTSS team identifies key personnel to provide high-quality intervention and instruction, matches evidence-based instructional materials to student needs, and designs well-planned schedules to maximize the delivery of services within the

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	three-tiered model. A critical resource in all schools is the highly qualified support staff, who lend expertise to supporting student success. However, teams must exercise judgment consistent with legal guidelines and district policy when determining how to allocate these teachers' time. Support staff, such as special education or ELL teachers, must honor their responsibilities to provide the uniquely designed instruction delineated on students' Individual Education Plans or through the ELL department.
Classroom Teachers	Classroom teachers are the front line of MTSS. General education teachers have the best opportunity to enhance intervention and instruction in their classrooms by providing standards-based and differentiated core instruction for all students. Whether it is meeting the needs of students who are gifted, students who are learning English, or students who have IEPs, regular classroom teachers have the greatest daily impact on learning. Classroom teachers know and understand intervention plans for groups and individuals, allowing for follow-up and additional support in the regular classroom. General education teachers and/or core subject teachers participate in data collection—both school-wide screening and progress monitoring. With this knowledge, these teachers are best able to change or adapt instructional strategies based on information gained through the data collection process. Whether directly responsible for data collection or not, teachers review all their students' data to understand performance levels and inform instruction. Classroom teachers work with their MTSS team to identify and plan instruction for Tier 1 (in the classroom) and Tier 2. If a student demonstrates the need for Tier 3 support, classroom teachers collaborate with the school's MTSS Team to engage in and work within Branching Minds for individual problem solving (Tier 1 and 2) and team/parent communication/notification.

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| | School Counselor | Professional school counselors implement a comprehensive program that addresses the needs of all students. Through the review of data, professional school counselors identify struggling students and collaborate with other educators to provide appropriate interventions through the MTSS/Student Support Process. Professional school counselors work collaboratively with other educators to remove systemic barriers for all students and implement intervention programs that assist in student success.[3]

School counselors are both supporters of MTSS and interveners within the MTSS processes. The following table summarizes the two roles: |

	Supporter	Intervener
Tiered Model	Highlight at MTSS team meetings the evidence-based counseling interventions at various settings that already serve the goals of the team and the needs of identified students, as well as those that could contribute.	Provide evidence-based counseling interventions in school-wide, classroom, small-group, and individual settings to address academic and/or behavioral concerns.
Data	Share data collected from counseling interventions with the MTSS team to document student movement through the tiers.	Collect and analyze data regarding all interventions used to meet the goals of the MTSS team and to serve students identified by the team.
Social Advocacy	Highlight specific data from needs assessments that demonstrate academic/behavioral issues identified by students, staff, and/or parents. Bring to the team's attention issues of social justice and needs of marginalized populations while connecting these issues to the MTSS team's goals.	Design and implement needs assessments for students, staff, and/or parents to give them a voice in identifying needed academic and/or behavioral supports. Create and deliver specific counseling interventions based upon the needs of underserved populations.

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[3] "The Professional School Counselor & Response to Intervention" (adopted in 2008 by the American School Counselor Association)

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School Psychologist	School psychologists are valuable members of the problem-solving team. School psychologists possess expertise in assessment, can understand and interpret data for academic, social-emotional, and behavioral areas, and are considered mental health professionals. School psychologists also possess knowledge about school systems, family systems, and community systems including, but not limited to: • Knowledge of school law, special education law, Section 504 law (including eligibility criteria) • Knowledge of school-wide practices to promote learning (multi-levels of support within schools for both academics and behavior) • Knowledge of the importance of fidelity (for core instruction, intervention, and systems implementation) • Knowledge of data-based decision making within school systems • Collaboration within the school system, with families, and within community systems (including physicians and mental health providers). When problem-solving for individual students, school psychologists know the importance of looking at all sources of data (instruction, curriculum, environment, learner) including fidelity, environmental factors, language acquisition, and diversity (cultural, linguistic, developmental characteristics, learning process). Using this knowledge, school psychologists advocate on behalf of students to ensure the proper interventions are implemented based on consideration of the above factors.

c. School-Wide MTSS Communication Pathways

Communication is essential to building transparency and trust within an MTSS system. It is essential to outline the communication pathways between stakeholders for essential aspects of your school-wide system.

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MTSS Action	Who is involved?	How will this be communicated? How often will this communicate? Who will communicate?
District MTSS Initiatives, Goals, and Trainings	Superintendent, Executive Director of MTSS, Assistant Superintendent for C&I Building Principals	Superintendent Conference Days: Superintendent Professional Development Sessions: Assistant Superintendent for C&I Principals: Faculty and grade-level meetings Chairs/Directors: Department Meetings and Professional Period/Team Meetings
School-Wide Initiatives, Goals, and Trainings	Principals/Chairs and Directors	Faculty Meetings, Grade-Level and Department Meetings/Principals, APs, Chairpeople Directors, and Assistant Directors
MTSS Trends and Decisions Made in Leadership Meetings (Universal Health)	Executive Director of MTSS Principals, Assistant Principals, PPS Member, and Academic Chairs/Directors	Cabinet, Principal, and Leadership Meetings/Central Office
MTSS Trends and Decisions Made in MTSS Support Team Meetings (Tiered Interventions)	Principals and Assistant Principals (with Interventionists)	MTSS Meetings
Individual Student Meetings (When key stakeholders are not present)	Assistant Principal, Teachers with Counselor of PPS staff member	MTSS Meetings and Follow-Up Meetings with Teacher(s) of students.
Logging Parent/ Guardian Communication	Assistant Principal for Grade (shared with principal at K-4) Teachers/Interventionists	Grade-level meetings, Team and/or professional periods with teachers.
MTSS Practice Feedback	Executive Director of MTSS Principals, Assistant Supt for	Quarterly Meetings to monitor progress on implementation.

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Section 7: Referral for Special Education Eligibility

Referring for a Comprehensive Evaluation to Determine Special Education Eligibility:

The MTSS team continuously evaluates the growth of students who are receiving Tier 3 interventions by reviewing progress monitoring data and the intervention plan. A student who fails to demonstrate growth over time that instructional, curricular, and environmental variables that may contribute to or influence individual student learning have been considered and adjusted as needed may ultimately be referred for a comprehensive evaluation because the team suspects the student may have a disability. Before the MTSS team refers a student for a comprehensive evaluation, the team should be confident This requirement, outlined in the previous section, ensures that school personnel has responsibly and comprehensively taken steps to address variables that can be controlled within a school setting (e.g., instruction, curriculum, environment) to rule out the possibility that these are not the primary causes of a student's lack of growth or failure to respond to instruction and intervention.

Referral for a comprehensive evaluation reflects the suspicion of a disability and indicates the MTSS team's belief that a student's lack of growth is due to learner variables that require specially designed instruction. A comprehensive evaluation is pursued under federal guidelines (IDEA, 2004). This evaluation may or may not include formal, individualized "testing" depending upon the scope of the evaluation as determined by the evaluation team, including the parent.

Under current federal guidelines, parents may request a comprehensive evaluation to determine special education eligibility at any time. Typically, a school-based team would respond to this request by inviting parents to a meeting to discuss their concerns and determine a plan to move forward positively on behalf of the student. Teachers should use the "Family Requested SpEd Eval Meeting Invite" letter on Branching Minds. After the meeting, the team should provide the family with documentation on the agreed-upon next steps for the student (e.g., pursuing a comprehensive evaluation, revising a Tier 3 intervention plan, etc.). Teachers should use the "Family Requested SpEd Eval Meeting Follow Up" letter on Branching Minds.

Students receiving special education services may participate across tiers depending on needs. For example, a student eligible under the category of Specific Learning Disability in the area of math may be receiving support at Tier 1 for reading, Tier 2 for behavior, and Tier 3 for math. The goal for all students receiving support at Tier 3, including those who are special education eligible, is to close the achievement gap and transition back to less restrictive support.

Our Referral Process for Special Education:

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A referral for special education will be determined when the data (i.e., progress monitoring, fidelity checks, intervention logs, parent letters, rate of growth, gap analysis) indicate that a student may have a learning disability (*which all can be viewed from the Branching Minds Student Intervention Report*). Any information obtained during the MTSS data collection and intervention period may be used as part of the eligibility determination following informed written parental consent. Teachers should use the "Student Referral for SpEd" letter on Branching Minds. Consent for an evaluation may be requested or received during Tier 3 interventions, but evidence from Tier 3 must be a part of the determination, and a lack of response to Tier 3 interventions may not be predetermined. An evaluation for SLD may be performed in conjunction with the second half of Tier 3, but may not be concluded before Tier 3 interventions are proven ineffective.

1. One condition for eligibility would involve a situation in which a student demonstrated a positive response to intervention when intensive interventions were implemented; however, the intensity and resources required to sustain student growth or performance is beyond that which is available solely through general education.

2. The other condition involves a student who does not make adequate growth to close the gap between current and expected performance, despite evidence that all resources to enable student learning have been exhausted.

In either case, multiple tiers of instruction or intervention are necessary to determine the level of services needed to meet the needs of students suspected of having a disability and to determine whether the level of services requires special education resources.In addition to determining how students respond to instruction and intervention provided in the general education environment, educators also must rule out other factors that could be impacting student performance. For example, a student cannot be determined eligible as a student with a Specific Learning Disability or Language Impairment if the determinant factor is one or more of the following:
- Lack of appropriate instruction in reading, including instruction in: Phonemic awareness. Vocabulary development Phonics, Reading fluency
- Reading comprehension strategies
- Lack of appropriate instruction in math; and
- Limited English proficiency.

Suppose within the problem-solving process; the team suspects that a student may be evidencing a disability other than a Specific Learning Disability. In that case, the referral process for that disability must be followed. It is important to note that MTSS practice is not required or appropriate for all areas of suspected disability.

Prior to referral for a special education evaluation due to a suspected SLD, the following components of MTSS should be met:

Requirements for Consideration of Eligibility for Specific Learning Disability:
   ✓ Daily Tier 1 (core) instruction
   ✓ Weakest prerequisite skill targeted on instructional level for intervention

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- ✓ 16-20 Weeks of Tier 3 research-based intervention (if directly placed in Tier 3) OR 8-10 weeks of research-based Tier 3 intervention (if student received 8-10 weeks of Tier 2 targeted small-group instruction prior to being moved to Tier 3)
- ✓ Intervention logs completed & student specific
- ✓ Progress monitoring (16-20 weekly consistent points)
- ✓ Intervention delivered with 90% fidelity with integrity checks
- ✓ Monthly MTSS data team meetings with rate of growth evaluated
- ✓ Documentation of parent communication of student progress
- ✓ Two changes in Intervention (if directly placed in Tier 3 Intervention) or one change during Tier 3 intervention if moved from Tier 2 to Tier 3
- ✓ GAP Analysis (conducted by the school psychologist) indicates that a student's progress is not sufficient for adequate growth
- ✓ Exclusionary factors (i.e., Vision/Hearing/Motor Disability, Intellectual Disability, Emotional Disability, Cultural/Environmental/Economic Factors, and Excessive Absenteeism) have been ruled out
- ✓ Parents were invited to the meeting to discuss a referral for special education evaluation

The above requirements should be documented on the Branching Minds Intervention Report, as well as the "POBCSD Special Education Department's Referral to Special Education Form" should be submitted to the SpEd Department..

Team members involved in deciding to refer for special education may include:
- Principal or another designee
- School psychologist
- Classroom teacher
- Intervention/support team members

Section 8: Building Capacity and Planning for MTSS

Developing an Implementation & Communication Plan

Developing an implementation plan is critical to the success of an effective MTSS practice. The following three resources can support the development of your implementation plan:
- Here is an MTSS Buy-In and Mobilization Guide that can help build shared expectations, understanding and language for your team.
- Here is an MTSS Mobilization Framework that provides a continuum of implementation from Foundation Knowledge, to Initiation Implementation to Full Operation.

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- Here is a rubric that serves as a tool for educators to determine growth towards a fully operational Multi-Tiered Support System that includes the use of the BRM platform. It is not intended for teacher evaluation purposes.

STAGE	Foundation Knowledge:	Initial Implementation:	Full Operation:
Identifying Students in Need of Support Academic and Behavior	Decisions about students receiving tiered intervention for academics or behavior are made based on the criteria below: ❏ Common assessment data benchmarks (academic and behavior) used to identify students' needs ❏ Multiple stakeholder input ❏ Evidence of the impact of differentiation is present ❏ Adherence to established procedures for providing support; ❏ **1+ profile is created in BRM**	Decisions about students receiving tiered intervention for academics or behavior are made based on the criteria below: ❏ Common assessment data benchmarks (academic and behavior) ❏ Multiple stakeholder input ❏ Adherence to established procedures; ❏ **>5 profiles created in BRM**	Decisions about students receiving tiered intervention for academics or behavior are made based on: ❏ Common assessment data benchmarks (academic and behavior) ❏ Multiple stakeholder input ❏ Student need is assessed at the school, grade and individual levels ❏ Adherence to established procedures; ❏ **>10 profiles created in BRM**

Key Components of RTI/MTSS	❏ Evidence-based common curriculum identified and implemented for Tier 1
	❏ Universal screener(s) adopted for academics and behavior
	❏ Educators have a shared language and understand protocols for:
	  ❏ Differentiating core instruction
	  ❏ Assessing and monitoring progress
		❏ Core curriculum differentiated to meet student needs
		❏ Universal screener used to tier students
		❏ Progress is routinely monitored and reflected in intervention plans
		❏ School wellness is monitored by instituting school, grade level (or department) and individual student meetings
			❏ RTI/MTSS Management System (BRM) is used to provide research based intervention activities and lessons
			❏ Quality of RTI/MTSS is evaluated routinely at school, grade/department and individual student level

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	❏ Accessing collaborative support for students		
BRM Platform	**All staff:** ❏ Receive regular communication regarding implementation of RTI/MTSS and BRM **Admins and RTI/MTSS teams:** ❏ Completed initial professional learning + have login instructions demonstrate proficiency with BRM Library, Student Page (*profile, intervention plan, insight survey, to-do list, supports, family communication, meeting notes, adding supports, assessments, scores, and creating goals*)	**All Staff:** ❏ Know how to log in to BRM ❏ Have access to online tutorials ❏ Documented intervention activity via To-Do List ❏ Documents meeting notes and family communications **Admins and RTI/MTSS teams:** ❏ Continue identifying and providing for ongoing professional learning needs ❏ Have created student plans for academics and behavior, ❏ Completed and requested insight survey, ❏ Presented at least 1 intervention plan to Support Team	**All Teachers and administrators:** ❏ Participate fully in RTI/MTSS Team Meetings, participate in selecting intervention supports, complete requested surveys and provide needed evidence/data for determining student learning response to instruction ❏ Assure full documentation of support and impact on learning ❏ Use supports to tailor instruction for all students during core instruction ❏ Use data to adjust plans, as needed ❏ Use Family Communication templates
Creating and Implementing Intervention Plans	❏ **1+** student identified for support and has a profile and intervention plan **Intervention Plans include:** ❏ Input from multiple stakeholders ❏ Documentation of family communication ❏ Clearly stated, measurable goals	❏ **≥ 25%** students identified for support have profiles and active intervention plans **Intervention Plans also include:** ❏ Meeting notes ❏ Logged intervention activities ❏ Progress monitoring data and goal acquisition	❏ **≥50+%** students identified for support have profiles and active intervention plans **Intervention Plans also include:** ❏ Document monitoring and adjusting beyond initial mastery ❏ Show evidence for advancing through tiers of support ❏ Incorporates successful interventions into Tier 1 practice

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	❏ Clearly personalized activities		
Monitoring Progress	❏ Common progress monitor tools are used for reading, math, and behavior	❏ Administration and analysis is at least monthly for all students with intervention plans ❏ Universal Screeners and progress monitoring tools are nationally normed assessments ❏ Additional data are considered	❏ Administration and analysis is at least monthly for all students ❏ Responsiveness to Tier 1/core instruction, Tier 2 or 3 is determined by valid/reliable benchmarks during Team Meetings ❏ Students are moved among tiers based on evidence and plans are routinely updated ❏ Changes shared with family
Problems Solving Meeting Quality	❏ Universal screeners are used and discussed at each meeting for academics and behavior ❏ Stakeholder participation is reflective of student need ❏ Follow up meetings or communications occur following initial plan implementation	❏ Some data sources are discussed at each meeting and are used to determine intervention impact ❏ Students are moving among tiers based on evidence and plans are documented ❏ Efficiencies are created through data-driven grouping of students	❏ Multiple data sources are discussed at each meeting and are used to determine intervention impact ❏ New activities chosen based on evidence of impact from prior intervention ❏ Procedures in place to assure assessment, intervention, and meeting fidelity ❏ Students are moving among tiers based on evidence and plans are documented

This chart is designed to maximize the effectiveness of MTSS in The Plainview-Old Bethpage Central School District and to provide a timeline for our implementation. Staff development was phased in, focusing on the mandated needs of grades K-12 beginning in Spring 2020. This is an ongoing process as the MTSS model is phased in. Some staff development will need to be continued to support newly hired teachers. Long-term substitute teachers, as well as permanent substitute teachers, will also be considered in

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this plan.

In addition to the MTSS rollout plan, ongoing professional development for our core curriculum is critical for the success of our students. This will be coordinated by building principals, in conjunction with other administrators, to meet the needs of their respective staff. This professional development will include, but not be limited to, guided reading, Words Their Way, inter-visitations, dialogue between faculties, purchase of necessary programs, and the use of district substitutes.

Focus of training	Introduction	Implementation	Review & Follow Up
Key Concepts of MTSS MTSS building committees begin phase-in in **Fall 2023,** at building principals discretion (grade level, time, in-service, etc.)	1. MTSS building committees use a 1/2 day in June to prep for August presentation at Superintendent's Conference Day 2. August Superintendent's Conference Day 3. MTSS building committees present to respective staff	1. Grade level and content team meetings K-12 2. In-service meetings K-12 3. Superintendent Conference Days at administrators' discretion	Original MTSS committee will meet annually to adjust the plan as needed
Understanding and Implementing Tiered Interventions	Grade level, content team, and in-service times (April-June 20__) Distribution and explanation of MTSS Handbook to all K-12 teachers (Spring 20__)	1. Grade level meetings K-12 2. In-service meetings K-12 3. Superintendent Conference Days at administrators' discretion	1. Ongoing training and support 2. New staff members trained in all interventions
Training & Application of Universal Screening: NWEA MAP	ALL teachers will be given an overview	ALL classroom teachers and key personnel (as needed) determined by administration, will be trained in the administration of the screener, and how to interpret the data it provides	Ongoing training and support (as needed) New staff members trained in: 1. Application and use of universal screening 2. Use of universal screening data to determine the interventions needed
Training and Application of Progress Monitoring: easyCBM	ALL teachers will be given an overview	ALL classroom teachers and key personnel (to be determined by leadership) will be trained in the administration of the progress monitoring program and how to interpret the data it provides	1. Ongoing training and support as needed 2. New staff members trained in application and use of progress monitoring program 3. Use of progress monitoring program data to determine the interventions

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			needed

Our Professional Development Calendar for MTSS this year can be found at: (Insert Link)

Data Sources

An important consideration within MTSS are the data sources that are available to staff across the district. Our data map helps us organize our data into three categories. Branching Minds School District utilizes Branching Minds to ensure that the data we are collecting is providing feedback into our quality and fidelity of instruction and intervention.

1. Capacity Data: do we have the capacity to do this?
2. Implementation Data: are we implementing this as intended?
3. Outcome Data: is this change having the impact we had hoped for?

The following chart outlines our data sources.

	Screening	Diagnostic	Process/Monitoring
Capacity	NWEA MAP Common Assessments DESSA-Suite Behavioral Observation	CBM Data PAST Teacher formatives	earlyReading English Wonders Teacher formatives Common Assessments
Implementation	% of students assessed >98% Fidelity Observations	Fidelity Observations Data-informed, diagnostic validated	Tiered Fidelity Inventory
Outcome Data	Tier Level Report	Cohort Assessment Performance Report	Progress Monitoring (ROI) Group or Individual Graphs Tier Movement Report Benchmark Growth Report

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Appendices

Appendix A: MTSS Printables (Link Downloadable Documents or Copy/ Paste from above)

- MTSS Meeting Guides
- MTSS School-Level Roles and Responsibilities
- MTSS School-Wide Teams, Roles, and Responsibilities
- MTSS Tiered Synopsis
- Elementary MTSS Workflow
- Secondary MTSS Workflow
- MTSS Flowchart
- Family, Guardian, and Community Guide

Appendix B: Implementation Checklist and Planning Guides

Appendix C: Family Communication Letters

Appendix D: Curricular Resources, Support Programs & Assessments, and Their Purpose

The following curricular and intervention resources and programs are available in our district. They have been customized on the Branching Minds support library so that they are recommended for use when appropriate:

Curricular, Support and Intervention Resources							
Domain Area	Program/ Intervention/ Support	Grade Band	Evidence Based	TIERS of Support	Purpose	Key Contact	How to Access

	Wilson Reading	2-5	yes	Tier 2/3	Foundational Reading Intervention		
Reading							
Writing							
Math							
SEL							
Speech							
Science							
Social							

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Studies							

The following assessments are available at our district, and have been customized on the Branching Minds support library so that they are recommended for use when determining need for intervention.

				Assessments				
Domain Area	**Assessment**	Type of Assessment	Grade Bands	Who administers?	How often?	Purpose	Key Contact	How to Access
Reading	MAP	Universal Screener	K-12	Gen Ed Teachers	3x/year	Identify students in need of interventions, evaluate core health	Site Testing Coordinator	*Insert District Website*
Writing								
Math								

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SEL								
Speech								
Science								
Social Studies								

Appendix E: Interventions and Support Services Planning, Documentation, & Reporting

Appendix F: Glossary of Terms

- **Acceleration** - Grade-level instruction with built-in learning supports to address gaps in knowledge due to an interruption in instruction.
- **Accommodations** - An amendment to teaching and/or testing that has effectively removed a barrier preventing a student from demonstrating content mastery. Accommodations allow a student to have equitable **access** to learning.
    - **Legally Mandated Accommodations** are used in coordination with an IEP or 504 plan, where the specific accommodation is clearly outlined for a classroom and/or testing setting.
    - **Universal Accommodations** are implemented by the classroom teacher as part of their instructional practices for *all* students.
- **Behavioral Intervention Plans (BIP)**- Referred to as Behavior Support Programs (BSP), Behavior Intervention/Improvement Plans (BIPs) are often used for students based upon teacher observations, student assessments or screeners, and/or teacher-collected data identifying the need for additional behavioral supports.
    - BIPS are for classified students. A FBA (Functional Behavior Assessment) is completed prior to the BIP. Both require parental consent and review at a CSE.
- **Bulk Tiering** - The process of using universal or benchmark screening data to identify students who need additional support in meeting grade-level expectations at the Tier 2 or Tier 3 level, and to identify students who are meeting grade-level

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expectations. Bulk Tiering is the method of tiering a majority of the student population. This is typically done three times a year, following a universal screening assessment.

- **Comprehensive Assessment System** - A series of assessments used to measure the teaching and learning at all levels of the system: individual students, classrooms, schools, districts, and statewide. Includes a variety of assessment types (like formative assessments and summative assessments) to properly serve all students and their needs.
    - o **Assessment-** the process of measuring and documenting what students have learned.
    - o **Benchmark Assessment -** Standards driven assessment that measures student performance periodically throughout the year. All core subjects take a quarterly benchmark assessment.
    - o **CBM** (Curriculum Based Measure)- an approach to measuring students' academic growth along with evaluating the effectiveness of instruction in the classroom. A simple set of standardized procedures that are a way to obtain a reliable and valid measurement of a student's achievement.
    - o **Curriculum Embedded Assessments** - Encompasses both formative and summative standards driven assessments that occur ongoing throughout the learning experience and provide teachers with data on student performance related to a particular learning outcome
    - o **Diagnostic Assessments -** Skill-based assessments that provide deeper insight into a student's particular skill deficits.
    - o **Formative Assessment** - Assessments which provide data that assess the efficacy of Tier 1 core instruction during the instructional period. Assessment-elicited evidence of a student's status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics. Class-based formative assessments are the quick "check-in" assessments teachers incorporate during units to gauge whether or not students are mastering the standards.
    - o **Norm-Referenced Assessment** - standardized tests that are designed to compare and rank test takers in relation to one another. Norm-referenced tests report whether test takers performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of a statistically selected group of test-takers, typically of the same age or grade level, who have already taken the exam.
    - o **Progress Monitoring Assessments** - Skill-based assessments used to determine growth when a student is receiving an intervention.
    - o **Summative Assessment** - Assessments which gauge a student's mastery of a set of standards after the standards were taught in a specific unit. Summative and class-based assessments provide educators with data that can be used to adjust their instruction during the instructional period to ensure all students are benefitting from their Tier 1 core instruction.
    - o **Universal Screening** - Periodic skill-based and normed assessment that provides the school with insight into the strength of the core instruction and students' needs.
- **Core Curriculum** - Refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.

- **Data-Based Decision Making** - the process of planning for student success (academic and behavioral) through the use of ongoing progress monitoring and analysis of data.
- **Data management system -** facilitates the organization of student, classroom, school, and district-level benchmark and progress monitoring data, which automatically graphs data against a student, classroom, school, district, or national norms or targets.
- **Differentiated Instruction** - Tailoring instruction for ALL student's readiness levels, interests, strengths, and learning preferences.
- **Differentiated Core Instruction** - The tailored use of instructional strategies for ALL students based on varying readiness levels, interests, strengths, and learning preferences to provide equitable access to core instruction and curriculum.
- **Direct Behavior Rating (DBR)** - a flexible tool for progress monitoring students' behavior. With this method, teachers rate behavior on a predetermined scale (e.g., 0 to 5, severity or intensity). Each point on the scale should be clearly defined so that teachers can accurately and consistently provide ratings based on the behaviors they are observing.
- **Dosage -** the amount of practice and feedback a student receives throughout an intervention
- **Duration** - the length of time a child receives an intervention (e.g., 15 weeks.)
- **Equity -** each and every student in a community be invited, welcomed, and given a sense of belonging in a system of exceptional teaching and learning that is fluid, responsive, dynamic, and that uses all available resources match to each student's need
- **Functional Behavioral Assessment (FBA)** - An FBA is used when developing a behavior intervention plan for a student. The process involves using student data (or, if needed, collecting preliminary data) to determine which behavior(s) they are struggling with and/or the behavioral skill that requires support. Data collection tool. Usually as a Tier 3 intervention after a positive behavior reinforcement plan has been utilized and has not been effective in shifting student behavior. Often used to create a behavior intervention plan.
- **Fidelity** - the degree to which assessments and instruction/supports are implemented as intended by the research.
- **Frequency** is the number of times a child receives an intervention in a given time frame (e.g., daily, twice weekly.)
- **Gap Analysis** - Where student is performing, where their peers are performing (national norm markers), where they need to perform to reach grade-level Information from student performance on benchmarks and screeners to compare to grade level expectations. *Teachers need training on how to access this information on Infinite Campus.*
- **Goal -** a specific articulation of an academic/social-emotional/behavioral skill a student needs to achieve in order to participate in core instruction successfully. Goals should be SMART, in that they are *specific* about what should be accomplished, *measurable* with quantifiable data, *attainable* for that student, *relevant* to grade-level expectations, and *time-bound* over the course of several weeks. How are SMART Goals communicated to students? Tier 1 intervention-all students working to create SMART goals. Possibly during remedial?
- **Intensity** is the length of time a child receives an intervention (e.g., 30 minutes.)
- **Intervention** - is an intentional, research, or evidence-based program, instructional activity, or strategy to target specific academic/social-emotional/behavioral skills. Interventions are delivered with specific frequency and duration over a defined number of weeks, depending on the level of need. Intervention may be delivered in various contexts such as small groups, one on one, afterschool, and tutoring.

- **Intensive Interventions** -additional, more explicit and intense evidence-based support based on data collected in individual problem solving and occuring with smaller student-teacher ratios.
- **Intervention Plan** - must include a defined goal, progress monitoring assessment, and intervention details like duration, frequency, and setting. Designing these plans should also engage students in goal setting and self-reflection. An intervention plan helps teachers articulate, and students understand. Including:
  1. The specific skill or ability the student needs to master, which is the goal.
  2. How teachers will know that the student has achieved mastery, via a progress monitoring assessment.
  3. The program, activity, or strategy needed to achieve the goal, which is the intervention.
- **Multi-Tiered System of Support -** Multi-Tiered System of Support (MTSS) is a system that wraps around the entire student body and uses data-driven, collaborative problem-solving to address academic and non-academic (attendance / social-emotional) needs. A Multi-Tiered System of Support is rooted in the very simple concept that all students deserve solid, effective, and equitable core instruction. As students' needs increase, whether in academics, behavior, or social-emotional learning, so should the level of support educators provide them.
  - **Multi-Tiered Intervention Model** -a continuum of instruction, where each tier provides increasingly intense interventions and levels of support in addition to previously provided instruction.
    - **Tier 1** - Whole class core differentiated instruction
    - **Tier 2** - Whole class core differentiated instruction + additional targeted instruction (often small group)
    - **Tier 3** - Whole class core differentiated instruction + additional targeted instruction (often small group) + intensive   intervention (sometimes 1:1). The intensity/frequency and duration of the intervention are considered based upon data.
- **Process** - a series of actions or steps taken in order to achieve a particular ~~end~~. (outcome)
- **Positive Behavior Interventions and Supports -** a preventative (proactive) framework for supporting the development of positive and prosocial behaviors in schools and classrooms. PBIS includes using practices, tools, and strategies that work to reward or reinforce positive behaviors. ~~The model runs counter to using exclusionary discipline practices in schools, such as suspensions, expulsions, detentions, and time-outs.~~
- **Problem-Solving Cycle** - An approach to problem solving that includes clearly defined steps, allowing organizations to implement a consistent approach to solving problems.
- **Problem-Solving Team** - a collaborative team that meets to evaluate student data, plan interventions, and monitor student progress.
- **Progress monitoring** is used to check data for student progress towards success frequently. Progress monitoring data often comes from short (2-3 minute), normed assessment probes given every 1-4 weeks. Progress monitoring assessments are quick, skill (not content) based, and valid and reliable (i.e., having demonstrated to accurately and consistently measure what they are supposed to be evaluating). These assessments are given to students receiving Tier 2 or 3 levels of support every other week or weekly, respectively, and provide visibility into the effectiveness of support and guide decision-making around changing the support approach.

- **Rate of Improvement** - the estimate of how much the student is expected to improve over the duration of the intervention period.understanding
- **Remediation** - Reteaching or "going back" to teach missed concepts from an interruption or lack of instruction. This implies support, not intervention.
- **Research-Based Interventions** are instructional strategies and curricular components that have been validated as effective by experimental design studies that: a) have been applied to a large study sample, b) show a direct correlation between the intervention and student progress, and c) have been reported in peer-reviewed journals.
- **Response to Intervention (RTI)** - A multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality (differentiated) instruction and universal screening of all children in the general education classroom.
- **Scaffolding** - A method where teachers offer a particular kind of support to students as they learn and develop a new concept or skill. In the instructional scaffolding model, a teacher may share new information or demonstrate how to solve a problem
- **SMART Goal** -
  - **Specific:** they should have a clear articulation of what you are trying to accomplish
    Measurable: they should be evaluated using a quantitative assessment
    Attainable: they should be both feasible and ambitious
    Results-Oriented: they should be grounded in clear context of why you've determined the goal
    Time-bound: they should clearly state when the goal should be achieved
- **Social-Emotional Learning** - The curriculum and/or strategies taught are specifically designed to develop the skill set for understanding and managing emotions, building resilience, problem-solving, and developing healthy relationships. Students learn from explicit instruction as well as from the actions and behaviors they are observing from others.
- **Support Plan** - A formal plan that includes a SMART goal, a progress monitoring tool and matched intervention directly related to a specific skill deficit.
- **System** - A "system" in education is characterized as a goal-oriented problem-solving approach utilizing tools, techniques, theories, and methods from multiple knowledge domains to: (1) design, develop, and evaluate, human and mechanical resources efficiently and effectively in order to facilitate and leverage all aspects of learning, and (2) guide change agency and transformation of educational systems and practices in order to contribute to influencing change in society.
- **Targeted Interventions** - additional instruction outside of core instruction provided at the dosage, time, and cadence, that the research suggests to support a specific skill deficit.

Appendix G: Frequently Asked Questions

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Appendix H: Resources/References used in writing this MTSS Plan

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RTI Action Network www.RTInetwork.org

Multi-Tiered System of Supports / MTSS - Washoe County School District www.washoeschools.net

National Center on Response to Intervention/Multi-Tiered System of Supports www.MTSS4success.org

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RTI Network www.RTInetwork.org

Response to Intervention/Multi-Tiered System of Supports: Guidance for New York State School Districts – October 2010 and Parent Guide www.nysRTI/MTSS.org

Arlington Heights MTSS Handbook: https://www.sd25.org/cms/lib011/IL01904427/Centricity/Domain/22/RTI%20Handbook%202016%20FINAL%20092816.pdf

Shelby County Schools RTI/MTSS District Implementation Guide www.scsk12.org/ci/files/2015/2015-16_RTI2

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