Island Park UFSD
Multi Tiered System of Supports (MTSS) Plan
September 1, 2025 - June 30, 2027
(2 years)

Prepared by the Island Park Schools Multi Tiered System of Supports (MTSS) Team

Multi Tiered System of Supports (MTSS) is a collaborative, evidence-based, approach to differentiating and personalizing instruction and intervention, across academics and behavior for all students—so that every student can achieve academic and life success. MTSS is one of the most effective ways to provide an equitable educational experience, because it leverages collective knowledge and expertise to help teachers understand their learners' needs and make informed and strategic decisions that best support them. The MTSS process begins with the proactive identification of students in need of additional support in a skill area (i.e. reading, math, behavior). Identified students receive interventions that are matched to their individual skill deficit and level of need. Student skill progress is monitored over time, to determine the student's response to interventions. When identified skill deficits have been remediated, interventions are discontinued as no longer necessary. If a student continues to struggle, further problem solving is provided to determine the need for more intensive supports and/or services. At each stage of the MTSS process, data-based decision making is used as a systematic way of individualizing supports and interventions for students in need. MTSS includes the following broad areas: Academic, Mental Health, Positive Behavior Supports, Social Emotional Learning and Restorative Practice. These areas are often referred to as the Five Pillars of MTSS.

Guiding Principles of MTSS:

1. **MTSS is for ALL students.**
    a. Educators must work **proactively** to support students' learning needs.
    b. **ALL** students can learn.
    c. **ALL** available resources are accessible to teach all students.
2. **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 base.
        i. Core curriculum and instructional approaches must have a high probability of success for most students (80%).
        ii. Implementation of core curriculum must be implemented with fidelity.
    b. **Tiered Levels of Support:** Beyond the core curriculum, match students' instruction/support to the level and intensity of their need. The levels of support provided to students are based on increasing level of

student needs, which is organized through a tiered framework:

i. Tier 1 is whole class core instruction
ii. Tier 2 is whole class core instruction + additional targeted instruction (often small group)
iii. Tier 3 is whole class core instruction + additional targeted instruction + intensive intervention

3**. Instructionally relevant, valid and reliable assessments are critical for providing proactive and reactive support.**

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 two 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 and are administered weekly or every other week, depending upon the intensity of need.

4. **Problem Solving Protocols are used to make support decisions for students on a continuum of needs.**

a. **The Problem Solving Protocol** refers to the method and approach used when determining student needs and how to address them--it defines, "who gets what and when."

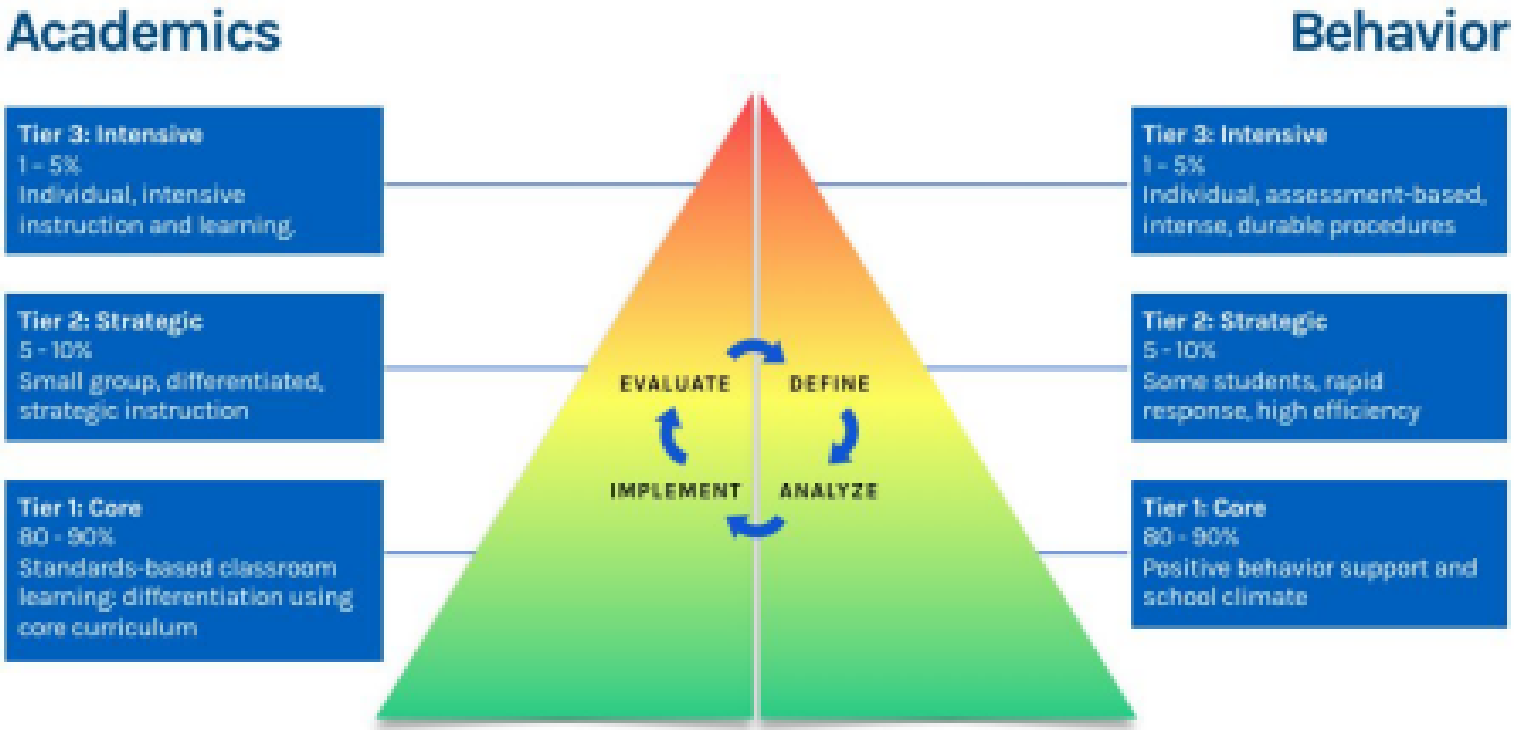
b. **The Problem Solving Protocol** outlines a plan for using research-based, targeted interventions and enrichment services with increasing levels of cumulative support.

5. **Data is used to guide instructional decisions.**

a. **Assessment data** (universal screeners, progress monitoring probes, standardized testing, classroom performance measures) are used to inform a need for instructional changes.

Three-Tiered System of Service Delivery

A three-tiered system of service delivery is a necessary structure to efficiently and effectively support all children, not just those who struggle in school. The three-tiered system of service delivery is crucial in the attempt to ensure all students achieve at high levels and all students achieve college and career readiness.



a. Universal Screening

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).

b. Tier 1 Core Instruction:

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 the NYS Next Generation Learning Standards.
- **Systematic Explicit Instruction:** Skills are taught from less to more complex using direct, clear and concise instructional language.
- **Differentiated Instruction:** students have different levels of background knowledge and school readiness. Differentiated instruction engages each student in active learning

according to his/her needs. The content of instruction, delivery of instruction, and targeted level of instruction may be differentiated.

- **Flexible Grouping:** a combination of 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 and are not passive recipients. This can be accomplished with high rates of opportunities to respond, ample time to practice skills, and prompt corrective feedback. In addition, instruction is designed to present multiple opportunities for peer collaboration, phenomenological inquiry, and problem solving integrated across curricular content. Instruction comprises accountable talk through academic language at all levels/grades,
- **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, consistent instructional response to misbehavior, and restorative practices/discipline.

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 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).

Tier 2 Targeted Group Intervention

At Tier 2, students identified as being at-risk academically or behaviorally through universal screeners are provided scientific, research-based interventions in addition to the core. Approximately 10 to 15% of students will need supplemental instruction at Tier 2 to become proficient. Tier 2 interventions are implemented with groups of students demonstrating common skill deficits or social/emotional/behavioral risk characteristics.

Targeted group interventions typically involve an additional minimum of 30-90 minutes of instruction (outside of core instruction) provided each week. Targeted group interventions 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 10 students, for elementary, and 3 to 10 students for middle school.

Tier 3 Intensive Intervention

Students who have not demonstrated sufficient progress with targeted group interventions at Tier 2 require more time in more intensive interventions. Tier 3 interventions are distinguished from Tier 2 interventions because they are individualized based on data collected in individual problem solving, occur with smaller student-teacher ratios 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.

Progress Monitoring

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 are not progressing, a change in intervention is necessary (Fuchs, Compton, Fuchs & Davis, 2008). Students receiving Tier 2 support should be assessed bi-weekly, while students receiving Tier 3 support should be assessed weekly.

Considerations for MTSS Support of English Language Learners (ENL)/English as a New Language (ENL) Students

The term English Language Learners (ELLs) or English as a New Language (ENL) 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, in addition to meeting all the academic challenges that face their monolingual peers, these students are mastering another language. It is helpful to take into account the following considerations when supporting ENLs 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 (or gaps in educational history)** are variables to be considered when assessing and planning instruction for ENLs. In all three tiers, these variables stay consistent.
- **English Language Learning:** core instruction for all LEP/ENL 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 ENLs 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 ENL students:

- ○ Consider the amount and type of ENL instruction the student received in the past and in the present
- ○ If applicable, consider the amount and type of home language instruction in the past and in 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
- ○ Contact the family for guidance and feedback
- ○ Ensure that ENL teachers serve on the MTSS instructional decision-making team

● **Assessment:** In order to better understand the needs of LEP/ENL students, the following should be utilized:

- ○ **Home Language Questionnaire**: To identify if a language other than English is spoken at home
- ○ **Interview**: Conducted by the ENL Teacher 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 the ENL program.
- ○ **NYSESLAT:** End of the year assessment to determine next year's placement. It decides a students' proficiency level
- ○ **iReady**
- ○ **Acadience**
- ○**Teachers College Reading and Writing Project (TCRWP)**
- ○ **Monitor:** Proficient students who have exited the ENL program based on NYSESLAT/NYSED guidelines

Island Park School District: MTSS Framework

A. Our MTSS Process

a. At Island Park School District, the structure of our **Elementary School (K-5) MTSS process** is described below:

Activity/Criterion	**Key Concepts**	**Timeline**	**Person Responsible**
Administer universal screeners	May/June performance from the previous school year on iReady and Acadience in Reading, and Mathematics Note: For students new to the district, performance from Acadience (K-2) in Reading and Mathematics administered in the testing window period as close to the time of enrollment as possible	*Fall, and Spring*	Principal Classroom Teachers Interventionist Teachers MTSS Committee Members
Administer Fountas and Pinnell (F and P) Text Level Gradient and Benchmark Assessment System	<u>Grades K-4</u> Fountas and Pinnell Continuum: Linked to state and national standards, a guide to intervention based on text gradient levels A-Z which correlate to grades K-8. Score confirming 2 independent levels below expected grade.	*Fall, mid-year and Spring* *or* *As needed*	
Work Habits/Achievement grades on June Report Card from the previous school year in ELA, Math, Science and Social Studies	“Inconsistent” or “Minimal” as indicated on the report card from the previous year. As well as teacher comments and observational data.		

Benchmark and lesson-embedded assessments for reading and math in grades K-4 in the previous school year (September analysis) or current school year.	Quantitative score from the previous year (September analysis) or current school year.		
Eligible Student(s) may be administered Wilson Assessments for Decoding and Encoding (WADE)	<u>Grades 3-5</u> WADE: Score confirming performance within the lowest 30th percentile of the grade.	As per protocols for Wilson Reading System intervention.	
Tier students based on screener data.	*Data Team meetings will determine Tier 2 or 3 intervention:* ● *Acadience results, NYS ELA & Math Assessments, Fountas and Pinnell will be used alongside qualitative classroom data (F and P assessments, and student work artifacts) to determine entrance into Tier 2 or 3.*	*After screener/bench mark assessments*	

Schedule initial Student MTSS Team Meetings for students whose data does not meet the criteria for Tier 2 Intervention, but a concern still exists. Schedule initial Student MTSS Team Meetings for students with behavioral concerns.	*Collect progress monitoring and universal screening data for analysis.* *Team conducts threat assessment, if necessary (academic or behavioral)*	*As needed*	
Share updates with family and student	*Letters should be generated to inform parents of services*	*After data team meetings and/or MTSS meeting*	
Implement intervention and monitor progress	*Teacher and interventionists will administer.*	*Minimum Tier 2: 30-90 minutes per week* *Minimum Tier 3: increased duration and/or decreased group size*	
Adjust plan based on relevant data	*If a student does not make sufficient progress, follow problem solving protocol and adjust the plan.*	*After collaborative review*	

b. At Island Park School District, the structure of our **Middle School (6-8) MTSS Process** is described below:

Activity/Criterion	**Key Concepts**	**Timeline**	**Person Responsible**
Universal Screening	May/June performance from the previous school year on iReady and Teachers College benchmarks in Reading and Mathematics Note: For students new to the district, performance from the iReady assessments measure Reading, and Mathematics administered in the testing window period as close to the time of enrollment as possible Standardized Testing Results (NYS Assessments) - Grades - Attendance Data Possible Sources of Universal Screening Data (Behavior): - Observational Data - Grades - Attendance Data - Behavior Incident Data	Fall, WInter and Spring	Principal School Counselor School Psychologist Teachers from the Student's Grade Level Team Interventionists Social Worker

		Fall, Winter, and Spring	
Administer Teachers College Reading and Writing Project (TCRWP) Reading Level Assessments	A calculation which measures accuracy and self-corrections, fluency and expression, and comprehension to determine independent and instructional levels which correlate to grades K-8. Score confirming 2 independent levels below expected grade.		
Referral to Data Team (As needed based on teacher concerns)	*Multi-disciplinary Team reviews Universal Screening Data Prescription of Classroom-based/Small Group Interventions to match identified area of student weakness*		
Targeted Assessments	*Administered based on identified need at Data Team Meeting* *Possible Sources of Targeted Data:* *- TCWRP* *- Curriculum-Based Measures* *- Running Records* *- Content Area Assessments* *- Scores from targeted computer assisted instruction programs such as:* *-IXL*		

		Ongoing	
IXL	Diagnostic assessment for mathematics aligned to NGLS state standards which evaluate aptitude and identify student performance needs. Assessment reveals student performance below the standard for the expected grade.	Ongoing	
Eligible Student(s) may be administered Wilson Assessment for Decoding and Encoding (WADE)	<u>Grades 3-8</u> WADE: Score confirming performance within the lowest 30th percentile of the grade.	As per protocols for Wilson Reading System intervention.	
Academic/Achievement grades on June Report Card from the previous school year in ELA, Math, Science and Social Studies	75% or lower 2H or lower	Fall	

Work Habits/Effort grades on June Report Card from the previous school year in ELA, Math, Science, and Social Studies	Needs Improvement or unsatisfactory ratings in two or more courses on the report card.	Fall	

Progress Monitoring	*Administered individually or to small groups*	Support Team/MTSS Team: - Guidance Counselor - Classroom Teacher - Interventionists - Support Staff -Principal
Data Team Follow-up	*Review progress data* *Adjust Intervention plan as needed (Change Type, Increase, Decrease, Discontinue)*	
Referral to Support Team	*If continued concerns, a referral to Support Team/MTSS Team can be made:* *- Universal, Targeted, and Progress Data is reviewed* *- Additional interventions/action steps are recommended* *- Referral to CSE is made if necessary*	

Psycho-educational evaluations based on a variety of assessments and inventories	*Performance of 1.5 or greater standard deviations below mean, or as determined by the data team*	
Share updates with family and student	*Communication with parents to discuss intervention plan, by a School Counselor or teacher.*	

B. Our MTSS Problem Solving Teams: Staff, Roles, and Responsibilities

The MTSS Problem Solving teams are school-based, multi-disciplinary teams that drive the MTSS system. Problem Solving meetings within MTSS may look like a Data Team Meeting, Support Team Meeting, or MTSS Team Meeting. All problem solving teams function to identify students in need of support. The MTSS Problem Solving Teams may address system needs by reviewing school-wide data (within grade levels and classrooms) and support individual student growth by helping to monitor progress and make intervention decisions for students. The principal designates the composition of the MTSS teams. Examples of standing members on the MTSS Problem Solving Teams may include: Principal, General Education teacher, School Psychologist, School Counselor, Social Worker, ENL Teacher, Special Education Teacher, Speech Pathologist, Occupational Therapist, Physical Therapist, Enrichment Specialist, Interventionists/Essentialists (i.e., AIS/RtI/MTSS Teachers) Special Area Teachers, Board Certified Behavior Analyst (BCBA) or other instructional staff member having knowledge of the student.

MTSS Problem Solving Team duties are as follows:

- Meet regularly with a structured agenda that varies throughout the month to:
  - Review universal screening data (elementary level)
  - Review school-wide data, consider feedback and concerns, and make data-based decisions (elementary level)
  - Support grade levels/departments in serving students during intervention blocks in collaboration with general education teachers;
  - Consult and collaborate with administrators, counselors, teachers and parents about the MTSS system, problem-solving process, and procedural integrity;
  - Examine the effectiveness of Tier 1 interventions (s) prior to consideration of Tier 2 and Tier 3 referrals;
  - Make decisions about referrals for support at Tiers 2 and 3;
  - Hold problem-solving meetings for individual students;
  - Refer students for comprehensive special education evaluations when data indicate this step is warranted and multi-tiered interventions have been previously been considered and used;

○ Exit students from targeted interventions as appropriate in accordance with present levels of performance

C. Our Universal Screening Plan:

iReady assessments will serve as the district's initial screener for grades K-8 in 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 individual, classroom, school, and district levels. Acadience screening results will also be used to measure decoding/encoding at the K-2 level. Reading running records and benchmark assessments through F and P and TCRWP will be administered to students quarterly (K-8). These levels will be reviewed by the MTSS Data Team alongside the iReady when appropriate.

D. Our Tiered Intervention System

a. Recommended Intervention Schedules

i. Island Park School District advocates the use of a MTSS Data Team Meeting for students requiring support at Tier 2 and Tier 3. The MTSS Data Team will determine tier level, intervention, intervention frequency, group size, and progress monitoring. Below are the established parameters for group size, intervention engagement time, and progress monitoring frequency by tier:

Tier Level	Duration of Plan	Intervention Frequency and Duration	Progress Monitoring	Group Size
2	5-12 weeks on specific area of instructional need	30-120 minutes/week (contingent on programming needs)	every other week	Push-in full classroom or Pull-out 1:1-10:1 (K-5) 1:1-10:1 (6-8)
3	5-12 weeks on specific area of instructional need	minimum of 30-150 minutes/week (contingent on programming needs)	weekly	Pull-out 1:1 - 10:1

ii. Intervention session details and progress monitoring data are documented.

Data-based Decision Making
i. Recommended Tier 2 Entrance Criteria:

<table>
<tr><th>Performance Level on Benchmarks</th><th>Next Steps:</th></tr>
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- **iReady - Below the grade level norm**
- **Fountas and Pinnell (F and P) Text Level Gradient and Benchmark Assessment System**
- **Teachers College Reading/Writing (TCRWP) Benchmark**
- **Acadience data indicating below grade level norm**
- **ELA/Math Level 1 or 2 Running Record (K-5)- Below Benchmark**

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MTSS Data Team determines appropriate Tier 2 Intervention with:

- F and P progress monitoring (bi-weekly)
- TCRWP progress monitoring
- Acadience progress monitoring
- Parent communication

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- **iReady - Below the grade level norm**
- **Acadience - Below the grade level norm**
- **Plus - Below Average Scores NYS ELA/Math Level 1 or 2 and/or Running Record (K-5)- Approaching to/On Grade Level**

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MTSS Data Team determines need for Tier 2 intervention based on additional data:

- Classroom data is also considered for determining intervention type, frequency, duration
- MTSS follow-up meeting scheduled

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MTSS Data Team determines no need for Tier 2 intervention:

- Investigate Tier 1 Interventions
- MTSS follow-up meeting scheduled

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iReady data indicates approaching grade level **Acadience data indicates approaching grade level** **Running Records (K-5)- Approaching to/On Grade Level**	MTSS Data Team determines no need for Tier 2 intervention: ● Investigate Tier 1 Interventions ● MTSS follow-up meeting scheduled

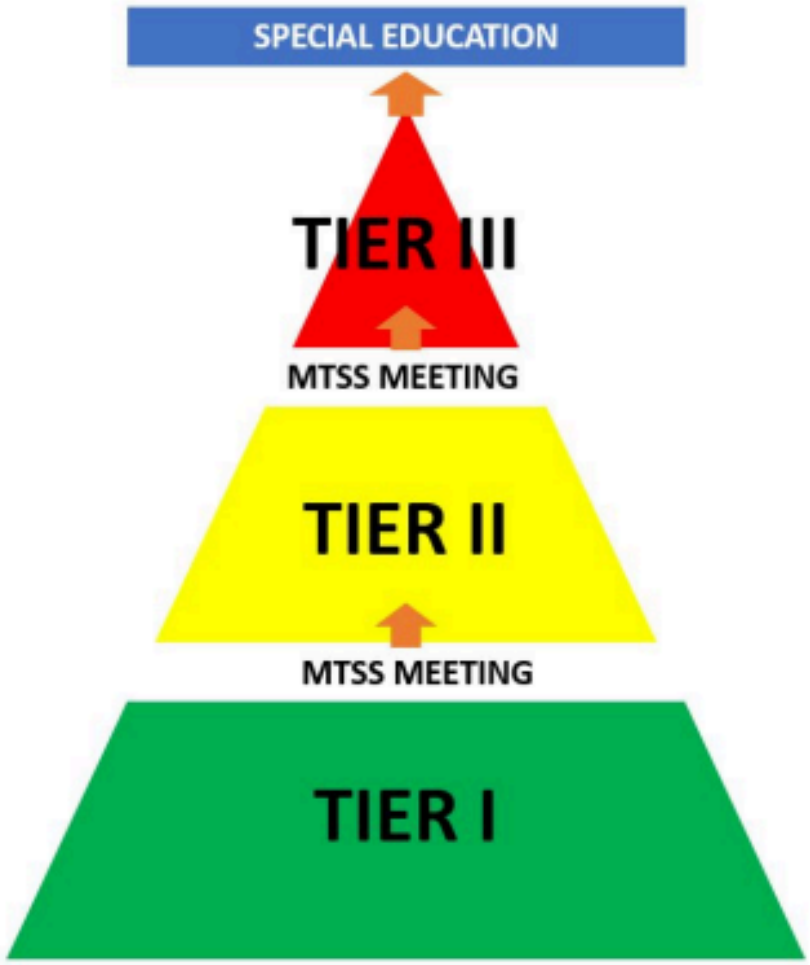
Grades K-8

Performance Level	Growth/ Rate of Improvement	Decision
Average scores on next iReady, Acadience assessments, Running Record, and/or TCWRP, F and P benchmark	**Meaningful Growth**	**Move to Tier 1:** Discontinue or fade out Tier 2 intervention
Progress Monitoring data shows inconsistent growth and/or benchmark scores are below grade level	**Meaningful Growth**	**Stay in Tier 2:** Maintain the current Tier 2 intervention for another cycle
	Uncertain Growth	**Stay in Tier 2:** revise the current Tier 2 intervention and implement for another intervention cycle
Progress Monitoring and benchmark data shows little to no growth	**Uncertain or Minimal Growth**	**Move to Tier 3:** Increase intervention intensity to reflect Tier 3 level support and implement for another intervention cycle

iv. Tier 3 Exit Criteria (K-8):

Performance Level	Growth/ Rate of Improvement	Decision
Consecutive progress monitoring data points show meaningful growth approaching grade level. Growth is shown on iReady, Acadience, benchmark and/or Running Record	**Meaningful Growth**	**Move to Tier 2:** Revise plan to reflect Tier 2 intervention and implement for another intervention cycle
Progress monitoring data consistently below 10th percentile **F and P and TCWRP -phonemic awareness/concepts and understanding at grade level expectancy**	**Meaningful Growth**	**Stay in Tier 3:** Maintain the current Tier 3 intervention for another cycle
	Minimal Growth	**Stay in Tier 3:** revise the current Tier 3 intervention and implement for another intervention cycle
	Uncertain or Minimal Growth	Consider Special Education Referral

Elementary and Middle Level Behavior (Grades K-8)

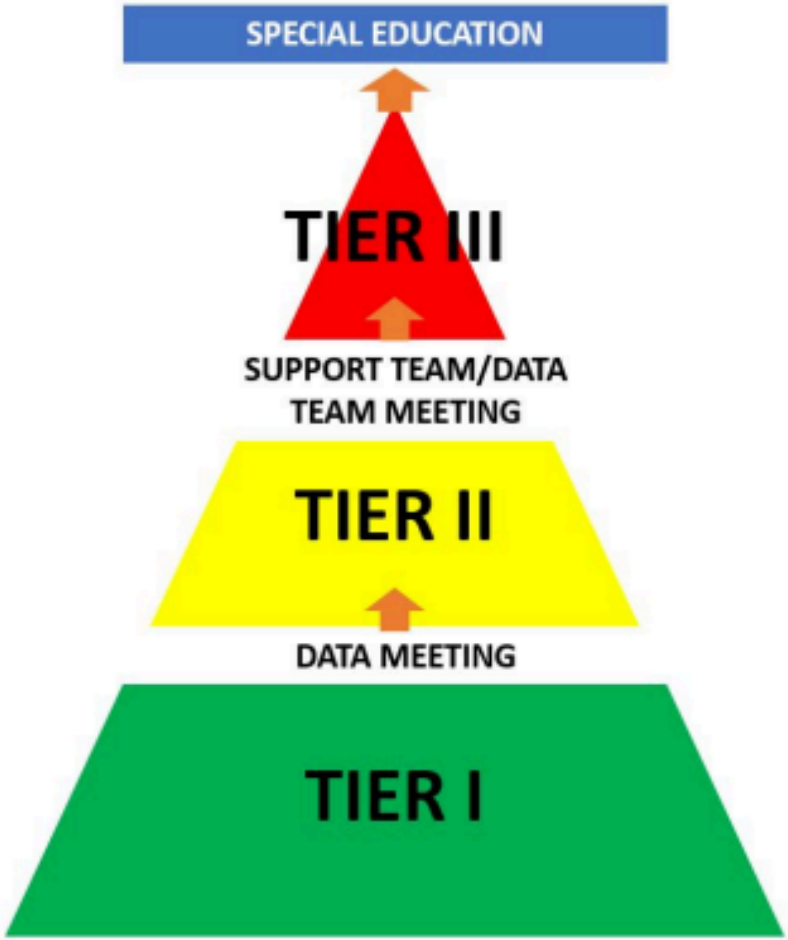


Intensive individual counseling
Functional Behavior Assessments
Behavior Intervention Plans
CPS
Crisis Intervention
Restorative Practices
Coordination with Central Nassau Guidance (CNG)

Health Plans
Individual/Group Counseling
Restorative Practices/Discipline
Re-entry Plans
Home Visits
Progress Reports and Check-ins/Check-outs
Behavior Contracts
Accommodation Plans (504 or other)
Team Meetings
DASA Response Protocol

SEL Curriculum
School-wide Behavior Expectations
Clubs
Restorative Practices
Parent-Teacher Conferences (formal and informal)

Elementary and Middle Level Academic (Grades K-8)



Intensive Instruction
Personalized Learning Plan (PLP) for ENL
1:1/Small Group Academic Support
Wilson Reading System
Read 180/System 44
IXL
Building level small group intensive instruction

Guided Instruction
Reading Lab
Math Lab
Instructional Differentiation
504 Plans
Personalized Learning Plan (PLP) for ENL
Homework Club
Informal Daily group work (teacher-led)
Extra Help Sessions
Leveled Literacy Intervention (F and P)
Fundations skills reinforcement (group)
IXL

Standards Aligned Curriculum
Evidence-Based Instruction
Extra Help Sessions
Daily informal teacher-led groups
Homework Club
Library
Wilson Fundations (whole class)
Fountas and Pinnell Literacy Continuum
Teachers College Reading/Writing

E. Our Progress Monitoring Plan (K-8):

Schedules of progress monitoring for academic and behavior skills

Academics	Suggested Timeline	Instrument / Assessment Used
Tier 1	***Universal Screening*** *2 times per year (beginning, end) for all K-8th grade students*	iReady
Tier 2	***Monitor Progress*** *At least biweekly (more often as concern increases, may need multiple assessments for reliability).*	F and P, TCRWP, IXL, Built-in Intervention Progress Monitoring
Tier 3	***Monitor Progress*** *Weekly*	F and P, TCRWP, IXL, Built-in Intervention Progress Monitoring

Behavior	Suggested Timeline	Instrument / Assessment Used
Tier 1	***Universal Screening Data*** *As needed based on teacher referral*	Early Warning Indicators ● Teacher reports ● Observational Data
Tier 2	***Monitor Progress*** *weekly* or *biweekly*	Behavior charts Informal Rating Scales Observational Data (determined on an individual basis)
Tier 3	***Monitor Progress*** *daily*	Behavior charts Informal Rating Scales Observational Data (determined on an individual basis)

F. A Synopsis of MTSS at Island Park School District:

	Tier 1	Tier 2	Tier 3
Focus of Tier Support:	**Designed for all students, with on-going differentiation.**	**Small Group problem solving.** Targeted interventions for students not meeting expectations, in addition to core instruction.	**Individualized problem solving** Intensive and strategic interventions, in addition to core instruction. Focus on specific skills.
Population:	**All students (100%)**	**Some Students (less than 15%)**	**Few Students (3-5%)**
Assessments Used:	Universal screenings, and benchmarks: F and P, TCRWP, IXL, iReady, Acadience, Fundations (K-3)	Progress monitoring occurs **bi-weekly** or as appropriate to targeted skill area: F and P, TCWRP, IXL,, Fundations (K-3)	Progress monitoring occurs **weekly**, based on targeted skills: F and P, TCWRP, IXL, Fundations (K-3) Built-in Intervention Progress Monitoring
Curriculum and Intervention Supports:	Standards-based Curriculum (See intervention charts above)	Evidence-based strategies/interventions (See intervention charts above)	Evidence-based strategies/interventions (See intervention charts above)
Amount of Time allotted:	**ELA: Math:** 45-90 mpd K-8 **SEL/Behavior:** (K-8) Min. 20-30 minutes/week	**Academic:** Minimum 30-120 minutes/week **Behavior:** Varies based on student need ***In addition to instruction at Tier 1***	**Academic:** Minimum 30-150 minutes/week **Behavior:** Varies based on student need ***In addition to instruction at Tier 1***
Group Size:	**Whole class and small group**	**Small groups:** 3-10 students (K-8)	**Direct Support:** 2-3 students or one-on-one instruction

Location:	General education classroom	General education classroom, may be outside of classroom	Outside of general education classroom
Personnel:	Classroom teacher	Classroom teacher or other professionals (literacy spec., SLP, etc)	Specialized staff (resource teacher, SLP, literacy, etc)
Implementation:	On going	Each cycle is **5-12 weeks**	Each cycle is **5-12 weeks**

G. Areas in Development

Island Park School District remains highly committed to expanding and further developing its MTSS framework.

1. The following enumerates aspects of MTSS that are in development at all levels:
    a. Data-Based Decision Making:
        i. Procedures for reviewing universal data
        ii. Entrance and exit criteria for behavioral interventions
2. The following enumerates aspects of MTSS that are in development at all levels.
    Data-Based Decision Making and exploration of iReady progress monitoring and intervention strategies.:
        i. Entrance and Exit Criteria for all Tier II and Tier III academic and behavior interventions
        ii. Progress Monitoring protocols for Tier II and Tier III academic and behavior interventions
    b. Intervention Planning
        i. Expansion of available Tier II and Tier III interventions for academic support
        ii. Investigation of evidence-based academic curriculum and intervention protocols for Tier II and Tier III, Revision of Tier II and Tier III intervention parameters, in terms of intensity, duration, and frequency.

Staff Resources

Chard, D. J., Harn, B. A., Sugai, G., Horner, R. H., Simmons, D. C. & Kame'enui, E. J. (2008). *Core features of multi-tiered systems of reading and behavioral support.* In C. R. Greenwood, T. R.

Fuchs, D., Compton, D. L., Fuchs, L. S., & Davis, G. C. (2008). *Responsiveness-to-intervention for preventing and identifying reading disabilities: A randomized control trial of the National Research Center on Learning Disabilities. Reading and Writing: An Interdisciplinary Journal*

Hughes, C., & Dexter, D.D.. *Field studies of MTSS programs, Revised.*. Retrieved from November 8, 2021, from the RTI Action Network website:http://www.rtinetwork.org/learn/research/field-studies-rti-programs#top.

Intervention Central www.interventioncentral.com

Florida Center for Reading Research http://www.fcrr.org

New York State Response to Intervention https://nysrti.org/resources/multi-tiered-system-of-supports/p:1/

MTSS Action Network http://www.rtinetwork.org/