

ELEMENTARY MTSS

MULTI-TIERED SYSTEMS OF SUPPORT PALISADES SCHOOL DISTRICT



MTSS STAFF
HANDBOOK

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**This is a
working
document
which will be
updated as
needed.**

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VISION

Palisades School District is a community of learners. Working collaboratively, we will provide a safe, enriching environment wherein all students can achieve college and career readiness and demonstrate leadership. Upon graduation from Palisades, our students will be able to exhibit the following core competencies: collaboration, self-awareness and self-evaluation, communication skills, respect for self and others, intellectual curiosity and creativity, appreciation of diversity, leadership skills, civic and global engagement, independent problem solving and perseverance, responsible citizenship, cultural understanding and a knowledge of safety and responsibility using technology.



Core Competencies

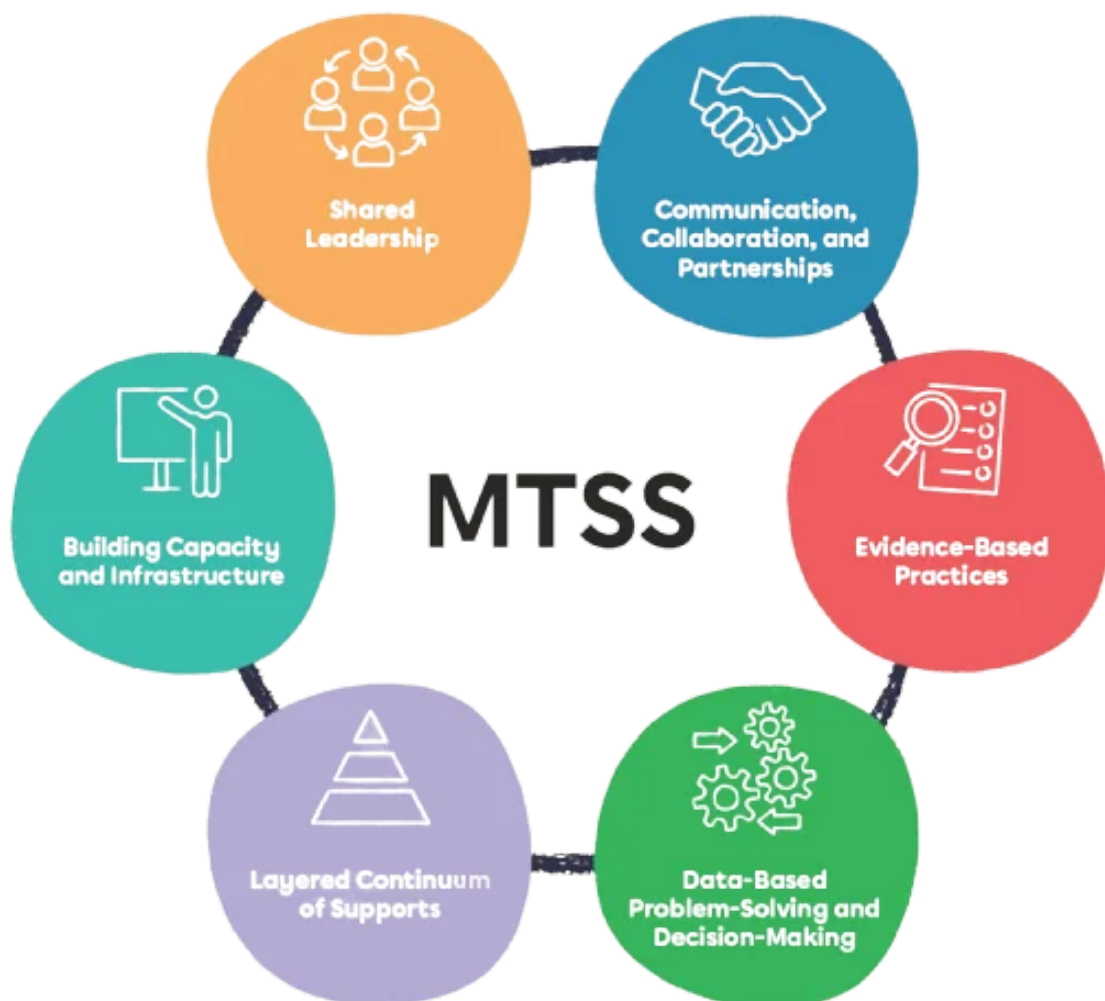
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|-----------------------------|--|
| Collaboration | Self-awareness, Self-care, and Self-evaluation |
| Communication Skills | Flexibility and Resilience |
| Curiosity and Creativity | Civic and Global Engagement |
| Leadership Skills | Independent Problem Solving and Perseverance |
| Cultural Understanding | Responsible Citizenship |
| Respect for Self and Others | Passion and Ambition |
| Appreciation of Diversity | Community Minded and Service Oriented |

MTSS OVERVIEW



What is MTSS?

MTSS stands for a **multi-tiered system of supports**. MTSS is a standards-aligned, comprehensive school improvement framework for enhancing academic, behavioral, and socio-emotional outcomes for ALL students.



MULTI-TIERED SYSTEMS OF SUPPORT



Tier 1 Academic Supports

Tier 1 supports serve as the foundation for behavior and academics. Tier 1 instruction provides universal support to all students. For most students, the core program gives them what they need which includes the teaching of grade-level Common Core State Standards through district-adopted curriculum tools. It is presented to the whole school and includes high-quality, evidence-based instruction delivered by a qualified teacher. Differentiated instruction is an instructional concept that maximizes learning for all students because students vary in their academic, learning styles, personalities, interests, background knowledge and experiences, and levels of motivation for learning. Parents are notified when students are identified in need of Tier 2 supports. Progress monitoring data is shared with guardians at fall and spring conferences or via additional parent communication.

Instruction: Tier 1 instruction includes, but is not limited to:

- All students receive differentiated instruction within the classroom to assist them in reaching the grade-specific standards.
- Teachers utilize active engagement strategies (see Appendix A, B, C).
- Low-intensity strategies are provided to address Tier 1 behavioral needs in the classroom. (Appendix D)
 - Behavior Specific Praise
 - Instructional Choice
 - Active Supervision
 - Instructional Feedback
 - Opportunities to Respond
 - Precorrection
 - High Probability Request Sequences

Everyday
Mathematics®

ALEKS®

Core
Curriculum

AmplifyScience

Amplify.

CKLA

BoostReading
in action

Heggerty
Phonemic Awareness

MULTI-TIERED SYSTEM OF SUPPORT

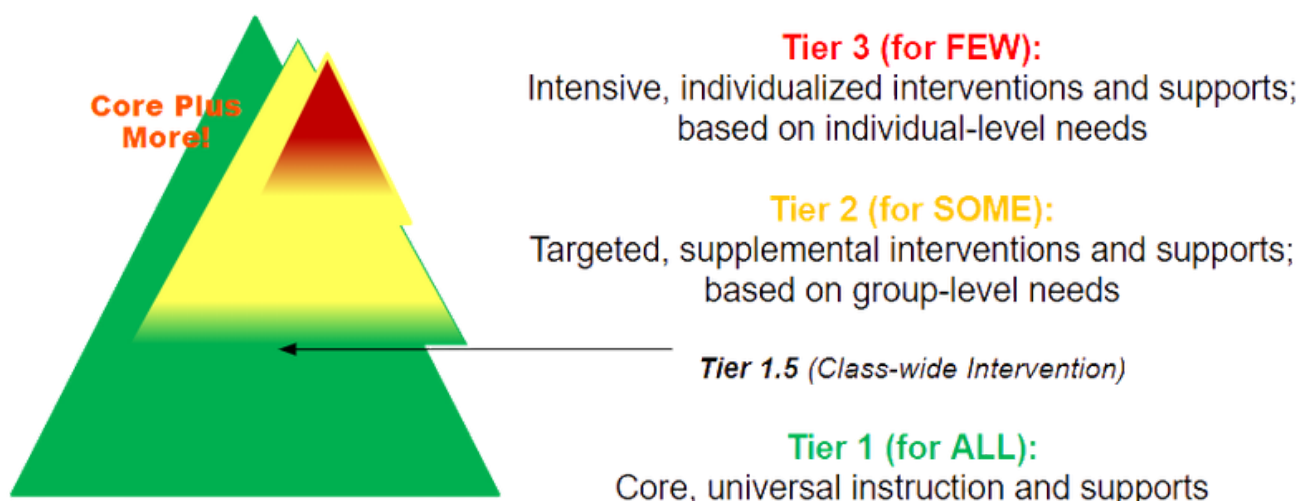


Tier 2 Academic Supports

Tier 2 supports take place in addition to Tier 1, core differentiated instruction. The core curriculum is continued and additional interventions are implemented that improve specific deficits. These interventions generally involve small group instruction for similarly targeted skills. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. The interventions may be administered in the general education classroom by the general education teacher or in another appropriate setting by a qualified person. In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.

Tier 2 intervention is:

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



MULTI-TIERED SYSTEM OF SUPPORT

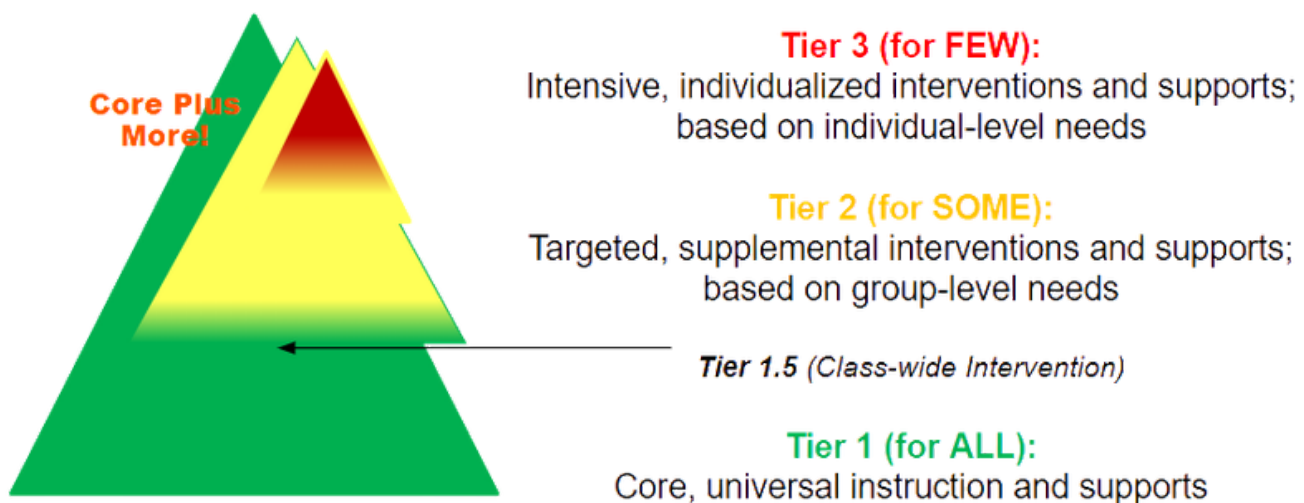


Tier 3 Academic Supports

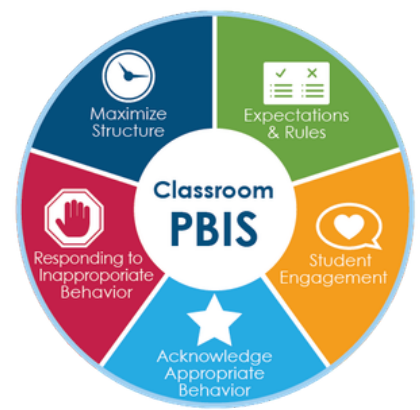
Tier 3 interventions take place in addition to Tier 1, core differentiated instruction, and Tier 2 intervention. Tier 3 intervention is specific to each student's needs and is dependent on data reviewed during the MTSS and/or Universal Screener meetings. Tier 3 instruction can occur during the school day, in addition to scheduled WIN ("What I Need") intervention times, not in place of WIN. The interventions may be administered in the general education classroom by the general education teacher or in another appropriate setting by a qualified person. Tier 3 interventions are usually delivered to individuals or very small groups. Targeted/diagnostic assessments will be given to identify specific skill deficits.

Tier 3 intervention is:

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



MULTI-TIERED SYSTEM OF SUPPORT



Behavioral Supports

What is SWPBIS?

School Wide Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

What is a systems approach in School-wide PBIS?

A foundational system establishes the way your schools and programs operate. Systems include teaming structures, training, coaching, and other support for educators. In PBIS, these systems support the accurate, durable implementation of practices and the effective use of data to achieve better outcomes.

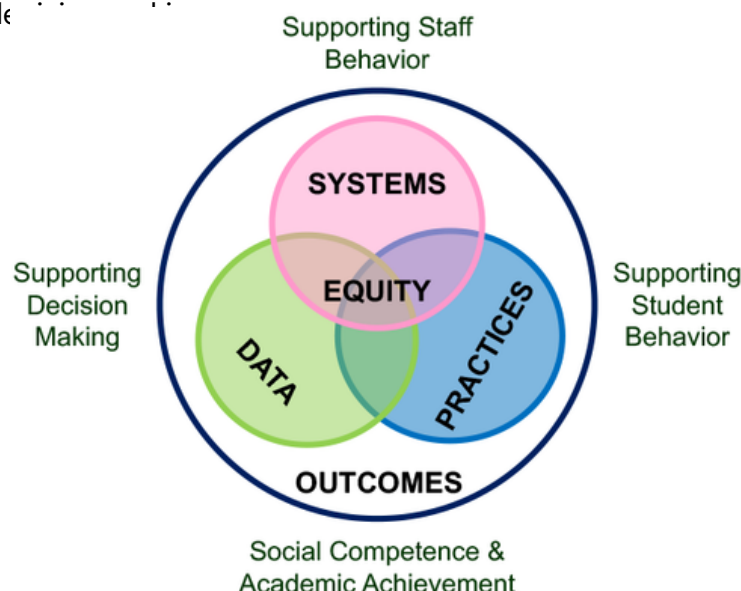
What are the goals of SWPBIS implemented in Palisades?

- Differentiation of instructional techniques to provide students with opportunities for academic excellence
- Develop and define consistent student expectations and accountabilities
- Build relationships by engaging families and stakeholders in activities and outreach

How is SWPBIS implemented in Palisades?

PBIS is a framework that can be individualized to reflect the needs of each building. Therefore, each school has developed its own framework, which includes the following:

- A clear set of expectation
- Behavior matrix
- Acknowledgement system
- A flow chart to manage discipline
- A referral process



MULTI-TIERED SYSTEM OF SUPPORT

Tier 1:

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

Tier 1 practices include:

- Collaborating with students, families, and educators to define positive school wide expectations and prioritize appropriate social, emotional, and behavioral skills
- Aligning classroom expectations with schoolwide expectations
- Explicitly teaching expectations and skills to set all students up for success
- Encouraging and acknowledging expected behavior
- Preventing and responding to unwanted behavior in a respectful, instructional manner
- Fostering school-family partnerships



MULTI-TIERED SYSTEM OF SUPPORT

Tier 2

In addition to Tier 1 foundation, students receiving Tier 2 support get an added layer of systems, data, and practices targeting their specific needs. On average, about 10–15% of students will need some type of Tier 2 support. The support provided at Tier 2 is more focused than at Tier 1 and less intensive than at Tier 3.

Tier 2 practices include:

- Providing additional instruction and practice for behavioral, social, emotional, and academic skills
- Increasing adult support and supervision
- Providing additional opportunities for positive reinforcement
- Increasing prompts or reminders
- Increasing access to academic supports
- Increasing school–family communication

Examples:

Check-In / Check Out

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

Counseling Groups

These groups will meet to focus on social skills. Students will be placed in groups with peers of the same age. Behaviors will be observed to monitor progress. If after several weeks, the student is not responding to Tier 2 interventions, a more intensive or additional and/or consult referral may be considered

Big Brothers/ Big Sisters

Students are matched with high student buddies to meet 2 – 3 times a month in social settings.

Tier 3

At most schools and programs, there are a small number (1–5%) of students for whom Tier 1 and Tier 2 support have not been sufficient to experience success. At Tier 3, students receive more intensive, individualized support to improve their outcomes. Tier 3 supports are available to any student with intensive need, whether they receive special education services or not.

Tier 3 practices include:

- Engaging students, educators, and families in functional behavioral assessments and intervention planning
- Coordinating support through wraparound and person-centered planning
- Implementing individualized, comprehensive, and function-based support

MULTI-TIERED SYSTEM OF SUPPORT

Social Emotional Supports

SEL is the process of developing students' and adults' social and emotional competencies – the knowledge, skills, attitudes, and behaviors that individuals need to make successful choices.

CASEL has identified five core competencies of SEL:

- Self-awareness: The ability to accurately recognize one's emotions and thoughts, and their influence on behavior.
 - Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.
 - Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures
 - Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.
 - Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions
- CASEL has identified four general approaches to SEL instruction:

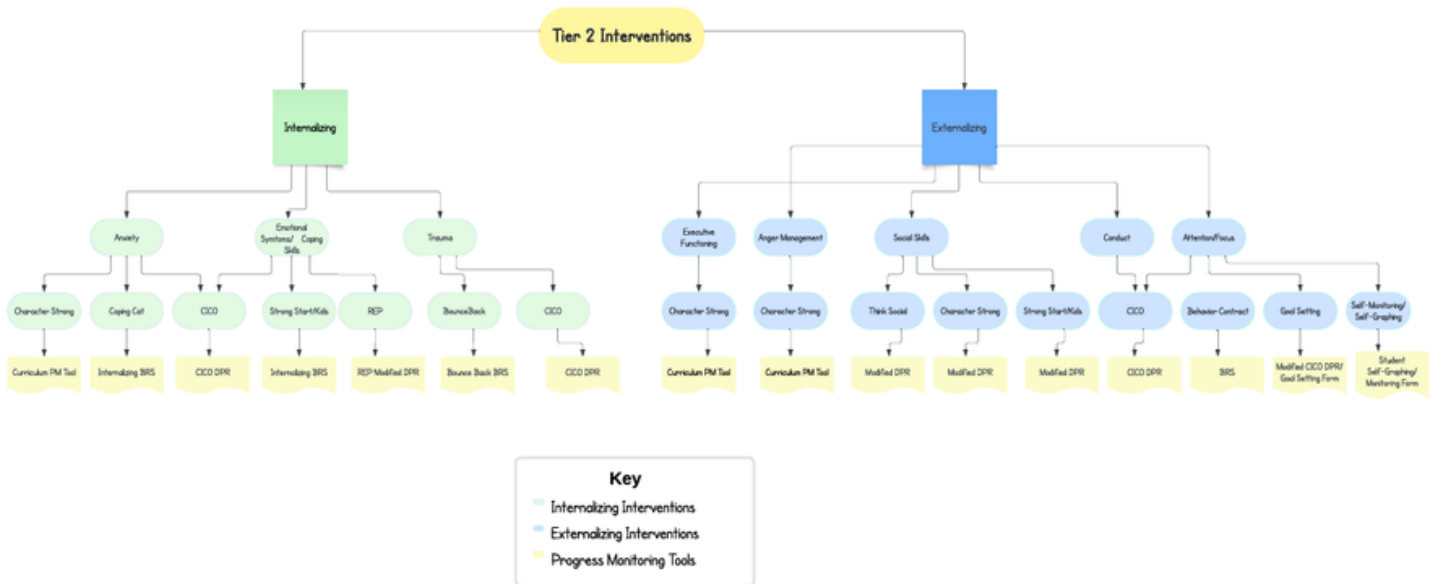
Free standing lessons:

- General teaching practices
- Integration of SEL within academic curriculum
- School & District-Wide Administrative Guidance



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

← Palisades School District Tier 2 SEL Flowchart: Elementary Schools



TEAM LEVEL EXPECTATIONS

DISTRICT LEVEL

- Monitors fidelity and effectiveness of district-wide practices
- Ensures a strong, unified vision
- Commits to multi-year action planning for sustainability
- Promotes funding, visibility, and support for integrated MTSS model
- Allocates resources
- Coordinates training and coaching efforts
- Supports school leadership teams in their implementation efforts
- Meet twice a school year (Fall & Spring)

BUILDING LEVEL TIER TEAMS

School Wide Behavior Positive Interventions and Supports and SWIS

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

Academic Excellence

- Building plan, develop resources for teachers to use as supports to implement the building plan
- Help in planning/creating professional development plan for the building time.
- Meets monthly

Grade Level Team

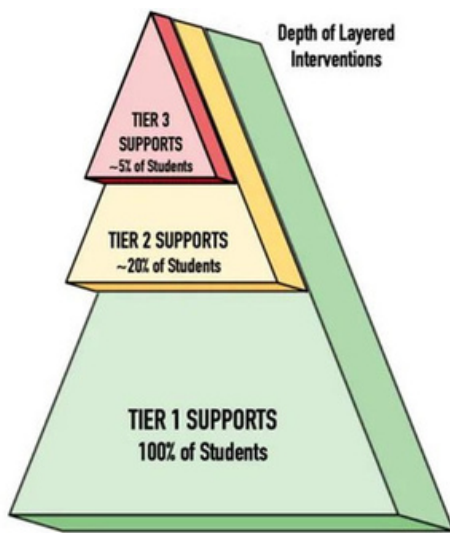
- *Default structure within an MTSS framework – all teachers that work within that grade-level, including the principal and various specialists
- Establishes grade-wide goals
- Selects and implements strategies to enhance tier 1 core instruction and supplemental academic and behavioral interventions
- Organizes the system to provide enhanced Tier 1 and Tier 2 support and services
- Implements effective instructional practices with fidelity
- Communicates professional development needs to the administrator
- Meets a minimum of 6 times a year

TEAM LEVEL EXPECTATIONS

Multi Tiered Systems Of Support Team

- A team of **interdisciplinary experts** who are focused on mobilizing intensive supports and services for **the most at-risk** youth and monitoring student growth through frequent progress monitoring
- Core Team Members: MTSS Coordinator, principal, classroom teacher, parent
- Additional membership may vary based on student needs/supports (OT, PT, Speech, etc.)
- Teacher requests, behavior and academic needs, additional supports (OT, PT, Speech, etc)
- ACADIENCE, MAP, CBA, SRSS – IE, Progress Monitoring – Academic and/or Behavioral
- Meets every 4 – 6 weeks or more frequently based upon student needs





MTSS DATA DECISIONS

Guidelines for Data Based Decision Making

A review of school wide data will be conducted by the MTSS Core Team three times a year. A school wide systems approach will be used in the data review process.

Benchmark Data

- If less than 80 percent of students are meeting benchmarks, the team will conduct a review of Tier 1 (grade level, curriculum, school culture, etc.).
- If the median student's performance is "at-risk" (below or well below benchmark), a class-wide support to address academic or behavioral needs will be implemented.
- Students whose performance falls below the assessment cut scores (below/basic benchmark) will be identified for Tier 2 supports.

Tier 1

- All students receive differentiated instruction within the classroom to assist them in reaching the grade-specific standards.
- For all students, weekly communication is provided by both principal and teachersPrincipal's News highlights School Wide Positive Behavior (SWPBIS) Celebrations, overview of programming, screening windows and current events. Teacher's classroom news highlights upcoming academic content, assessment timelines, class celebrations and current events.
- Teachers utilize active engagement strategies
 - **(Appendix 1 –Active Engagement & Appendix 2– Instructional Strategies)**
- **Low-intensity strategies are provided to address Tier 1 behavioral needs in the classroom. (Appendix 3)**
 - Behavior Specific Praise
 - Instructional Choice
 - Active Supervision
 - Instructional Feedback
 - Opportunities to Respond
 - Precorrection
 - High Probability Request Sequences

MTSS DATA DECISIONS

Classwide Intervention Guidelines

- Class-wide supports will be provided when the median student falls within the at risk range on universal screening.
- The supports and dosages will be determined during the data meetings in consultation with the classroom teacher and the MTSS team.
- Tier 3 supports would continue to be offered during classwide supports opportunities.
- Re-evaluating who would still be receiving Tier 3 support.

Tier 2 and Tier 3

Eligibility Requirements for Elementary School Academic & Behavioral Intervention Services

Tier 2 and Tier 3 supports will be considered for:

- Non-responders to effective class-wide interventions at Tier 1
- Students who demonstrate risk based on universal screening
- Students who have 3 major incidents or the equivalent thereof over a 9-week period OR a high-intensity behavior (harm to self or others)

Tier 2 Entrance Criteria:

- DIBELS 8th/Acadience Math- Benchmark: Below/Well Below (Composite and/or individual measures)
- MAP – Benchmark: Basic/Low/Below or Basic/Low Average (Grades 2 – 5)
- SWPBIS Behavior Screener – SRSS– IE Moderate Risk/ High Risk
- Administrator Managed Referrals– 2 or more

Tier 2:

- In consideration of the performance criteria outlined above, the Tier 2 team determines which students are in need of Tier 2 supports.
- Provide notification to parent/ guardian as determined by the Tier 2 team
 - *Should the parent/guardian decline services a problem solving meeting may be held.*
 - Progress monitoring data is collected biweekly on student’s skill need. The team will review the student data after 6–8 data points.
 - When progress monitoring data are above the goal line (a goal line is a path to move a student from his/her current, baseline level of performance, to the performance criterion, within a designated time period) for approximately 3 data points, the team can consider:
 - Increasing student’s goal
 - Continue supports as is
 - If the student met the next benchmark, consider fading supports and frequency of progress monitoring

MTSS DATA DECISIONS

- When progress monitoring data aligns with the goal line, continue to provide supports as designed until the student achieves pre-established goal.
- When progress monitoring data are below the goal line on three consecutive data points or when six or more data points produce a flat or decreasing trend line, school staff should consider:
 - Review fidelity of implementation
 - Review supports match to student skill need
 - If not matched to skill need, change supports and re-implement
 - If implemented with fidelity and matched to student need, consider:
 - Intensifying the supports. (**Appendix 4: Intensification Strategy Checklist 2019 (2).dotx – Google Drive**).
 - Layer an additional support (i.e add behavioral support strategy to academic intervention)
 - Continue to implement with close monitoring of 2-3 more data points to consider the need for Tier 3 support.

Tier 3 Entrance Criteria:

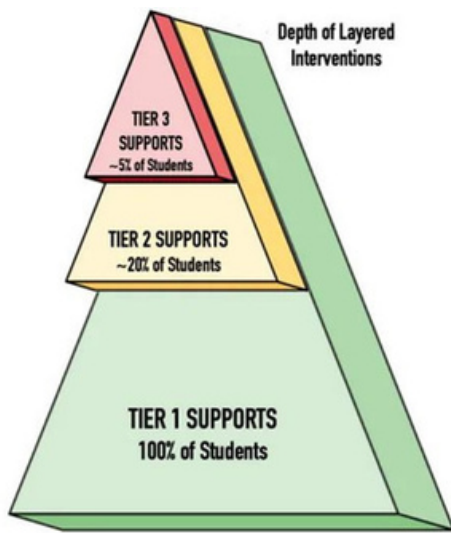
Student Progress monitoring data indicates a lack of adequate progress based on 6–8 weeks of instructional supports at the Tier 2 level and/or continuing to score on the following screeners:

- DIBELS 8th/Acadience Math –Well Below Benchmark (Composite and/or individual measures)
- MAP – Below Basic
- SWPBIS Behavior Screener – SRSS– IE High Risk Range
- Administrator Managed Referrals– 5 or more

Tier 3

In consideration of the performance criteria outlined above, the Tier 2 team determines which students are in need of Tier 3 supports.

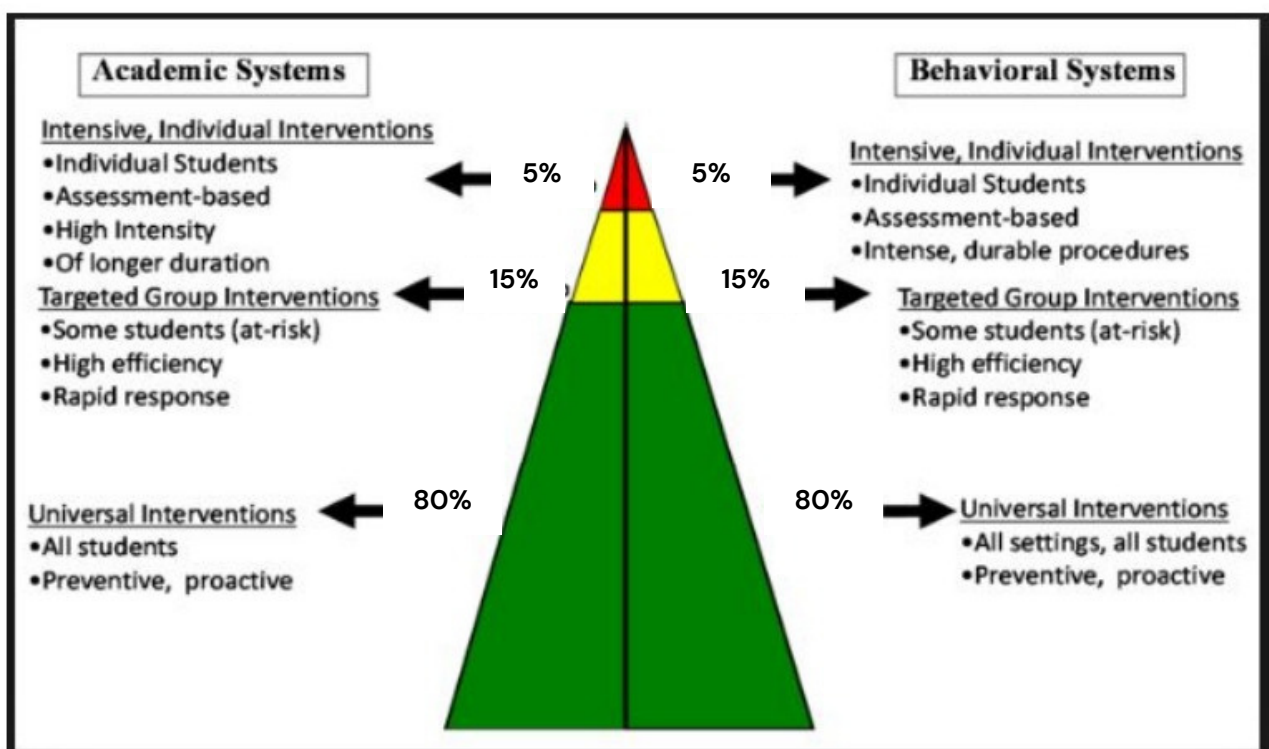
- For students receiving tier 3, intervention permission letters will be sent to families of students identified and introduction phone calls will be made in order to participate.
- Supports occur 6 days a cycle with progress monitoring weekly.
- Elicit the assistance of an expert relative to the student's skill deficit area.
- Ensure the instructional skill is aligned to the student's most foundational skill need through the completion of diagnostic or drill down assessments when needed.
- When progress monitoring data are above the goal line for approximately 3 data points, the team can consider
 - Increasing student's goal
 - Continue supports as is
 - If the student met the next benchmark, consider fading to Tier 2 supports and frequency of progress monitoring



MTSS DATA DECISIONS

- When progress monitoring data are below the goal line on three consecutive data points or when six or more data points produce a flat or decreasing trend line, school staff should consider:
 - Review fidelity of implementation
 - Review supports match to student skill need
 - If not matched to skill need, change supports and re-implement
 - If implemented with fidelity and matched to student need, consider:
 - Schedule a Problem Solving Meeting to include parent to determine:
 - Intensifying the support. (**Appendix 4: Intensification Strategy Checklist 2019 (2)(1).dotx - Google Drive**).
 - Layer an additional support (i.e add behavioral support strategy to academic support)
 - Continue to implement with close monitoring of 2–3 more data points.
 - If the child is not making adequate progress, consider referral for an Educational Evaluation.

MTSS INTERVENTIONS



MTSS INTERVENTIONS

Reading Interventions

Component of Reading	Tier 1	Tier 2	Tier 3
Phonemic Awareness	CKLA	- mClass Intervention - Heggerty - Bridge the Gap - Bridge to Reading - FCRR activities - UFLI Resources	- Wilson Reading Program - mClass Intervention
Phonics	- CKLA - Geodes - FCRR activities - UFLI	- Spire - Foundations - Secret Stories - Just Words - Whole Phonics - Geodes - FCRR activities - UFLI Resources - CKLA Skills Supplement - mClass Intervention	- Wilson Reading Program - UFLI - mClass Intervention
Vocabulary	- CKLA - Geodes - FCRR activities - UFLI Resources	- Geodes - FCRR activities - UFLI Resources - Story Champs - mClass Intervention	- Wilson Reading Program - mClass Intervention
Fluency	- CKLA - Repeated Reading - Echo Reading - Choral Reading - Geodes - FCRR activities - UFLI Resources	- Wilson Fluency - Geodes - Spire - FCRR activities - mClass Intervention	- Wilson Reading Program - Wilson Reading Fluency - mClass Intervention
Comprehension	- Use stories and routines from the Curric. - FCRR activities - UFLI Resources	- mClass Intervention - Story Champs - Geodes - FCRR activities - UFLI Resources - CORE Knowledge	- Wilson Reading Program - mClass Intervention

MTSS INTERVENTIONS

Math Interventions

Math Skills	Tier 1	Tier 2	Tier 3
Early Numeracy	• ALEKS • Number ID Fluency Games • Domino activities • Quick look cards • Subitizing	• ALEKS • Number ID Fluency Games • Domino activities • Quick look cards • Subitizing • Touchmath • Mytouchmath • K>5 Materials	• ALEKS • Number ID Fluency Games • Domino activities • Quick look cards • Subitizing • Touchmath • Saxon Math
Numbers and Operations	• ALEKS • 99 Math • Fluency Sheets • Fact Games	• ALEKS • 99 Math • Fluency Sheets • Fact Games • Touchmath • Mytouchmath • K>5 Materials	• ALEKS • Fluency Games • Saxon Math • Touchmath
Problem Solving	• ALEKS • Problem solving open ended tasks.	• ALEKS • Problem solving open ended tasks. • K.>5 Materials	• ALEKS • Saxon Math • Touchmath

MTSS & SPECIAL EDUCATION

Understanding the Relationship Between MTSS and Special Education

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

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

The MTSS framework assists school teams with determining whether a child may need to be referred for a special education evaluation.

The MTSS process can assist with/by:

- Child Find Obligations (i.e., identify, locate, and evaluate) through MTSS
- Ensuring the provision of Tier 3 intensive interventions rules out a lack of instruction
- Providing data to demonstrate a "need" for special education
- Providing formal progress monitoring data that can be provided to parents
- Comparing student performance to peers and providing an understanding of unique circumstances

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

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

MTSS & SPECIAL EDUCATION

Understanding the Relationship Between MTSS and Special Education

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

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

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

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

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

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

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

PARENT ENGAGEMENT

Engaging Families in MTSS Process

At Durham Nockamixon we strive to build relationships by engaging parents and other stakeholders in renewed school community activities and outreach programs. Parents are partners in the educational journey. As tiered supports increase for students in areas of academics, social and emotional, and/or behavioral needs, communication with families are more frequent.

Tier 1

For all students, weekly communication is provided by both principal and teachers. Principal's News highlights School Wide Positive Behavior (SWPBIS) Celebrations, overview of programming, screening windows and current events. Teacher's classroom news highlights upcoming academic content, assessment timelines, class celebrations and current events.

Tier 2

For students receiving tier 2 supports, a variety of supports are available for students who demonstrate need and a letter will go home to families. Title I, social, emotional and/or behavior intervention permission letters will be sent to families of students identified in order to participate.

Tier 3

For students receiving tier 3, intervention permission letters will be sent to families of students identified and introduction phone calls will be made in order to participate. Additional supports provided are intensified either through instructional time, group size, frequency or opportunities to respond. Students who have participated in at least six weeks of tier 3 type interventions and are not making adequate progress will be addressed through an SST referral and a parent meeting will be scheduled.

APPENDIX A

Which **Active Engagement Strategies** Could Promote Success?

Oral Responses (Things Students Say)		
Strategy	Useful When...	Description/Suggestions/Examples
Choral Responses	The answers are short and the same.	Provide an auditory or visual signal.
Partner Responses	The answers are short or long and different.	Look-Lean-Whisper; Think and Write-Pair and Write-Share; Assign partner numbers/labels
Team Responses	The answers are long and different	Can combine partnerships to form teams; Assign team member numbers
Individual Responses	The answer comes from a student's own experience.	Students may share with a partner first; Whip Around with option to pass.
Written Responses (Things Students Write)		
Strategy	Useful When...	Description/Suggestions/Examples
White Boards	The answers are short or long, more divergent, or dependent on personal experiences.	Set clear expectations (ex. write and then put your marker down.)
Graphic Organizer	Students organize thinking alone, in partners, or in teams.	Use after reading for the greatest impact. Good for retelling.
Sentence Frame	Structure is needed to complete correct sentences.	Useful with vocabulary instruction.

Which **Active Engagement Strategies** Could Promote Success? (continued)

Action Responses (Things Students Do)		
Strategy	Useful When...	Description/Suggestions/Examples
Touching or Pointing	Students are young, struggling to follow along, and/or need a quick action to bring attention back to the task.	Ex. "Put your finger on the word _____."
Acting out/gestures	Teaching vocabulary	Can use gestures, facial expressions, actions, movement
Hand signals	Reviewing factual information	Have students form the hand signal on desk and then hold up in unison
Response cards	The number of potential answers is limited	True-False, Yes-No, A-B-C-D, vocabulary cards, spelling words, phonics patterns, etc.
Manipulatives	In small group or at seats.	Elkonin boxes, sorting pictures for summarizing/order of events, etc.

APPENDIX B

Which **Instructional Strategies** Could Promote Success?

Modeling (I do)	Guided Practice (We do)	Corrective Feedback	Independent Practice (You do)
Use clear, concise, and consistent language	Scaffold instruction (tell them, ask them, and/or remind them what to do)	Provide affirmations for correct responses	Teach independent work routines and procedures
Provide examples and non-examples	Provide more than one opportunity to practice each new skill	Promptly correct errors by providing a correct model	Model tasks before allowing students to work independently
Demonstrate the task (ex. think-alouds)	Provide opportunities for practice after each step in the instruction	Ensure mastery of all students before moving on	Ensure independent work is completed with a high level of accuracy
Limit language to demonstration of the skill	Provide extra practice based on accuracy of student responses		

(Based on Oregon Reading First 9 Features of Effective Instruction)

APPENDIX C

What **Behavior Management Strategies** Might Increase Instructional Time?

Behavior Management Strategies (Common Environmental Supports)		
Strategy	Useful When...	Description/Suggestions/Examples
Maintain close proximity to students	Students are showing signs of off-task behavior	If you know from experience that a particular group is likely to disrupt the class, standing or sitting close while you lead an activity is likely to quell unwanted behavior.
5:1 Positive Feedback	Students are seeking positive/negative attention	Increase the number of positive interactions you have with the student by offering at least 5 positive statements to every negative.
Limit/reduce transition time	Students are becoming off-task during transitions	Use a signal for transitions and give a set amount of time for students to make transitions.
Reward system in place	Always	Positive praise is given when students are observed "being good" and the behavior is labeled.
Classroom matrix taught/retaught	After breaks, long weekends, or when unwanted behaviors are occurring in certain locations	Lessons are explicitly designed to teach students the expectations for all locations and routines. The lessons are taught so that students practice what the expectation looks like and sounds like.
Instructional routines taught/retaught	After breaks, long weekends, or when unwanted behaviors are occurring during instructional routines	Teach students explicitly what the routine looks like/sounds like and have students model and practice appropriate following of the routine.
Response routine taught/retaught	After breaks, lone weekends, or when unwanted behaviors are occurring during the response routine	Teach students explicitly what the response routine looks like/sounds like. Model the routine using: I do, We do, You do.

APPENDIX D

Intervention Intensification Strategy Checklist

<https://drive.google.com/file/d/1lcM9nTmy-xFazoktkgc8vna1X2X9z1hK/view>

Use these ideas, as well as your own, to intensify interventions. For more information about intensifying interventions, check out the website, www.intensiveintervention.org. *Before adapting or intensifying an intervention, always consider whether the current intervention program has been implemented with fidelity and for a sufficient amount of time.*

Strength: Teams can increase the strength of an intervention by focusing on strategies and attention given to other dimensions of the Taxonomy of Intervention Intensity (<https://intensiveintervention.org/implementation-intervention/taxonomy-intervention-intensity>)

Dosage: Increase opportunities for practice and corrective feedback.

- Increase the length of intervention sessions.
- Increase the number of intervention sessions per week.
- Decrease the group size.
- Increase the total number of sessions.
- Decrease the heterogeneity of the groups (group students with similar performance levels).
- Consider an intervention setting with fewer distractions.
- Embed additional practice and feedback sessions throughout the day.
- -----

Alignment:

- Increase instructional time for the target skill.*
- Supplement intervention with National Center on Intensive Intervention materials in:
 - Reading (<https://intensiveintervention.org/implementation-intervention/literacy-lessons>)
 - Math (<https://intensiveintervention.org/implementation-intervention/math-lessons>)
 - Behavior (<https://intensiveintervention.org/implementation-intervention/behavior-strategies>)
- Focus on discrete skill instruction within the target skill.
- -----

Attention to Transfer:

- Align instructional routines and language with core instruction and the environment.
- Pre-teach content.
- Embed guided practice on target skills within core instruction and other environments.
- Embed explicit opportunities in other settings to maintain skills acquired in the intervention.
- Explicitly teach connections.
- -----

**These areas also are important to consider for dosage.*

Comprehensiveness or Elements of Explicit Instruction

- Use precise, simple language to teach key concepts or procedures.
- When introducing a concept, provide worked examples and show the steps in writing.
- Present a completed work example. Explain why a specific step is important and have the student complete that step and explain its significance.
- Model new concepts with examples and “think aloud” as you work through steps.
- Use explicit instruction and modeling with repetition to teach a concept or demonstrate the steps in a process.
- Fade steps from examples, so that students gradually assume responsibility for completing more and more steps.
- Once students can complete entire examples and explain their work, incorporate fluency-building activities to develop automaticity of skills.*
- Once students can fluently produce correct work, move to a new concept. Provide ongoing practice opportunities to facilitate skill maintenance.*
- Increase opportunities for student response and practice through unison choral responding, peer activities, and opportunities for the student to perform with adult feedback.*
- Break academic or behavior tasks into smaller chunks or steps.
- Provide concrete learning opportunities (including role play and use of manipulatives).
- Have students explain new concepts, in their own words, incorporating the important terms you have taught.
- Provide sufficient opportunities for independent practice with feedback.
- Provide immediate and explicit error correction when mistakes are made, and have the student repeat the correct response before moving on. Offer repeated opportunities to correctly practice the step.*
- Increase the frequency of error correction and corrective feedback across learning environments.*
- -----

Behavior, Engagement, and Motivation Support

- Use a timer for intermittent reinforcement of on-task, appropriate behavior.
- Provide differential reinforcement or change the schedule of reinforcement.
- Create a motivation plan based on what you know about the student that provides frequent behavior feedback.
- Use a report card for home communication.
- Add a social skills group.
- Combine or align academic and behavioral supports.
- Convene a functional behavior assessment team to determine the function of the behavior.
- Use group contingencies to promote on-task, appropriate behavior.
- Use peer support to model and encourage desired behavior.
- -----

Other

- Change to an interventionist with more expertise, such as a reading specialist, behavior specialist, social worker, or special education teacher, depending on the student’s needs.
- Change the intervention to better meet the individual needs.
- -----

**These areas also are important to consider for dosage.*

APPENDIX E

Glossary of MTSS Terminology

Tier 1– brief description, weekly communication is provided by both principal and teachers
Principal's News highlights School Wide Positive Behavior (SWPBIS) Celebrations, overview of programming, screening windows and current events. Teacher's classroom news highlights upcoming academic content, assessment timelines, class celebrations and current events.

Tier 2– brief description, parents are notified when students are identified in need of Tier 2 supports. Progress monitoring data is shared with guardians at fall and spring conferences or via additional parent communication.

Tier 3– brief description. Parents are notified when Tier 3 supports are initiated for students. Individual student problem solving student meetings will be held with the school staff and parents/guardians when students are not making adequate progress.

Supports – (replaces word intervention)– a research based practice, addressing a skill deficit area that can be addressed by any individual, including but not limited to Title 1 teachers, Classroom teachers or instructional assistants. Interventions can occur within the classroom setting as well as or in addition to Based on benchmark data and progress monitoring is used to monitor success of intervention or supports.)

Goal Line –