

KLONDIKE LANE ELEMENTARY MTSS HANDBOOK 2019-2020

Mark Boyer
JCPS

Klondike Lane Elementary

Table of Contents

Klondike Lane Elementary Mission/Vision	4
School student demographics (e.g., #of students per grade level; racial/ethnic; free/reduced lunch, #of ELs)	5
Purpose of the MTSS Handbook:	6
Understanding the MTSS and RtI Framework	6
Highlights of the differences between RTI and MTSS:	7
Components of a MTSS Framework in all JCPS Schools	8
Component 1: Collaborative Analysis of Data	9
MTSS Team and Student Assistance Team	10
Organizing MTSS Files	11
Component 2: Universal Screening	12
Academic Screener: NWEA MAP Reports	12
NOTE: Behavioral Screener: TBD (Forthcoming by the district)	14
Component 3: Leveled Supports: Three Tier Academic and Behavioral Model	19
Tier I Core Academic Programming:	19
Tier I Core Behavioral Programming:	20
Tier 2 (short term): Academic Supports	21
Tier 2 (short term): Behavior Supports	21
Tier 3 (longer term): Academic Supports	23
Tier 3 (longer term): Behavior Support	24
Component 4: Measurable Definition of Problem Area	26
Component 5: Documentation	28
Component 6: Comparison of Pre-and Post Intervention Data	30
Component 7: Parent Communication	32
Resources	32



Klondike Lane Elementary Mission/Vision

MISSION

K

Our mission at Klondike Elementary is:

- For all students to demonstrate growth through research-informed practices and the development of 21st-century skills.
- For staff and students to monitor learning to ensure that students reach their maximum potential in all academic areas.
- To take pride in developing a culturally responsive school that is resourceful to the school and community.

VISION

Our vision at Klondike Elementary is that:

- All students to be on or above grade level in all academic areas.
- All students are independent learners who possess the 21st-century skills to be competitive in a global society.
- The school is fully committed to serving our families and instilling pride in the school and community.

School student demographics (e.g., #of students per grade level; racial/ethnic; free/reduced lunch, #of ELs)

2019-2020 Racial/Ethnic School Year Data (Data Source: Infinite Campus)

<i>School Year</i>	Black				White			
	# Teachers	% Teachers	# Students	% Students	# Teachers	% Teachers	# Students	% Students
<i>16-17</i>	3	13.6	143	30.4	19	86.4	130	27.6
<i>17-18</i>	1	5.0	120	28.0	19	95.0	131	30.6
<i>18-19</i>	2	7.4	107	25.6	25	92.6	129	30.9
<i>19-20</i>	1	3.7	111	26.4	26	96.2	122	29.0
<i>School Year</i>	Hispanic				Other Races			
	# Teachers	% Teachers	# Students	% Students	# Teachers	% Teachers	# Students	% Students
<i>16-17</i>	0	0.0	130	27.6	0	0.0	68	14.4
<i>17-18</i>	0	0.0	119	30.6	0	0.0	58	13.6
<i>18-19</i>	0	0.0	124	30.9	0	0.0	58	13.9
<i>19-20</i>	0	0.0	127	30.2	0	0.0	61	14.5

2019-2020 Student Enrollment by Grade (Data Source: Infinite Campus)

<i>Kindergarten</i>	<i>First</i>	<i>Second</i>
83	73	49
<i>Third</i>	<i>Fourth</i>	<i>Fifth</i>
73	67	82

2019-2020 Free/Reduced Students and EL's (Data Source: Infinite Campus)

Group	# of Student	Percentage
<i>Free/Reduced Lunch</i>	327	71.87%
<i># of ELs</i>	158	37%

Purpose of the MTSS Handbook:

The purpose of the MTSS handbook is to outline how teachers and staff use academic and behavior data to prescribe short- and long-term supports for students to meet and exceed standards and strengthen their sense of belonging.

In this system, two forms of academic assessment results are used to inform accelerated learning opportunities for students. First, PLCs utilize common formative assessment results to:

1. determine short-term interventions for students who do not master standards and skills during core classroom instruction, and
2. inform instructional enrichment for students mastering standards and skills/benchmarks, thus deepening their understanding.

The second form of assessment results includes individual MAP and other screening data to develop intensive, long- term support plans for students who require extended time to master standards and related skills/benchmarks.

School behavior data is used to cultivate a school-wide system that proactively promotes positive behavior. Tiered interventions are implemented for students who face challenges in meeting expectations, as well as a wide range of progressive discipline options emphasizing non-exclusionary consequences. The system is inclusive of all students, with teams meeting frequently to examine patterns in the behavior data; analyze the effectiveness of interventions, and inform next-step decision making. Additionally, teacher teams plan, implement, communicate, and evaluate social- emotional learning and trauma-informed care practices.

Understanding the MTSS and RtI Framework

What is the difference between a Multi-tiered System of Supports (MTSS) and Responsive to Intervention (RTI)?

Multi-tiered System of Support(s) (MTSS) is a comprehensive systematic framework of evidence based, school/district-wide practices to support **academic** and **behavioral** needs. Data-based monitoring for instructional decision-making empowers each student to master high standards. By considering the components of other multi-tiered

systems we are able to avoid the challenges that are inherent in the Response to Intervention Framework. The goal of MTSS is to ensure students have multiple opportunities for 'catch up' progress in order to move toward mastery of standards.

Response to Intervention (RTI) is the practice of providing high-quality instruction and intervention, across three tiers, to all students. The hope is to reduce the number of students being referred for ECE services by providing supports that prevent the need to do so. This framework focuses on a deficit approach with ultimately a referral to special education, as the goal of gathering evidence.

Highlights of the differences between RTI and MTSS:

- MTSS encompasses components of RTI
- MTSS is **NOT** a framework intended to encourage special education placement of students.
- MTSS is not a "wait to fail" framework- students are able to receive supports that meet their level of intensity based on screening for academic and behavioral needs. Supports intend to match the needs of the learner.
- MTSS addresses academic and social, emotional, and behavioral development.
- MTSS provides support for all learners, whether behind, on track, or advanced.
- MTSS is focused on accelerating growth.
- MTSS supports the instructional and assessment practices of teachers and other staff members providing deeper learning instruction.

ALL students receive academic and behavioral supports that include differentiation, personalization, and enrichment activities that are guided by the [Universal Design for Learning](#) (UDL) Principles.

- multiple means of representation (the "what" of learning)
- multiple means of action and expression (the "how" of learning)
- multiple means of engagement (the "why" of learning)

Components of a MTSS Framework in all JCPS Schools

MTSS Framework is made up of 7 key components. This handbook should address each component, specifically, in order to outline the expectations for the implementation of MTSS in ***Klondike Lane Elementary*** School.

Component 1: Collaborative Analysis of Data

Component 2: Universal Screening

Component 3: Leveled Supports

Component 4: Measurable Definition of Problem Area

Component 5: Documentation

Component 6: Comparison of Pre-and Post Intervention Data

Component 7: Parent/Family Communication

Component 1: Collaborative Analysis of Data

The school-wide **MTSS Team** is a team that convenes to discuss and monitor the overall implementation of system 5/MTSS plan. This team should meet regularly and have a full understanding of how students are progressing academically and behaviorally throughout the year.

The **Student Assistance Team** is a school based team that meets to discuss and identify the appropriate intervention supports, based on data/evidence, for individual students. The supports for short and longer-term interventions should provide opportunities for 'catch up', as determined by this team.

The following roles/responsibilities chart should help with identifying the appropriate people for your school-wide MTSS team and Student Assistance Team.

Roles	Responsibilities
Administrator(s)	Establish and maintain procedures and timelines for instruction/intervention; monitor fidelity; assist in the development of guidelines for assessing, planning, and delivering appropriate professional development. Appoints or selects a school-level MTSS chair and a team of representatives.
MTSS Lead	Establish procedures for instruction and intervention practices; assessment protocols; monitoring and reporting assessment data; fidelity monitoring; develop guidelines for assessing, planning, and delivering appropriate professional development; maintain MTSS files/folders/paperwork.
Instructional Coach	Critiques established procedures for successful delivery of instruction and intervention for reading, English/Language Arts, writing, and mathematics; provides ongoing professional development and coaching for successful achievement of all students.
Classroom Teachers	Interpret established school-level procedures to deliver high quality instruction follow implementation guidelines for administering and analyzing appropriate assessments; delivering instruction and intervention with high levels of fidelity; and participating in assessing, planning, and attending professional development sessions for the purpose of ensuring success for all students.

Specialists (psychologists, special education teachers, speech/language, others)	The specialist serves the school to help critique established procedures for delivering high quality instruction and intervention and make appropriate recommendations for successful implementation.
School Counselor	Instructional planning according to academic ability using analysis of appropriate assessments; consults with teachers/students to ensure the delivery of high quality instruction/intervention; participates in professional development to ensure instructional consistency; facilitates administration of assessments for accurate decision making to ensure success for all students.

MTSS Team and Student Assistance Team

MTSS Team	Role/Responsibilities
<i>Mark Boyer</i> (Principal)	Establish and maintain procedures and timelines for instruction/intervention; monitor fidelity; assist in the development of guidelines for assessing, planning, and delivering appropriate professional development. Appoints or selects a school-level MTSS chair and a team of representatives.
<i>Kristi Harris</i> (Assistant Principal)	Establish and maintain procedures and timelines for instruction/intervention; monitor fidelity; assist in the development of guidelines for assessing, planning, and delivering appropriate professional development. Appoints or selects a school-level MTSS chair and a team of representatives.
<i>Robin Kaukas</i> (School Counselor)	Instructional planning according to academic ability using analysis of appropriate assessments; consults with teachers/students to ensure the delivery of high quality instruction/intervention; participates in professional development to ensure instructional consistency; facilitates

	administration of assessments for accurate decision making to ensure success for all students.
<i>Kim Bowman</i> (Instructional Coach)	<p>Establish procedures for instruction and intervention practices; assessment protocols; monitoring and reporting assessment data; fidelity monitoring; develop guidelines for assessing, planning, and delivering appropriate professional development; maintain MTSS files/folders/paperwork.</p> <p>Critiques established procedures for successful delivery of instruction and intervention for reading, English/Language Arts, writing, and mathematics; provides ongoing professional development and coaching for successful achievement of all students.</p>
<i>Classroom Teachers</i>	Interpret established school-level procedures to deliver high quality instruction follow implementation guidelines for administering and analyzing appropriate assessments; delivering instruction and intervention with high levels of fidelity; and participating in assessing, planning, and attending professional development sessions for the purpose of ensuring success for all students.
<i>Specialists (psychologists, special education teachers, ECE implementation coach, speech/language, others)</i>	The specialist serves the school to help critique established procedures for delivering high quality instruction and intervention and make appropriate recommendations for successful implementation.

Organizing MTSS Files

All MTSS files should be kept in a central location within the school. While teachers may have copies of the current paperwork for reference in their classrooms, updated student files must remain in the central location. It is essential that any personal or private information shared in student social histories, outside evaluations, or parent notes is kept confidential.

When a student transitions from elementary to middle school, the MTSS folder should be placed in the cumulative folder and be delivered to the middle school. The same applies to the transition from middle to high school.

If a student with a MTSS file transfer to a new school, staple all paperwork and attach to the MTSS notification sheet in the student's cumulative folder.

The MTSS/RTI Lead maintains all current plans and documentation for students. Staff members who are progress monitoring and providing interventions to students maintain current data in addition to student files. When a student transfers outside of the building, the folder is placed in the students cumulative folder. The students records in Infinite Campus and the NWEA Student Profile are end dated.

The ECE implementation coach and school counselor maintains folders and paperwork for all students who have an individual education plan.

Component 2: Universal Screening

Universal Screeners are:

- administered at least 3 times a year (fall, winter and spring)
- administered to ALL students to identify where students are in their learning in key areas for reading and math in order to develop a plan for acceleration
- to help evaluate the health of your core system of support (Tier I) for all students (academic and behavioral)
- to assess the strengths and areas of growth of all students in academic outcomes and social, emotional, and behavioral concepts, skills, and behaviors
- Additionally, information from assessments of the student's attention skills, participation behaviors, communication skills, memory, and social relations with groups, peers, and adults may be necessary to consider throughout the tiered system of support.

Academic Screener: NWEA MAP Reports

Class Report shows class performance for a term, including norms, status, rankings, so you can analyze student needs.

Class Breakdown by RIT or by Goal Report Both reports show you at a glance the academic diversity of a class so you can modify and focus the instruction for each student.

- By RIT—High-level view across basic subjects
- By Goal—Detailed view for specific goals within each subject

Achievement Status and Growth Report shows three pictures of growth. This report is based on national norms: *projections* so you can set student growth goals, *summary* comparison of two terms so you can evaluate efforts. The interactive *quadrant chart* is available in order to visualize growth comparisons.

Learning Continuum translates MAP scores to learning statements so you can set student goals and tailor your instruction to student needs.

- **Class View** — organized by what each student should be working on
- **Test View** — organized by all RIT bands so you can see what to reinforce or introduce

MAP Growth tests can be utilized to determine the students who need short and long term supports. Combined with classroom work and other data, educators can make informed instructional decisions.

On the MAP Growth Reports landing page, click Class Report.

In the Report Options, set the Sort Order to Test RIT.

Select Student Detail Display.

In the list of students, focus on the Percentile column. For example:

Name (Student ID)	Test Date	RIT (+/- Std Err)	Percentile (+/- Std Err)
Feller, Griff F. (S11002008)	09/30/10	151-154-157	5-8-11
Bourdette, Sophie E. (S11001892)	09/30/10	152-155-158	7-9-12
Broadard, Danilo O. (S11002023)	09/30/10	154-157-160	8-11-15
Colon-Pagan, Teidah H. (S11001966)	10/08/10	159-162-165	14-18-24
Esposito, Lyndon N. (S11002004)	09/30/10	158-161-164	12-17-22
Prada, Delbertson N. (S11001917)	09/30/10	162-165-168	18-24-30

Start by focusing on students performing at the 25th percentile and lower. Or, depending on your results, you may need to narrow the focus to students at an even lower percentile.

In the Goal Performance area of the report, evaluate which areas might need intervention for the chosen students.

			Goal Performance	
			A. Phonological Awareness B. Phonics	
Percentile (+/- Std Err)	Lexile® Range	Test Duration	A	B
5-8-11	BR	26 m	Low	Low
7-9-12	BR	20 m	LoAvg	Low
8-11-15	BR	25 m	LoAvg	LoAvg
14-18-24	BR	22 m	LoAvg	Low
12-17-22	BR	24 m	LoAvg	Avg

NOTE: Behavioral Screener: SRSS (TBD - Forthcoming by the district)

The MTSS Department will be identifying a behavioral screener within the school year to assist with this requirement. Unless your school has a behavior tool in place, do not worry about identifying one for this section, at this time.

ACADEMIC:

Jefferson County Public Schools (JCPS) began Measures of Academic Progress (MAP) during the 2017-18 school year. The assessment tool was developed by the Northwest Evaluation Association (NWEA) in Portland, Oregon. MAP is a universal screener, a growth measure, and a measure of achievement. NWEA and district staff have been working with teachers and administrators to provide technical assistance and professional learning support on how to use MAP data to improve core teaching and learning.

MAP is an adaptive test that is given three times a year in the fall, winter, and spring. It is a nationally norm-referenced assessment educator used to identify a student’s achievement level (National Percentile Ranking) compared to students at that grade level across the nation. MAP is grade-level independent—the test will adapt as high or as low as needed to measure a student’s ability and determine the student’s RIT score. With the computerized adaptive test, the level of difficulty increases when questions are answered correctly and decreases when questions are answered incorrectly. Students get more difficult questions as they answer correctly and when a certain number of questions are answered correctly, the test ends and the evaluation begins.

Students in kindergarten through grade eleven are being assessed in the areas of reading and math. MAP growth is a common JCPS instructional resource used to identify what students are ready to learn and measure a student’s growth throughout the school year. Students are expected to make a year’s growth within the school year. The MAP assessment data provides teachers precise identification of students’ abilities to master the core curriculum. MAP is one data point in a triangulation of data that is intended to inform instruction, differentiate, and personalize learning for all students whether they are at, above, or below grade level.

The MAP reports bring together the data the teachers can use to advise each student to support his or her growth, including learning paths and growth goals. District leaders, school leaders, and teachers will be provided professional learning to understand valuable data they get from MAP growth and how they can differentiate instruction in the classroom to improve teaching and learning. This meaningful, individualized instruction that comes from implementing MAP growth will make a difference for students in the classroom.

Parents will also receive reports that give them information on their child's growth. This information will be shared with parents at the fall and winter conferences.

In JCPS, reading and mathematics will be required for kindergarten through grade eleven. The language usage assessment will be optional for grades three through eleven.

There should be nine instructional weeks between the fall, winter, and spring testing sessions. School testing schedules should be adjusted accordingly.

Generally, there are no retests for MAP. Permission for a retest must be approved by the JCPS District MAP coordinator.

MAP Assessment Guidelines

The assessment guidelines below are for all students in kindergarten through grade eleven during the fall, winter, and spring assessment windows.

Grade	Assessment
Kindergarten	<ul style="list-style-type: none"> Math K–2 CCSS (K–2) Reading K–2 CCSS (K–2)
1	<ul style="list-style-type: none"> Math K–2 CCSS (K–2) Reading K–2 CCSS (K–2)
2	<p>Students who enter Grade 2 with a score less than 200 in Math, and 190 in Reading.</p> <ul style="list-style-type: none"> Math K–2 CCSS (K–2) Reading K–2 CCSS (K–2) <p>Note: The student will take this version of the test in Fall, Winter and Spring, so the data remains consistent.</p>
2	<p>Students who enter Grade 2 with a score greater than 200 in Math, and 190 in Reading.</p> <ul style="list-style-type: none"> Math K–2 CCSS (3–5) Reading K–2 CCSS (3–5) <p>Note: The student will take this version of the test in Fall, Winter and Spring, so the data remains consistent.</p>
3	<ul style="list-style-type: none"> Math 2–5 CCSS (3–5) Reading 2–5 CCSS (3–5) Optional: Language
4	<ul style="list-style-type: none"> Math 2–5 CCSS (3–5) Reading 2–5 CCSS (3–5) Optional: Language
5	<ul style="list-style-type: none"> Math 2–5 CCSS (3–5) Reading 2–5 CCSS (3–5) Optional: Language

JCPS MAP Testing Accommodation Guidelines

Reading

- A reader accommodation is **not** allowed on the MAP Reading test.

Math

- A reader accommodation is allowed on the MAP Math test for students who have a reader on their IEP, 504 Plan, or PSP.
- Calculator usage is allowed only on what is available per the MAP online test.

Scribes

- An adult may provide or assist with keyboarding for a student with any physical issues preventing them from keyboarding independently (e.g. physical disability, arm/hand/wrist in cast).
- If this accommodation is used, a one-on-one testing environment will be required so other students cannot overhear student verbal responses.

Accommodations for Deaf and Hard of Hearing Students

K–2 Students

- Anything that a hearing student can listen to through the headphones should be presented in sign language to the student. If a student communicates orally, the test should be presented through oral interpretation.

Grades 3 and above

- Reading—No accommodations are allowed on the MAP Reading test.
- Math—For students who communicate through sign language and have a reader on their IEP, 504 Plan, or PSP, the test may be presented in sign language. For students who communicate orally and have a reader on their IEP, 504 Plan, or PSP, the test may be presented orally.

Options

- An interpreter (oral or sign) may test the student one on one using the sound on the computer during the test, or the interpreter may wear the headphones and test the student in a group setting.

Screen Reader

- There is a screen reader available for visually impaired students. Please refer to NWEA's Accessibility and Accommodations FAQs.

Special Populations Guidance

Low incidence students

- Students projected to participate, or currently participating, in Alternate K-PREP will not be screened with MAP.

Medically fragile students

- Students in home hospital settings, psychiatric settings, medical settings or who would otherwise qualify for a medical non-participation on a state assessment will not be screened.

English Learners

- 1st year EL students will not participate.
- EL students scoring 2.0 overall composite or below on the most recent ACCESS for ELLs assessment would not be assessed.
- Schools may elect to administer the reading and/or math test to specific EL students if deemed appropriate.

Oral Native Language accommodation

- Reading test—only directions may be shared in native language. The purpose of this assessment is to gain authentic knowledge about what a student knows.
- Math test—The oral native language accommodation IS allowed on the MAP Math test for students with this on their PSP.

Planning for MAP Instruction

MAP is an assessment that measures what a student knows and is ready to learn. Using MAP data will inform standards-driven core instruction and enhance the teaching/learning cycle.

This chart illustrates a sample process a classroom teacher could use to inform small group instruction using MAP data. This process occurs during the core instructional time each day.



BEHAVIOR:

Klondike Lane uses the Student Risk Screening Scale (SRSS) to identify students who are in need of behavior supports. The scale is administered to students in the fall, winter, and spring. Teachers complete the screener on every student listed in their homeroom class. Once the screeners are completed, the MTSS team meets to discuss the scales and follow-up with supports to the teacher.

Component 3: Leveled Supports: Three Tier Academic and Behavioral Model

In order to provide adequate supports and interventions for accelerating learning opportunities for students in Klondike, specific learning objectives (targeted skills) will be identified using the following assessment data:

- MAP Reading and Math data
- Common Formative Assessments data
- Literacy diagnostic assessments and benchmark assessments
- Math inventories
- Computerized programming data
- Discipline referrals and anecdotal data
- Teacher and staff recommendations based on observation

NOTE: A link to a list of 3-5 literacy and mathematics programs can be found on the resources page at the end of this document. The programs on this list are evidence-based, vetted, and used across the district currently. Based on the district's capacity, professional learning and technical assistance opportunities will be focused on the implementation of these programs designed to improve teaching and learning to accelerate student learning outcomes.

Tier I Core Academic Programming:

Core Reading Instruction	Staff members follow the district literacy instructional framework and use a variety of instructional materials to meet academic standards (Journeys, Ready Reading, and The Balanced Approach to Reading and Writing Instruction). The school places a heavy emphasis on the use of guided reading to reinforce core instruction. Other literacy resources may include: <ul style="list-style-type: none">● Next Steps Forward in Guided Reading● Guided Phonics Lessons● Balanced Literacy Approach to Reading and Writing
Core Mathematics Instruction	Staff members follow the district math instructional framework and use a variety of instructional materials to meet academic standards (Go Math,

	Ready Math, Number Talks, etc.). The school places a heavy emphasis on the use of the math workshop as part of core instruction.
--	--

Tier I Core Behavioral Programming:

Core Behavioral Supports and MTSS Toolkit(s)	<p>The school uses the Positive Behavior Intervention and Support (PBIS) model in combination with Restorative Practices (IIRP). The school has chosen the Teacher Clarity Toolkit and Modes of Instruction Toolkit for increasing student engagement.</p> <p>Behaviorally, the school implements the district behavior support model to include Positive Behavior Intervention and Supports (PBIS) and Restorative Practices/Circles (IIRP).</p>
Core Behavioral Supports	The school implements the district behavior support model to include Positive Behavior Intervention and Supports (PBIS) and Restorative Practices/Circles (IIRP).

Tier I: Core Programming:

- 100% of the student population is involved/engaged with approximately 80% meeting learning objectives.
- Implemented by the classroom teacher on a daily basis.
- Flexible small group(s) determined by the teacher, which offer differentiated and personalized learning experiences; re-teaching; ongoing practice opportunities and focuses on skill gaps. These practices are outlined on the District Curriculum and Instructional Frameworks.
- High quality core instruction using district and school resources focused on deeper learning for all students.
- Effective core instruction should meet the needs of the majority of students in the class.

Tier I: Core Instruction:

- **FOCUS:** ALL students

- **PROGRAM:** evidence-based curriculum and instruction as provided by JCPS. The curriculum and instructional frameworks should be used to assist the implementation of effective practices.
- **GROUPING:** flexible grouping; whole class
- **TIME:** 90 minutes a day
- **ASSESSMENT:** See [JCPS Assessment Framework](#)
- **INTERVENTIONIST:** general education teacher
- **SETTING:** general education classroom

Tier 2 (short term): Academic Supports

Tier 2 Reading Supports	Guided Reading Phonics Lessons Small Group Instruction Differentiated reading passages Peer Tutoring Decodable texts Two Steps to Remediating Reading Difficulties - Remediating Word Level Reading Difficulties
Tier 2 Mathematics Supports	CSA Mats (Concrete - Semi Concrete - Abstract) Use of manipulatives Small Group Instruction Peer Tutoring Simplified problems to build stamina Vocabulary Strategies

Tier 2 (short term): Behavior Supports

Tier 2 Behavioral Supports	Restorative Practice/Circles Small Group
----------------------------	---

Tier 2: Short Term; Targeted Group Programming:

- No more than 15% of the student population should need Tier 2 supports
- Implemented by the teacher or by another trained staff member.
- Small group (25-30 minutes, three days a week).
- Progress monitoring occurs on a weekly/bi-weekly basis.

- Tier II and Tier I instruction run concurrently with each other.
- Interventions at this level will include interventions that provide students re-teaching of essential standards/areas of need that were not mastered during Core (Tier I) instruction.
- Academic supports for Tier 2 should occur within the workshop time in core instruction.

Tier 2: Short Term Supports & Instruction:

- **FOCUS:** for students identified with specific deficits according to the Universal Screening and/or who have not responded to Tier I efforts
- **PROGRAM:** Specialized, research-based instruction focusing on the specific, identified target skill. Includes programs, strategies and procedures designed and employed to supplement, enhance and support Tier I.
- **GROUPING:** homogeneous small group instruction; no more than 3-5 students per Tier 2 groups
- **TIME:** 20-30 minutes/3 times a week **in addition to core instruction**
- **ASSESSMENT:** progress monitoring every other week on identified target skill
- **INTERVENTIONIST:** determined by MTSS team and school administration; general education teacher recommended for Tier II
- **SETTING:** appropriate setting, as determined by MTSS team, Student Assistance Team or school administration (e.g., general education classroom, another classroom in the building)

Additional Tier 2 information:

Tier 2 instruction should start as soon as students are identified.

How do I group students for Tier 2 instruction?

- Students should be grouped according to the target skills as identified based on the universal screener. Groups should have 3-5 students.

How long is each round of Tier II instruction?

- Each round of support should last at least 6 weeks. After the first 6 weeks, progress monitoring data should be analyzed and a decision should be made about the student's instructional needs.
- Options include:
 - Exit Tier 2 instruction
 - Continue Tier 2 instruction for 6 more weeks-either with the same goal, or adjust goal, if needed.
 - If student is making limited progress, consider placement for Tier III instruction for intense interventions.

When do students exit Tier 2 instruction?

- A general guideline is that they exit once they have reached benchmarks, as previously determined by the teacher, on the targeted skill.

'To Do' List for Tier II:

- Select strategies or program(s) that are evidence-based to supplement instruction.
- If needed, train interventionist.
- Identify students who have not met benchmarks.
- Identify specific skill areas needing supplemental instruction for each individual student
- Arrange student grouping according to focus of instruction.
- Monitor progress bi-weekly using specified template provided by school.
- Use progress monitoring information to adjust instruction, or exit students when appropriate.
- Progress monitoring needs to be analyzed, graphed and turned in to the MTSS lead prior to each meeting. Data, and any other pertinent information to assist in the decision making process, should be brought to each MTSS meeting.

Tier 3 (longer term): Academic Supports

Tier 3 Reading Supports/Interventions	Road to the Code Two Steps to Remediating Reading Difficulties Remediating Word Level Reading Difficulties Guided Reading Phonics Lessons Small Group Instruction Simpler reading passages Decodable texts Peer Tutoring
Tier 3 Mathematics Supports/Interventions	CSA Mats (Concrete-Semi Concrete-Abstract) Use of manipulatives Small Group Instruction Peer Tutoring Simplified problems to build stamina Kentucky Numeracy Project Intervention Guide

Tier 3 (longer term): Behavior Support

Tier 3 Behavioral Supports/Interventions	Individualized behavior support plan Individual and Small Group Support (e.g. Mental Health Counselor, Centerstone) Behavioral strategies (e.g. point sheet, check in/check out, visual scheduled)
--	--

Tier 3: Longer Term Supports & Intervention:

- No more than 5% of the student population should need Tier 3 supports. If more students are identified, **there is a need to analyze the effectiveness of the core (Tier 1) instructional programming.**
- For students to receive instruction at this level, the recommendation of the MTSS team is needed.
- Implemented by the interventionists, if there is one on staff.
- Progress monitoring occurs on a weekly basis.
- **Tier 1, 2, and 3 will run simultaneously for students assigned to this support.**
- Provides an avenue of supplemental instruction for students who may not meet eligibility for special education services, but consistently fall behind.
- Intervention is evidence-based and targets foundational skills.

Tier 3: Longer Term Supports & Intervention:

- **FOCUS:** for students identified with specific areas of need according to the Universal Screening for academic (i.e. MAP) and Behavior (i.e. SRSS) and/or who haven't adequately responded to Tier 1 and Tier 2 supports.
- **PROGRAM:** sustained, intensive, research-based program/strategies
- **GROUPING:** homogeneous small group (1:3, but know this is not always feasible due to staffing)
- **TIME:** minimum of two 20-30 minute sessions/per day **in addition to core instruction**
- **ASSESSMENT:** weekly progress monitoring on target skill
- **INTERVENTIONIST:** recommended to be someone other than the general education teacher, if staffing allows

- **SETTING:** appropriate setting, as determined by MTSS Team, Student Assistance Team or building administration (e.g., general education classroom, another classroom in the building)

Additional Tier 3 Information:

How are students selected for Tier 3 instruction?

- Based on universal screener information, a student may be in need of Tier III instruction.
- If students have participated in 2 rounds of Tier 2 instruction and have not made sufficient progress.
- After only 1 round of Tier 2 instruction because they show a lack of progress and further Tier 2 instruction is deemed insufficient to get them back on track.
- Students who have previously received Tier 3 instruction and have exited may re-enter Tier 3, as needed.

How are students grouped for Tier 3 instruction?

- Students should be placed in groups of 3 or less organized according to target skills.
- When do students exit Tier 3?
 - When they have reached the benchmark, as previously determined by the teacher, for the targeted skill(s).

'To Do' List for Tier 3:

- Select program(s) or strategies that are evidence-based to Tiered instruction.
- If needed, train interventionist.
- Identify students who have not met benchmarks.
- Identify specific skill areas needing intensive instruction, for each individual student.
- Arrange student grouping according to focus of instruction.
- Monitor progress weekly using specified template provided by school.
- Use progress monitoring information to adjust instruction, or exit students when appropriate.
- Progress monitoring needs to be analyzed, graphed and turned in to the MTSS lead prior to each meeting. Data, and any other pertinent information to assist in the decision making process, should be brought to each MTSS meeting.

Component 4: Measurable Definition of Problem Area

Defining the Problem Area and Goal Setting

Establish the Goal:

- Establish the goal for the 6 week round of supports or intervention based on the baseline.
- The goal is based upon the student mastering grade level standards within one year of instruction for Tier 2 and 2 years of instruction for Tier 3.
- Goals should be established based on % mastery in the area of focus for the intervention based upon the work sample and/or scoring rubric.

Sample Goals:

3rd grade student example:

What is the presenting concern? (State in specific and measurable terms)

Student struggles with basic addition. Student can correctly answer 4 out of 20 addition problems on 2 minute timed test.

What data supports the existence of the problem? (Baseline data):

StarMath =1.3, Student can correctly answer 4 out of 20 addition problems on 2 minute timed test.

What is the goal? (State in specific and measurable terms)

Student will increase the number of basic addition problems from 4/20 to 20/20 on 2 minute timed test in 6 weeks.

The same process would apply when defining the problem area and setting goals for behavioral outcomes.

Sample Elementary Goals for Math from MAP:

- Adds three or more whole numbers with sums within 100
- Subtracts whole numbers within 100, no regrouping
- Represents one-step addition and subtraction word problems with objects, whole numbers within 20
- Represents one-step put-together word problems with expressions or equations, answer unknown and whole numbers within 20
- Compares whole numbers within 100 using symbols

Sample Elementary Goals for Reading from MAP:

- Makes predictions from literary text
- Use context clues to understand the meaning of words

- Understands the main idea based on an illustration and a literary text
- Decodes CVC words
- Recognizes /at/ rhyming words

Sample Middle School Goals for Math from MAP:

- Orders events from least likely to most likely given probabilities
- Solves one-step linear equations with negative rational numbers
- Plots points in all four quadrants of a coordinate plane
- Find the surface area of three-dimensional figures

Sample Middle School Goals for Reading from MAP:

- Understands how characters are developed or changed
- Applies knowledge of Greek or Latin roots to determine the meaning of a word in the 6-8 grade band
- Interprets simile in literary text
- Analyzes the effect of alliteration in literary text

Sample High School Goals for Reading from MAP:

- Determines main/central idea in informational text
- Locates details about characters in literary text
- Analyzes conflict in literary text
- Uses context to confirm initial understanding of words or phrases

Students are identified for problem areas using a variety of data sources. The school does not rely on one data point to determine problem areas for students. Screening data, observation, teacher judgement, and formative assessment are used to identify problem areas. The MAP assessment and the SRSS screener are starting points for identified problems of concern. Once a problem area is defined, appropriate instructional supports and progress monitoring tools are put in place to measure student progress toward their goal. Goals are set depending on the students identified problem area. Goals are set in literacy and math based on their overall RIT score. In addition, long-term goals are set based on the students grade level expectation. Behavior goals include the student's ability to fade supports and participate in the school environment without disruption.

Acceleration planning is completed for every student who scores below the 25th percentile in reading and math through MAP. The Student Profile platform is used to develop goals at the 84th percentile. Additional planning and goals are determined to determine a target date for the student to be working on grade level.

Component 5: Documentation

Acceleration Plans

Based on individual student data, there will be students in need of a pathway toward acceleration which should be determined by the Student Assistance Team. An acceleration plan should be developed for any student who does not meet the grade level norm, schools must do the following:

1. Determine the difference in where a student is and where he/she needs to be.
2. Determine what kinds of specific supports must be in place and which skills need to be targeted to ensure the student catches up.
3. Determine the time that will be needed for the student to catch up with the plan in place.
4. Identify the target date for when the student will have caught up.

A template for this plan can be found in the resource section at the end of this handbook. The four criteria above are the essential pieces of information that should be on each acceleration plan for students in need of growth in reading and mathematics.

Progress Monitoring:

The following section specifies the importance of progress monitoring in order to have an accurate account of how well students are progressing toward mastery of standards. Progress monitoring should be administered to students who are receiving additional instruction supports beyond the Core (Tier I) to determine if they are benefitting from the additional instruction. The frequency of progress monitoring should reflect the following:

- Tier II: bi-weekly data point
- Tier III: weekly data point
- assessments match the instruction/targeted skill

Note: These should be a 1-3 minute “dipstick” of student performance based upon the goal of the intervention; not a “full-blown” assessment. A quick check for formative purposes.

- data from continuous progress monitoring inform instructional decisions throughout the tiered process
- indicate student response to intervention and determine student movement through the tiers

Questions that can be answered with progress monitoring data:

- Is the student making accelerated growth based on their experiences with the new supports and intervention they are receiving?
- Is this student learning at a rate that will ensure they will reach their goal and catch up on academic and behavioral progress? What does the progress monitoring and set of goals indicate?

Effective Implementation

1. Successful implementation is a rate of 90% or better (e.g., A student is receiving Tier 3 support could receive 30-40 sessions during the 6-9 week round 0.

- student received 28 sessions
- implementation rate =93%
- Successful!

2. Issues such as health, attendance, behavior and mobility can impact the implementation rate. These issues must be addressed prior to the academic intervention.

(e.g., A student who misses 10 days of school during the intervention round would have an implementation rate of 67%).

- The issue is not the implementation rate; the student is in need of an attendance intervention. The student may need academic interventions, as well, but we must focus on the attendance issue.

Review Results of Progress Monitoring and Effective Implementation

On some regular interval (e.g., every 3-6 weeks) the MTSS Team will meet to discuss the results of the short and longer-term supports/intervention.

- What were the ending results?
- Did the student achieve the goal?

If the goal was not achieved, progress monitoring data must be analyzed to determine the level of progress made and identify any variables impacting failure to achieve the goal.

Academically and behaviorally, students will be progress monitored based on their tiered level. Every two-weeks, staff will submit current progress to the MTSS lead to monitor student support. At the end of six-weeks, teams of teachers will meet with the MTSS team to reflect on student progress and determine if students should continue or exit intervention.

Component 6: Comparison of Pre-and Post Intervention Data

Next Steps for Intervention Planning Based Upon Results

Team determines what happens next in the process based upon a review of results. The following provides an example of how your school may capture this information.

- **Goal Met** = GREAT!!! – Student continues in intervention for another round until grade level is achieved.
- **Strong Progress Made** = intervention continued for another cycle/round until grade level is achieved.
- **Limited Progress Made** = intervention intensity increases, changes made in format/materials or another “layer” added for another cycle/round.
- **No Progress** = a new intervention plan is developed for another round.
- **Repeated Failure to Respond** = consultation with school psychologist, ECE consulting teacher or other district support staff.

Staff will submit progress monitoring data biweekly to the MTSS lead to monitor the effectiveness of an intervention. If a student is not making progress, staff will adjust the intervention. If multiple interventions are unsuccessful, the MTSS team will move among the tiers when they demonstrate their ability to sustain the skill.

Fluidity within MTSS Supports (short and long-term supports)

Progress monitoring tools and teacher judgement will be used to move students in and out of groups. If a student is placed in a tier and demonstrated progress on multiple attempts, they exit or move up a tier. If a student is not successful, the intervention, frequency, or duration will be adjusted.

Tier I and Tier II (core and short term)

- If a student was not previously referred for MTSS, but meets the MTSS eligibility guidelines, he or she will be eligible for Tier II.
- Complete the MTSS Student Intervention Plan and bring to the next MTSS meeting with data.
- Send home the Tier II letter to parent/guardian.
- Begin documenting intervention data.

Tier II (short-term) to Tier III (longer term)

- If a student does not meet the goal, as previously determined, he or she will be moved to Tier III at the end of the 8 to 12 weeks (minimum) after the MTSS team reviews data. Tier II interventions may be adjusted and it is recommended that all interventions are exhausted before moving to Tier III.
- Student needs schedule adjusted to ensure intervention period is not missed.
- Send home the Tier III letter to parent/guardian.

Tier III to Tier II

- If a student meets or exceeds the Tier III goal, as previously determined, he or she will be moved to Tier II.
- Parent letter of movement from Tier III to Tier II will be sent home.

Tier II to Tier I

- If a student meets or exceeds the Tier II goal, as previously determined, he or she will be removed from Tier II interventions.
- The general education teacher will be encouraged to continue less frequent small group intervention and closely monitor progress.
- Parent letter of movement from Tier II to Tier I will be sent home.

Component 7: Parent Communication

A letter will be sent home for all students who receive academic or behavior supports prior to the start of the intervention. Progress data and the status of the intervention will be communicated frequently throughout the intervention. When a student is exited or moved among tiers, a letter will be sent home. Staff who are providing the intervention are expected to informally communicate progress to parents at all times.

Resources

A. Literacy and Mathematics Programs

[Evidence based Literacy Programs and Instructional Supports](#)

[Evidence based Mathematics Programs and Instructional Supports](#)

[Sample MTSS Program Sheet](#)

B. Acceleration Plans

[Essentials: Student Acceleration Plan](#)

Other Samples

[Sample Acceleration Plan \(1\)](#)

[Sample Student-led Acceleration Plan \(2\)](#)

[Sample Acceleration Plan \(3\)](#)

[Sample Acceleration/Behavior Plan \(4\)](#)

[Sample Acceleration/Behavior Plan \(5\)](#)

C. Parent Communication Sample

[Parent Contacts/Communication Log](#)

D. Timeline for Implementation

[Sample MTSS Timeline](#)

E. Data Reports

[JCPS Student Intervention Data Reports](#)