DAILEY ELEMENTARY
2019-2020
K-6 Academic and Behavioral
MTSS Handbook

Multi-Tiered System of Support
Process and Procedures

VISION, DEFINITION, OUTCOMES

Vision

The Beecher Community School District is highly regarded for academic excellence, leadership, and contributions to improve the community which it serves. We will deliver excellence in education while EMPOWERING students to be successful in every area of their lives.

Values

* We support staff and remind our students that teachers/administrators are looking out for their best interest.
* We challenge all parents to be involved and support their child's educational experience.
* We believe that all students can be successful and reach their full potential.
* We honor classroom instruction and minimize classroom interruptions in order to maximize student learning.
* We develop each student educationally, socially, emotionally and physically.
* We conduct the business of education in a professional, ethical and legal manner.

Definition of Multi-Tiered System of Support (MTSS)

Multi-Tiered System of Support (MTSS) which is made up of Response to Intervention (RtI) and Positive Behavior Interventions and Support (PBIS) is the practice of matching student needs to high-quality instruction, intervention, and enrichment using data to make sound decisions. Using a continuous improvement model, the MTSS process and structure helps school teams design, implement, and evaluate curriculum and differentiated instruction that focuses on individual student growth.

Outcomes

- ➢ The district curriculum will be aligned to common core standards and will be consistent across the district.
- ➢ The district will utilize a research-based core curriculum that enables at least 80% of the student body to meet common core standards.
- ➢ The school atmosphere will encourage trust, collaboration, and shared responsibility for all students' learning.
- ➢ MTSS will focus on early intervention, enrichment, improvement of all students' learning, and data-based decision making.
- ➢ MTSS will provide ongoing support and monitoring for all students.
- ➢ Interventions will be researched based and monitored for effectiveness.

Parents will be contacted on a regular basis regarding their child's involvement in the MTSS process. Contact may be by phone, email, letter, and/or through active participation at meetings. Parents will be contacted at a minimum at the following times:

- To notify parents of participation in the MTSS
- To initiate and participate in the Individual Problem-Solving process
- To review and/or report benchmarking and progress monitoring data

TEAMS

District Level Team – District Administrative Team

Role

- Review district wide data, including self-assessment data, to determine if the district is meeting identified benchmarks. Identify trends in the curricular and instructional program.
- Analyze the data to determine the effectiveness of behavioral/social emotional learning and academic learning.
- Develop a district improvement plan based on the analysis of district wide data and district needs.
- Monitor the implementation of the district improvement plan.
- Review and analyze the Multi-Tiered System of Support at least annually and revise the process based on analysis of the data and identified needs. Revise the written plan as needed.
- Identify professional development needs and goals.
- Communicate results of the district wide analysis with all stakeholders.

Building Based Team- Building Leadership Team

Role

- Review school-wide data, including self-assessment data, to determine if the building is meeting identified standards. Identify trends in the curricular and instructional program.
- Assist with the development of a school improvement plan based on the analysis of school-wide data and building needs.
- Monitor the implementation of the school improvement plan.
- Review and analyze the Multi-Tiered System of Support at least annually. Revise the process based on analysis of the data and identified needs. Revise the written plan as needed.
- Identify professional development needs and goals.
- Communicate result of the school-wide analysis with all stakeholders.

Configuration

The Building Leadership Team will include the principal, other administrators, representatives from the teaching staff, a guidance counselor or social worker, internal coach, and other staff as needed. 3

Logistics

The Building Leadership Team will meet monthly at a time that is mutually convenient. A calendar will be established prior to the beginning of each school year.

Child Study Data Team (Grade K-6)

Role

- Identify students in need of intervention and enrichment
- Analyze data and identify grade level curriculum and/or instructional needs at the Tier I level
- Analyze data and identify Tier I and Tier II interventions and enrichment for individual students
- Match students to intervention and enrichment
- Monitor student progress
- Determine if additional intervention is required

Configuration

The Child Study Team will include the principal or their designee, Coordinator, all general and special education teachers, interventionists, and other staff as needed. The team will reconvene minimally every four to eight weeks based on individual student needs.

Logistics

Child Study Team meetings will be held twice a month. A calendar will be established at the beginning of each school year. The coordinator will facilitate the meetings.

Individual Problem-Solving Team

Role

- Utilize the problem-solving process to identify individual student needs
- Develop an individual intervention plan that includes intensive intervention
- Monitor student progress
- Determine if a consideration for special education is required

Configuration

Problem solving team members will include the parents; principal or other administrator; Coordinator, one or more general education teachers; the school psychologist, guidance counselor and/or social worker; special education teacher; intervention providers; and others as needed.

Logistics

Individual problem-solving meetings will be held at a time that is mutually convenient to the general education teacher, parents, and other team members. This may include teacher preparation times, before school, or after school. The team will reconvene minimally every four to eight weeks based on individual student needs.

Universal Screening Information

Students in K-6 grade will be universally screened three times per year. Assessments are designed to measure critical academic skills shown to be strong indicators of student learning and curricular performance. Screening results provide a benchmark against which a student's skill level can be gauged relative to local and/or national criteria. Screening assessments provide one source of information on student achievement and are triangulated (taken in context) with other available data.

- Reading
    - NWEA
    - iReady
    - DRA
    - Teacher Input
- Math
    - o NWEA
    - o iReady
    - Teacher Input
- Behavior
    - Positive Behavioral Interventions and Supports (PBIS) K-6
    - Functional Behavior Assessment (FBA)
    - Referrals and teacher input

Determining Risk Status: To students who are at risk or in need of intervention, Dailey Elementary will use national comparative data for district student performance with benchmarks established for each grade level. Typically, this cut score represents those scoring at or below the 20th percentile. If a student is flagged below the 20th percentile on Universal Screening, the MTSS team will triangulate data and determine need for intervention. The MTSS team will meet after universal screening data is collected to triangulate data and determine need for interventions.

Questions to consider when reviewing Overall Universal Screening Data:

- Are at least 80% of our students at or above proficiency standards with our universal instruction?
- Are there grade levels or particular classes with higher levels of need, and how do we best utilize our resources to address those needs?
- Are all students not meeting expectations based on our universal screener receiving interventions?
- What patterns are we seeing with students not meeting expectations based on our universal screener?
- What are we doing for our students exceeding expectations based on our universal screener and other data?

TIER 1 UNIVERSAL INSTRUCTION LEVEL

DEFINITION: Standards-aligned instruction and school wide foundational interventions are provided to all students in the general education curriculum. Tier 1 also is used to designate students who are making expected grade level progress.

Tier 1 includes the curriculum, the core program, and the instruction that goes on in general education. Universal screening and any other supplemental materials can be used within the core program or to support the curriculum. Instruction should be taking place at Tier 1 in such a way that it helps most of the student population meet grade-level standards. In other words, if you review the data sources and see that more than 15-20% of the students require Tier II or Tier III interventions, then changes need to be made to Tier I. Instructional Interventions at the Tier I level are typically 3-6 weeks in duration and at least 3 progress monitoring points should be gathered during that time frame to inform whether or not advancement to Tier II is necessary.

EXPECTATIONS AND PROCEDURES:

- All students receive instruction in an empirically supported standards-based core curriculum.
- According to research, 80% of students in a school will respond to a high-quality core curriculum and will make measurable growth.
- Problem-solving around the core curriculum must take place at Tier I if less than 80% of students are at benchmark, based on state and district standards.
- The district identified screening process will be used to help monitor student progress. Screening data must be reviewed three times per year.
- Screening data flags student who may not be adequately responding to the core curriculum and who need additional instruction.
- Classroom teachers are responsible for execution of the core curriculum and differentiated instructional practices.
- A Tier I strategy implemented for 3-6 weeks in duration and at least 3 progress monitoring data points are required at Tier I prior to discussion regarding a student advancing to Tier II interventions.
- Teachers should be supported by grade level teams and school-based teams that discuss and analyze data, brainstorm strategies, and support flexible groupings that will address the needs of all learners.

TIER II STRATEGIC INSTRUCTIONAL LEVEL

DEFINITION: Based on screening and other available data, the Selected Team (grade level teams, with the support of content specialists) discuss and identify students in need of intervention beyond the Tier I level. Through consultation with relevant specialists and support staff, intervention plans are developed for identified students. Students with similar needs receive intervention in a small group setting for a minimum of 6-8 weeks. The teacher to student ratio at Tier II is no more than 1:6 and interventions are delivered at least 4 days per week.

Tier II includes standards-aligned instruction with supplemental, small group instruction, which may include specialized materials. Tier II is provided in addition to Tier I. In other words, students are still full participants in the core curriculum and classroom differentiation at Tier I. The interventions that are selected and provided are _in addition_ to the general classroom instruction. Most students at this level will make sufficient progress given this supplemental instruction and may be released back to Tier I instruction only, once they are achieving grade level benchmarks/standards.

EXPECTATIONS AND PROCEDURES:

- Students who do not respond adequately to the core curriculum and interventions at Tier I based on at least 3-6 weeks of intervention and analysis of 3 progress monitoring data, or based on triangulated universal screening and other data points, should be placed in Tier II intervention.
- Students requiring Tier II should not exceed 20% of the students in a school which includes students already identified for special education.
- Teachers gather all relevant pieces of diagnostic and classroom data to reference during brief problem solving at the Child Study meetings.
- If the team determines Tier II intervention is appropriate, they will complete the Tier II student documentation form.
- In addition, the Parent Notification of Intervention will be sent home or emailed to the student's parent(s).
- The student will be provided supplemental instruction/intervention (in addition to the core curriculum), which takes place at least 4 days per week and often in a small group.
- Student progress will be monitored every two weeks using a progress monitoring tool that is decided by the Child Study Team. Data for students receiving Check In/Check Out intervention will be reviewed every 2-3 weeks.
- The Child Study Team will meet approximately every 8 weeks to monitor the data and determine if the student is on track to meet the established goal. The Tier II forms will be updated at this meeting and the Coordinator will be responsible for bringing progress monitoring data/charts to aid in brief problem solving and form completion.
- At each Child Study Team meeting, the team must decide how to proceed based on the decision rules outlined later in this handbook. The Parent Notification of Intervention Progress must also be completed and sent to parents after each Tier II update.

TIER III INTENSIVE INSTRUCTIONAL LEVEL

DEFINITION: Tier III is considered a problem-solving, team approach through which students with significant needs are identified, measurable targeted goals are collaboratively planned, intensive interventions are developed, and student progress is continually monitored. The teacher to student to ratio is no more than 1:3 and interventions are typically delivered daily. The Tier III intervention cycle is minimally 6-8 weeks

EXPECTATIONS AND PROCEDURES:

- Students who do not respond adequately to core curriculum and strategic level (Tier II) interventions are discussed with the Child Study Team for the possibility of Tier III intervention.
- Students at Tier III should account for no more than 5% of the students in a school who are not identified as special education.
- These students are considered to be in need of intensive intervention based on their response to Tier I and Tier II supports. This could include students who are found not to be progressing or those not progressing quickly enough.
- Changes are made to the student's intervention based upon his/her data and progress toward a specified goal. Tier III can involve a change in intervention, but it can also mean increasing the intensity (frequency, session length, group size) of an existing intervention.
- Students who make adequate progress at this level are gradually released to the Tier II and Tier I levels and monitored for skill maintenance and continued progress.
- Initiation of Tier III involves the convening of a Child Study Team. The classroom teacher will complete a Request for Problem Solving and notify parents that individual problem solving and Tier III interventions will be initiated. The coordinator will be responsible for scheduling the Child Study Team meetings with administrators in the building. NOTE: Parents are to be notified, and if possible included, in the initial Tier III Problem Solving meeting.
- The school social worker and /or the Coordinator will facilitate additional data collection and initiate the problem-solving process. Additional team members will assist as needed. Additional data may include: diagnostic assessment, functional analysis, baseline of behaviors, contact with parents, interview data, etc.
- Upon analysis of Tier I and Tier II data and additional data the Child Study Team will then complete the Tier III documentation form. If parents are not in attendance, an updated Parent Notification of Intervention will be sent home.
- The student will be provided with intervention identified by the Child Study Team (again in addition to the core curriculum), a minimum of 4 days per week for 30 minutes either individually or in a group no larger than 3 students. The student will receive targeted intervention based on the individual problem-solving plan daily.
- Student progress will be monitored weekly with the progress monitoring tool that is decided by the team.
- Individual Child Study Team will meet every six to eight weeks to review and discuss student progress. A problem-solving meeting may be initiated sooner if needed based on the progress monitoring data of the student. The individual problem-solving team will review the progress monitoring data and determine one of the following:
  - Discontinue intervention
  - Continue intervention
  - Change intervention
  - Add area of concern
  - Discontinue Tier III/individual problem solving and initiate Tier II intervention
  - Initiate evaluation for special education or 504 plans.
- Through the course of the intervention, the Parent Notification of Intervention Progress will also be completed and sent to parents on a monthly basis by the coordinator.

SCHEDULING

Tier II interventions will be provided during a thirty-minute intervention block that is scheduled by administrators for each grade level in reading and math for grades K-6. During the thirty-minute intervention block, identified students will be provided intervention based on their written intervention plan while other students will participate in reinforcement or enrichment activities. This time will not be utilized to provide core curriculum instruction. Additional intervention time (more than thirty minutes) will be determined and scheduled on an individual basis based on the needs of the student and as indicated in the student's intervention plan. Interventionists include all licensed staff and teacher aides.

DECISION RULES

Tier I

Above the 20% tile on national norms

Tier II

Criteria for participation in Tier II Group (Must meet one)
- Benchmark data indicates scores at or below the 20th %tile on national norms
- Student is performing at or above the "at risk" level on the Universal Screeners
- Team consensus

**Criteria for movement to Tier III** (Must meet all criteria)
- Progress monitoring data must be below the 10%tile on national norms
- Intervention must be administered with integrity
- 4 weeks on Check In Check Out at or below 80% of points + additional revised behavioral intervention(s)

Tier III

It is our general practice that most students will participate in Tier II intervention before Tier III intervention.

Criteria for participation in Tier III Group (a minimum of one)

- Benchmark data indicates at or below the 10%tile on national norms
- State Assessment data indicates a level "below standards" or "academic warning"
- Student is currently participating in individual problem solving
- It is anticipated that this student will not benefit from Tier II Intervention only
- Team consensus
- Maintain a good attendance (miss no more than 3 days per month)
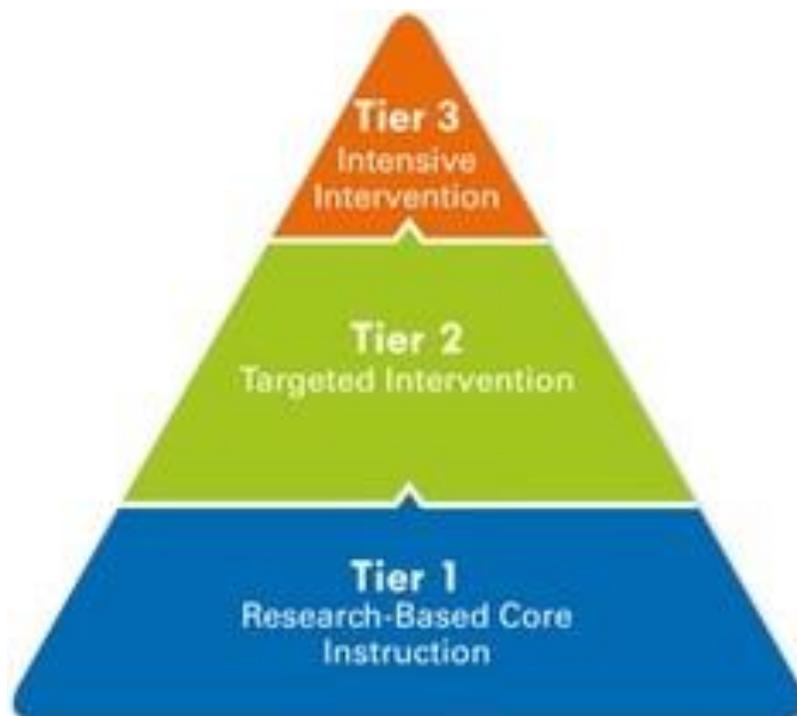
MTSS Key Terms

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

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

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

Behavior Intervention Plan: A behavior plan based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The 15 plan includes positive behavior supports (PBS), identifies skills for school success, and specific strategies for behavioral instruction.

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

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

Curriculum-Based Assessment (CBA)/Curriculum-Based Measurement (CBM): CBA is a broader term than Curriculum-Based Measurement (CBM). CBM meets the three CBA requirements: (1) measurement materials are aligned with the school's curriculum; (2) measurement occurs frequently; and (3) assessment information is used to formulate instructional decisions. CBM is an approach to measurement that is used to screen students or to monitor student progress in mathematics, reading, writing, and spelling. With CBM, teachers and schools can assess individual responsiveness to instruction. When a student proves unresponsive to the instructional program, CBM signals the teacher/school to revise that program.

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

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

Differentiated Instruction: Differentiated instruction refers to educators tailoring the curriculum, teaching environments, and practices to create appropriately different learning experiences for students

in order to meet each student's needs. To differentiate instruction is to recognize students' varying interests, readiness levels, and levels of responsiveness to the standard core curriculum and to plan responsively to address these individual differences. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

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

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

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

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

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

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

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

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

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

Learning Disability: The IDEA 2004 definition of a Learning Disability/Specific Learning Disability is: The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in

one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards:

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

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

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

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

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

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

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

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

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

Summative Assessment: Summative assessment is a form of evaluation used to describe the effectiveness of an instruction program or intervention, that is, whether the intervention had the

desired effect. With summative assessment, student learning is typically assessed at the end of a course of study or annually (at the end of a grade).

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

● Tier One: Tier One includes general classroom core instruction in academics and social emotional learning that includes differentiated instruction. Students are benchmarked 3 times per year.

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

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

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

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