



MTSS Handbook

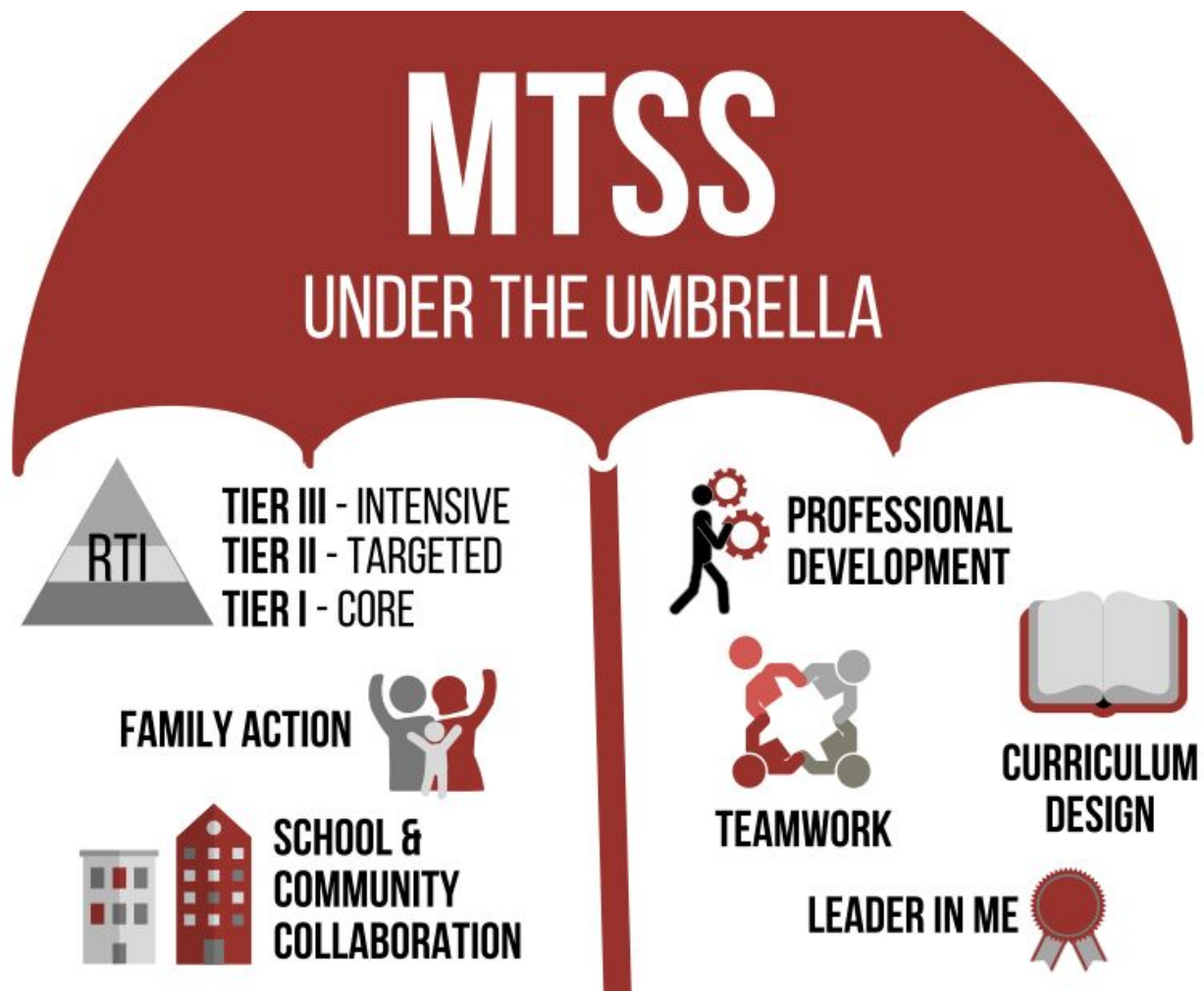
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What is a Multi-Tiered System of Support (MTSS)?

A Multi-Tiered System of Support (MTSS) is a prevention framework that organizes building level resources to set each student up for academic, social-emotional and/or behavioral success. MTSS looks at the whole child, allowing for the early identification of challenges and timely intervention for students. Increasingly intense tiers (e.g., Tier I, Tier II, Tier III), sometimes referred to as levels of prevention, represent a continuum of supports.



The core of MTSS is data-based decision-making. This involves collecting data, monitoring a child's individual performance, and designing and implementing strategies and support so each child's needs are met.

In short, the following basic understandings/core components are present in the MTSS framework:

- Tier I represents universal instruction for all students. This instruction is high-quality, differentiated, standards-based, and carried out by highly-qualified teachers who use evidence-based strategies.

- Tier II represents targeted instruction and/or support for some students.
- Tier III represents individualized instruction and/or support for few students.
- Tiers are not people or places, but represent types of instruction and/or supports.
- Appropriate levels of intervention are layered so that students still receive universal instruction while also receiving support and/or intervention.
- Interventions or strategies are based in research and current data.
- Students with or without Individualized Education Plans can receive tiered intervention.
- Movement between instructional tiers is fluid; therefore, students can move between tiers and levels of support as their needs change.
- School and district staff will regularly collaborate around a data collection system that includes assessments, universal screening, progress monitoring data, and teacher/staff observation.
- School sites implement school-wide and classroom level measures to support important social-emotional and learning outcomes.

Problem-Solving Model

A problem-solving model is used for MTSS. At a universal level, it is used to determine curriculum, instructional approach, and resources aligned to students' needs. At the student level, it is used to determine discrepancies, as well as to plan, implement, and analyze any needed intervention. The process outlined below is used by the problem-solving team.

Problem Identification: Is there a problem? If so, what is it?

- Define area(s) of concern and prioritize.
- Review/collect baseline data on primary area of concern.
- Note discrepancy between what is expected and what is occurring.

Problem Analysis: Why is it happening?

- Review data to generalize plausible hypotheses.
- Collect additional data as needed to refute or validate hypotheses.
- Select most validated and alterable hypotheses, and use this plan

Plan Development: What shall we do about it?

- Identify intervention strategies and procedures.
- Identify implementation logistics to ensure plan is implemented with integrity.
- Identify Progress Monitoring logistics (e.g. who, what, when, where, how often).
- Write a standards-based measurable goal.
- Decide on decision-making rules (timeline for review, criteria for entry/exit, etc.) for plan evaluation.

Plan Evaluation: Did our plan work?

- Is progress being made toward the goal?
- Is the discrepancy decreasing between what is expected and what is occurring?
- Should the plan be maintained, can it be removed, or are changes needed?

Problem-Solving Team Norms

- Problem-solving teams are encouraged to meet in the AM (an 8:20 start in elementary buildings and a 7:45 start in the middle schools). This will allow general education teachers to provide input for students in his/her classroom.
- An agenda will be created in advance of each meeting by the Assistant Principal and Interventionist(s).
- Triangulation of student data will guide the discussion around new referrals.
- Progress monitoring data and intervention outcomes will guide the discussion about students currently receiving tiered support.

Problem Solving Team Roles

The problem-solving team and roles are outlined below:

Roles by Tier	Tier 1	Tier 2/3
Classroom Teacher	<ul style="list-style-type: none"> ● Contributes knowledge of grade, group, instruction, data, and planning ● Administers universal assessments ● Delivers core instruction ● Documents any concerns and shares concern with parent ● Provides Tier I intervention with approximately 6 weeks of data collection prior to referral ● Defines problem, specifically noting how a child is performing as compared to his/her peers 	<ul style="list-style-type: none"> ● Referring teacher contributes knowledge of student, family, instruction, intervention, data, hypothesis, and planning ● Teacher carries out or assists in intervention plan and progress monitoring ● Interventionists or others who bring expertise may be invited as a team member as needed ● Continues to deliver core instruction with fidelity
Psychologist	<ul style="list-style-type: none"> ● Coordinate with instructional coaches, curriculum specialists, and grade-level teams to remain knowledgeable about universal instruction ● Organize and analyze benchmark data 	<ul style="list-style-type: none"> ● Attend all PST meetings and meetings for individual students. ● Inform individual intervention design, data review, and decision making ● Provide individualized intervention for any student ● Organize and analyze social, emotional, and behavioral data for groups and interventions
School Counselor or Social Worker	<ul style="list-style-type: none"> ● Coordinate with instructional coaches and grade-level teams to remain knowledgeable about universal instruction ● Improve Tier 1 SEL fidelity through modeling and coaching ● Organize and analyze SEL Universal Screener and Tier I SEL data 	<ul style="list-style-type: none"> ● Attend all PST meetings and meetings for individual students that are SEL focused ● Provide Social and Emotional Skill Groups ● Provide behavioral and social emotional intervention and support ● Organize and analyze social-emotional and behavioral data for groups and interventions ● SEL coaching for in-class support and intervention ● Inform individual behavioral intervention design, data review, and decision making ● Organize and document behavioral progress monitoring ● Provide individualized intervention for any student
Building Administrator (Principal and/or Assistant Principal)	<ul style="list-style-type: none"> ● Facilitate Problem-Solving Team meetings ● Establish adequate space for meetings ● Maintain group norms ● Communicates dates for universal screener and/or benchmark assessments ● Monitor for fidelity of Tier I core instruction 	<ul style="list-style-type: none"> ● Check for fidelity of Tier I instruction and Tier 2 interventions ● Establish adequate time and space for meetings with families ● Invite appropriate people to meetings ● Ensure parents are informed ● Ensure necessary supports for parents are scheduled, if needed (i.e. interpreter, translations) ● Maintain group norms in meetings ● Manage team roles in meetings
Interventionist	<ul style="list-style-type: none"> ● Coordinate with instructional coaches and grade-level teams to remain knowledgeable about universal instruction ● May provide push-in Tier I instructional support for 6-8 ● Brainstorm with teachers ideas for differentiation and supports to supplement core instruction. 	<ul style="list-style-type: none"> ● Attend all Tier 2/3 meetings ● Provides targeted push-in or pull-out support in area of academic need ● Progress monitors every 10 instructional days ● Inform and employ modifications, accommodations, and differentiation resulting in an individualized intervention ● Initiates Tier 3 meeting when child is not making expected growth at Tier 2

Instructional Coach	<ul style="list-style-type: none"> ● Facilitate grade-level meetings to support teachers in strong Tier 1 instruction ● Help support teachers in designing classroom interventions. ● Organize and analyze any tier 1 academic data for use by the grade-level and problem-solving teams ● Assist with on-site PD 	<ul style="list-style-type: none"> ● Offers support of classroom teacher to continue tier one booster/intervention ● Continues to support fidelity of implementation of core instruction ● Informs Tier 2/3 strategies with the staff member providing support
Parent or Guardian	<ul style="list-style-type: none"> ● Teacher partners with the parent to provide information about core instruction and any needed interventions. 	<ul style="list-style-type: none"> ● Parent has awareness of Tier II intervention, receives regular updates regarding progress, and knows how to reinforce concepts at home ● If moving to Tier III, parent will be invited to plan with the team ● Parent is informed of progress bi-weekly
Related Staff	<p>Staff members with content knowledge expertise related to the area of focus may be helpful at any level (i.e. EL for language acquisition, social worker, coach, SEL staff for behavior, speech and language pathologist, occupational therapist, physical therapist, etc.)</p>	

What is Response to Intervention?

Response to Intervention (RtI) processes focus on students who are struggling and provide a vehicle for data-based decision making to strengthen their performances before problems increase in intensity. RtI refers to the practice of providing effective instruction and intervention across three tiers. Assessment, progress monitoring, and data-driven decision making are components of successful RtI implementation.

What are the Tiers?

Tier 1 is core instruction in the regular classroom and generally supports 85% of the student population. All students' receive effective, differentiated instruction provided by a classroom teacher using evidence-based core curriculum and positive behavioral management strategies. During Tier I, the teacher identifies students who may need additional support using key indicators (difficulty mastering content, absenteeism, behavioral problems, signs of disengagement, etc.). Students with at-risk factors may be given in-class boosters or short term intervention as a supplement to core instruction. If these typical supports are unsuccessful, the teacher asks the RtI team to review what additional support might help bring the child to acceptable levels of proficiency.

Tier 2 is a short-term support for students identified as not responding to Tier I and generally meets the needs of 10-15% of the student population. Tier 2 typically. This may involve academic pull-out support, one-on-one counseling, a behavioral contract, etc. Parents will be included when a child is referred for Tier 2 and progress monitoring occurs regularly. Students who respond well to Tier 2 support are returned to Tier 1. Students who do not respond to the Tier 2 supports are reviewed for Tier 3.

Tier 3 involves the application of intensive, daily, individualized, evidence-based interventions which are designed to increase the rate of student progress. A small percentage of students, approximately 1-5% of the student population, will need this level of support. Good progress after Tier 3 support results in the student being returned to Tier 1 or Tier 2. Slow progress results in the student continuing in Tier 3. No or minimal progress over time may result in the student being referred for special education evaluation.

What are the RtI Processes and Procedures in District 109?

Core Instruction

Tier I Core Literacy Instruction

The core of District 109's literacy programming for students in grades K-5 are the Units of Study for Teaching Reading and Writing. This curriculum follows what research has found to be best practice in literacy instruction. Reading and Writing workshop nurtures literacy motivation by integrating choice and collaboration into literacy tasks; provides students with opportunities to engage with texts across a wide range of genres; allows students to develop their literacy skills with appropriately leveled texts; balances teacher and student-led discussions; and promotes literacy independence by providing time to self-selected reading and writing. This instructional model also allows teachers to meet the needs of more students due to the differentiation that occurs throughout workshop.

In grades 6-8, students move through thematic units of study that are underpinned by a series of essential questions. Throughout each unit, students will read poetry, short stories, and extended pieces of text to develop their competency with skills, such as determining the author's purpose, tracing the development of the central idea, explaining the effect of perspective, and analyzing word choice to determine word meaning and explain the impact of specific word choices. To complement this work, students work to produce a variety of argumentative, informative, and narrative pieces of writing that demonstrate their ability to develop clear and coherent writing and showcase their command of the conventions of standard English grammar and usage. To improve their speaking and listening skills, students will regularly engage in collaborative conversations in which they will share their ideas and opinions surrounding each unit's essential question and respectfully disagree when their thoughts differ from another's. Digital literacy competency will be built using online resources throughout the year as they collaborate with one another through various mediums. In the summer of 2019, middle school English-Language Arts teams explored Units of Study writing and will be piloting a unit in 2019-2020.

Literacy Programming:

- Units of Study Reading Workshop
- Units of Study Writing Workshop
- Units of Study for Teaching Phonics
- Foundations
- Heggerty Phonemic Awareness Curriculum
- Words Their Way
- Dolch Sight Word Instruction

Tier I Core Mathematics Instruction

District 109 uses the *Big Ideas Math* program for core instruction in kindergarten through Algebra. This curriculum balances conceptual understanding with procedural fluency, as research shows that students benefit from discovery learning, as well as scaffolded instruction. Explorations offer students an opportunity to question, explain, and persevere as they seek to solve problems that encourage abstract thought. The mini-lessons then give students the opportunity to develop procedural fluency and to use clear, precise mathematical language. Teachers facilitate class discussion, lead number talks, organize flexible groups, provide hands-on tasks, and monitor growth.

In addition to *Big Ideas Math*, K-5 classrooms are supplemented with Math in Practice, a standards-based, professional learning resource. This text identifies the core concepts of math content and best-practice teaching, while helping teams unpack essential teaching strategies. *Mindset Mathematics* is also used in grades 3-5 (more grades being developed). This is a collection of low floor, high ceiling tasks centered around the core concepts of mathematics at each grade level.

The instructional model of K-5 math classrooms is generally as follows:

- Launch, Investigation, Dig-In: A discovery exploration or task that encourages conceptual thinking about the mathematical skill or concept.
- Mini-Lesson: The teacher provides instruction, modeling, and demonstration on specific mathematical skill or concept.
- Math Workshop: Teacher meets with groups of students for small group instruction. Other students are working on engaging activities that are mathematically purposeful, still targeting the skill or concept, but designed at their independent level.
- Daily Closing: Assessment, reflection or closure to solidify student learning and/or provide the teacher with an opportunity to gather information to plan the next steps.

Math Programming:

- Big Ideas Mathematics
- Math in Practice
- Mathematical Mindsets

Tier I Social-Emotional Learning

The core of social-emotional learning is creating a supportive and responsive school environment. In addition, 109 is a *Leader in Me* and *LEAD* district. *Leader in Me* and *LEAD* are a whole-school transformation model and process developed in partnership with educators that empowers students with the leadership and life skills they need to thrive in the 21st century. It is based on principles and practices of personal, interpersonal and organizational effectiveness, and upon the powerful premise that every child possesses unique strengths and has the ability to be a leader.

Leader in Me helps students learn how to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life. The process helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond.

Second Step, also approved by The Collaborative for Academic, Social and Emotional Learning (CASEL), is a supplementary resource available in both the elementary and middle schools. The *Botvin LifeSkills Training* program is a prevention program used in the intermediate and middle grades. The *Zones of Regulation*, a systematic, cognitive behavioral approach, may also be used to teach self-regulation. *Social Thinking*, a curriculum that focuses on helping students observe and

think about their own and others' thoughts and feelings, is also available as a resource.

SEL Programming:

- Leader in Me/LEAD
- Second Step
- Botvin LifeSkills Training
- Zones of Regulation
- Social Thinking

Tier I Universal Screeners

Students in grades K-8 will be universally screened two to three times per year. Assessments are designed to measure critical skills shown to be strong indicators of student learning and performance. Screening results provide a benchmark against local and national criteria, and are one source of information to gauge a child's level of proficiency.

Literacy

- Measures of Academic Progress (MAP)
- Fountas and Pinnell Baseline Assessment System
- Grade-Level Standards
- Illinois Assessment of Readiness

Math

- Measures of Academic Progress (MAP)
- Big Ideas Mathematics Unit Assessments
- Grade-Level Standards
- Illinois Assessment of Readiness

Social-Emotional Learning

- Panorama SEL Screener (given fall and winter)
- Attendance (absences and tardies)
- Office Discipline Referrals

Benchmarking from the Universal Screeners

The problem-solving team will review data from the Universal Screeners. The following data points will prompt the problem-solving team to triangulate data and determine whether a child may benefit from tiered supports:

- Students who are below the 40th percentile on Measures of Academic Progress (MAP)
- Students who did not meet grade-level standards on the Illinois Assessment of Readiness
- Students who are receiving 2's (progressing) in three or more areas on the progress report
- Students who fall below the 95% threshold for attendance or who have more than 8 absences
- Students who are identified as "at-risk" in any domain on the fall or winter SEL screener
- Students who have 3 or more office referrals resulting in a call home and/or school consequence

Tiers of Intervention

Tier I Intervention

The following criteria should be met prior to initiating a referral to the problem-solving (RtI) team.

- The student receives Tier 1 instruction with fidelity.
 - *With fidelity means that the instruction was given as intended by the developer (time allotted, frequency, instructional method, correct materials, etc).
- The student participated regularly in a classroom intervention implemented with fidelity for approximately six weeks and was progress monitored at least weekly.
- The student's parents are made aware of the concern, and have been engaged in the support process occurring at the classroom level.

In rare cases a student may be brought directly to the RtI team. Examples include:

- A student moved into the district and is displaying significant needs.
- A student is in frequent or constant emotional, mental health, or behavioral crisis that results in injury to self or others.
- The student is being considered for an evaluation that would not lead to eligibility for a specific learning disability (e.g. considering other health impairment).

PST Team Referral/Consideration of Tier II

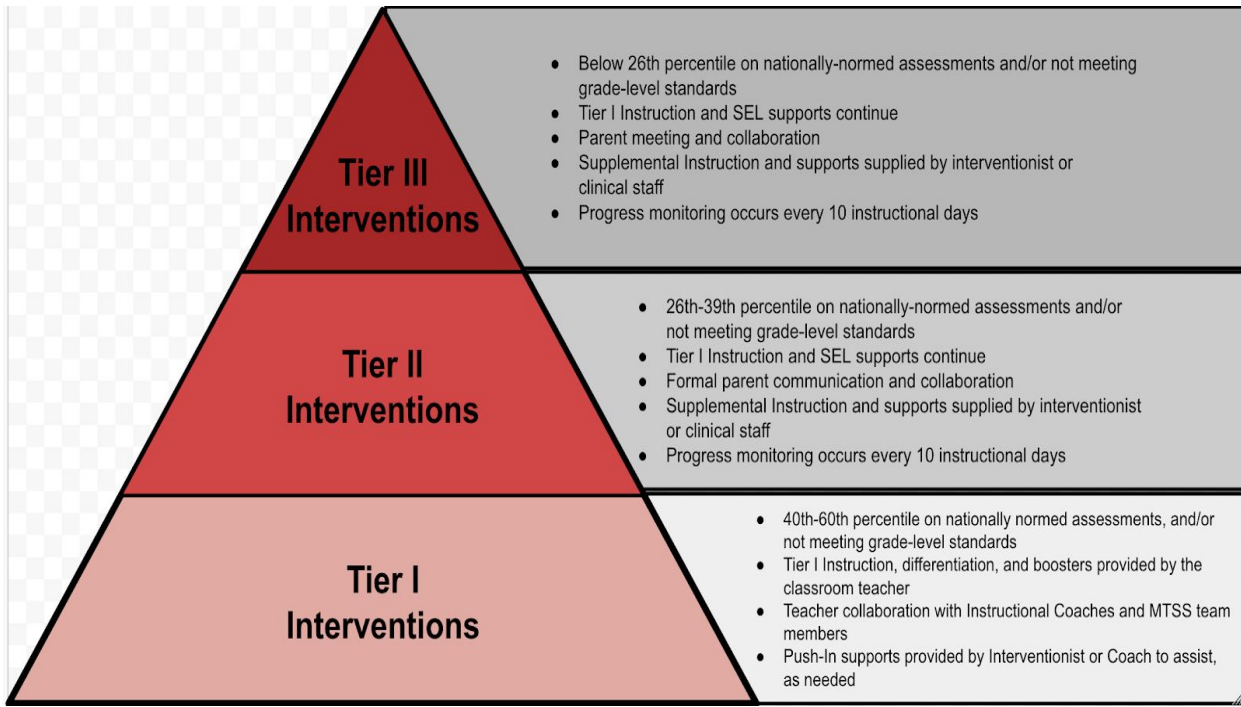
To submit a referral to the PST Team, a district form will be used by the teacher. The team will respond by doing the following:

- Review the students' data, to include the progress monitoring data collected by the classroom teacher prior to the referral.
- Brainstorm ideas for support based on the problem that has been presented.
- If recommendation is for the child to continue in Tier I with a revised support, team will assign someone to communicate with/assist classroom teacher.
- If recommendation is for the child to bump to a Tier II support, team will determine recommended logistics (who, when, where, how often, monitoring protocols).
- Appoint a member of the team to contact the family to discuss the plan and gain permission for the Tier II support to commence.

RtI Team Recommends Problem-Solving Meeting/Consideration of Tier III

When a child is not making the expected progress in Tier II, the team may recommend the need for consideration of a more intensive Tier III support. In these few cases, the team will:

- Invite the parents to a meeting to collaborate around next steps.
- If a more intensive, daily intervention is needed, the team will document the individualized intervention plan.
- When in Tier III, follow-up meetings should occur every 6-8 weeks.



Tiered Literacy Supports

Tier I Intervention	Tier II Intervention	Tier III Intervention
Increased frequency of individual and/or small-group instruction using District 109's core instructional programming.	<p>Additional Small-Group Word Study</p> <p>Additional Guided Reading Group (core group continues too)</p> <p>Additional skill-specific writing support</p> <p>Read Naturally</p> <p>Corrective Reading</p> <p>Foundations</p>	<p>Wilson Reading System</p> <p>Read Naturally</p> <p>Foundations</p> <p>Leveled Literacy Intervention</p> <p>Many Tier III Interventions will be specific to the individual student and are determined based on the progress monitoring data collected from the Tier I and Tier II Interventions.</p>

Tiered Math Supports

Tier I Intervention	Tier II Intervention	Tier III Intervention
Increased frequency of individual and/or small-group instruction using District 109's core instructional programming, <i>Big Ideas Math</i> .	Additional skill/strategy specific small group provided two to three times per week using <i>Big Ideas Math</i> RtI tools.	Skill/strategy specific small group provided daily using <i>Big Ideas Math</i> RtI tools.

Tiered Social-Emotional Learning Supports

Tier I Intervention	Tier II Intervention	Tier III Intervention
<p>Increase and/or differentiation of current instructional SEL curriculum.</p> <p>Individualized Zones of Regulation chart and practice</p> <p>Crisis Prevention Intervention</p> <p>De-escalation strategies</p> <p>Student/Teacher Monitoring and Incentive Tool using 4:1 Positives to Correctives</p> <p>Peer Buddy and/ or Facilitated Recess</p> <p>Differentiated Movement Breaks</p> <p>Positive Behavior Expectations and Incentive Plan</p>	<p>Check In/ Check Out</p> <p>Individualized De-escalation Plan</p> <p>OT Movement Break Plan</p> <p>Second Step Small Group Instruction</p> <p>Zones of Regulation Small Group Instruction</p> <p>Rush Executive Functioning Curriculum Direct Instruction</p> <p>Social Thinking Small Group Instruction</p>	<p>More Intensive Small Group or 1:1 Instruction</p> <p>Many Tier III Interventions will be specific to the individual student and are determined based on the progress monitoring data collected from the Tier I and Tier II Interventions.</p>

Progress Monitoring Protocols

FastBridge Learning

What is expected?

Benchmarking and progress monitoring for all students receiving services in their academic goal area(s). At a minimum, expect to do the following:

1. Collect at grade level baseline data **three times per year** (fall, winter, and spring). In 2019-2020, the benchmarking windows begin September 9 (fall), January 13 (winter), and May 11 (spring)
2. Progress monitor students at their instructional level **bi-weekly**. Most of our students will be able to access the grade level assessment. For those students who are more discrepant, use another standardized measure (MAP, F&P, etc.) to find the child's instructional and then progress monitor at one year above the instructional level. This ensures that we are setting ambitious, yet attainable goals. For example, a 5th grade student who is F&P'd at a 2nd grade instructional level may be progress monitored bi-weekly using the 3rd grade assessment. If/when a child graduates a level, move them up.

What FastBridge assessments are we using for progress monitoring?

ELA

Early Reading (K)
CBM Reading (1-8)
AutoReading (2-5)
Optional - Comp Efficiency (2-8)

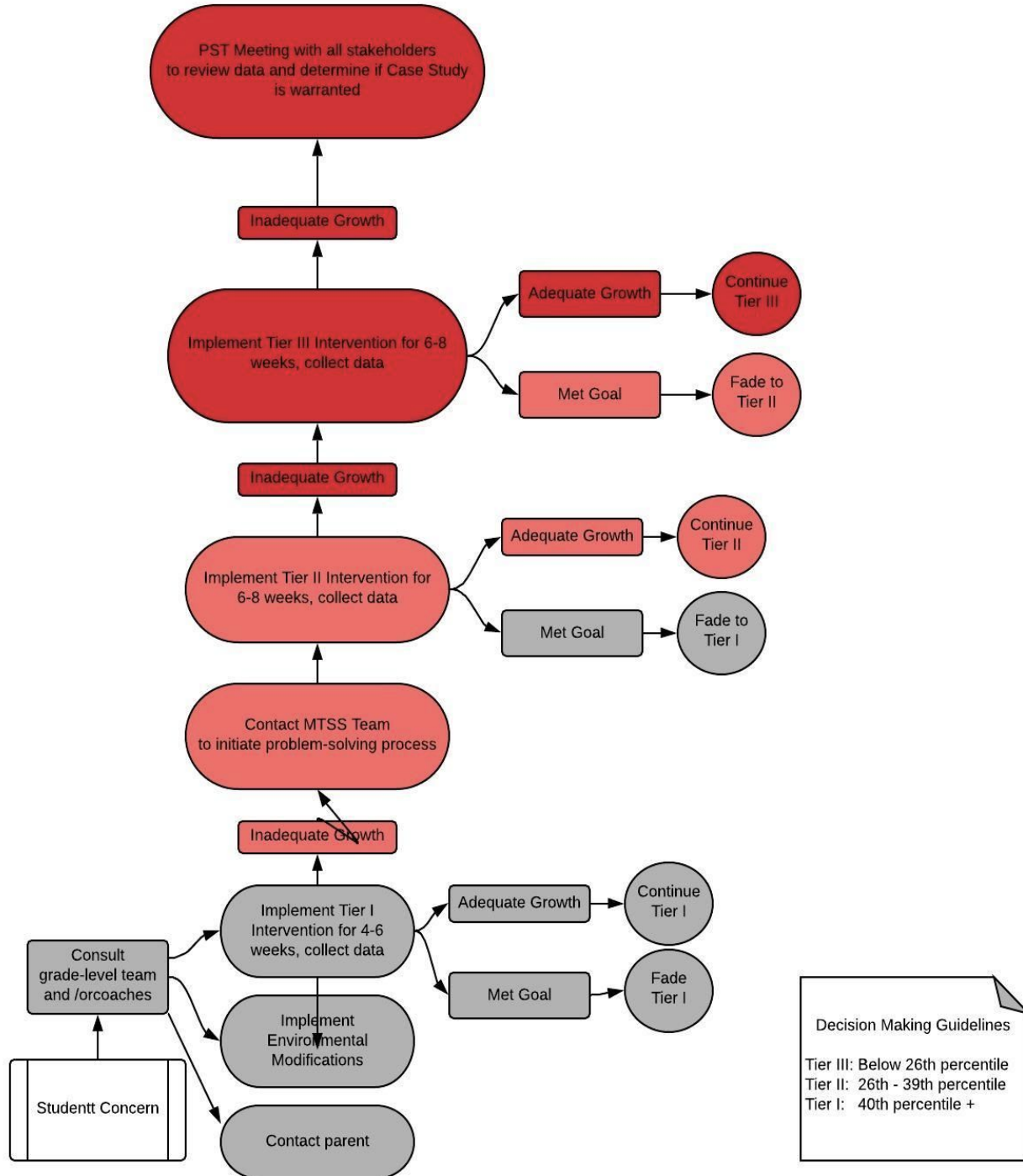
Math

Numeral Identification (K)
Early Math (K-1)
Automaticity (1-3)
MCAP (1-8)

What accommodations can be provided? FastBridge does not provide accommodations, but does allow certain ones for students on Individual Education Plans. Note that the tests were normed without accommodations; therefore, the student's score will be compared to norms and benchmarks that do not take the accommodation into account. The allowable accommodations, if written into an IEP, are as follows:

- Text Magnification
- Sound Amplification
- Extra Breaks
- Preferential Seating and Use of Quiet Space
- Proxy Responses
- Extended Time (for aReading, aMath, and the untimed portions of CBMMath, earlyReading and earlyMath only)
- Students with different needs or abilities may take the computer-based assessments on a tablet-type device to facilitate screen optimization.
- Calculators are not generally allowed on any assessment unless the student is on an IEP with this accommodation. They should not use a calculator for any reason on the CBM Math- Automaticity.
- Pencil and Paper can be used to help work out the math problems except for on the CBM Math-Automaticity assessment.

Initiating RtII and Progressing through the Tiers



Decision Making Guidelines
 Tier III: Below 26th percentile
 Tier II: 26th - 39th percentile
 Tier I: 40th percentile +