Hawthorne Elementary MTSS Handbook

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MTSS Defined:

MTSS stands for **Multi-Tiered Systems of Support**. At Hawthorne Elementary MTSS is a school-wide framework that includes universal screening of all students, multiple tiers of instruction and intervention, ongoing assessment and progress monitoring, and systematic collaboration and problem solving. The framework is typically used for literacy, math, or positive behavior supports. MTSS promotes a well-integrated system, connecting general, gifted, and special education with intervention and enrichment services. MTSS provides high-quality, standards-based instruction and intervention that is matched to students' academic, social, and behavioral needs. Additionally, the MTSS framework at Hawthorne utilizes a trauma-informed approach that allows for empathetic staff response and interventions that take into account significant life experiences of children and family systems.
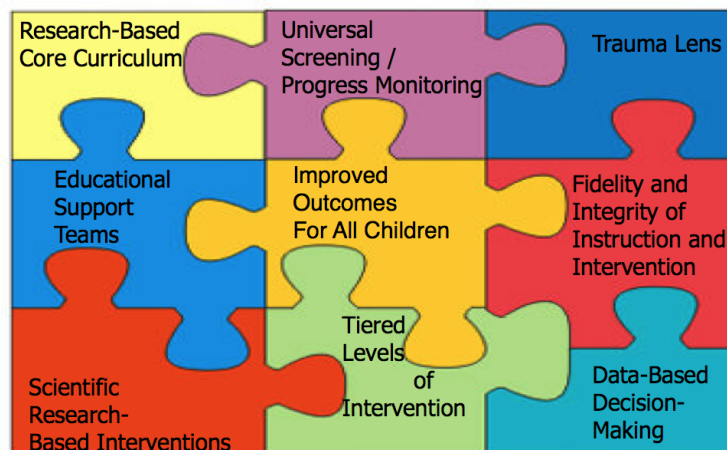
Key Principles of MTSS
- Intervene early
- Use a multi-tiered model of service delivery
- Match instruction to the learners' needs
- Use progress-monitoring data to change instruction within each tier
- Use research-based interventions and instruction
- Monitor student progress frequently
- Employ practices to ensure that interventions are implemented consistently and correctly
- Document and encourage parental involvement in all steps of the process

Potential Benefits of MTSS
- Improves education for ALL students
- Eliminates the "wait to fail" situation that prevents at-risk students from receiving services earlier rather than later
- Provides instructionally relevant, easily understood information through progress-monitoring techniques
- Allows us to know what works NOW to improve students' skills
- Encourages collaboration among educators, families, and community-members

The Goal of MTSS is to Provide Coordinated Supports for All Students

Research-Based Core Curriculum

Universal Screening / Progress Monitoring

Trauma Lens

Educational Support Teams

Improved Outcomes For All Children

Fidelity and Integrity of Instruction and Intervention

Scientific Research-Based Interventions

Tiered Levels of Intervention

Data-Based Decision-Making

Professional Learning Communities (PLC's) Defined:

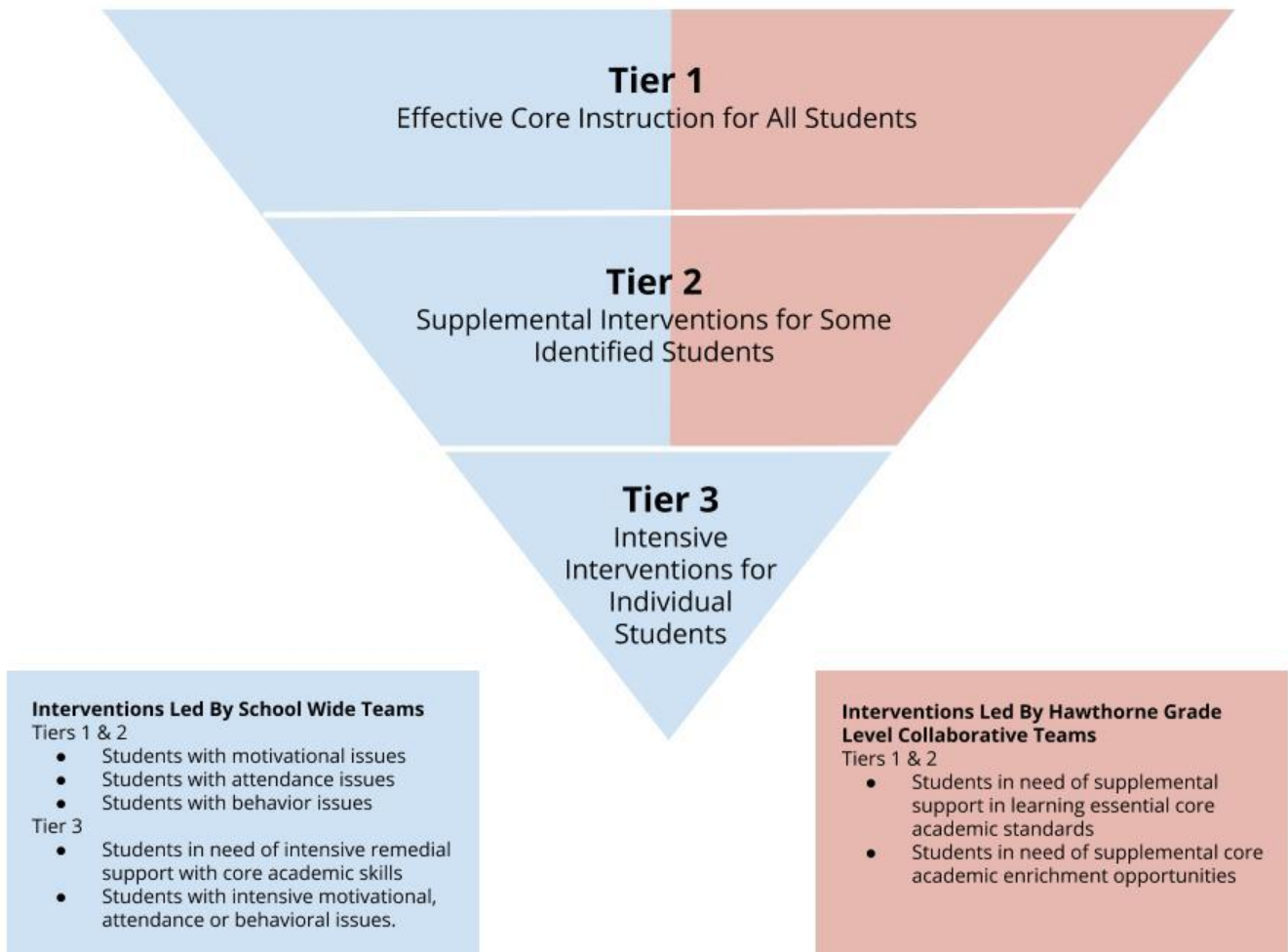Hawthorne uses the professional learning community model. PLC's are formally defined as an *ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve*. (http://www.allthingsplc.info/about) A key component of a school functioning as a PLC is grade level teams of teachers meeting on a regular basis to ask and answer the following questions in recurring cycles of planning, instruction, and assessment:

Question #4
What will we do if they already know it?
(extended learning)

Question #1
What do we want students to learn?
(essential standards)

Hawthorne Elementary
4 Essential PLC Questions

Celebrating Children, Lifelong Learning, and the Arts!

Question #3
What will we do if they don't learn?
(systematic interventions)

Question #2
How will we know if they have learned?
(team-developed common assessments)

Tiered Model:

Tiered instruction and supports are the foundation of MTSS. Assessment data and collaborative problem solving are used to target students for instruction and/or behavioral supports across all tiers. Frequency and intensity of interventions increase as students move from Tier 1 to Tier 2, and from Tier 2 to Tier 3.

Tier 1
Effective Core Instruction for All Students

Tier 2
Supplemental Interventions for Some Identified Students

Tier 3
Intensive Interventions for Individual Students

Interventions Led By School Wide Teams
Tiers 1 & 2
- Students with motivational issues
- Students with attendance issues
- Students with behavior issues

Tier 3
- Students in need of intensive remedial support with core academic skills
- Students with intensive motivational, attendance or behavioral issues.

Interventions Led By Hawthorne Grade Level Collaborative Teams
Tiers 1 & 2
- Students in need of supplemental support in learning essential core academic standards
- Students in need of supplemental core academic enrichment opportunities
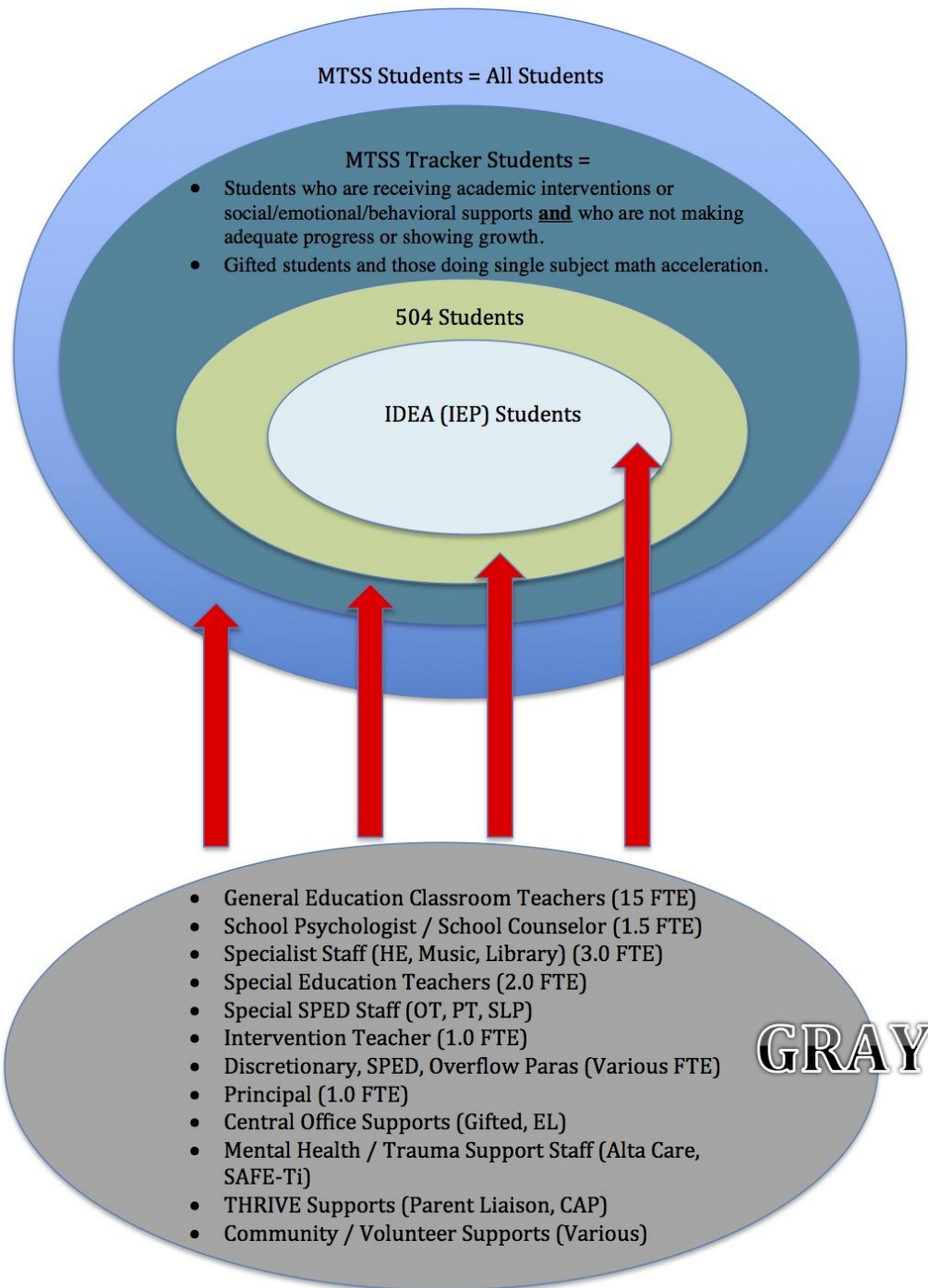
Intervention Trackers - Documentation:

Student "Trackers" provide a consistent framework to document MTSS interventions, services, and supports that a student has received in order to make informed, data-based decisions regarding future educational supports, assessments, and placements. Trackers are used to communicate educational supports and history with parents and relevant support staff. Trackers help to document the need for individualized assessment, accommodations, and/or specialized instruction. *Hawthorne Tracker Template*

Student Supports:

Hawthorne's MTSS framework is designed to meet the needs of all students. Resources are pooled and targeted based upon student need.
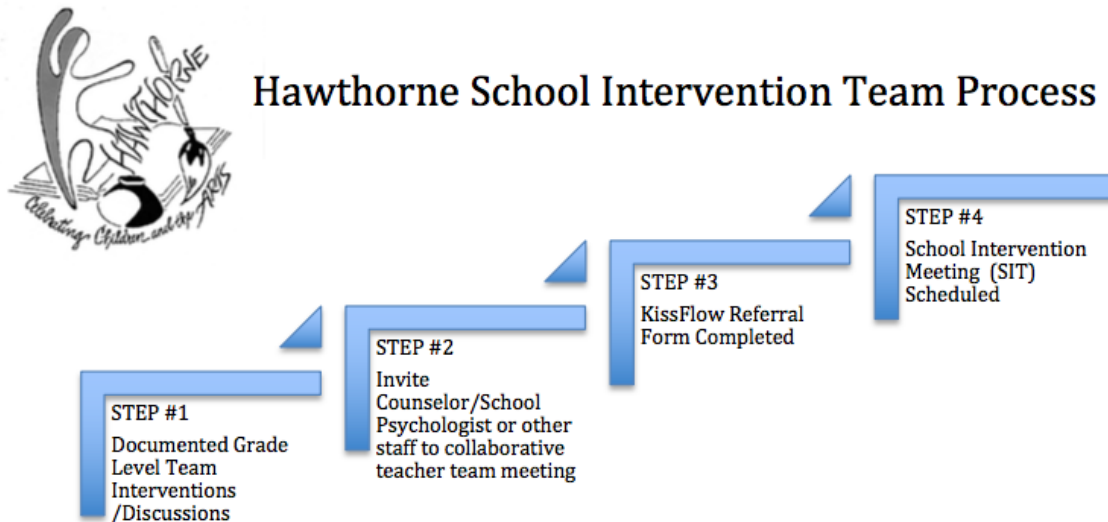
Hawthorne Elementary
Student Supports

MTSS Students = All Students

MTSS Tracker Students =
- Students who are receiving academic interventions or social/emotional/behavioral supports **and** who are not making adequate progress or showing growth.
- Gifted students and those doing single subject math acceleration.

504 Students

IDEA (IEP) Students

- General Education Classroom Teachers (15 FTE)
- School Psychologist / School Counselor (1.5 FTE)
- Specialist Staff (HE, Music, Library) (3.0 FTE)
- Special Education Teachers (2.0 FTE)
- Special SPED Staff (OT, PT, SLP)
- Intervention Teacher (1.0 FTE)
- Discretionary, SPED, Overflow Paras (Various FTE)
- Principal (1.0 FTE)
- Central Office Supports (Gifted, EL)
- Mental Health / Trauma Support Staff (Alta Care, SAFE-Ti)
- THRIVE Supports (Parent Liaison, CAP)
- Community / Volunteer Supports (Various)

GRAY

MTSS School Intervention Team Meetings (SIT) Referral Process:

The diagram below outlines the formal MTSS process at Hawthorne. The process begins at the collaborative teacher team level; designing, implementing, and documenting interventions.

Hawthorne School Intervention Team Process

STEP #1
Documented Grade Level Team Interventions /Discussions

STEP #2
Invite Counselor/School Psychologist or other staff to collaborative teacher team meeting

STEP #3
KissFlow Referral Form Completed

STEP #4
School Intervention Meeting (SIT) Scheduled

STEP #1 "Work the Collaborative Process"
- Grade level collaborative teams implements and documents interventions for student
- Intervention groups/notes documented in grade level trackers and collaborative team documentation
- Consult with previous teacher/s
- Conduct file review

STEP #2 "Problem Solving"
- Invite School Psychologist, Counselor, or other appropriate staff to grade level collaborative team meeting
- Share documented interventions and scope of concerns
- Adjust interventions and/or move to referral form

STEP #3 "Formal Referral"
- Complete KissFlow Referral Form Online

STEP #4 "Formal Meeting"
- Principal will share routed referral form with School Psychologist
- School Psychologist will schedule monthly meeting on Friday calendar
- School Psychologist will invite appropriate school staff
- Classroom Teacher will invite parent to meeting if applicable

Trauma-Informed Student Intervention Team (SIT) Sample Meeting Agenda:

- ❖ Introductions

Student Skills and Strengths
- ❖ Teacher perspective
- ❖ Parent perspective

Student Concerns/Needs
- ❖ Teacher perspective
- ❖ Parent perspective

Accommodations and Interventions
- ❖ Accommodations and modifications that have been implemented
- ❖ Current intervention plan and results
- ❖ Effective approaches attempted at home/school
- ❖ Ineffective approaches attempted at home/school
- ❖ Goals for improvement

Team Plan:
1. Questions and clarification from team to teacher and/or parent
2. Determine new plan for accommodations or interventions
3. Data collection or assessment plan
4. Roles and responsibilities
5. Implications for specialists
6. Follow-up meeting

School Teams That Support MTSS Framework:
1. K-5 Grade Level Collaborative Teacher Teams
   a. Grade-level teams convene for two 45-minute meetings per week
   b. Collaborative meetings with intervention staff are held every three weeks with each grade level team
2. SPED/MTSS Team Meeting
   a. Members include: SPED staff, intervention teacher, school counselor, school psychologist, and principal
   b. Meets for one hour every Monday
3. Social/Emotional/Behavioral Team
   a. Members include: principal, Thrive parent Liaison, school psychologist, counselor
   b. Meets weekly (Friday or Monday afternoons)
4. School Leadership Team
   a. Members include: principal, grade level reps. K-5, SPED rep., specialist Rep., classified Rep.
   b. Meets monthly for one hour (Wednesday after school)
5. School Intervention Team (SIT)
   a. Members include: principal, school psychologist, classroom teacher, parents, support staff
   b. Meet as needed; Scheduled on Fridays

Pathways:

Hawthorne K-5 MATH PATHWAY			
	Collaborative Teacher Teams		**School Wide Teams**
	Tier 1 CORE Instruction	**Tier 2 Supplemental Instruction**	**Tier 3 Intensive Instruction**
Instructional Resources	[Bridges In Mathematics](#)	Bridges In Mathematics Core Materials Bridges Intervention Materials Teacher Created Materials Continental Math (Enrichment)	Bridges Intervention Materials Teacher Created Materials Connecting Math Concepts
Instructional Model / Delivery	[K-5 Math Workshop Model - Best Practices](#)	Small Group - Individual Pre-Teaching, Re-Teaching Push-In or Pull-Out MTSS Resources Enrichment/Compacting	Small Group - Individual Pre-Teaching, Re-Teaching Push-In or Pull-Out MTSS Resources Single Subject Grade Acceleration
Benchmark Assessment/s	K-1, STAR Early Literacy/Numeracy 1-5, STAR Math 3X Per Year (Sept. , Jan., May)	Same	Same + In Program Assessments
Progress Monitoring Tool/s	STAR Early Literacy/Numeracy Progress Monitoring (K-1) STAR Math Progress Monitoring (1-5) Bridges In Mathematics Pre and Post Unit Assessments Bridges in Mathematics Check-Points	Same	Same + In Program Assessments
Diagnostic Tool/s	STAR Early Literacy/Numeracy Progress Monitoring (K-1) STAR Math Progress Monitoring (1-5) Bridges In Mathematics Pre and Post Unit Assessments Bridges in Mathematics Check-Points	Same	Same + In Program Assessments + Woodcock Johnson

Cut Scores	STAR Early Literacy/Numeracy

STAR Early Literacy/Numeracy

Grade	🟥 Urgent Intervention	🟧 Intervention	🟦 On Watch	🟩 At Benchmark	🟩 Above Benchmark
Kindergarten	Below 20 PR	20 - 39 PR	40 - 59 PR	60 - 64 PR	At/Above 65 PR
Grade 1	Below 25 PR	25 - 39 PR	40 - 59 PR	60 - 64 PR	At/Above 65 PR
Grade 2	Below 10 PR	10 - 24 PR	25 - 39 PR	40 - 49 PR	At/Above 50 PR
Grade 3	Below 10 PR	10 - 24 PR	25 - 39 PR	40 - 49 PR	At/Above 50 PR

STAR Math

Grade	🟥 Urgent Intervention	🟧 Intervention	🟦 On Watch	🟩 At Benchmark	🟩 Above Benchmark
All Grades	Below 10 PR	10 - 39 PR	40 - 59 PR	60 - 89 PR	At/Above 90 PR

K-5 ELA PATHWAY

K-2 Pathway CLICK HERE
3-5 Pathway Under Construction
PK-5 ELA Website - "The Science of Reading"

K-5 Social/Emotional/Behavioral PATHWAY

	Collaborative Teacher Teams		School Wide Teams
	Tier 1 CORE Instruction	**Tier 2 Supplemental Instruction**	**Tier 3 Intensive Instruction**
Instructional Resources	CLICK HERE	CLICK HERE	CLICK HERE
Instructional Model / Delivery	School Climate Checklist	Counseling Groups Social Skills Groups Sensory Group Check-In, Check-Out Safe Person Program	Same
Benchmark Assessment/s	Characteristics of a Successful Learner Tiered Behavioral Framework	Same	Same

Progress Monitoring Tool/s	Tiered Behavioral Framework Olweus Survey (3-5)	Same	Same + Individual Behavior Plans Individual Treatment Plans
Diagnostic Tool/s	Characteristics of a Successful Learner	Lagging Skills Checklist	FBA SPED Behavioral Checklists (BASC, Conners)
Cut Scores	N/A School Wide Teams Determine Supports Necessary On Student-By-Student Basis		

Gifted Education Pathway

Parent Engagement:
There are many opportunities throughout the school year for families and teachers to communicate and share information. Bozeman School District staff value the vital role of families in students' learning and encourage communication with teachers. This ongoing dialogue is critical to promote and sustain optimal growth for each child. Listed below are the scheduled events and specific purpose of each activity. In addition, school newsletters, classroom newsletters, phone calls, emails, and school/classroom websites are ongoing communication tools used throughout the year by teachers and parents. There are many opportunities for parents to volunteer at Hawthorne School to support our classrooms and activities.

August	September	October	January	April	June
Sneak Peek	Back To School Night	Parent/ Teacher Conference	Mid-Year Proficiency Report	Parent/ Teacher Conference	End-of-Year Report Card

Sneak Peek
This is an opportunity to meet your child's classroom teacher, drop off school supplies, and gain familiarity with the school staff.

The Start of Kindergarten
Please note that the first three days of Kindergarten are not full days. This is an important "easing-in" phase for your child and provides teachers, families, and students the opportunity to build relationships, gain familiarity with the school and classroom, as well as learn routines and procedures at the school. Please note that the structure and schedule will be shared by your individual school. Kindergarten expectations and an introduction to academic standards will be shared during the first month of school.

Open House
"Back to School Night" is specific to your school. This may be an Open House format or teachers may have grade-level presentations for sharing information and answering questions.

October Parent/Teacher Conference
The fall conference is a face-to-face opportunity to discuss student social, emotional, and academic goals. It also offers an introduction to standards and begins to build a relationship between school and families.

Mid-Year Proficiency Report
This report is a snapshot of your child's current performance in all academic content areas and characteristics of a learner.

January STAR Reports (Grades 3-5)
The math and reading reports will show the trends of scores on the STAR assessment.

April Parent/Teacher Conference
The spring conference is a face-to-face communication opportunity to share data, discuss progress, and review goals.

End-of-Year Report Card
The report card is a summary of a student's proficiency/achievement at the end of an academic year. This document is the student's grade-level permanent record.

June STAR Reports (Grades 3-5)
The math and reading reports provide a graphic display of the reading and math progress of a student across a school year. Performance at the 60th percentile on STAR is predictive of proficiency on the spring state assessment (Smarter Balanced).

Ten Guiding Questions For MTSS:

1. Is the core program sufficient?
2. If the core program is not sufficient, why isn't it?
3. How will the needs identified in the core be addressed?
4. How will the effectiveness and efficiency of the core be monitored over time?
5. Have improvements to the core been effective?
6. For which students is the core program sufficient and not sufficient and why?
7. What specific supplemental and intensive instruction is needed?
8. How will supplemental and intensive instruction be delivered?
9. How will the effectiveness of supplemental and intensive instruction be monitored?
10. Which students need to move to a different level of instruction?