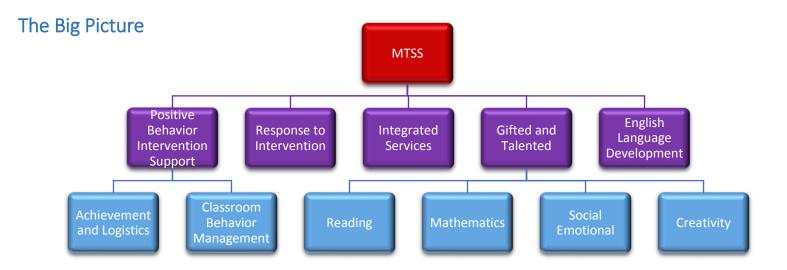
Zach Elementary MTSS Guidebook



Our Mission

The MTSS-RTI department collaborates with classroom teachers to support targeted, data-driven instruction using a dynamic, problem solving model of intervention to facilitate and prioritize next steps for student success.

Our Vision

We will provide the highest quality instruction, best practices, and interventions that will match the unique needs of individual students ensuring that all children reach their fullest potential. We will create a school wide learning community utilizing progress monitoring, evaluating outcomes and directed decision-making that will provide comprehensive academic and behavioral support to meet all student needs.

Essential Components of MTSS

- Team driven leadership
- Data-based problem solving
- Layered continuum of support
- Evidence based practices for family, school, and community partnerships

PBIS Beliefs

We the Zach students, staff, families, and community believe we share responsibility to...

- build healthy relationships
- teach, learn, and model healthy behaviors
- seek resources to engage in collaborative problem solving
- respond to academic and behavior needs with compassion, urgency, and importance
- promote physical and emotional safety

My student is struggling with academic achievement. What should I do?

Tier One

Once a studer on your rada academic concerns:

Re-teach/Rev Tier 1 instruction scaffolding and differentiation

Share your cowith your PLC with your PLC into the watchlist the server

Decide on tie Once a student is "on your radar" for

- ☐ Re-teach/Revisit Tier 1 instruction with
- Share your concern
- Enter the student into the watchlist on
- Decide on tier one approaches to try for the next 6 weeks
- Progress monitor the student's progress once every week for six weeks. If concern has not resolved, begin Tier 2 process

Optional: Notetaker, parent contact

Tier Two

- **Elevated concern?** Time to raise the student to the TOP 5:
 - Your PLC determines
 - create a Notetaker for
 - To access school-wide
 - Homeroom teacher
 - Progress monitor for

Tier Three

Critical concern-more information is needed to problem-solve.

- Ensure progress monitoring has been specific and frequentonce a week at least. Progress monitor at the instructional level.
- Update the Notetaker often with new communciation, new approaches and next steps.
- Work closely with MTSS Coordinator and PLC to reevaluate the TLO and continue to initiate new intervention cycles.
- Homeroom teacher will update parents by phone or in person. Send tier three intervention letter home promptly.
- RTI committee rep should present notetaker at a Friday Case Study meeting.
- If a GAP analysis shows a significant gap of (>2), consider a formal referral process to integrated services.

My student is struggling with classroom-managed behavior*. What should I do?

Tier Two

Tier Three

Tier One

Once a student is "on your radar" for behvior concerns:

■ Re-teach/Revisit Tier 1 whole-class behavior expectations and teachtos.

Then...

Share your concern with your PLC. Use replacement behavior worksheet to guide discussion (optional)

and/or

Decide on tier one approaches to try and set a date to revisit.

and/or

Evaluate effectiveness of approach and revisit with PLC. If behavior has not resolved begin Tier 2 process.

Optional: Watchlist, TBO Notetaker, Parent Contact *If 504 is in place, consult 504 coordinator.

Behavior has not resolved or has increased:

- ☐ Consult with PBIS gradelevel rep to create TBO. Use Tier Two Toolkit as a
- Enter the child onto the watchlist and create a notetaker (required).
- ☐ Homeroom teacher will contact parents to share concern, plan and process (required).

Then...

PBIS rep coordinates with PBIS committee to conduct observation, ABC and FBA tools.

and/or

Progress monitor for oneto-three weeks, reevaluate and if needed, initiate a new intervention cycle.

and/or

Present notetaker to PBIS committee.

Replacement behaviors are not yet successful

- ☐ Ensure that behavior progress monitoring has been specific, frequent and per TBO. Progress monitoring is within child's ability and is socially valid.
- ☐ Update the Notetaker often with new communciation, new approaches and next steps.
- Work closely with PBIS Committee and PLC to reevaluate the TBO and continue to initiate replacement behaviors.
- ☐ Homeroom teacher or area of concern teacher updates parents by phone or in person. Optional: Have a co-caller present as support.
- □ PBIS rep presents notetaker, TBO for case study at PBIS meeting.

and/or

District consulation should be accessed if possible.

In some cases:

Behavior is now considered unsafe, defiant, and/or willfully disobedient. Teacher follows major discipline referral process for "repeated minors".

^{*}Office Managed behavior issues (i.e. major office referrals) follow a separate process.

360° of Problem Solving:

The problem-solving process embodies the belief that Data Based Problem "all kids are our kids". In the Top 5 Stakeholders Solving/Decision Making meeting, all services, departments, and advisors • TLO • Instruction/ discuss students to ensure the best Interventions Parent Communication approaches are identified, utilized, and Families School and Shared Leadership Community supported. • RTI Team • Two-way Watchlist communication • Kid Talk **Problem** Partnership Notetaker Resources Solving

Evidence Based

Instruction and

Targeted Assessments

Assessment

Advisorv

Resources

Layered Continuum

of Suppports

Interventions

TLO Updates

Observations/FBA

Concerns for students with a current IEP

IEPs are protected information on a need-to-know basis. IEP If it IS an area on IEP information is not shared at an RIT meeting. Instead the following *Review current growth/unit of measurement for progress monitoring. process applies: Establish new specific, explicit teaching strategies Teacher reviews Teacher sets up IS Case Manager student's snapshot to see if there are already goals in this meeting with Students' Case Manager. If it is area NOT on the IEP or function of area on IEP: *Go to MTSS coordinator to write a TLO.

Referral Timeline from MTSS to Integrated Services



Case Study and Tier 3 interventions

☐ Communication flows from homeroom teacher and MTSS to parents to partner and problem solve.

Two Tier 3 TLO intervention cycles

- ☐ Concerns shared at MTSS Friday shareout
- ☐ Progress monitoring

MTSS Referral for Evaulation to Integrated Services

- ☐ Referral letter completed by MTSS team and Homeroom teacher is presented to Integrated Services.
- ☐ Parents are notified by MTSS that the referral has been made
- ☐ Tier 3 interventions continue.

Integrated Services Response to Referral for Evaluation

- ☐ Communication about referral comes from Integrated Services
- ☐ Integrated Services team accepts or rejects referral as soon as possible

▶ If the referral is accepted, evaluation process begins with parental consent to evaluate.

▶ If the referral is rejected, the IS team provides <u>Prior Written Notice of Special Education Action</u> stating and explaining the decision.

Then, the IS team, MTSS team, and parents work together to establish next steps.

Parent Referral for Evaluation

A parent may make a direct written request for special education assessment at any time. When this occurs, the process moves directly to the Integrated Services Response step.

Common Understandings about the MTSS-IS process

- Parents and teachers collaborate throughout this process to develop goals and support learning.
- The MTSS team is made up of the homeroom teacher, grade level team, specials team, English Language Development team, Gifted and Talented coordinator, integrated services advisors, administration, and parents.
- The MTSS Process is the primary academic and behavior system for supporting struggling students.
- This system provides targeted and intensive interventions tied to the area of difficulty over time
- Throughout the MTSS process, progress monitoring and evidence is collected. Interventions are changed based on the student's response to the interventions.
- In most cases, students respond favorably to consistent, targeted intervention support. For a very small percentage, further evaluation may be needed to determine the cause of the student's difficulty.
- The decision to refer a student for further evaluation is made by the MTSS team, in partnership with the homeroom teacher, with parent input.
- Students who have been referred for further evaluation remain engaged in the MTSS process and continue to receive intervention support

When parents need more information about the MTSS-IS process:

- Plan to meet in person with at least one other staff member present
- Ideally, the second staff member would be the MTSS coordinator or administration.
- Share the timeline and common understandings

Essential MTSS Vocabulary

Accommodation: Changes in the way assignments are presented but does not alter the content of the assignment. This change should allow the student to access grade level curriculum by changing the way material is presented or the way the student expresses his or her knowledge. (i.e. enlarging text size for assignments)

Antecedent, Behavior and Consequence: [ABC] A data collection toll used during a direct observation that collects information about events occurring within a student's environment. The antecedent, "A", is the event or activity that immediately precedes a problem behavior. The "B" refers to observed behavior, and "C" refers to the consequence, or the event that immediately follows a response

Case Study: When a child continues to struggle to make progress toward an identified goal, after several attempts to change the objective, methods and intensity, the child may be brought to the MTSS committee as a case study. Here the classroom teacher and other consultants will discuss the intervention history and data. The purpose of this study is to identify additional ways to inform further instruction and intervention.

Functional Behavior Assessment: [FBA] The process to identify the purpose of specific behavior to help teams select interventions that directly address the function of the problem behavior.

Gap Analysis: A gap analysis is a series of four equations used to determine how likely a child will be able to close a performance gap over time. The first equation determines the size of the "gap" between a students' current level $98 \div 47 = 2.08$

of performance and grade level expectations at the 50th percentile (PCT).

For instance, in December 3rd grader Susie's accuracy score is 47. The 50thPCT is 98. We use gap analysis to determine the size of the difference between where she is and where she should be. **If the gap is greater than 2, it is considered significant**.

98	÷	47	=	2.08
Current Grade	T	(Student's		(Gap)
Level Score at		Current		
the 50th PCT		Score)		

19	÷	13	=	1.5
Difference between beginning of		Weeks of instruction		Points gained per week
the year and current score in December				(ROI)

Rate of Improvement: [ROI] The second equation determines a student's rate of improvement or the growth a child has made per week since the beginning of instruction. To find Susie's ROI we divide the number of point she gained between the beginning-of-the-year score (28) and her December score (47) and divide by the

number of weeks she has received instruction.

46	÷	1.5	=	30.6
How far		Current		Number
behind the		ROI		of weeks
average				needed
range				to reach
				25thPCT

A third equation uses the average of Susie's last two scores (47,53) to determine how far she falls behind the 25th percentile (grade level average).

Finally, the last equation determines how many weeks it will take Susie to reach the average (25thPCT) at her current rate of improvement.

96	-	50	=	46
Current Grade Level		Average of last two		How far behind
Score at the		grade level		average
25 th PCT		scores		range

By quantifying a child's struggle with learning, <u>this analysis is a key-determining factor in eligibility for Integrated Service support</u>. A discussion between all stakeholders should follow to determine whether the analysis leads to reasonable expectations.

Intervention: Explicit instruction designed to accelerate growth in an area of academic/behavior need. Interventions are relative to a specific, measureable goal and are based on current data, realistic implementation and include ongoing progress monitoring.

Intervention Cycle: Once a Targeted Learning Objective or Targeted Behavior Objective plan has been established, an intervention cycle begins for a period of 4-6 weeks. During this cycle the plan is followed and progress monitoring occurs at least once every 1-2 weeks. At the end of the cycle the objective is re-evaluated and adjusted.

MTSS: [Multi-Tiered System of Support] A framework of academic and behavior intervention, support and instruction. MTSS is the term used to refer to the combined approaches of RTI (Response to Intervention) and PBIS (Positive Behavior Interventions and Support).

MTSS Committee: A collaborative group of teacher representatives from each grade level, specials, gifted programs and integrated services who meet to evaluate and problem solve for students.

Administration is available for consult.

Modification: A change in the content, standards and expectations so that a student can participate. This change does alter the content of the assignment but is aligned with core subject. Expectations, instructional level and performance criteria are changed to meet the student at their instructional level. (i.e. Using a lower level text to learn about explorers when other students are reading grade level core text)

Note-taker: A document summarizing student health and family history, current levels of performance, approaches tried and identified needs. This document outlines the presentation for the Top 5 Stakeholder Share-Out and continues to capture next-steps, communication and accountability for student's problem solving team.

PBIS: [Positive Behavior Interventions and Support] establishes and maintains effective school environments that maximize academic achievement and behavioral competence of all learners. Behavior supports are provided for individual students in Tiers 2 and 3.

PLC: [Professional Learning Community] A PLC is composed of collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. Here at Zach, your grade level team is your PLC for the MTSS process.

Progress Monitoring: A process to assess a students' rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring should occur at least once per week for students at risk. The progress-monitoring tool must match the skill targeted in the TLO.

RTI: [Response to Intervention] formally understood by many as the SST (Student Support Team). School wide, systematic, collaborative process in which all school resources are aligned and matched to student's academic and/or behavioral needs. Progress is monitored frequently in order to make important educational decisions. The outcome is to ensure that all students learn at high levels.

Targeted Learning Objective: [TLO] A plan written by the teacher(s) and the MTSS Coach. This identifies a precise goal the student is working towards. The TLO names the responsible parties, methods and resources needed for that work, the duration, frequency and intensity of that work and the progress monitoring tool that will be used. **Any student**, regardless of Top 5 status, can have a TLO created to meet their needs. However, every child on the Top-Five list must have a TLO in place. Once a TLO has been written for a student the classroom teacher ensures all stakeholders have knowledge and access to the student's plan.

Targeted Behavior Objective: [TBO] A plan written by the teacher(s) PBIS representative and the MTSS Coach. This identifies a precise replacement behavior the student is learning. The TBO names the current behavior observed using three points of data; long and short term objectives, specific skills to be taught and expected replacement behaviors. Once a TBO has been written for a student the classroom teacher ensures all stakeholders have knowledge and access to the student's plan.

Top Five: Each PLC must determine a "top 5" list of students each month. This list should identify those students who demonstrate a need for additional support, beyond differentiated Tier 1. Students on this list need to have a formal targeted learning objective (TLO) documenting any accommodation, modification or interventions already taking place

Top 5 Stakeholder Share-Out: Each month grade levels meet with the RTI coordinator, administration, integrated services, specials and English Language Learner representatives to share the Note-takers for the TOP 5 students. The purpose is to inform all stakeholders of student needs, approaches tried and response to intervention thus far. Stakeholders discuss potential courses of action and assign problem solving team members to future steps.

Watchlist: Our school wide watchlist is updated and maintained by each grade level PLC. At your PLC meetings, teachers add students to the watchlist that cause concern for reasons based in academics, behavior, or both. The decision to put a child on the watchlist or take them off is up to the teacher and the PLC. As a dynamic, "living" document, the watchlist changes frequently throughout the year.

WIN Time: [What I Need Time] Grade level teachers decide to set aside the same period (typically 30 minutes) each day to provide specialized instruction for all students in the grade level without removing students from Tier 1 (Universal) instruction. At WIN time, additional teachers from RTI, GT, Integrated services and English Language Development "flood" the grade level, dividing students into 8-10 small groups. Typically, each group focuses on a different skill, different instructional level, or different student need. Examples of WIN group possibilities include:

- "Double Dipping" foundational reading or math skills
- Vocabulary building in content areas
- Advanced/Extended learning opportunities
- Friendship Skill groups
- Fine Motor skill practice
- Handwriting practice
- Organization/homework/ study skills
- Book clubs
- Deeper comprehension skills for shared text