

Honeoye Falls-Lima CSD
Manor Intermediate School
MTSS Implementation Plan
Updated: 8/25/2021
Updated with progress 10/12/2021
Updated November 11/29/21

Time of year	Steps to take	Person(s) Responsible	Resources Needed	Meeting Time
August All aboard Implementation Plan	Draft implementation plan Compile an online resource	MTSS action team	Taking Action Materials	August 2,9 Work Day
	Share plan with SIT	MTSS reps on SIT SIT will provide feedback	Implementation plan draft Triangulated data Collective responsibility	August 11, 12 SIT Summit
	Edit/revise	MTSS Team	SIT goals and recommendations for implementation plan	August 25? MTSS or SIT
	Roll out to faculty/Consensus form	MTSS/SIT Together	SIT goals Implementation Plan Collective responsibility Common expectations for academic and social behaviors Consensus form	August 31
Time of year	Steps to take	Person(s) Responsible	Resources Needed	Meeting Time
September Getting started <ul style="list-style-type: none"> • Strong Tier 1 and Tier 3 	Consensus form 2	All teachers	Form 2:	September 1 staff meeting and September 13
	Continue to clarify and develop goals with teams related to All students learning at high levels	School Improvement Team (SIT)		Monthly Meeting
All teams form goals, norms and commitments	Identify Tier 3 students (9/1/21) Begin Tier 3 Interventions second week of September (9/13/21)	Intervention Team	Triangulated data from June. MTSS Doc	Meeting on September 1 st -2-3 and 2 nd 11-12
	Intervention team meetings begin 1. norm setting		List of intervention students	Once a week whole team grade level meetings.

	<p>2. Procedural 3rd-4th week begin analyzing data</p> <p>Norm Setting Implementing Super Calendar, Teaching-Assessing Cycle – concentrating instruction and convergent assessments Interventionists support Tier 1 needs.</p> <p>Share SIT goals and RTI/MTSS implementation plan with entire faculty.</p> <p>Focus on SEL for Tier 1 Will</p>	<p>Collaborative Teacher Teams and Teacher Leaders (Guiding Coalition)</p> <p>Collective faculty</p>	<p>Review unit plans, clarity on essential standards and assessments– begin to implement teaching/assessing cycle</p> <p>TBD</p>	Opening Days
Time of year	Steps to take	Person(s) Responsible	Resources Needed	Meeting Time
<p>October - Leveraging formatives for Tier 1 Interventions - know how to access Tier 3 data SchoolTool triangles - know how to analyze and sort eDoctrina data and have effective conversations with team members about data</p>	<p>Continue to support building goals</p> <p>Tier 3 weekly intervention meetings and check in</p> <p>Continue strong Tier 1. Implementation of Tier 2 after first assessment.</p> <p>Focus on strong Tier 1</p>	<p>School Improvement Team (SIT)</p> <p>Intervention Team</p> <p>Teachers and teacher leaders District Collaboration Hour</p> <p>Collective faculty</p>	<p>SIT Plan</p> <p>Protocol for talking about data</p>	<p>Done with GLL and reading teachers</p> <p>Teaching assessing cycle</p>

Introduce Tier 2	How-To Access Tier 3 Data on SchoolTool, how to use eDoctrina to sort data	Collective faculty		October 4 th Faculty Meeting
	Introduce Tier 2 Implementation			October 8 th PD Changed to October 13 Consider
November Tier 2 Implementation up and running after first summative is given Tier 2 Progress Monitoring	Continue to support building goals	School Improvement Team	SIT Action Plan	November SIT meeting November Grade Level Mtgs
	Tier 3 weekly intervention meetings and 4-week check-ins	Intervention Team	SchoolTool TIER 3 Tab on Triangulated Data	
	Supporting Tier 2 intervention Scoring the Summative Assessment	Guiding Coalition Teachers and teacher leaders	Summative Assessment Results Edoctrina	Scoring day from supercalendar
		Teacher	Edoctrina	Flex days according to supercalendar
	In-class “digging-into” your own student data post summative	Teacher collaboration team	Summative Assessment Results Protocol	Collaborative Tier 2 meeting form supercalendar
	Identify students that need Tier 2 following summative assessment and flex days	Teacher collaboration team		
	Assign teacher to Tier 2 groups			
	HOM Rubric Student Reflection on progress, student ownership of own data	Collective faculty		Nov 1 st Faculty Meeting
Time of year	Steps to take	Person(s) Responsible	Resources Needed	Meeting Time
December/January/February	Review/analyze first trimester triangulated data	School Improvement Team	Triangulated data	Individual Meetings
		Intervention Team Teachers and teacher leaders	Triangulated data	Collaborative Meeting

Triangulated Data

Review/analyze first trimester triangulated data

SIT input

Vertical teams

Continue to develop common assessments

Collective faculty

Form 4

Faculty Meeting

Consensus Form

Notes:

- Assessments aren't done, questioning validity of assessments, so making a 2nd assessment is an even larger hurdle
- Stay the course since we are still trying to figure it out (meaning: keep tier 3 going and still try and do tier 2 after each of the assessments. If reteaching time is insufficient, conversation needs to go back to the grade level. Still have to work on planning, keep it focused on ELA - math assessments are secondary
- Support personnel during Tier 2 time: Reteaching time for students out for extended absences? Practicing standards instead of making up classwork.
- Stay the course
- Continue strengthening assessments
- Coordinating expertise of interventionists/specialists to maximize learning (tier 1.5/2)

<p>January</p> <p>Teacher reflection on progress</p> <p>Respond to trends and patterns in data and explore strategies</p> <p>Problem solving for MTSS Implementation</p> <p>IReady Diagnostic</p>	<p>Include next steps and supports needed in the Budget Plan.</p> <p>Continue to review Tier 3 progress and prepare to readjust after individual meetings.</p>	<p>School Improvement Team</p> <p>Intervention Team</p> <p>Teachers and teacher leaders</p> <p>Collective faculty</p>	<p>Teacher input and feedback on budget planning.</p> <p>One to one teacher meetings</p>	<p>Included possibility of the LEARN model for implementation and a TOSA to support coaching and consistent implementation.</p>
<p>February</p> <p>Set overall goals based on Dec/Jan reflections</p>		<p>School Improvement Team</p> <p>Intervention Team</p> <p>Teachers and teacher leaders</p> <p>Collective faculty</p>		
<p>March</p>	<p>Review/analyze second trimester triangulated data</p> <p>Review/analyze second trimester triangulated data</p>	<p>School Improvement Team</p> <p>Intervention Team</p> <p>Teachers and teacher leaders</p> <p>Collective faculty</p>	<p>Triangulated data</p> <p>Triangulated data SIT input</p>	
<p>April</p>		<p>Intervention Team</p>		

		Teachers and teacher leaders		
		Collective faculty		
May		School Improvement Team		
		Intervention Team		
		Teachers and teacher leaders		
		Collective faculty		
June		School Improvement Team		
		Intervention Team		
		Teachers and teacher leaders		
		Collective faculty		

Clarity and Articulation	What do teachers need to be able to know and do? What does it look like?	How will we know if they have learned?	How will we support teachers	How will those who already	Resources needed Include page numbers if
---------------------------------	---	---	-------------------------------------	-----------------------------------	---

			who have not learned? (PD included)	know support others?	documents are in book
<p>Tier 1</p> <p>Collaborative teacher teams provide:</p> <ul style="list-style-type: none"> • Access to guaranteed and viable curriculum (Power Standards) • Collective clarity of essential standards and their learning targets (academic behaviors) • Common formative and summative assessments of essential standards • Consistent use of research based instructional strategies (including differentiation) • Implement timely teaching assessing cycle (coordinated by team) • Universal identification of expected learning behavior (habits of mind) 	<ul style="list-style-type: none"> - Teachers will have times in their day that every single child has access to the same essential instruction of Power Standards for Reading, Writing, and Math --> no pull-out services during these times --> Mini-lesson, guided practice AND independent practice - Teachers need to complete essential standards charts of power standards for ELA, Math, and Writing -Utilize Academic behavior common language (HOM) within their classroom - Teachers will administer, score in eDoctrina, and analyze results of common formative and summative assessments by learning targets/power standards and respond in a timely fashion during Tier 2 instruction or buffer time between units (team determined decision) - Using instructional strategies that have proven success 	<ul style="list-style-type: none"> - Administrator observing collaboration time looking for growth, productivity of teams --> look at Master Schedules with outlined UNINTERRUPTED time for Math, Reading, and Writing. Service providers need to be aware of this and accommodate (push-in, prioritized Tier 3 time as an essential intervention, etc.) - No Power Standards instruction taking place during Tier 3 pullout time. -Teachers will give the same common assessments within a three-day window 	<ul style="list-style-type: none"> - Coaching - private conversation with administrators 	<ul style="list-style-type: none"> - Share out/guide others at collaborative team time, being approachable to colleagues on same/other teams (both horizontal teams and vertical) 	<p>Therapists will need to coordinate Tier I times with teachers for IEP goals (if they overlap logically)</p> <p>RTI handbook should include- glossary of terms- what do all the acronyms mean.</p> <ul style="list-style-type: none"> -Essential Standards Charts -Teaching/Assessing Cycle -Best Practices -HOM Rubrics -Assessment Question Stems -eDoctrina How-Tos -Super Calendars <ul style="list-style-type: none"> - Assistance defining proficiency of academic behaviors - Vertical articulation of grade-level appropriate academic behaviors ---> classroom/Sp.Ed teacher training on what this is to determine which students would

					<p>qualify for Tier 2 and Tier 3 across a grade level</p> <p>-Provide teachers with a list of research-based best practices</p> <p>-Super Calendar: formative assessments, summative assessments, buffer days, reteach days</p>
Clarity and Articulation	What do teachers need to be able to know and do? What does it look like?	How will we know if they have learned?	How will we support teachers	How will those who already	Resources needed Include page numbers if

			who have not learned? (PD included)	know support others?	documents are in book
<p>Tier 2</p> <ul style="list-style-type: none"> • Intervention groups are based on results from common formative and summative assessments (essentials) • Teams use collective brainstorming to share research-based strategies/resources • Targeted interventions (and extensions for those who have mastery) • Consistent progress monitoring • Interventions must be timely and responsive (not a set amount of time necessarily) • Interventions provided by highest qualified teacher (successful by standard—LT) • Targeted interventions addressing essential learning behaviors with timely progress monitoring and regularly reviewed 	<p>-Analyze results from common formative and summative assessments</p> <p>-Discuss strategies used by teachers with high-success</p> <p>-Identify “cause” for non-mastery in relation to the learning targets in order to group students. (Skill vs. Will)</p> <p>-Teacher teams will intervene with students identified as “skill.” Mental Health team will intervene/support with students identified as “will.”</p> <p>-Identify which teachers will be focusing on which group of students (targeted, flexible, fluid) - not multiple days to complete the target (learning is done within a single period)</p> <p><i>-Intervention focusing on grade level power standards</i></p> <p><i>-Extension focusing on grade level supporting standards</i></p> <p>-Clearly determine what the desired outcome for each student group will be. Teachers brainstorm strategies and share resources</p>	<p>-Teachers will have formative and summative assessments graded & results documented in a central location</p> <p>-Groups are formed based on student needs</p> <p>-Teachers come to collaboration meeting time with strategies and resources to share</p> <p>-Teachers for each group identify a clear goal for each intervention/extension group</p> <p>-Teachers will create progress monitoring check-ins using prompts from the common formative and summative assessments</p>	<p>-PD on having effective/efficient conversations</p> <p>-coaching</p> <p>-One stop shop for teachers to access information/strategies/forms/etc...</p> <p>-Observing other teachers</p>	<p>- Share out/guide others at collaborative team time, being approachable to colleagues on same/other teams</p>	<p><u>TakingAction</u> book page 169 (RTI at Work Pro-Solve...)</p> <p>-Record keeping location</p> <p>-Create an editable link to input student needs (Tier 2 Will Students)</p> <p>--> Possibly in Teacher Handbook</p>

	<p>-Progress Monitor and review data to adjust student groupings</p> <p>--> prompts that mirror the learning targets (can be short exit tickets)</p> <p>--> keep data within team</p>				
Clarity and Articulation	What do teachers need to be able to know and do? What does it look like?	How will we know if they have learned?	How will we support teachers who have not learned? (PD included)	How will we challenge those who already know?	Resources needed Include page numbers if documents are in book
<p>Tier 3</p> <ul style="list-style-type: none"> • Universal screener for early identification (use information from prior years) • Intensive, targeted, timely foundational interventions: <ul style="list-style-type: none"> ○ Reading (decoding, fluency or comprehension) ○ Writing ○ Number Sense ○ English Language ○ Academic and social behaviors ○ Health and home 	<p>I will know how to access rti pyramid in schooltool for goals</p> <p>2021-2022 --> Intervention team will meet first to determine tier 3 on 9/1.</p> <p>1- Teachers will meet 3 times a year to review universal screeners as a grade level for both academic and behavior to identify tier 3 students (Goal: no more than 5% of grade level).</p> <p>2- Intervention team meets weekly regarding students identified as tier 3 to determine area of need/ goal/ progress</p>	<p>The teachers can successfully locate and utilize RTI information found in school tool</p> <p>Tier 3 student list created</p> <p>Teachers attend the meeting and create a Tier 3 student list</p> <p>MTSS meeting occurred and</p>	<p>*Sep meeting fishbowl on how to access rti pyramid schooltool</p> <p>Sep 2021-> walk through with data</p>	<p>Report card discussion: learning behavior vs placement cards (need to discuss at some point)</p>	<p>Meeting agenda: see below</p> <p>Meeting dates need to be letter days when all specialists are in the building</p> <p>Habits of Mind rubric (created by PBIS) drafted</p> <p>SchoolTool template for meetings with intervention plan</p>

- Establish norms
- Identify the focus for students and goal setting (put in schooltool)
- Walkthrough of the tier 3 RTI process
- Show how to document on schooltool
- Assign roles (time keeper, schooltool typer, agenda manager)
- Prioritize/ see when can we do push in support

Tier 3 Meeting Agenda for Standing Meetings:

2:00 –2:05 Review norms and students at grade ____ currently making progress. (5 min)

2:05 – 2:35 Review students not making progress by student

- Pull up schooltool to look at data
- Review current intervention
- Create action plan/ assign interventionist
- Assign a calendar and benchmarks for goals that do not have a prescribed program (ie Learning behaviors)

2:35 – 2:45 “grade level check in” for any “new” Tier 3 students/concerns

Team:

Both counselors

School Psychologist

All reading specialists (Could be reading specialists working with the identified grade level)

Math Specialist

Speech therapist

OT

PT

Principal

Assistant Principal

Teacher-Friendly Guide to the Tiers of MTSS (RTI)

What is it?	What do teachers need to be able to know and do?	What resources are needed?
<p>Tier 1</p> <p>Collaborative teacher teams provide:</p> <ul style="list-style-type: none"> • Access to guaranteed and viable curriculum (Power Standards) • Collective clarity of essential standards and their learning targets (academic behaviors) • Common formative and summative assessments of essential standards • Consistent use of research based instructional strategies (including differentiation) • Implement timely teaching assessing cycle (coordinated by team) • Universal identification of expected learning behavior (habits of mind) 	<p>Teachers will have times in their days where every child has access to the same essential instruction of power standards in ELA (reading, writing, word work) and math. This includes the mini-lesson, guided practice and independent practice. There will be NO pullout services during this time.</p> <p>Teacher teams will review and revise essential standards charts for power standards in ELA and math.</p> <p>Teacher teams will administer, score in eDoctrina, and analyze the results of common formative and summative assessments by power standard (eventually by learning target).</p> <p>Teacher teams will respond to formative assessment results in a timely fashion during Tier 1 instruction.</p>	<p>Super Calendars</p> <p>Essential Standards Charts</p> <p>Common Formative Assessments (on eDoctrina)</p> <p>Common Summative Assessments (on eDoctrina)</p> <p>Assessment Question Stems</p> <p>Teammates for Collaborative Work :)</p> <p>Being developed: Habits of Mind Rubrics/Common Language</p>

	<p>Teacher teams will respond to summative assessment results in a timely fashion during Tier 2 instruction.</p> <p>Teacher teams will use, and share, instructional strategies that have been successful based on common formative and summative assessments.</p> <p>Teachers will implement daily class meetings, at a time of their discretion, to support social emotional learning.</p> <p>Being developed: PBIS committee will create a rubric of academic behaviors at each grade level (or within age range bands). All Manor staff will use the common language of these rubrics and HOM when providing instruction.</p>	
<p>What is it?</p>	<p>What do teachers need to be able to know and do?</p>	<p>What resources are needed?</p>
<p>Tier 2</p> <ul style="list-style-type: none"> • Intervention groups are based on results from common formative and summative assessments (essentials) • Teams use collective brainstorming to share research-based strategies/resources 	<p>Teachers will analyze results from common formative and summative assessments during collaboration.</p> <p>Teachers will discuss strategies, and share resources, used by teachers with high success.</p>	<p>Results from formative and summative assessments (eDoctrina)</p> <p>Data Analysis/Group Establishment Protocol</p> <p>--> Recommendation: <i>Taking Action</i>, page 169 (RTI at Work Pro-Solve Intervention Targeting Process)</p>

<ul style="list-style-type: none"> • Targeted interventions (and extensions for those who have mastery) • Consistent progress monitoring • Interventions must be timely and responsive (not a set amount of time necessarily) • Interventions provided by highest qualified teacher (successful by standard—LT) • Targeted interventions addressing essential learning behaviors with timely progress monitoring and regularly reviewed 	<p>Teachers will identify exactly which learning target(s) students did not master.</p> <p>Teachers will determine the cause(s) of a lack of mastery to decide if “skill” or “will” interventions are necessary.</p> <p>Teachers will create “skill” groups based on data and causes. The teacher with the highest success will instruct students needing the most support (focused on power standards).</p> <p>Teachers will establish clear outcomes for ALL groups (intervention and extension).</p> <p>Teachers will progress monitor students to adjust groupings as needed. They will keep and share data within their teams.</p> <p>The mental health team will intervene, and support “will” groups.</p>	<p>Being developed: Progress monitoring probes (Assessment Question Stems --> mimic formative/summative format)</p> <p>Being developed: Editable link to communicate students with “will” needs</p>
<p>What is it?</p>	<p>What do teachers need to be able to know and do?</p>	<p>What resources are needed?</p>
<p>Tier 3</p> <ul style="list-style-type: none"> • Universal screener for early identification (use information from prior years) 	<p>Teachers, counselors and psychologists will meet three times a year (half day), in grade level teams, to review academic and behavioral universal screeners (triangulated</p>	<p>Triangulated Data Results</p> <p>Social Emotional Scores on Placement Cards</p>

<ul style="list-style-type: none"> • Intensive, targeted, timely foundational interventions: <ol style="list-style-type: none"> 1. Reading (decoding, fluency or comprehension) 2. Writing 3. Number Sense 4. English Language 5. Academic and social behaviors 6. Health and home • Interventions delivered by most qualified staff • Frequent and timely progress monitoring • Intervention Team regularly reviews student data • A school-wide intervention team ID. Intensive, directive, targeted support provided to students who are significantly struggling with essential learning behaviors that have been identified through a systematic and timely process that included progress monitoring and frequent, meaningful reflection 	<p>data) to identify tier 3 students (Typically no more than 5% of each grade level).</p> <p>--> Measures:</p> <ol style="list-style-type: none"> 1. Triangulated Data (academic and social emotional) 2. Social emotional scores on placement card 3. Learning behavior scores from report cards 4. Discipline data 5. SEL/connectedness survey results <p>Teachers will know which students have been identified for tier 3 and the focus of each intervention (which focuses on foundational skills).</p> <p>Teachers will access the RTI pyramid in SchoolTool for student goals and progress.</p> <p>The intervention team will meet weekly, with a focus on one grade level per week, regarding students identified as tier 3 to determine area(s) of need, goal(s) and progress.</p> <p>Interventionists will create student action plans and share with teachers.</p>	<p>Learning Behavior Scores from Report Cards</p> <p>Discipline Data</p> <p>SEL/Connectedness Survey Results</p> <p>Being developed: Habits of Mind Rubrics/Common Language</p> <p>Being developed: SchoolTool template for intervention plans</p>
--	---	--

	Interventionists will progress monitor and report results on SchoolTool every two weeks.	
--	--	--

Determine how to formalize critical mass support and consensus:

If time on 8/31

Discuss your thoughts/concerns at a grade level

**Record concerns/questions/ comments/ roadblocks (Make a form)

-

9/1

*Discuss your thoughts/concerns at a grade level

**Record concerns/questions/ comments/ roadblocks