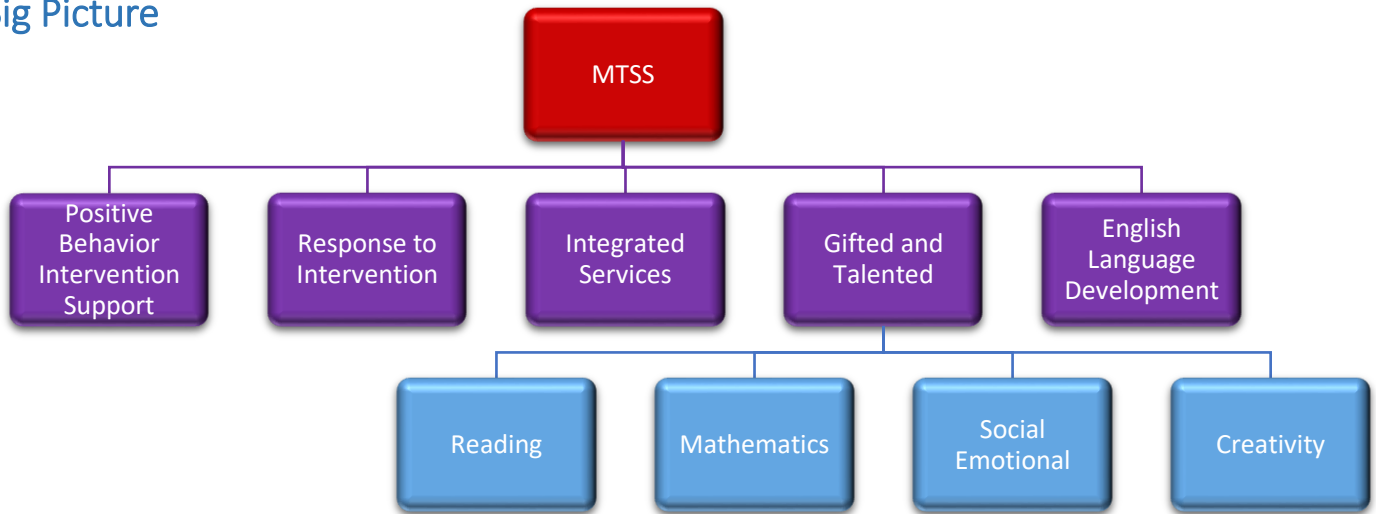


Zach Elementary MTSS Guidebook

The Big Picture



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

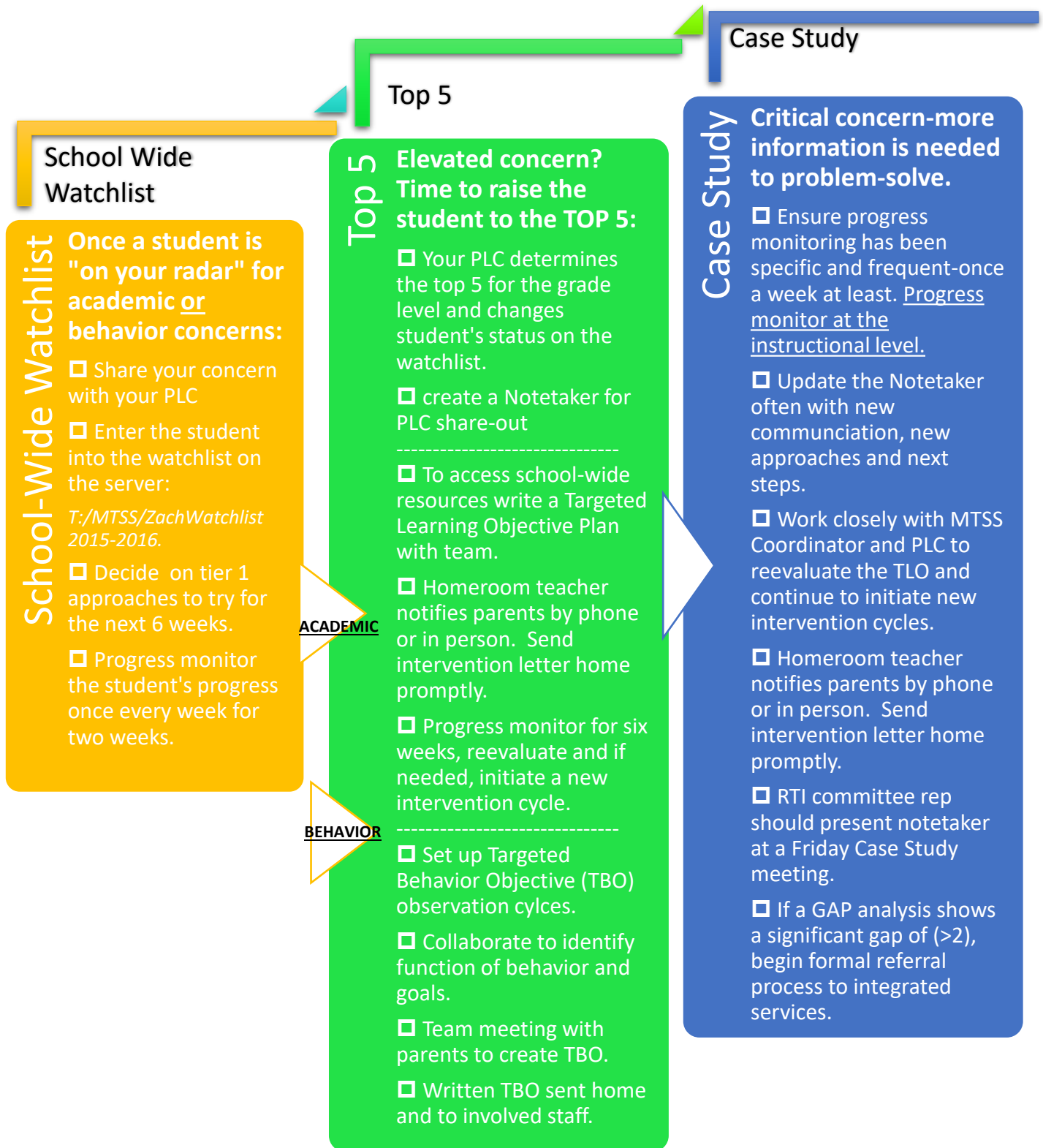
PBIS Beliefs

Developed 8/4/16; staff agreed upon 8/19/16

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

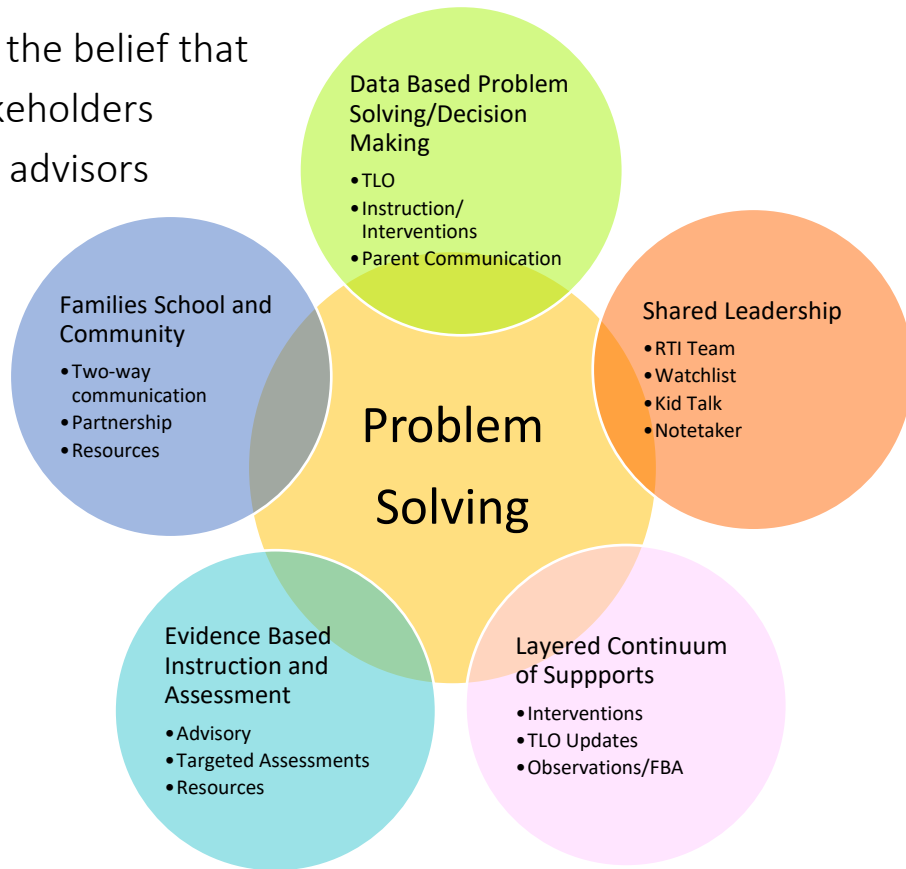
- build positive relationships that foster positive behavior
- teach learn and model behaviors
- engage in collaborative problem solving
- treat academic and behavior needs with equal compassion, urgency and importance.
- ensure physical and emotional safety
- seek support and resources of specifically trained staff members

My student is struggling. What should I do?



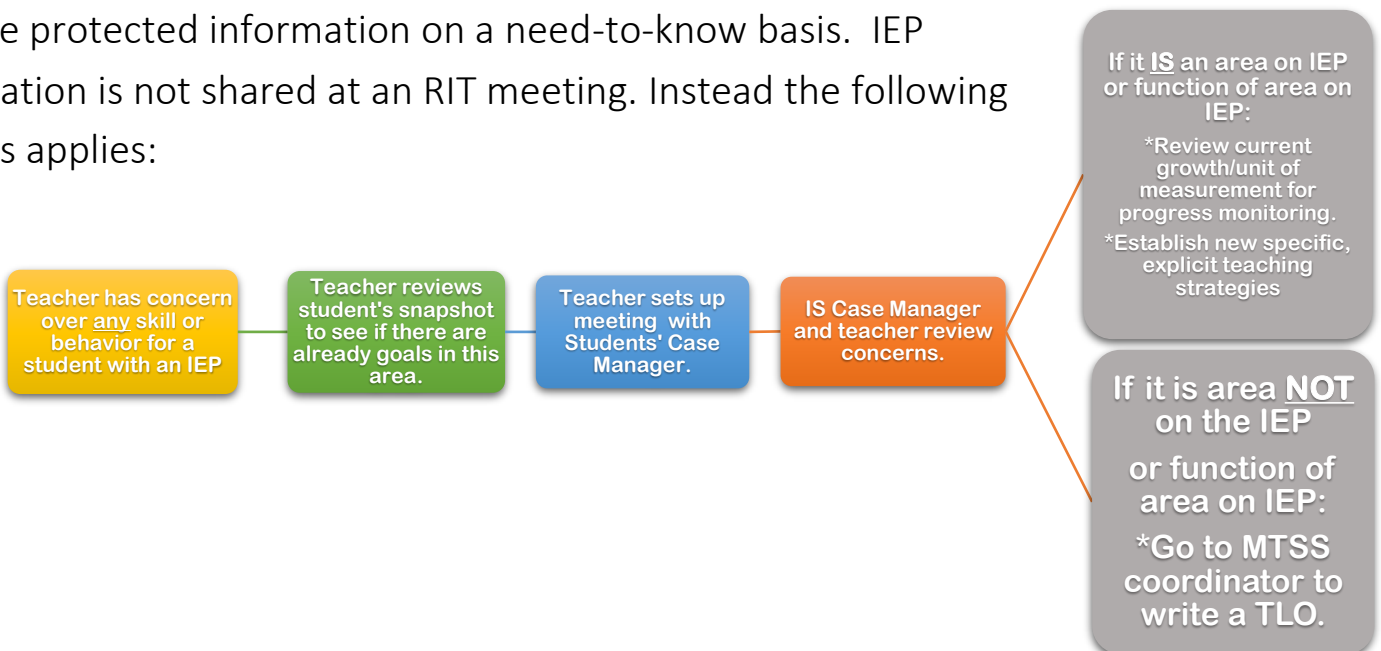
360° of Problem Solving:

The problem-solving process embodies the belief that “all kids are our kids”. In the Top 5 Stakeholders meeting, all services, departments, and advisors discuss students to ensure the best approaches are identified, utilized, and supported.



Concerns for students with a current IEP

IEPs are protected information on a need-to-know basis. IEP information is not shared at an RIT meeting. Instead the following process applies:



Referral Timeline from MTSS to Integrated Services

DRAFT

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 Evaluation 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 Prior Written Notice of Special Education Action 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 tool 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 student's current level 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 Level Score at the 50 th PCT		(Student's Current Score)		(Gap)

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-

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

the-year score (28) and her December score (47) and divide by the number of weeks she has received instruction.

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).

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

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 Score at the 25 th PCT		Average of last two grade level scores		How far behind average range

By quantifying a child’s struggle with learning, this analysis is a key-determining factor in eligibility for Integrated Service support. 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 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 changed.

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) and the MTSS Coach. This identifies a precise goal the student is working towards. The TBO names the current behavior observed using three points of data; long and short term objectives, specific skills to be taught and expected operational 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 | • Advanced/Extended
learning opportunities | • Organization/homework/
study skills |
| • Vocabulary building in
content areas | • Friendship Skill groups | • Book clubs |
| | • Fine Motor skill practice | • Deeper comprehension
skills for shared text |
| | • Handwriting practice | |