

Canandaigua City School District

MTSS Plan 2023-2024

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Canandaigua City School District

Vision Statement: One Community, Transforming Lives

The Canandaigua City School District believes in building a community rooted in inclusion and love, where everyone recognizes the active role they play in educating our students and helping them find a sense of purpose in life.

Mission Statement Enrich - Explore - Empower

The Canandaigua City School District is dedicated to creating enriched, world-class educational experiences that engage all learners, foster meaningful exploration, and empower our school community to have their voices heard.

Values

Learning

- Educating and preparing our students for success in life
- Creative thinking and problem solving in authentic contexts
- Intellectual and academic curiosity and advancement through impactful pedagogy
- Organic professional learning for staff

Community

- Engage and support families through their educational journey
- Authentic and meaningful community experiences
- Inclusion
- Equity
- Community partnerships
- Climate and culture
- Effective and transparent communication

Whole-Child Development

- Social emotional learning
- Character education
- Comprehensive co-curricular offerings

Draft 2022-2023 Principals and Guiding Coalition Teams

Name	Title
Jamie Farr	District Superintendent
Matt Schrage	Assistant Superintendent of Instruction
Emily Bonadonna	Principal, Canandaigua Primary School
Brian Amesbury	Principal, Canandaigua Elementary School
John Arthur	Principal, Canandaigua Middle School
Marissa Logue	Principal, Canandaigua Academy
Jean MacKenzie	Director of Intervention
Tracy Lindsay	Canandaigua School District Data Specialist
PES Guiding Coalition	PES SIPT Team
CMS Guiding Coalition	Link to Team
CA Guiding Coalition	Link to Team

MTSS/RTI Plan 2023-24

At Canandaigua City School district, we believe all students can learn the core outcomes of the curriculum given appropriate time, instruction, and intervention. We believe in continuous improvement toward high standards. Our decisions are student driven, and data informed, at the classroom, grade level, and program levels. We strive to meet the individual needs of our students through rigorous and differentiated instruction. To do so, the District provides a continuum of supports to help students succeed. The following plan outlines our **Multi-tiered System of Supports (MTSS)** framework. This includes our Academic Intervention Services (AIS) and Response to Intervention (RTI) framework across academics, social emotional learning, and behavior.

Core Principles of MTSS/RTI

Multi-tiered Systems of Support/Response to Intervention is an approach to instruction and learning that empowers schools to meet the needs of all learners. We know that all students do not learn at the same rate or in the same way. When a strong, viable curriculum is in place, Targeted Instruction + Time = Learning for all students. MTSS/RTI is a school wide system designed to ensure all students have certain access to the time and support they need to learn at high levels and to master essential grade level standards. The sudden interruption to the 2020-21 school year has increased the need for schools to see learners through the 'whole child lens' in order to provide academic, social-emotional, and behavioral support. MTSS ensures that all students receive equitable multi-tiered instruction with support that is focused on the whole student, is evidence based, culturally responsive, and is matched to student need through tiered layers of support that increase in intensity. We can effectively teach all children if we:

- Intervene early
- Provide Universal screening
- Provide multi-tiered systems of support
- Incorporate a problem-solving model within the multiple tiers of support
- Utilize research-based interventions within a strong, viable curriculum

- Monitor student progress to inform instruction
- Use data to make decisions regarding student response
- Consistently use assessments for screening, diagnoses, and progress monitoring.

Components of Multi-tiered Systems of Support:

- ❖ **Team-Driven Shared Leadership-** Each building has a guiding coalition as part of their collaborative teaming structures and expectations that distribute the responsibility, problem-solving, and shared decision making across individual schools, the district, and community members with a foundation of collective responsibility and continuous learning.
- ❖ **Data-Based Problem Solving and Decision Making-** A consistent process (procedures and documentation) that is used within and across the district to analyze and evaluate information to inform and support decisions related to curriculum, instruction, strategies, and resources to continually improve student and system outcomes.
- ❖ **Layered Continuum of Supports-** Multi layered academic, social-emotional, and behavioral supports that are culturally responsive, equitable, inclusive, individualized to student need, and developmentally appropriate. The tiers of support increase in intensity from universal Tier I (all), to targeted Tier II (some), to most intensive Tier III (few).
- ❖ **Evidence-Based Practices-** Employ research-based practices in core instruction, intervention, and assessment to ensure students best chance at success.
- ❖ **Family, School, and Community Partnering-** Community members, families, and schools are active partners working together to improve student, classroom, school, district, and community outcomes.

Components of Response to Intervention

- ❖ **High Quality Instruction-** Instruction occurs within rigorous, grade level curriculum and is implemented with highly effective initial teaching. Differentiation for individual student needs occurs within Tier I. Content, process, and product is scaffolded based on student need.
- ❖ **Universal Screening/Benchmark Assessments-** Universal screeners and benchmark assessments are assessments that are administered to all students to determine as early as possible which students are at risk of not meeting academic standards.
- ❖ **Tiered Delivery Model-** The RTI process includes three Tiers of support- Tier I Foundational Support, Tier II Strategic Support, and Tier III Intensive Support. The tiers systematically increase to meet the needs of all students.
- ❖ **Implementation with Fidelity-** Instruction is carried out consistently as designed. (This includes the delivery of instruction, intervention, assessments, and progress monitoring.)
- ❖ **Student Driven - Data Informed Decision Making-** Teachers regularly review student data and make educational decisions based on assessment results. The data is carefully analyzed to adjust instruction. Patterns in data are used to identify the effectiveness of our curriculum and instruction.
- ❖ **Progress Monitoring-** Progress monitoring is a research-based practice used to monitor student performance over time. Data is used to determine 'next steps' in instruction and the effectiveness of interventions.

/ RTI) includes an overview of the continuum of services at each building and the criteria for eligibility for each level of support. A continuum of services is provided to assist teachers in meeting the diverse needs of students. These services range from progress monitoring by classroom teachers to one-to-one intensive intervention.

A Three-Tiered System

Multi-tiered systems of support are designed to address 4 essential outcomes needed to ensure all students learn at high levels.

- All students must have access to grade-level essential curriculum as part of their core instruction.
- At the end of every unit of study, some students will require some additional time and support to master essential grade level curriculum.
- Some students may lack foundational skills and will require additional interventions to succeed.
- Some students may require all four of these outcomes to learn at high levels.

The outcomes are based on these four critical questions:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

(From: **Learning By Doing** DuFour/Mattos/Eaker/Many)

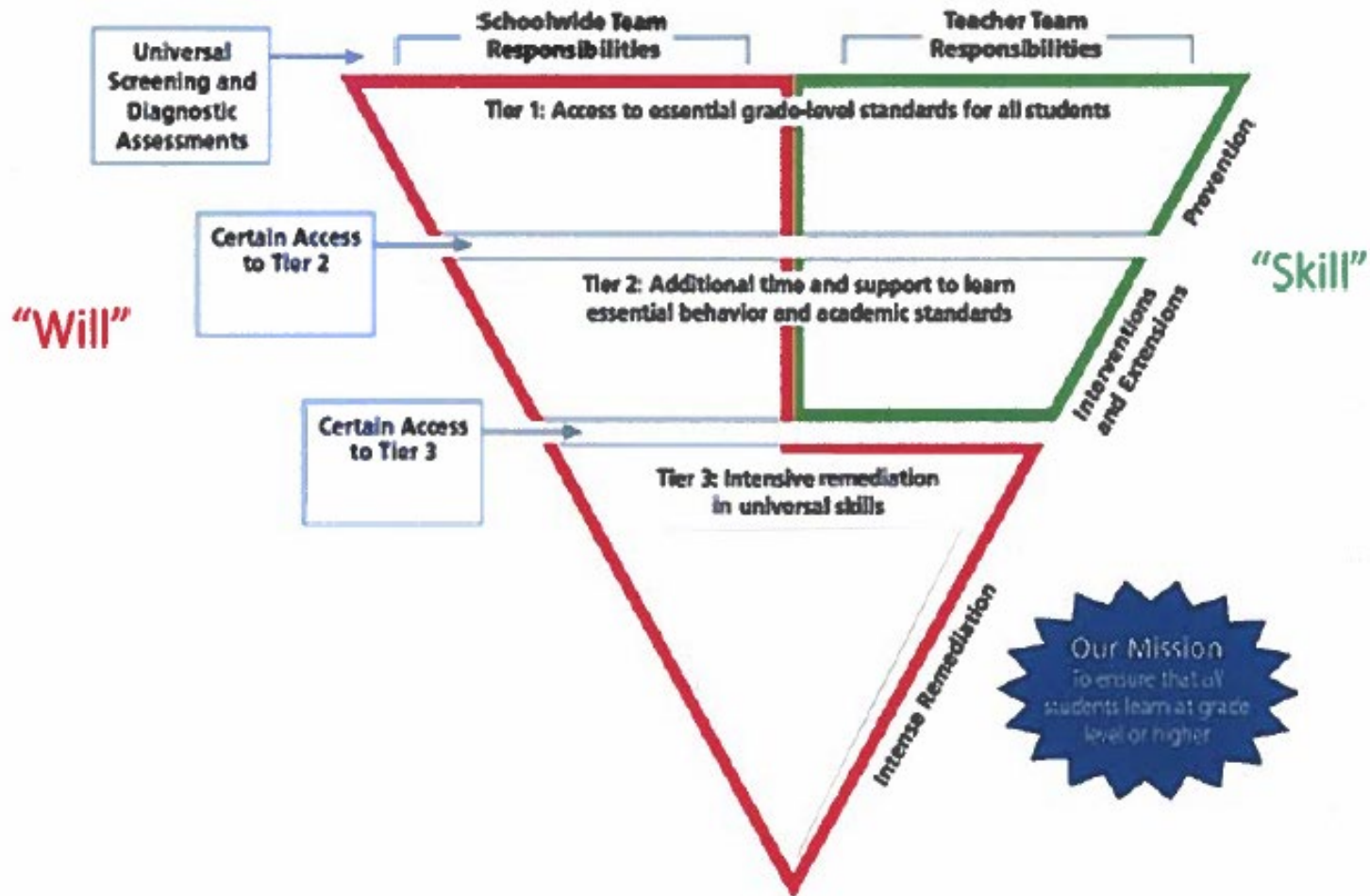
Academics (RTI)	Multi-Tiered Systems of Support (MTSS)	Social Emotional/Behavioral Supports
All students receive high-quality curriculum and instruction in the classroom through differentiation.	Tier 1 Foundational Support	All students are explicitly taught behavioral expectations. The teachers use a consistent approach to behavior management.
The school provides supplemental instruction and remediation of skills, with progress monitoring, for students not meeting academic standards.	Tier 2 Strategic Support	The school provides supplemental targeted social emotional and/ or behavioral skill interventions/ supports, with progress monitoring.
The school provides intensive skill-specific interventions with frequent progress monitoring for students who are falling significantly below standards.	Tier 3 Intensive Support	The school provides customized interventions with frequent progress monitoring in collaboration with teachers, specialists, and families.

The fundamental purpose within our schools is to ensure that all students learn at high levels. We are a learning community.

- ★ In order to ensure that all students are learning at high levels, educators must work collaboratively and take collective responsibility for the success of each student.
- ★ Our multi-tiered systems of support and our collaborations are results oriented. In this model we gather evidence of student learning, develop strategies and ideas to build on strengths and address weaknesses. We implement instruction. We analyze what was effective and what was not. We then apply new knowledge in a cycle of continuous improvement.

The following diagram depicts the continuum of our Multi-Tiered Supports:

PES/ CMS / CA



<u>MTSS / RTI</u> <u>TIERS</u>	Tier 1 Quality Curriculum	Tier 2 Strategic Intervention	Tier 3 Intensive Intervention
Focus	All Students	Students identified as requiring strategic (yellow) intervention who have not responded to Tier I	Students identified as requiring intensive (red) intervention who have not responded to Tier I and Tier II interventions

<u>MTSS / RTI TIERS</u>	Tier 1 Quality Curriculum	Tier 2 Strategic Intervention	Tier 3 Intensive Intervention
Program	High quality research-based curriculum, instruction, supports aligned to NYS standards.	Evidence Based Interventions (Can occur in a Tier I classroom setting)	Individualized and intensive intervention (Research-based). Possibly Special Education Services. SPED services range in intensity and are determined by the Committee on Special Education.
Grouping (Student driven/ Data-Based)	Determined by classroom teacher- differentiated instruction w/flexible groupings (may involve reteaching and/or intervention).	Homogeneous small group instruction. Targeted instruction is focused on gap closing/accelerating learning.	Homogeneous small group instruction. Targeted instruction is focused on gap closing/accelerating learning. May be 1:1 intervention.
Frequency	Determined by classroom teacher	Up to 30 minutes per day in addition to core instruction. (Supplemental, can occur in a Tier I classroom setting)	A minimum of 30 minutes per day (or more) individual or small group instruction in addition to core instruction/or, in most intensive cases, may supplant classroom instruction.
Assessment/ Progress Monitoring/ EWI	Universal screening at the beginning of the year and benchmarking. Monthly progress monitoring on target skills as needed.	Bi-Monthly or Weekly progress monitoring of targeted skills	Weekly progress monitoring of targeted skills. (minimum)
Provider	General Education Teacher	Gen Ed Tchr and/or Interventionist/Specialist	Interventionist/SPED teacher/Specialist
Setting	General Classroom	K-5: Classroom (push in)/Intervention room (pull out)/Co-taught room 6-12: Co-taught room (Science or Social Studies w/ support)/ Extended class (additional time/staff) Supplemental small group instruction: Reading lab, English clinic, Rdg/Wtg clinic, Math clinic, Math lab	K-5: Classroom (push in)/Intervention room (pull out)/Co-taught room 6-12: Co-taught room (Science or Social Studies w/ support)/ Extended class (additional time/ staff) Supplemental small group instruction: Reading lab, English clinic, Rdg/Wtg clinic, Math clinic, Math lab

Eligibility Criteria

Students are eligible for support services if they are not making adequate progress toward learning goals or the content standards in the core academic subjects, or if they are at risk of not meeting proficiency standards on the NYS assessments, or not meeting behavioral expectations.

Screening, Assessments, and Progress Monitoring

Various tools are used to screen students, monitor progress, and assess their learning and behavior.

Some of the tools include:

- NYS assessments in ELA, mathematics, science, and social studies (3rd - 12th grade)
- Student report card data (K-12th grade)
- Classroom assessments and grades (K-12th grade)
- iReady Diagnostics (Reading and Math) (K-8th grade)
- Aimsweb oral reading fluency (K-9th grade)
- Aimsweb early literacy indicators (K-1st grade)
- Informal Reading Inventory (K-5th grade)
- Words Their Way (K-4th grade)
- High Frequency Words (K-3rd grade)
- Letter name/ Letter sound accuracy (K-1st grade)
- Concepts of Print (Kindergarten)
- Brigance Kindergarten Screening

Entrance / Exit Criteria by Grade:

- ★ [Kindergarten and First Grade AIS/RTI Criteria](#)
- ★ [2nd-5th Grade AIS/RTI Criteria](#)
- ★ [6th-8th Grade AIS/RTI Criteria](#)
- ★ [9th -12th Grade AIS/RTI Criteria](#)

Each building is charged with maintaining decision making rules for intervention selection as they relate to assessments and multiple indicators used in student identification.

*According to the New York State Part 100 Regulations, "The District is required to provide services to all students who meet the guidelines for eligibility. Parent(s) may provide, at their own expense, additional supplemental services for their children outside of the regular school day. However, that does not negate the obligation of the school district to place the child in the appropriate educational programs, including academic intervention services provided by the district, nor does it allow for parent(s) to keep their child out of academic intervention services."

All students who fail to meet the designated state and district assessment criteria are eligible for AIS / RTI, including those with disabilities and/or limited English proficiency. Additionally, LEP/ELL students who do not achieve the annual designated CR Part 154 performance standards as stipulated are eligible for AIS / RTI. Services supplement (they do not supplant) special education and/or ENL instruction.

Eligibility for Support Services

Student Support Services are typically connected to one or more of the following:

1. Attendance issues K-12
2. Discipline issues K-12
3. Health related issues (ADHD, OT/PT etc.) K-12
4. Social – emotional issues K-12
5. Mobility/transfer issues K-12
6. Speech & Language K-12

Root cause analysis may determine that a student requires the student support services as opposed to academic support. A student is identified as needing intervention outside of what is provided by academic departments through referral by administrators, counselors, nurses, teachers, and other professionals. The referral is reviewed at the building level and the student support service assigned.

Early Warning Indicator (EWI) Eligibility

The district uses a system of data analysis to identify potential dropouts. The data, identified by research, include attendance, suspension/behavior, and academics. [Re: *academics*-Students in grades 9-12 may be identified for AIS / RTI if they score below passing on any Regents exam required for graduation in ELA, mathematics, science, or social studies. Academic intervention services will commence the semester following the arrival of results.] Dependent upon root cause, the culmination of attendance, behavior, and academic concerns may need to be addressed through parenting/family support, mental health support, academic intervention, and in-school activities (other), violence prevention, and/or substance abuse prevention.

Early Warning Indicators Protocol

A report will be generated by the Data Specialist, highlighting students as red (highest intensity), yellow (medium intensity) and green (low intensity). This report will be forwarded to the building Instructional Support Teams (PES and CMS) or the 'Tier 2 Team' (CA) for review using the protocol. Interventions will then be assigned as appropriate.

District-wide Reporting and Record Keeping Procedures

Parent Notification	Director of Intervention K-5/ Building Administrators 6-12	Notification shall include dates of:	Qualification:	Assessments/ Performance:
Emails/ Phone calls	Written parental notification	Onset of services	Reason/Service provided	Current performance
Parent conferences	Written parental notification	Exit of services	Criteria for ending service	Current performance
Letter of notification	Written parental notification	Shift to Progress Monitoring	Reason/Criteria for shift	Current performance
Report card comments				
Forms/Letters	Entrance Letter - PES CMS CA	Exit Letter - PES CMS CA	Progress Monitor Letter	
Recordkeeping	PES (K-5) - Building level data team/data specialist shall ensure AIS/RTI data is reported in the student management system (Infinite Campus).	CMS/CA (6-12) – Building principal or designee shall ensure AIS/RTI data is reported in the student management system (Infinite Campus).	UPK-12th grades -The building administration/ data specialist shall ensure that all parent reporting, student progress reporting, and record keeping is done according to policy.	Assessments maintained as per district policy.

Resources	Literacy	Math	Social Emotional & Behavioral
	ReadLive Naturally (K-12)		Primary Project (K-3)
	Really Great Reading Program (4-12th grades)		Social Stories (UPK-12)
	Aimsweb Resources (K-12)		BIPs (K-12)
	MyLexia- CORE 5 (UPK-5)		District Character Education (UPK-12)
	QuickWrites - Linda Rief (3-12)		

Instructional Support Team Processes and Procedures

An Instructional Support Team (IST) is a school-based, problem-solving group whose main purpose is to broaden the instructional repertoire of teachers in order to meet the complex and changing student needs. Students presenting behavioral, emotional and instruction challenges, and/or students who require curriculum modifications/accommodation are typically those brought to IST. The purpose is to:

- meet a broad range of student needs,
- offer structured support and assistance to teachers,
- identify root cause of behaviors impeding academic, social, and emotional development,
- determine and/or monitor AIS/RTI levels for individual students during the school year, and/or
- gather information to determine the need for further evaluation.

Each building maintains an Instructional Support Team (The Academy team is called a 'Tier 2 Team.'). Specific details about procedures is maintained at the building by the building principal. However, the following procedures are standard to all:

1. A student referral is made to the team by a staff member, typically a teacher.
2. The team, comprised of building administration, Instructional Support Teacher, counselors, teachers, review the strengths and areas of concern cited by the referring party. Additionally, the team conducts a review of records (academic, behavior, counselor, health) as well as analysis of academic assessment and /or behavioral data. A classroom observation may be conducted.
3. During the initial meeting, the referring party shares student strengths, areas of concern, and action taken (within and outside of classroom instruction) to date utilizing supporting data.

4. Further assessment may be suggested based upon individual student need. Assessment results will be utilized to clarify the student's learning profile, adjust instruction, and select specific interventions to increase student performance.
5. An intervention plan will be prepared identifying the type of intervention, interventionist and/or classroom teacher role, means for tracking and reporting the student's response to the intervention back to the team.
6. Subsequent team meetings will be set pursuant to the intervention plan.
7. With each meeting, instruction/interventions may shift based upon student response. Documentation must be provided.
8. When a student fails to respond to interventions provided, a referral to the Committee on Special Education may be started.

[Instructional Improvement Process](#)

[PES Assessment memo 2023-24](#)

[AIS Data Analysis Protocol](#)

[Data Analysis Decision Trees](#)

[PES Mid Year Data Analysis Protocol](#)

[Release to Assess for Instructional Purposes](#)

[New Entrant Procedure PES](#)

[New Entrant Procedure CMS](#)

Use of RTI in Determination of a Learning Disability

The district is responsible for following IDEA laws and NYS criteria when determining if a student has a learning disability. The Committee on Special Education (CSE) must determine that underachievement of the student is not due to the lack of appropriate instruction in reading and/or mathematics nor the result of limited English proficiency. Along with other individual evaluation information, Rtl data will provide important descriptive information about how children learn and why they may be having difficulties.

Generally speaking, a referral is made to the Instructional Support Team before consideration is given to making a CSE referral. If a CSE referral is made, the decision to do so will be based upon a comprehensive, multidisciplinary evaluation in which the RTI process is a component. Teachers providing RTI interventions may participate or provide relevant information to the CSE meeting in order to determine the student's eligibility for special education. Documentation of instructional adjustments and interventions is a critical component of the RTI information needed for CSE meetings and may include, but is not limited to, the following:

- Group level, group size, frequency and duration;
- Materials, resources, and/or instructional strategies;
- Instructional target(s); and/or
- Progress monitoring assessment data.

The CSE considers progress monitoring data that describes how a student responded to particular interventions of increasing intensity, the student's skill level and rate of learning relative to age/grade level standards, and instructionally relevant evaluative data including curriculum-based measures when making their determination.

MTSS Continuum of Services Charts Overview - Detailed Charts

Click on the Link below-

- **[AIS / RTI Services K-12th Grades](#)**

AboutUs  **(click on the link for more information)**