



Multi-Tiered System of Support Framework

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Introduction

This handbook provides a structural overview of our multi-tiered system of support and intervention and details the roles and responsibilities for individual team members. It provides working knowledge of the overall system and insight into roles within that system.

MTSS IN DISTRICT 31: VISION AND MISSION

A MTSS is a framework for systematic and continuous improvement using evidence-based practices and data-based problem solving to support “needs driven” decision-making — that improves academic performance for all students. The goal of the West Northfield MTSS framework is to provide appropriate interventions for all students, including English Learners and Special Education students, who need support beyond the regular classroom environment. Our mission is to ensure the academic, behavioral, and social-emotional success of all students to prepare students for college and career readiness.



A TIERED SYSTEM OF INTERVENTIONS

Our support system is divided into three tiers: Universal, Targeted, and Intensive. Starting with the Universal tier, in which all students participate, we employ a system of interventions by analyzing data to identify students

requiring additional support to succeed, moving them into progressively smaller groups for enhanced support as needed. The graphic below provides an overview of our tiered-structure system.

Tier 1: Universal Support
100% student participation



Tier 2: Targeted Support 5–15% participation based on identified needs



Tier 3: Intensive Support 1–5% participation based on identified needs



A Brief Overview

In October 2019, West Northfield School District 31 partnered with WestEd to establish a process of better-defined priorities for serving students with disabilities. From this review, refining the academic Multi-Tiered Systems of Support (MTSS) procedures stood out as key components to equitably assisting all students. The collaborative effort provided the district with a clear MTSS framework to guide staff in the process of securing the right support at the right time for any student identified as needing additional support (e.g., advanced, English learners, and students with disabilities.) Importantly, West Northfield School District 31's Leadership began building the MTSS foundation with proven Universal Design for Learning (UDL) practices of "WHY", "WHAT", and "HOW" Learning concepts. Engaging this process links the district's mission, vision, core values, goals, and strategies together by institutionalizing the practices that support successful outcomes for all students.

Stakeholders Voice

West Northfield School District 31 Administration deemed casting a wide net across the district essential to fully understanding the implementation levels being utilized in supporting schools, staff, students, and families. Therefore, the team included an array of general and special education teachers, education service professionals, related service providers, and school and district administrators to investigate MTSS best practices.

The leadership team answered questions and focused energy on identifying artifacts, supporting the current technical and adaptive practices, and identifying action steps toward moving the organization forward in developing the MTSS framework for District 31.

“Why” This Handbook

This handbook is the result of a collaboration initiated by West Northfield School District 31 and WestEd. The handbook serves as a guide to the best practices of West Northfield School District 31’s Multi-Tiered System of Support (MTSS). The team’s approach identified, reviewed, realigned, and redefined past RTI practices embedded within each tier of the UDL supports (i.e., Universal, Targeted, Intensive) to better support ALL students within an updated MTSS framework.

The MTSS District leadership team collaborated monthly with WestEd consultants to review and align practices to the six components — patterns, structures, process, relationship, identity, and information — of Margaret Wheatly’s organizational change “Above and Below the Green Line”. Through two lenses, Technical (process and procedural) and Adaptive (relationships, identity, and communication), the team’s efforts ensure the alignment provides a simplified, cohesive system in achieving successful outcomes for ALL students.



Data-Based Decision-Making

A central aspect of MTSS is using data to make decisions around instruction and intervention. The different data teams play different roles in the decision-making process, but all are integral to the implementation of an effective system of supports for all students. The following teams are all necessary parts of a data culture at the school and district levels.

TEAM PROBLEM-SOLVING HIERARCHY

- Teacher/ Student
- Teacher/ Student/ Family
- Grade Level / Field PLC Team
- Individual Student Problem Solving
- School Level Team (SLT)/ Data Teams
- School Administration Team
- District Cabinet

The teacher and student team problem-solve through personal conversations that may include the family. The grade- level teams work together to regularly analyze data to inform instruction and intervention. These teams identify student needs and identify how to support students through classroom instruction and targeted interventions. These teams monitor student progress and use formative assessment data to determine the effectiveness of the instruction and intervention.

Individual student problem-solving teams work with the grade level teams to inform additional interventions or supports for students who have not responded to the current level of instruction and intervention. The experts on the problem-solving team can include EL teachers, special educators, or interventionists as well as the family to inform the intervention plan.

Using data for decision-making rather than relying on gut feelings or subjective impressions has a tremendous impact on student outcomes.

When data is used to monitor the effectiveness of the intervention in any core as well as in Behavior/Academic/Social Emotional Learning (SEL) or language, students are continuously monitored on the progress toward mastery in the universal (Tier 1) core and behavioral expectations as well as closing the skill gap related to the intervention.

The schoolwide data teams use data to evaluate the effectiveness of the grade level and content level instruction. Looking at grade-level data, these teams identify the grade levels or content areas in need of additional support including intervention staffing and additional professional development.

Administrator teams oversee all site level teams to ensure they are providing the necessary supports and resources to support all students. As instructional leaders, they manage the overall systems to support the school site teams in meeting the individual academic and behavioral needs of students in the Tier 2 and Tier 3 instruction and intervention.

The most important role is held by the district cabinet team as they analyze the data from each school to identify strengths and areas that need support from the district leadership to inform systemic change.

In a culture of data-based decision-making, data teams analyze data regularly to make instructional and programmatic decisions. The West Northfield data calendar can be found at this [link](#).

Teams, Roles, and Responsibilities

Defined roles and responsibilities provide clarity, alignment, and clear expectations to those executing the work. Providing defined roles and responsibilities validates an employee's work experience and increases job satisfaction. Teams utilizing defined roles and responsibilities create an equitable, inclusive culture that builds a strong foundation of success. This practice allows everyone to feel as though they can contribute freely, and ultimately, it supports the efficiency and effectiveness of the organization.

TEAM MEMBER RESPONSIBILITIES

- Diligently execute all assigned tasks on schedule and to the highest standard.
- Collaboratively work with the team to achieve daily, weekly, and monthly targets for successful outcomes.
- Actively participate in meetings by voicing suggestions and concerns related to improvement.
- Please find URL links for the full list of Roles and Responsibilities in the addendum.



Teams, Roles, and Responsibilities Flow Chart

This section provides a structural overview of our teams and how they interact with one another. Our system centers around the needs of our students using an interlocking system of teams to ensure that students receive supports and interventions tailored to their individual needs, always with the objective of remediating challenges in a way that supports the student successfully in the classroom environment. The below graphic shows a high-level picture of how our teams interact with one another.

Student-Teacher-Family Team

The student-teacher-family relationship is the most essential structure of our system. At the center, the teacher’s role is to work with the student and their family to identify and remove barriers to learning.

Grade Level Teams /Field PLC

The Grade Level Teams (Field PLC) work together using individual and classroom data in academics, behavior, and social-emotional learning to identify strategies to support learning in their classrooms.

Individual Problem-Solving Teams

The Individual Problem-Solving Teams assist the grade level teams and the PLC in analyzing the intervention data to develop a targeted intervention plan for Tier 2 or Tier 3 interventions

School Level Team (SLT) Data Teams

The SLT/Data Teams collaborate with the Grade Level Teams to analyze overall patterns and trends using district-wide data to support and improve the Universal Tier 1 programming and interventions.

School Administration Team

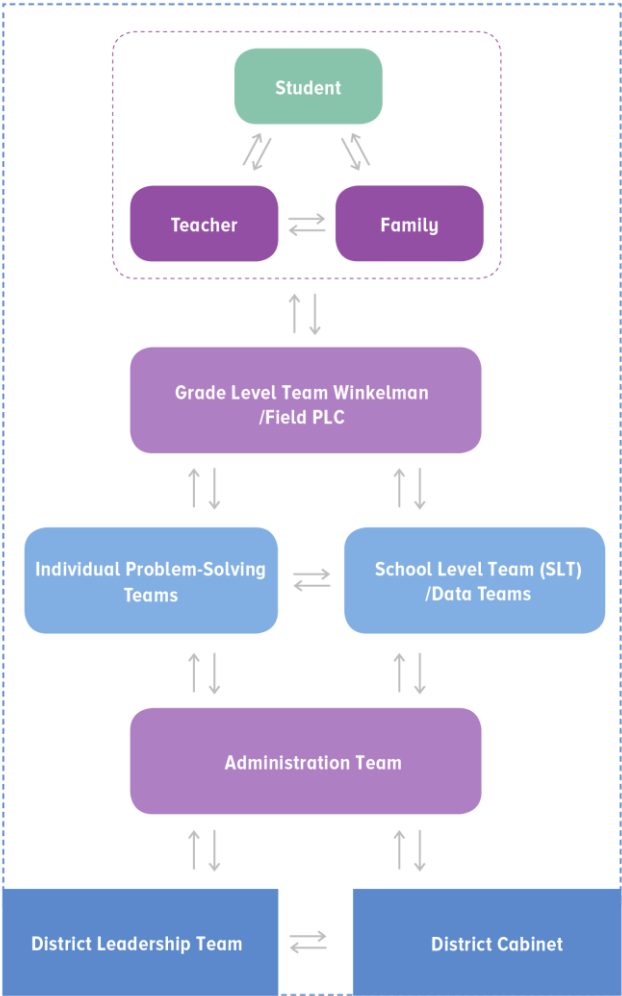
Oversees all teams and provides leadership to ensure teams are working towards the strategic plan goals, providing necessary supports and resources to meet the needs of all students and ensuring that the schools are meeting individual needs at the Tier 2 and 3 level for both academics and social emotional learning. The school administration are instructional leaders and manage the overall systemic MTSS process.

District Leadership Team

District leadership team is comprised of members from the administration and the school leadership teams from both schools. The DLT provides oversight for district wide goals and serves as an advisory role to the SLT and administration. The DLT will collaborate to ensure their work is aligned with the strategic plan, the mission and vision of the district.

District Cabinet

The District Cabinet oversees and directs all groups within the system. The Cabinet works in an advisory role ensuring each team’s work is aligned to the mission and vision of the district.





TEAMS, ROLES, AND RESPONSIBILITIES

Teacher

The teacher's role is providing instruction aligned to grade-level standards and curriculum by setting goals that drive improvement, using data to inform instructional practice with the Plan-Do-Study-Act process, and ensuring that efforts support the district mission and vision. This role includes all teachers including the classroom teacher, special educators, and English learner specialists.

The teacher is supported by:

- Administrators
- Staff working with the student
- Parents and family

SHARED COLLABORATIVE RESPONSIBILITIES FOR GENERAL EDUCATION, SPECIAL EDUCATION, AND ENGLISH LEARNER SPECIALISTS

- Assess academic achievement
- Assess classroom performance
- Participate in staff development
- Establish expectations for learning
- Foster home/school communication
- Know students and their families
- Provide necessary interventions
- Provide appropriate modifications and accommodations for the instruction of English language learners
- Facilitate parent involvement
- Create a nurturing environment
- Schedule, plan for and participate in collaboration
- Attend grade level team meetings as assigned
- Attend Individual Problem Solving (IPS) meetings when reviewing and planning student support
- Provide high-quality, standards-based instruction and interventions with fidelity

- Implement selected school-wide evidenced-based practices with fidelity
- Collect data on effectiveness of Tier 1, Tier 2, and Tier 3 interventions weekly by utilizing local assessments and monitoring progress
- Collaborate with the grade level team members to determine interventions and supports
- Collaborate with staff on how to appropriately provide needed differentiation, modifications, and accommodations
- Implement strategies, supports, and plans for small groups and individual students
- Document strategies, supports, and plans via the Tier II or Tier III form. Share the form with school psychologist to upload into the Otus Student Profile.
- Provide appropriate data for grade level and individual problem-solving teams
- Continuously engage and inform parents of student progress
- Celebrate and value cultural differences in the classroom
- Each teacher provides expertise designing instruction for student success

Additional English learner teacher responsibilities

- Assess language proficiency
- Report on issues of language acquisition
- Determine modifications and accommodations for ELs
- Incorporate best practices into daily EL lessons
- Communicate concerns for English learners
- Help general and special education teachers connect WIDA standards to common core standards
- Advocate for EL students and teach ELs to advocate for themselves
- Provide general education staff with links to suggested resources and strategies for language acquisition
- Facilitate Bilingual Parent Advisory Committee (BPAC) meetings



Grade Level Team: Winkelman Elementary

The Grade Level Team's role is providing high-quality, standards-based instruction by utilizing evidence-based instructional practices. Using the Plan-Do-Study-Act process, teams regularly review formative assessment data to target Tier 1 strategies aligned to building level initiatives which support the district mission and vision.

Guiding questions for Grade Level Teams:

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

RESPONSIBILITIES

Tier 1 — Universal Support

- Teams follow a guaranteed and viable curriculum, unit by unit, so all students have access to the same knowledge and skills
- Teachers at the same grade level teach the same units of study at the same time while utilizing the pacing guide to assure that all students receive the same instruction.
- Provides high-quality, standards-based instruction with fidelity
- Adjust classroom instruction and supports to meet student needs
- Meets regularly per building schedule
- Plan and utilize differentiated instruction
- Teams develop common formative assessments to frequently gather evidence of student learning
- Administers district and grade-level assessments
- Use common formative assessments to target supports, strategies, and interventions
- Maintains communication with parents and support staff on student progress

The grade level team is supported by:

- Grade Level Teachers
- English Language Learner Teachers
- Special Education Teachers
- Curriculum Coordinator
- Psychologist
- Building Administrator
- Staff working with the student
- Parents and family members

Tier 2 — Targeted Support

- In a timely manner, teams obtain and analyze local formative assessment data to target Tier 2 interventions
- Teams use a data protocol with a specific method for analyzing common errors and misconceptions to guide the data discussion and inform Tier 2 interventions
- Teams monitor student progress every two weeks and use progress monitoring data and local formative assessments to identify and group students for Tier 2 interventions
- Classroom teachers document and record interventions, and the school psychologist links those documents to the Otis student profile





TEAMS, ROLES, AND RESPONSIBILITIES

PLC: Field Middle School

The PLC team supports teachers in providing high-quality, standards-based instruction utilizing evidence-based instructional practices. Using the Plan-Do-Study-Act process, the team shares, reviews, plans, and refines practices and reviews formative assessment data on a regular basis to target Tier 1 strategies aligned to building level initiatives which support the district mission and vision.

Guiding questions for Grade Level Teams:

- 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?

The grade level team is supported by:

- Content Area Teachers
- English Language Learner Teachers
- Special Education Teachers
- Grade Level/Span Representatives
- Curriculum Coordinator
- Psychologist
- Social Worker
- Building Administrator
- Staff working with the student
- Parents and family

RESPONSIBILITIES

Tier 1 — Universal Support

- Provides high-quality, standards-based instruction with fidelity
- Teachers in the same content area and grade level teach the same units of study at the same time while utilizing the pacing guide to assure that all students receive the same access to grade-level content-aligned instruction
- Plan and utilize differentiated instruction
- Administers district and grade-level assessments
- Regularly analyzes student data to inform instructional practices and interventions
- Use common formative assessments to target Tier 1 supports and strategies
- Maintains communication with parents and support staff on student progress
- For students not showing progress in the core, the grade level team meet to discuss classroom interventions

Tier 2 — Targeted Support

- Support Guided Studies — ELA intervention and Mathematics strategies — Mathematics intervention teachers provide content information during intervention time





TEAMS, ROLES, AND RESPONSIBILITIES

Individual Problem-Solving Team

The Individual Problem-Solving Team assists the teacher and grade- and content-level teams reviewing student data and interventions. An Individual Problem-Solving Team assists when classroom supports, strategies, and/or interventions were attempted for the suggested number of weeks and the data collected shows little or no change with the academic and behavioral concerns. The IPS team will follow the Plan-Do-Study-Act process when considering next steps for student support. Supports may include assisting with classroom observations, modeling support to ensure implementation fidelity, and/or providing additional support as the team determines appropriate.

Guiding questions for Individual Problem-Solving Teams:

- 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?

The Individual Problem-Solving Team is supported by:

- Speech Pathologists
- Interventionists
- Special Ed/EL Teacher
- Administrator (Principal/Designee)
- Psychologists
- TrueNorth Staff Members
- Social Worker
- Classroom Teacher
- Assistant Superintendent for Student Services and Family and/or guardian
- Parents and family

RESPONSIBILITIES

- Determine area(s) of concern
- Determine interventions to be implemented in the core Universal Tier 1, Targeted Tier 2, and Intensive Tier 3 interventions
- Determine timeline for intervention(s)
- Determine the frequency for progress monitoring
- Determine what data will be collected for progress monitoring

Once accomplished, invite the parent to a meeting to inform of concerns and ideas for intervention.

Finalize plan and implement:

- Review progress monitoring data at regular intervals to inform instruction, interventions, and supports, including movement between the tiers of intervention
- Monitor implementation and fidelity of intervention delivery
- Meet periodically with the parents to inform of progress or change in interventions



TEAMS, ROLES, AND RESPONSIBILITIES

School Level Team (SLT) / Data Team

The role of the data team is to review grade level or content area student progress monitoring and formative academic and behavioral assessment data three times year using the Plan, Do, Study, Act cycle in order to refine instructional practice and inform school wide MTSS framework processes and procedures related to intervention criteria and interventions applied. Benchmark Data Review and Intervention Processes for data teams can be found [here](#).

Guiding Questions for SLT/Data Team:

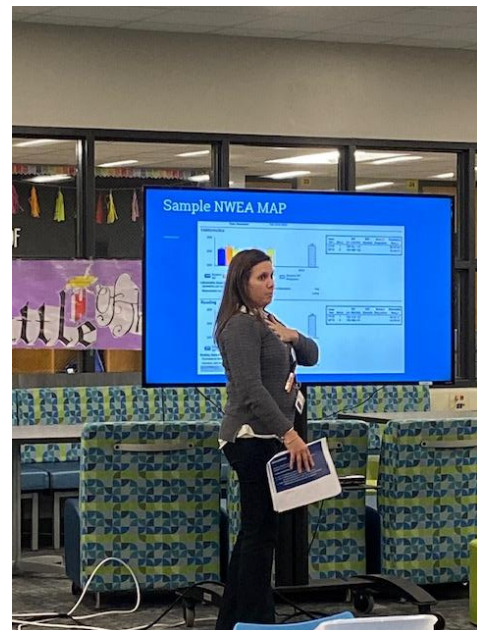
- What are the strengths and weaknesses that you observe in the data for each grade level and content area?
- Are there specific trends?
- How can the building or district support steps to improve the data?

The SLT/Data Team is supported by:

- Principal
- Assistant Principal(s)
- Teacher Leader(s)
- Assistant Superintendent of Curriculum and Instruction

RESPONSIBILITIES

- Evaluate instructional effectiveness at the grade, content, and school level
- Analyze grade level, content area and school-wide data to identify areas for additional building and district level supports
- Communicate school-level data and systemic concerns to grade level teams, school psychologists and interventionists
- Based on data analysis, plan professional learning and coaching to address teacher needs





TEAMS, ROLES, AND RESPONSIBILITIES

School Administration Team

The School Administration Team oversees all teams and provides leadership to ensure teams are working towards the strategic plan goals, and are providing necessary supports and resources to meet the needs of all students.

Guiding Questions for School Administration Team:

- What supports and resources, both fiscal and human, are needed to meet the learning needs of all students?
- Are we, as a school, meeting the academic needs of students in Tier 2 and Tier 3?
- Are we, as a school, meeting the social emotional learning needs of students in Tier 2 and Tier3?
- How can we, as instructional leaders, support teachers in providing Tier 2 and Tier 3 supports for academic and social emotional learning?
- What progress have we made in implementing the overall MTSS framework in our school?

School Administration Team is composed of:

- Field Principal
- Field Assistant Principal
- Winkelman PreK-2 Principal
- Winkelman 3-5 Principal
- Assistant Superintendent of Student Services
- Assistant Superintendent of Curriculum and Instruction
- Assistant Superintendent of Finance and Operations

RESPONSIBILITIES

- Analyze school level Tier 1, Tier 2 and Tier 3 data for academics and social emotional learning
- Identify areas for increased support and resources
- Re-organize resources to support identified areas of need
- Provide coaching support to staff in need of intensive supports
- Monitor the progress of the MTSS implementation plan





District Leadership Team

District leadership team provides oversight for the administration and the school leadership teams to ensure that their work is aligned with the strategic plan, and the district mission and vision.

Guiding Questions for School Administration Team:

- What progress have the schools made in reaching their goals?
- What supports do the school leadership team need to meet their goals?
- What support does each site administration team need to meet their goals?
- How has the current implementation progress at each school aligned with the strategic plan?
- How has the current implementation progress at each school aligned with the district mission and vision?

School Administration Team is composed of:

- Superintendent
- Assistant Superintendent for Student Services
- Assistant Superintendent of Curriculum and Instruction
- Principal of Field
- Principal of Winkelman Prek-2
- Principal of Winkelman 3-5
- Co- School Leader of Field
- Co-School Leader of Winkelman
- President of the Union

RESPONSIBILITIES

- Collaborate to ensure that work is aligned to the district strategic plan at each site
- Provide oversight to the schools in their implementation progress
- Serve in an advisory role to provide problem solving support to the school and the administration leadership teams in their implementation progress
- Collaborate to ensure that the MTSS implementation work is aligned with the district mission and vision



TEAMS, ROLES, AND RESPONSIBILITIES

District Cabinet

The District Cabinet monitors building level initiatives, uses the Plan-Do-Study-Act process, sets goals driving improvement for the schools in the district, and ensures alignment of building level initiatives to the district vision and mission.

District Cabinet Guiding Questions

- What are the strengths and weaknesses that you observe in the data for each school in the district?
- Are there specific trends?
- How can the district support steps to improve the data?

The District Cabinet is composed of:

- Superintendent
- Principals
- Assistant Principals
- Assistant Superintendent of Student Services
- Assistant Superintendent of Curriculum and Instruction and Instruction
- Assistant Superintendent of Finance

RESPONSIBILITIES

- Receive updates from each building
- Review District level goals
- Review District level data
- Utilizes building level data to strategically plan and meet district wide continuous improvement goals
- Utilizes data to determine financial resources to support building and district level needs



Decision-Making Processes

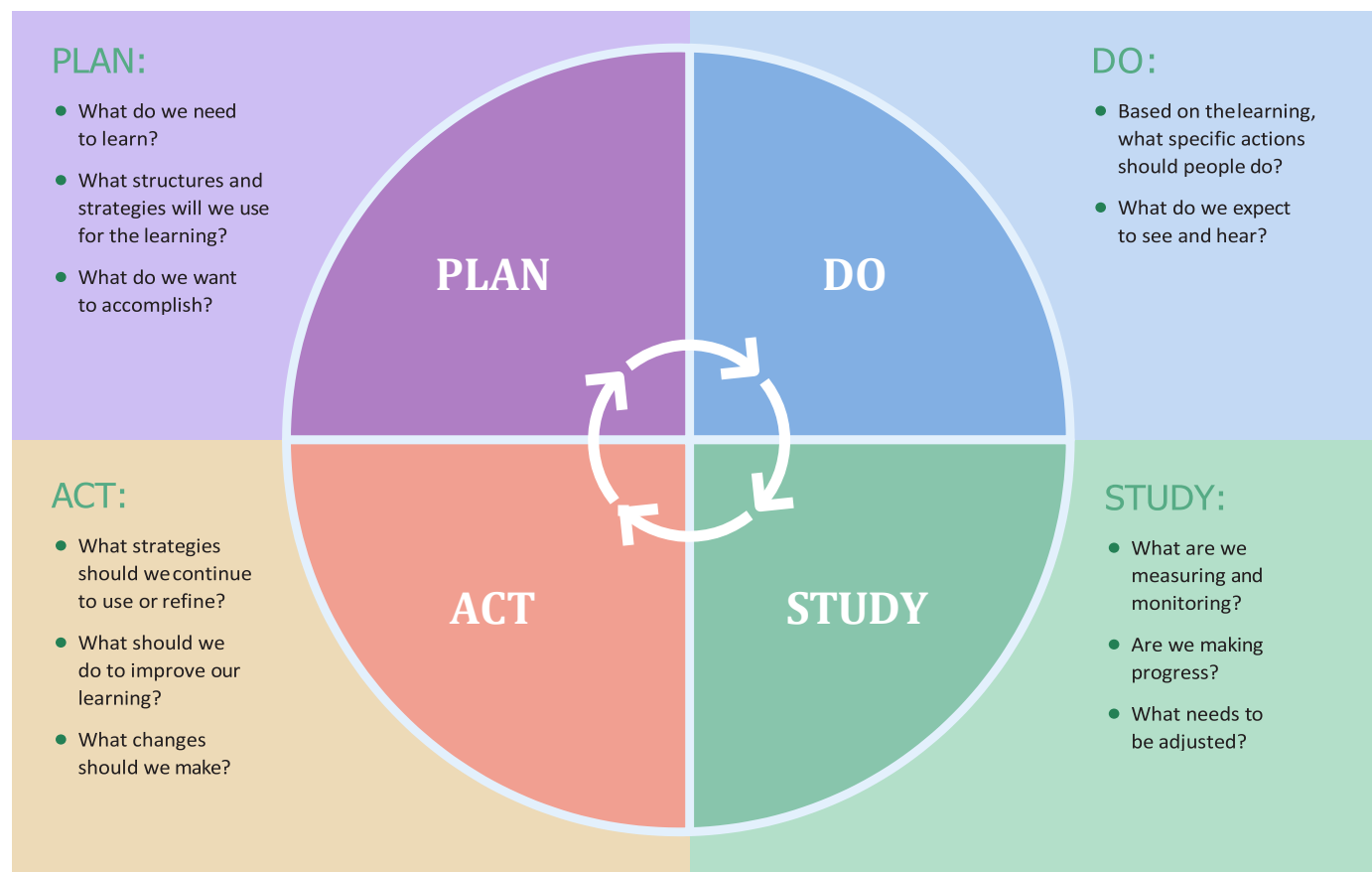
Teams with successful outcomes practice the art of effective ongoing problem-solving. These teams are better equipped to make substantial changes to practices based on the problem-solving process using new information, and encouraging diverse views, greater acceptability, and expert opinions, resulting in higher degrees of involvement and participation. Successful teams collaboratively examine issues from various angles — identifying barriers and the implications of their decisions from a variety of perspectives. Successful problem-solving leads to action steps that are data-informed, achievable and practical for overcoming barriers.

West Northfield School District 31 has adopted the Plan-Do-Study-Act process for its problem-solving approach. All teams will use this approach to ensure that data informs their decision-making — and that begins with developing a plan based on the data and the desired outcome. The teams then develop the action steps as the “Do” component of the process. Data is reviewed regularly as the “Study” component, while changes made during the “Act” process are based on the data.

THE PLAN-DO-STUDY-ACT PROCESS

The Plan-Do-Study-Act (PDSA) process is used for decision making in all aspects of the MTSS framework. The PDSA cycle provides a process to hold effective data talks that lead to instructional, practice and policy change.

This process to share, review, plan, practice, reflect and refine strengthens effective collaboration in the problem-solving process. Successful implementation of the Plan- Do-Study-Act process helps to ensure effective practices at all levels of the system for serving *all* students.



District 31: Academic Intervention



General Information

- Academic interventions are available in reading and mathematics content areas
- Students qualify based on specific criteria — there is no quota for the program
- Special education students are eligible for intervention supports if the academic areas of qualification (mathematics or reading) are not the same as the IEP goal areas. (For example, a student with an IEP goal in mathematics who qualifies for mathematic intervention will receive their targeted instruction through special education, not the schoolwide intervention in mathematics, but may participate in reading intervention.)
- English language learners are not excluded from receiving the intervention. When making intervention decisions, consider each student individually using ACCESS scores, other language proficiency information, and complete the “EL Guiding Questions During Problem Solving” document found [here](#).

NECESSARY CONDITIONS FOR ELS TO EXPERIENCE THE BENEFITS OF A CULTURALLY AND LINGUISTICALLY RESPONSIVE MTSS

- Use innovative practices and reforms in all tiers with a focus on enrichment, increased comprehensibility, and meaningfulness rather than remediation.
- Ensure that students receive culturally responsive, appropriate, quality content and language instruction that is evidence-based at all levels.
- Provide linguistic supports when assessing students' content knowledge.
- Provide time for team members to plan for students' instruction, resulting in instruction and intervention strategies that are cohesive, authentic, meaningful, and connected to the core curriculum.
- Include approaches that focus on complex socio-cultural phenomena and better address students' unique educational contexts.
- Look not only at classrooms but also at languages and outside social/educational settings for insights into students' performance.
- Recognize the need for both appropriate EL literacy instruction as well as academic language instruction throughout the school day.
- Differentiate at all tiers of support according to students' academic language proficiency levels.

INTERVENTION GUIDELINES FOR EL STUDENTS

- EL students qualify based on district criteria for ALL students regardless of their proficiency level
- Teacher input is very important
- EL students must be looked at individually
- A reasonable amount of time is needed to evaluate language growth (2–3 years)
- Tier III intervention is delivered by highly skilled intervention specialists or EL teacher
- Collaboration between parents, general education teachers, EL teachers, and all other teachers who work with the EL student is important



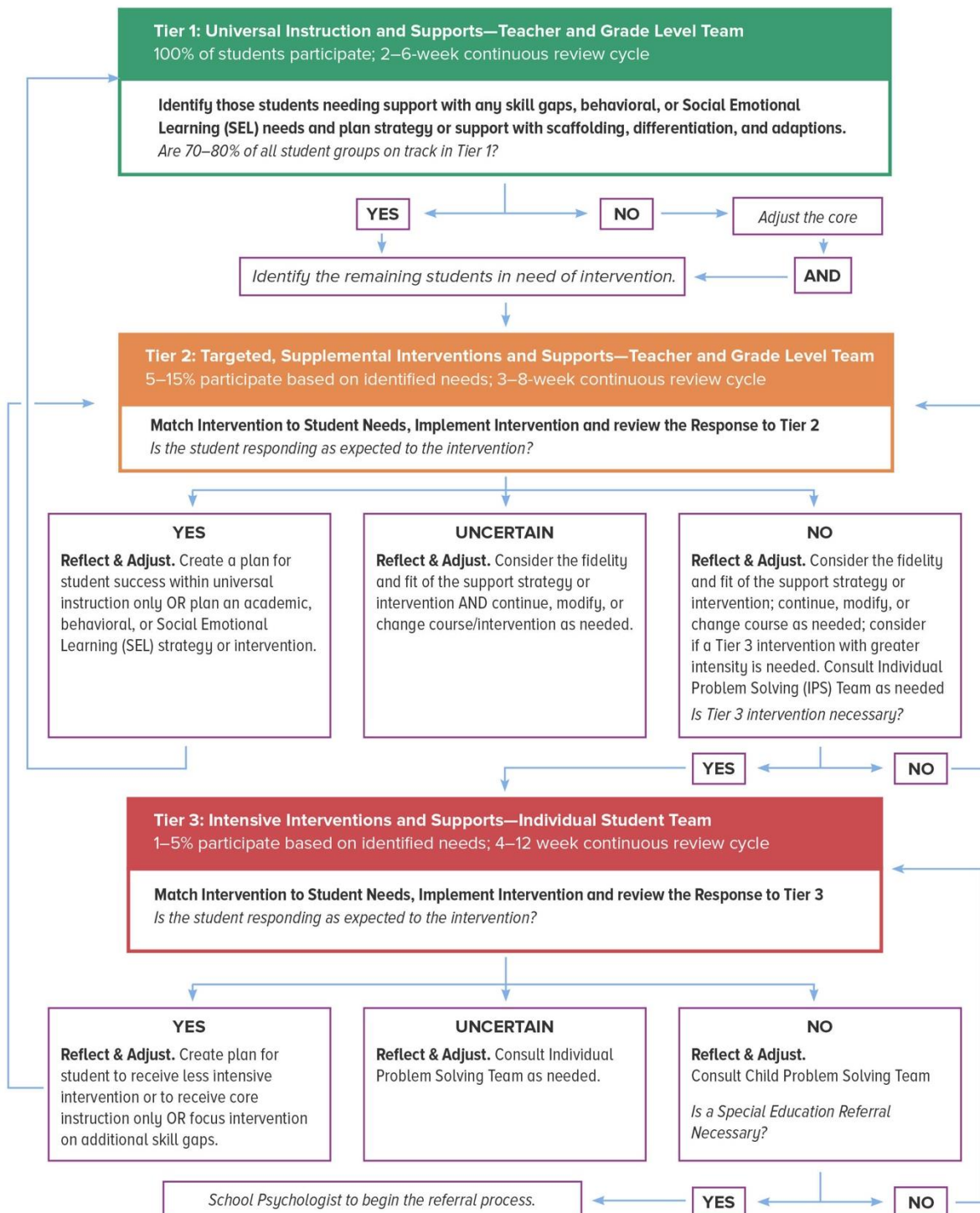
ACADEMIC INTERVENTION CRITERIA

Placement Procedures and Criteria
<p>Utilize national percentiles as determined by the Measure of Academic Progress (MAP) and AimsWeb Plus</p> <ul style="list-style-type: none">● Tier I Green- 25th percentile and up● Tier II Yellow-10-24th percentile● Tier III Red-below 10th percentile
School Specific Criteria and Data Sources
Field Middle School
<ul style="list-style-type: none">● Students who score below the tenth percentile on MAP (Tier III) are screened with AimsWebPlus● If MAP and AimsWebPlus produce qualifying scores the following additional information is gathered:● Reading: curriculum-based diagnostic Mathematics: curriculum-based diagnostic● General: File review, demographic indicators
Winkelman Elementary School Intervention Criteria and Identification Measures Chart
<p>Click here to view.</p>
<ul style="list-style-type: none">● Students who meet the criteria for Tier 2 and Tier 3 on NWEA MAP and AimsWebPlus● Additional data points could include the following:<ul style="list-style-type: none">● Reading: CKLA benchmark assessments● Mathematics: curriculum-based diagnostic, Numeracy Readiness Screener (kindergarten only)● General: File review, demographic indicators
Exit Criteria
<ul style="list-style-type: none">● Thirtieth (30th) percentile or higher on AimsWeb Plus or an evidence-based program for progress monitoring for at least two out of three consecutive assessments.
District Academic Goal:
<ul style="list-style-type: none">● Tier I Green — 80% of students● Tier II Yellow — 15% of students● Tier III Red — 5% of students

FLOW CHART FOR TIERED SUPPORT AND INTERVENTION

The flow chart below identifies the process steps for each of the data teams to determine if a student needs additional supports within the District 31 MTSS framework. The flow chart clearly identifies the process steps for supporting students in the Universal Tier 1 Instruction and Supports, when a student would progress to receiving Tier 2 Targeted, Supplemental Intervention and Supports, and/or Tier 3 Intensive Intervention and Supports. Teams use this flow chart as part of the PDSA cycle to determine the best “next steps” for each learner.

Flowchart for Tiered Support and Intervention



Universal Tier 1 —Instruction and Supports



Effective evidence-based Universal (Tier 1) instruction is the foundation of the MTSS framework. It is the core program in which all students receive high-quality, standards-aligned, evidence-based instruction. Tier 1 instruction incorporates effective instructional practices supported by Universal Design for Learning (UDL) Principles utilizing the grade-level core academic curriculum aligned with state standards. The intent of the Universal core program is the delivery of high-quality instruction that incorporates supports and strategies to assist with meeting grade-level standards and preparedness for the future. The core academic and behavior instruction is designed and differentiated for all students in all settings. Approximately 80 percent of the students in Universal (Tier 1) are expected to meet standards-aligned learning benchmarks.

Focus standards are a subset of grade-specific and content-specific standards students must know and be able to accomplish by the end of the school year. The focus standards are used to guide assessment, plan instruction, and prepare the student for the next grade level's learning. When a universal curriculum is effectively paired with supports and interventions, the student will thrive in meeting the learning benchmarks designed for grade-level developmental outcomes.

District 31 focus standards and pacing are available on the Units of Study and Pacing Guide. Daily lessons, including differentiation, are available on the Unit Plan that support teachers in providing consistent cross-grade or content level instruction to all students. For additional information about curriculum and instruction, visit the internal District 31 curriculum website.

A teacher's primary responsibility is to plan and deliver the grade-level content using evidence-based instructional pedagogy. They routinely use data to inform their instructional practice to determine how to best meet the needs of the diverse learners in their classrooms. Teachers, EL specialists, and special educators work collaboratively to support all learners in the general education curriculum.

D31 Evidence-Based Instructional Strategies

D31 has developed units of study for each grade and content area. These instructional strategies can be found in the study guides link on the addendum page. The instructional strategies listed below were selected from the meta-analysis conducted by John Hattie and initially published in his book Visible Learning. The items included below have been identified as the most effective instructional practices. When implemented with fidelity, practices with an effect size of 0.4 or greater result in increased student achievement and growth.

Strategy Name	Brief Description and Link to More Information	Effect Size
Jigsaw Method	Students are divided into groups and become “experts” on a chunk of content. Then groups are mixed, and each “expert” teaches about their assigned chunk of content. Click here for more information.	1.20
Classroom Discussion	Task involves the entire class in a discussion, allowing students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learned the concepts that are being taught.	0.82
Scaffolding	Scaffolding breaks up a standard or concept into smaller parts that build in complexity. Formative assessment is used to determine the level at which students begin learning as standard or concept. Click here for more information.	0.82
Teacher Clarity	The teacher communicates the intentions of the lesson (learning intentions or learning targets) and defines successful learning (success criteria). This includes the organization and explanation of learning outcomes, examples and guided practice, and assessment of student learning. Click here for more information.	0.75
Feedback	The purpose of feedback is to reduce discrepancies between current understandings and/or performance and the intended learning outcome. Effective feedback answers three questions: Where am I going? How am I going? Where to next? Each feedback question works at four levels: task, process, self-regulation, and self-level.	0.70
Meta-Cognitive Strategies	“Thinking about thinking” — students apply a learning strategy, then monitor how effective it is at building understanding and/or skills. The most effective meta-cognitive strategies include awareness of textual inconsistency and the use of self-questioning.	0.69

Goal Setting	Difficult goals are more effective because they lead to a clear notion of success and direct student's attention to relevant behaviors and outcomes. Goals can be guided by learning outcomes and student performance on a variety of assessments.	0.68– 0.59
Concept Mapping	Developing graphical representations of the conceptual structure of content to be learned. Often considered a form of learning intentions.	0.64
Mastery Learning	Provides clear explanations of what it means to “master” the material being taught. Features include appropriate learning conditions in the classroom such as high levels of cooperation between peers, teacher feedback is frequent and specific based upon formative assessment, and regular correction of mistakes is made by students.	0.58
Cooperative Learning	A specific type of small group work that includes positive interdependence, individual accountability, equal participation, and simultaneous interaction. After establishing classroom community through team-building activities, a variety of cooperative learning structures can be used to support student engagement and learning.	0.55– 0.53
Formative Evaluation	Any information gathered about student learning regarding a specific learning outcome or standard. Formative evaluation results should be used to guide provided feedback.	0.48
Questioning	Lower-level questions are more effective for surface-level information and a mixture of lower-level and higher-level questions are more effective when aiming at deeper information and understanding. Useful information regarding students' learning can be gathered by tracking the questions that students ask.	0.48

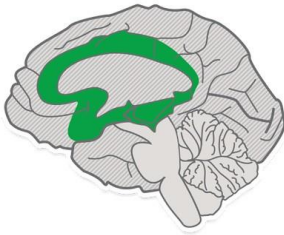
Teachers use evidence-based pedagogy to plan and deliver instruction. The principles of Universal Design for Learning, when used effectively in instructional planning and delivery, allow all students access to the content, and allow them differentiated options for learning and expressing what they have learned. Focusing on providing instruction that allows for multiple means of engagement, multiple means of expression, and multiple means of action and expression as the foundation of instructional planning meets the needs of diverse learners in every classroom. UDL Principles and a sample list of UDL based interventions are found below. These tools should be used to inform instructional planning to ensure that instruction is differentiated to meet individual student needs.

Universal Design for Learning (UDL)

CAST has done extensive research in neuroscience to explore the varied ways individuals learn. They have identified three areas: Engagement “The Why of Learning” visually represented in green, Representation “The What of Learning” visually represented in purple, and Action and Expression “The How of Learning” visually represented in blue. Universal Design for Learning (UDL) provides educators with a lens to identify and reduce barriers that limit learning and support flexible, inclusive instruction where all learners can meet high expectations.

For more information on UDL, go to [CAST.org](https://cast.org)

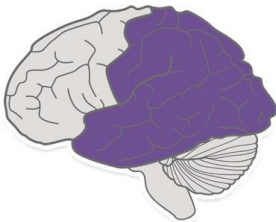
AFFECTIVE NETWORKS: THE **WHY** OF LEARNING



Provide Multiple Means of Engagement

- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants
- Provide tasks that allow for active participation, exploration, and experimentation
- Invite personal response, evaluation, and self-reflection to content and activities
- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways

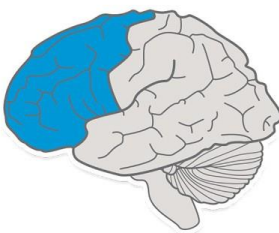
RECOGNITION NETWORKS: THE **WHAT** OF LEARNING



Provide Multiple Means of Representation

- Use text equivalents in the form of captions or automated speech-to-text (voice recognition) for spoken language
- Provide visual diagrams, charts, notations of music or sound
- Provide written transcripts for videos or auditory clips
- Provide American Sign Language (ASL) for spoken English
- Use visual analogues to represent emphasis and prosody (e.g., emoticons, symbols, or images)
- Provide visual or tactile (e.g., vibrations) equivalents for sound effects or alerts
- Provide visual and/or emotional descriptions for musical interpretation

STRATEGIC NETWORKS: THE **HOW** OF LEARNING

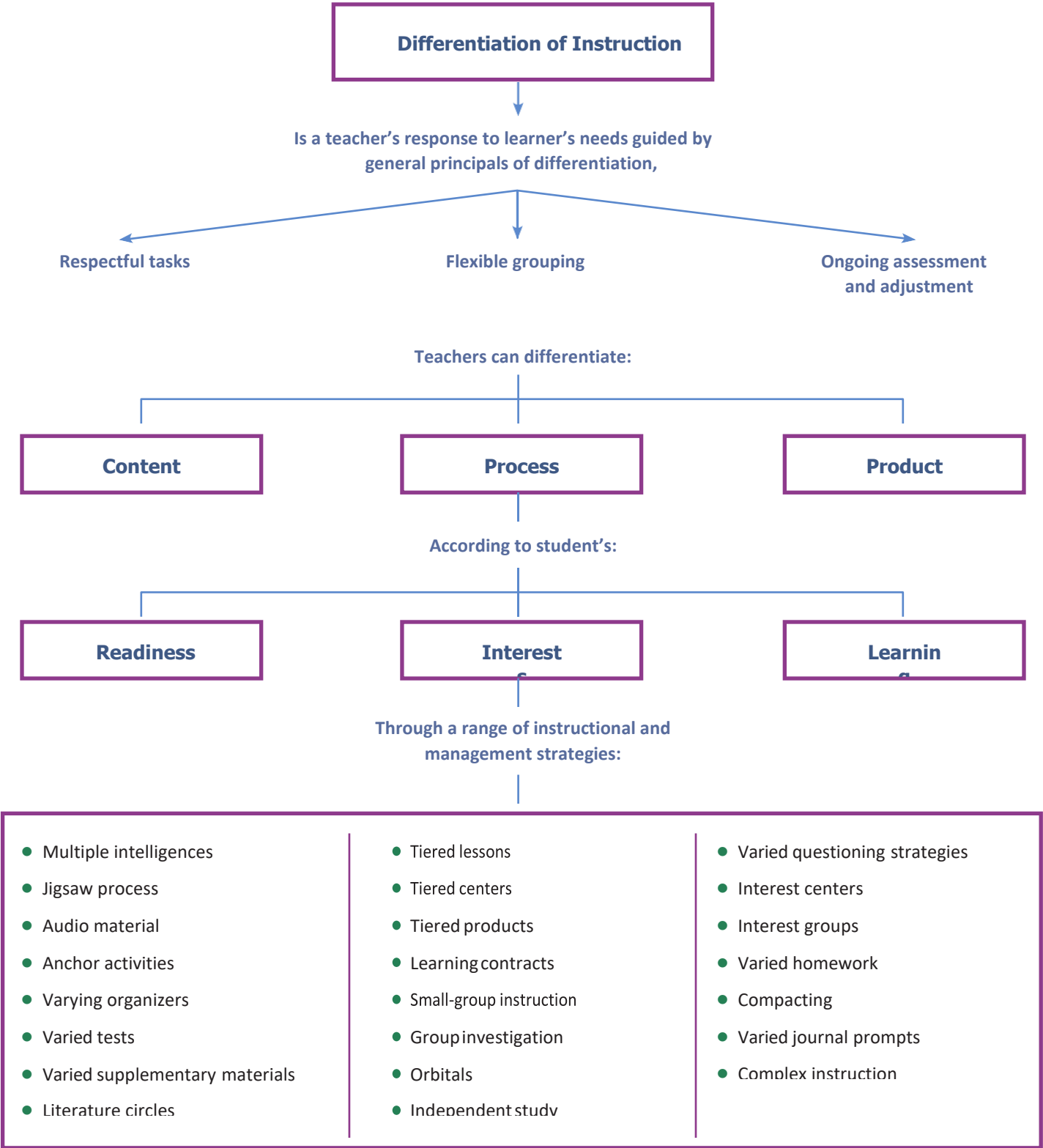


Provide Multiple Means of Action and Expression

- Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies
- Provide alternatives for physically responding or indicating selections (e.g., alternatives to marking with pen and pencil, alternatives to mouse control)
- Provide alternatives for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard
- Customize overlays for touch screens and keyboards

Sample List of Universal Tier 1 Instruction

BEST PRACTICES IN THE CLASSROOM FOR ALL LEARNERS



Learning Strategies

The learning strategies provided below can also be used by grade level teams as they plan instruction or Tier 1 intervention in their classrooms. The instructional supports and strategies have been identified to meet the needs of visual, auditory, and kinesthetic learners. Specific strategies to support content instruction are also included as a resource for planning instruction and intervention at Tier 1.

Instructional Supports and Strategies

- Emphasis on major points
- Opportunity to respond orally
- Provide students with review outlines
- Teach students to recognize signal words (Sum, Difference, Key Features, Above All)
- Use visual aids and cues
- Provide auditory aids
- Provide an opportunity for students to verbalize steps
- Provide adequate wait time
- Allow paired working arrangements
- Establish relevancy and purpose for learning
- Provide concrete experiences
- Immediate feedback
- Positive reinforcement of behavior
- Give cue/signal to begin work
- Check on progress often, especially during the first few minutes of the task
- Provide written backup for oral directions
- Have student repeat directions
- Provide examples
- Highlight, underline, number
- Pre-teach vocabulary
- Write schedules, timelines, calendars,
- Give rules for class discussions
- Teach memory skills
- Provide structure by defining the roles within the group, the tasks to be performed
- Provide positive reinforcement
- Provide experiences for a frame of references
- Use brainstorming, role playing, simulation
- Cues for task completion
- Allow breaks
- Provide repetition of key concepts

Visual learners need to see, watch, and observe. Their eyes are the key to learning.

- Color coding
- Visual patterns of words
- Graphics, pictures, and written key words to support auditory information
- Gestures and cues to support auditory information
- Charts
- Webs
- Outlines
- Story maps
- Diagrams
- Flashcards
- Maps
- Modeling
- Sequencing information
- Teach the student to visualize acronyms
- Encourage the student to keep an assignment log

Auditory learners benefit from hearing information.

- Verbal instruction
- Sub-vocalize while reading
- Lecture
- Discussion
- Brainstorming
- Oral reports
- Creative dramatics
- Phonics
- Poetry
- Self-talk
- Verbalize the steps needed
- Audio
- Listening centers
- Partner activities
- Oral activities prior to independent work
- Sub-vocalization while reading to self
- Teach the student to talk through task
- Provide auditory and rhyming cues

Learning Strategies, continued

Kinesthetic learners benefit from touching, drawing, acting, and doing active moving and learning.

- Hands-on activities
- Projects
- Manipulatives
- Performance/acting out experiences
- Crafts
- Drawing
- Construction
- Computers
- Tap/Clap syllables
- Number lines
- Let students run errands, pass out papers
- When possible, allow students to move around the room as part of the learning experiences
- Have students chart their own progress
- Keep the work period short and gradually lengthen

Supports of Social Studies

- Maps
- Globes
- Atlases
- Compasses
- Timelines
- Multicultural artifacts
- Aerial and satellite photographs
- Video clips

Supports related to Mathematics

- Blocks/cubes
- Clocks, sundials, and other timekeepers
- Number lines
- Methods of geometric figures
- Calculators
- Protractors
- Rulers, yard- and metric sticks
- Geoboards
- Counters and compasses
- Calendars and coins

Supports related to Language Arts

- Illustrated word and phrase wall
- Felt or magnetic figures of story elements
- Sequence blocks, environmental print, posters, or displays
- Bulletin boards
- Photographs
- Cartoons
- Audio books
- Songs
- Sentence frames
- Graphic organizers

Supports of Science

- Scientific instruments
- Measurement tools
- Physical models
- Actual substances
- Organisms or objects of investigation
- Posters/illustrations of process or cycle

Targeted Tier 2 — Supplemental Support and Interventions



The purpose of Targeted Tier II instruction and support is to close skill gap and improve student performance in the Universal Tier I core classroom, so students can successfully meet benchmark expectations. Tier II interventions provide a more “Targeted” learning opportunity (additional time and a narrowed target focus of skill-based instruction) that supports learning for students in the Universal Tier I Core Instruction. Tier II supports are provided by classroom teachers. Tier II services require effective levels of collaboration between the grade level-team. The team may include general education, special education, interventionists, and EL expert in exploring potential supports and strategies to meet the needs for the student. Targeted supplemental instruction (Tier II) should not consist of more than five to fifteen (5-15) percent of students and is provided in addition to, not in place of, grade-level core instruction.

When data identifies that a student is not being successful within the universal instruction, teachers begin monitoring which barriers or obstacles may be the causing factors. Many times, students have not mastered sub-skills or essential building blocks of the content’s foundational skills. Based on the District 31 problem-solving process, the teacher first confers with the student about their difficulties. They may also at this time connect with the family to see if those same issues exist when the student is working at home. They may bring the student’s data to the grade level team to make Tier 1 recommendations involving small group targeted instruction or specific strategies aligning to the student’s learning styles in the general education classroom. If the patterns of weakness(es) persist, the teacher may then request that the Individual Student Problem Solving Team review the data from the targeted interventions and other classroom measures to determine if a Tier 2, supplemental intervention is warranted in addition to the core

In addition to providing standards-aligned instruction that is consistent across the grade level, using the guiding questions to plan their instruction including their clear expectations of what they expect students to know and be able to do, determine as a team how they will assess student learning and how to meet the needs of students who need additional support, as well as students already proficient.

The grade-level team members support each other through problem-solving in developing Tier 1 intervention plans as well as identifying Tier 2 intervention and supports if Tier 1 intervention and strategies are not adequate to close skill gaps.

What is an intervention?

An intervention is instruction designed to build/improve student's skills or knowledge in areas that are necessary to allow them to achieve grade-level expectations.

When grade level teams plan instruction and intervention, they must be clear about the specific interventions. The chart below helps to clarify the differences between true interventions and frequent misconceptions about intervention.



AN INTERVENTION:

- Must involve instruction
- Must be provided in a small group or individually
- Must be in addition to, not in place of, the general curriculum
- Must be provided consistently a minimum of three times a week over a period of at least 6–8 weeks for a duration, per session
- Cannot be more of the same thing or presented in the same way, it must be focused on closing the skill gap
- Must have a logical structure/progression of skills or be targeted to a specific identified weakness



AN INTERVENTION IS NOT:

- Completing a form or worksheet
- Giving the student an assessment or doing a classroom observation
- A change in seating or other change in the classroom environment
- Progress monitoring
- Parental contact
- Extra homework
- Peer buddies
- Retention
- In- or out-of-school suspension
- Small group or any other instruction, if the instruction is not specific to the student's identified problem and does not include frequent and ongoing progress monitoring that measures the impact of the instruction on the student's learning
- Not a study skills class for finishing class work
- Other accommodations, modifications, or differentiations

Tier 2 Interventions

The chart below provides a snapshot of what a Tier 2 intervention should entail. A Tier 2 intervention must be consistently provided as recommended with small instructional groupings of students with the same skill gaps and could last 3–8 weeks. Frequent progress monitoring determines if the intervention being applied is making a difference. If the student meets the benchmark for exiting before the 3–8-week duration, they should be exited and return to core instruction alone. The movement between tiered supports should be fluid and data driven.

A SUMMARY OF RESEARCH-BASED FACTORS THAT ILLUSTRATE TIER 2

Organizational Factors		Tier 2 Intervention Chart	
Time allotted for instruction		15 - 30 minutes, 3–5 days a week	
Instructional grouping		5–8 students	
Duration of intervention		3–8 weeks	
Intervention Facilitating group		General education teacher, Intervention Specialist	
Instructional Factors		Tier 2	
Opportunities to respond		Ensure at least 6–8 OTR's/minute	
Success rate of student responses		Ensure the group is at least 80% successful on new material and 90% successful in review material	
Instructional focus		Use of core and supplemental materials with the support of reteaching and review of group level needs	
Behavioral expectations		Provide more structured systems to reinforce and correct challenging behavior	
Precorrection		Utilize group precorrection	
Amount of review and repetition		Review and practice core concepts taught from Tier 1	
Error correction		Prompt students to look for errors “Look at that word again...”	
Scaffolding		Utilize the “I do, we do, you do together, you do alone” framework	
Assessment Factors		Tier 2	
Intensity of progress monitoring		Bi-Weekly or Monthly	
Level of assessments: content, grade level		Bi-Weekly or Monthly	
District level assessment (3 times per year)		Review upon results reviewed and identify patterns or changes modify Tier 2 based on results	

INTERVENTION AND STUDENT SERVICES: CURRICULUM MATERIALS AVAILABLE

The graphic below provide a preview of the [document](#) which is intended to outline the specifics of student programming and the resources available for general supports, math and reading intervention. The determination of when to use the resources should be made based upon student need as demonstrated by data, program placement, and student learning goals. Service providers should collaborate and coordinate efforts when students are eligible for multiple supports.


	Tier II	Tier III	Special Education	English Language
Program Description	The purpose of Targeted Tier II instruction and support is to close skill gaps and improve student performance in the Universal Tier I core classroom, so students can successfully meet benchmark expectations. Tier II interventions provide a more "targeted" learning opportunity (additional time and a narrowed target focus of skill-based instruction) that supports learning for students in the Universal Tier I Core Instruction. Tier II supports are provided by classroom teachers. Tier II services require effective levels of collaboration between the grade level-team. The team may include general education, special education, interventionists, and EL experts in exploring potential supports and strategies to meet the needs for the student. Targeted supplemental instruction (Tier II) should not consist of more than five to fifteen (5-15) percent of students and is provided in addition to, not in	The purpose of Tier III services is to provide intensive evidence-based intervention to support students in overcoming significant learning barriers both academically and behaviorally. Tier III services require more time and intensity with a narrower focus on the intensive instruction and intervention than Tier II services. Tier III services require effective levels of collaboration and coordination among the staff including general education, special education, interventionists, and EL experts in planning and providing services to the student. The expected outcome of Tier III services is that the student will, over time, be able to successfully achieve Tier I proficiency levels both academically and behaviorally as established by the district. Only 1 to 5 percent of the student population should require Tier III intervention. Tier I is effective when meeting 80% or higher for student learning and behavior and may be supported by evidence-based Targeted Tier II interventions.	The purpose of special education services is to provide specially designed instruction as prescribed in the Individualized Education Plan (IEP). Some IEPs may identify services that include evidence-based interventions similar to Tier III interventions and should be provided in addition to and not as a replacement of the core curriculum. The frequency and duration of the intervention should align to the recommendations of the IEP team and the recommendations of the particular evidence-based program. The frequency and duration for a student with an IEP may look like the following: <ul style="list-style-type: none"> Individualized instructions 1-3 students At least 30-45 minutes daily, 3-5 times a week Progressed monitored weekly Implemented in a resource setting and in the general education setting Core plus more model (more = intervention/supplemental) 	The purpose of English language programming is to provide the student population with limited English proficiency support to develop English language proficiency through two specific options: <p><i>Transitional Bilingual Education (TBE)</i> Designed for students whose primary language is Spanish, Mongolian, Russian, or Korean (if 20+ students).</p> <p><i>Transitional Program of Instruction (TPI)</i> Designed for all English Learners whose native language is other than Spanish, Mongolian, Russian, or Korean and who, in terms of numbers, are less than 19 speaking the same foreign language.</p>

		Reading										
		Curricular Materials	Description				Grade Levels	Fluency	Phonemic Awareness	Phonics	Vocabulary	Comprehension
		FOCUS on Reading	FOCUS on Reading is composed of six titles, each devoted to a specific strategy, including Comparing and Contrasting, Making Predictions, Drawing Conclusions and Making Inferences, Recognizing Cause and Effect, Understanding Sequence, and Understanding Main Idea and Details. Each title is designed to help students concentrate on applying one strategy to short pieces of text.				3-5					x
		Go Phonics	Go Phonics is a thorough, multi-sensory, systematic phonics reading program for grades K through 2. It begins with teaching the letters, their proper formation and sounds, and continues through fairly advanced phonics concepts. Go Phonics is compatible with Orton-Gillingham methodology which teaches explicit, systematic phonics using multi-sensory techniques. The				K - 2		x	x		
		Imagine Learning	All students are academic language learners. The Imagine Learning Language Advantage™ is a theory of action that promotes rigorous and equitable development of language that accelerates learning across all subjects, transforming students into stronger and more confident learners.				K-5				x	
		IMSE	The Institute for Multi-Sensory Education's Orton-Gillingham program allows children to break down how and why letters and words sound the way they do. OG combines direct, multi-sensory teaching strategies paired with systematic, sequential lessons focused on phonics.				K-5	x	x	x		
		Curricular Materials		Description								
Bridges Intervention		Bridges Intervention provides targeted instructional assessment for essential K–5 mathematics skill system of support. The small-group instructional progress monitoring are consistent with a Re Intervention (RTI) or Multi-Tiered System of Support framework. Intended to complement regular math instruction, Intervention is ideal for small groups or individual work with models—starting with manipulating two-dimensional representations and then representing. Organized by content rather than grade, each 30-minute session is matched to student needs.										
Connecting Math Concepts		Connecting Math Concepts introduces ideas that teach students the connections between concepts on the big ideas of mathematics, Connecting teaches explicit strategies that enable students to understand difficult ideas such as ratios, proportions, percents, functions, and data analysis. Detailed explanation practice move students toward independent practice that they gain success and confidence as mathematicians.										
Numeracy Consultants		Numeracy Consultants is a back-to-basics approach to teaching mathematics. Numeracy Consultants equips teachers with a comprehensive math intervention curriculum, meticulously designed to incorporate research-based methods and best practices, ultimately bolstering RTI or MTSS interventions. Numeracy Consultants provides math intervention programs and assessment systems that prioritize fundamental numeracy skills, multiplicative thinking, and fractional concepts. Recognizing the pivotal role of assessment in student success, the program empowers teachers by demonstrating how to leverage the math		K-5	x	x	x	x				

MTSS INTERVENTION AND SUPPORT DOCUMENT

As a teacher identifies a student to bring to the grade level team for Tier 2 problem solving, they complete sections one and two of the form before the meeting and upload the document to the student profile in Otus.

This is a screenshot of the form. For instructions on how to fill out this [form](#), view the [video](#).



West Northfield School District 31

MTSS Intervention and Support Document

Teacher completes Form

Tier II ☐ Tier III ☐ Problem Solving ☐

Student Name	Grade	Referring Teacher	School Year
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Subject Area

READING

☐ Letter Names

☐ Letter Sounds

☐ Phonemic Awareness

☐ Decoding

☐ Sight Words

☐ Reading Fluency

☐ Comprehension

☐ _____

MATH

☐ Computation

☐ Concepts/Application

☐ _____

BEHAVIOR

☐ Social Peer Relationships

☐ Work Completion

☐ Verbal/Physical Aggression

☐ Classroom/School Expectations

☐ Inattention

☐ _____

SPEECH

☐ Intelligibility/ articulation

☐ Receptive/ expressive

☐ _____

☐ OCCUPATIONAL THERAPY

☐ PHYSICAL THERAPY

☐ _____

Student History

1. Has student received MTSS services previous year(s)?

☐ YES ☐ NO

 Subject / Year _____

2. Check the student's cumulative file and note relevant information, if yes Describe relevant information

3. Note any medical issues with the office (medications, visions and hearing)


4. Note relevant information from discussion with the teacher from last year

5. Note co-curricular teachers input and observations regarding the problem. (if relevant)

6. Other schools attended (note below):

7. Attendance: Absences: Tardies:

8. Other Variables that need consideration:

During universal tier 1 instruction, how did you differentiate ?
Describe strategies used and link  Classroom Differentiation Strategies Doc

Intensive Tier 3 — Intervention



Tier 3 intervention is what “few” students receive and is the most intense level of intervention that a school can provide to a student within the MTSS framework. Typically, Tier 3 services are provided to very small groups and/ or individual students. Tier 3 is not special education or a service for English Language Learners. All students, based on the Individual Problem-Solving Team recommendation, have access to Tier 3 interventions.

The purpose of Tier III services is to provide Intensive evidence-based intervention to support students in overcoming significant learning barriers both academically and behaviorally. Tier III services require more time and intensity with a narrower focus on the intensive instruction and intervention than Tier II services. Tier III services **require** effective levels of collaboration and coordination among the staff including general education, special education, interventionists, and EL experts in planning and providing services to the student. The expected outcome of Tier III services is that the student will, over time, be able to successfully achieve Tier I proficiency levels both academically and behaviorally as established by the district. No more than 1 to 5 percent of the student population should require Tier III intervention. Tier I is effective when meeting 80% or higher for student learning and behavior and may be supported by evidence-based Targeted Tier II interventions.

Typically, the intensive Tier 3 interventions are an extension of the evidence-based interventions, strategies, supports, and programs with an increase in time or a reduction in group size to intensify the instructional time. The following are components of effective Tier 3 interventions.

- Duration — more time for exposure or opportunity to receive the intervention
- Frequency — scheduling the intervention to occur more often than during Tier 2
- Individualization — adapting and adjusting to the uniqueness of the learner
- Small group or individual attention — provided with a highly qualified teacher trained in a specific intervention approach
- Revision of the focus of intervention based on data review
- Continual progress monitoring (weekly) of the intervention to tailor intervention approaches
- Diagnostic assessment data in addition to progress monitoring, probe to identify which skills to target

The Individual Problem-Solving Team has the role of reviewing the multiple data points that have been collected across the Tier 1 and Tier 2 interventions. They use that data along with the intervention history to make recommendations around Tier 3 interventions for the students with the highest learning or behavioral needs.

Expertise on this team includes the school psychologist, interventionists, special education and EL experts, family, administrators, and others that have worked with the student. This wraparound approach to problem-solving is intended to provide a comprehensive Tier 3 intervention plan that is individualized to meet the most intensive student needs.



The chart below provides a snapshot of what a Tier 3 intervention should entail and will help teams to distinguish between targeted Tier 2 and Tier 3 Intensive interventions. The changes consist of increased time, smaller group sizes, and a longer duration of the intervention. The intervention providers might include the intervention specialist, content specialist, or special education teacher. The smaller group size allows more opportunities for the student to respond and receive immediate feedback. Progress is monitored on a weekly- to twice-weekly basis to determine if the instructional approach and the specific intervention practice are having a positive effect on reducing skill gaps. If the student meets the benchmark for exiting before the 8–12-week duration, they should be exited and return to Tier 2 supports as they transition back to the core. The movement between tiered supports should be fluid and data- driven.

A SUMMARY OF RESEARCH-BASED FACTORS THAT ILLUSTRATE THE DIFFERENCE BETWEEN TIER 2 AND TIER 3


Organizational Factors	Tier 2	Tier 3
Time allotted for instruction	15 minutes, 3–5 days a week	30+ minutes, 5 days a week
Instructional grouping	5–8 students	1–3 students
Duration of intervention	3–8 weeks	6–8 weeks
Intervention Facilitating group	General education teacher	Highly qualified content specialist
Instructional Factors	Tier 2	Tier 3
Opportunities to respond	Ensure at least 6–8 OTR’s/minute	Ensure at least 8–12 OTR’s/minute
Success rate of student responses	Ensure the group is at least 80% successful on new material and 90% successful in review material	Ensure that individual students are at least 80% successful on new material and 90% successful in review material.
Instructional focus	Use of core and supplemental materials with the support of reteaching and review Group level needs	More strategically structured remediation intervention programs Individual-level needs
Behavioral expectations	Provide more structured systems to reinforce and correct challenging behavior	Use a more functional behavior plan tailored to the individual with specific interventions

Precorrection	Utilize group precorrection	Use individualized precorrection
Amount of review and repetition	Review and practice core concepts taught from Tier 1	More intensive practice of the core and remediation content
Error correction	Prompt students to look for errors “Look at that word again...”	Provide direct error correction “That word is. What word?”
Scaffolding	Utilize the “I do, we do, you do together, you do alone” framework	Provide more intensive guided practice during the “we do”
Assessment Factors	Tier 2	Tier 3
Intensity of progress monitoring	Bi-Weekly or Monthly	Weekly
Level of assessments: content, grade level	Bi-Weekly or Monthly	Weekly
District level assessment (3 times per year)	Review upon results reviewed and identify patterns or changes modify Tier 2 based on results	Review upon results reviewed and identify patterns or changes modify Tier 3 based on results

MTSS INTERVENTION AND SUPPORT DOCUMENT

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Subject Area

READING

☐ Letter Names

☐ Letter Sounds

☐ Phonemic Awareness

☐ Decoding

☐ Sight Words

☐ Reading Fluency

☐ Comprehension

☐ _____

MATH

☐ Computation

☐ Concepts/Application

☐ _____

BEHAVIOR

☐ Social Peer Relationships

☐ Work Completion

☐ Verbal/Physical Aggression

☐ Classroom/School Expectations

☐ Inattention

☐ _____

SPEECH

☐ Intelligibility/ articulation

☐ Receptive/ expressive

☐ _____

☐ OCCUPATIONAL THERAPY

☐ PHYSICAL THERAPY

☐ _____

Student History

1. Has student received MTSS services previous year(s)?

☐ YES ☐ NO

 Subject / Year _____

2. Check the student's cumulative file and note relevant information, if yes Describe relevant information

3. Note any medical issues with the office (medications, visions and hearing)


4. Note relevant information from discussion with the teacher from last year

5. Note co-curricular teachers input and observations regarding the problem. (if relevant)

6. Other schools attended (note below):

7. Attendance: Absences: Tardies:

8. Other Variables that need consideration:

During universal tier 1 instruction, how did you differentiate ?
Describe strategies used and link  Classroom Differentiation Strategies Doc

Behavior and Social-Emotional Learning

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), Research has shown that social and emotional competence can be enhanced using a variety of classroom-based approaches such as: (a) explicit instruction through which social and emotional skills and attitudes are taught and practiced in developmentally, contextually, and culturally responsive ways; (b) teaching practices such as cooperative learning and project-based learning; and (c) integration of SEL and academic curriculum such as language arts, mathematics, science, social studies, health, and performing arts.

In District 31, these five SEL elements are taught utilizing the Second Step Curriculum at both schools. Winkelman has designated SEL periods and Field SEL is taught during advisory. The SEL curriculum is aligned to the social-emotional learning standards. In addition, to designated SEL times, SEL is incorporated throughout the day in the other content areas.

To carry out effective SEL instruction, classrooms must provide a nurturing, safe environment characterized by positive, caring relationships among students and teachers. To facilitate age-appropriate and culturally responsive instruction, adults must understand and appreciate the unique strengths and needs of each student and support students' identities. When adults incorporate students' personal experiences and cultural backgrounds while seeking their input, they create an inclusive classroom environment where students are partners in the educational process, elevating their agency. Strong relationships between adults and students can facilitate co-learning, foster student, and adult growth, and generate collaborative solutions to shared concerns. (CASEL.org)

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

District 31 provides several SEL tiered supports at both Winkelman Elementary and Field Middle School. Tier 1 supports as identified in the chart below are provided to all students, with Tier 2 supports provided to those in need of additional supports. Tier 3 interventions are provided to those students needing more intensive SEL supports. For a description of the supports and how they are used, click on the following [link](#):

SEL Interventions Supports Chart

Social Emotional Learning	Intervention	Data	Purpose
Winkelman Wild Cat Way	Tier 1 - All Students Winkelman	Ongoing	To provide a school-wide system of positive supports .
Second Step Winkelman	Tier 1-All Students	Ongoing	Second Step® programs. A holistic approach to building supportive communities for every child through social-emotional learning.
Second Step Advisory Field	Tier 1-All students Field	Ongoing	Web-based, teacher-facilitated lessons and advisory activities, along with program training and resources to help middle schoolers build social-emotional skills for life.
Signs of Suicide Screener/ Byssa's Mission	Tier 1-All Students Field	1 Time per year	The goal of in-school screening is for students to identify symptoms consistent with depression and/or suicide risk and for school staff to advise a complete professional evaluation.

Components of CASEL 5

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high-quality, evidence-based social and emotional learning. CASEL supports educators and policy leaders and enhances the experiences and outcomes for all pre-K–12 students. CASEL’s mission is to help make evidence-based Social and Emotional Learning (SEL) an integral part of education from preschool through high school.

The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school, civic engagement, health, wellness, and fulfilling careers.

District 31 builds on these five elements by teaching SEL utilizing Second Step Curriculum at both Winkelman and at Field. Winkelman has designated SEL periods and at Field SEL is taught during advisory. The SEL curriculum is aligned to the social-emotional learning standards. In addition to designated SEL times, SEL is incorporated throughout the day within the curriculum. For more information on District 31 Social Emotional Learning view the complete SEL Brochure [here](#).

FIVE FOCUS AREAS OF CASEL 5



For more information, on the components of CASEL 5 visit the site [here](#).

Families and Stakeholder Engagement



A critical piece in improving the culture of a school to improve student performance is meaningful family engagement. Research in this area shows a convincing relationship between positive parent involvement and student success (Henderson and Mapp, 2002).

Families are an integral part of the MTSS process. West Northfield District 31's Multi-Tiered System of Supports (MTSS) framework includes family and community engagement as a key component to support students. A welcoming school and classroom create an empowering culture of collaboration and support for all families, students, and staff.

Building families' understanding of data types, data collected, and how data guides instruction and intervention for each child's need creates a more equitable and inclusive process allowing families to partner in their child's education. The support provided through MTSS does not replace a parent's right to request an assessment of his/ her child for special education or any other entitlement services offered by the school.

The PTA National Standards for Family-School Partnerships contains six standards that provide a framework for achieving a high standard of engagement for families and the communities. Each of the six standards includes quality indicators for successful partnerships. The standards are available on the National PTA website, www.pta.org. The strategies listed can be applied to MTSS and, when implemented, help to build an empowering culture that includes family as the core.

Standards for Effective Family Engagement

West Northfield District #31’s Multi-Tiered System of Supports (MTSS) framework includes family and community engagement as a key component to support students. The PTA National Standards for Family School Partnership’s six standards provide a framework for achieving a high standard of engagement for families and the communities. Often the missing puzzle piece is family. Families are an integral part of the MTSS process. Research in this area shows a convincing relationship between positive parent involvement and student success (Henderson and Mapp, 2002).

STANDARD 1.
WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY

Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

STANDARD 2.
COMMUNICATING EFFECTIVELY

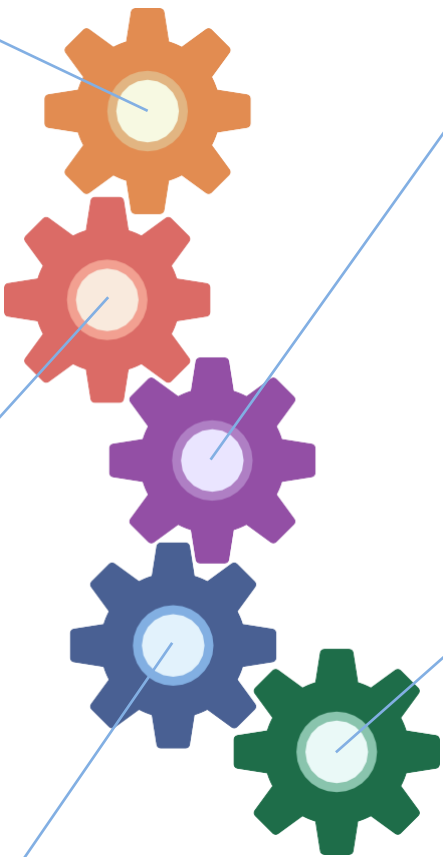
Families and school staff engage in regular, meaningful communication about student learning.

STANDARD 3.
SUPPORT STUDENT SUCCESS

Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills effectively.

STANDARD 4.
SPEAKING UP FOR EVERY CHILD

Families are empowered to advocate for their own children, to ensure that students are treated fairly, and to access learning opportunities that support their success.



STANDARD 5.
SHARING POWER

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Addendum

- [Link to the District MTSS Website](#)
- [Link to Otus](#)
- [Link to the District 31 Curriculum, Programs, & Assessments Website](#)
- [Link to the Roles and Responsibilities](#)
- [Data Team Process Overview](#)
- [Link to the Data Calendar](#)
- [Link to the grade level parent letter](#)
- [Link to Individual SST parent letter](#)
- [Link to UDL Strategies for Classroom](#)
- [Link to the EL questions](#)
- [Link to inclusive practices videos](#)
- [Link to the Student Supports website](#)
- [Link to the MTSS Inventories](#)
- [Link to the EL Handbook](#)
- [Link to the SEL Brochure](#)
- [Link to MTSS Intervention and Support Document](#)
- [Link to Instruction Video for the MTSS Intervention and Support Document](#)
- [Link to Curriculum Coordination Unit Overview](#)
- [Link to Planning for Differentiation: Content](#)
- [Link to Planning for Differentiation: Process](#)
- [Link to Planning for Differentiation: Product](#)
- [Link to Academic Interventions at Winkelman](#)
- [Link to Intervention and Student Services: Curriculum Material Available](#)
- [Link to Social Emotional Learning Supports](#)
- [Link to Social Emotional Learning Brochure](#)