# Riverhead's Implementation of MTSS



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## Meet Our Team

Ms. Laura Arcuri, Assistant Principal, Roanoke Avenue

Dr. Rodrigo Campos, MTSS-I Coach, MTSS-I Center, NYSED Educational Partnership

Dr. Maria Casamassa, Director of Humanities

Dr. William Galati, Assistant Superintendent for Secondary Education, Grants & Student Outcomes

Ms. Jeanne Grim, Assistant Principal, Riley Ave Elementary

Dr. Lori Koerner, Assistant Superintendent for Elementary Education & Educational Services

Ms. Callan Lonergan, Assistant Principal, Pulaski Street Intermediate

# Ice Breaker



# A Sample Diagnostic

"When solving problems, dig at the roots instead of just hacking at the leaves." Anthony J. D'Angelo



- 61% of students far below grade level
- 21% of students below grade level
- 17% of students on grade level
- 82% of students below grade level

# Historical Perspective

- Need for cohesive approach - equity
- Unfinished Learning (COVID Pandemic)
- Analysis of student growth and Tiered Interventions
- RTI Plan - Pen Plan
- Contact with the State Personnel Development Grant (SPDG)
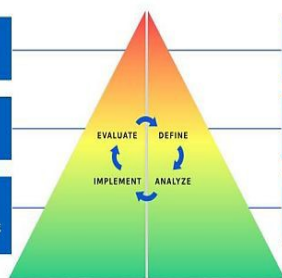- MTSS work prior to Grant (Pulaski/Riley)
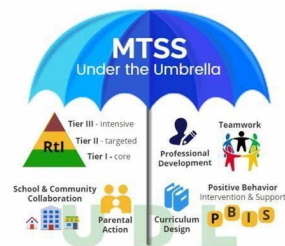
## Academics

Tier 3: Intensive
1 - 5%
Individual, intensive instruction and learning.

Tier 2: Strategic
5 - 10%
Small group, differentiated, strategic instruction

Tier 1: Core
80 - 90%
Standards-based classroom learning; differentiation using core curriculum

EVALUATE — DEFINE
IMPLEMENT — ANALYZE

## Behavior

Tier 3: Intensive
1 - 5%
Individual, assessment-based, intense, durable procedures

Tier 2: Strategic
5 - 10%
Some students, rapid response, high efficiency

Tier 1: Core
80 - 90%
Positive behavior support and school climate

**Core Values from Our Plan**

"In effective MTSS systems, it is the people and the practices they choose, not the programs, which produce results." - Dr. Lori Koerner

"Tiered interventions must be carefully selected based upon data, student learning style and teacher expertise so that we may have the greatest impact at the earliest possible point." - Dr. William R. Galati

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# State Personnel Development Grant
# MTSS-I Center, NYSED Educational Partnership

Goals - to build district and schools' capacity to implement and sustain Multi-Tiered Systems of Supports

Twenty-nine districts and 75 schools (Riverhead)

Riley Ave Elementary School

Phillips Ave Elementary School

Aquebogue Elementary School

SPDG Districts

Binghamton CSD
Carmel CSD
Cazenovia CSD
East Ramapo CSD
Moriah CSD
District # 31 Staten Island
District #8 Bronx
Olean CSD
Peekskill CSD
Poughkeepsie CSD
Randolph CSD
Riverhead CSD
Schenectady CSD
Troy CSD
Watertown CSD
Allegany-Limestone CSD
Averill Park CSD
Brocton CSD
Fulton CSD
Gloversville CSD
Jamestown CSD
Lackawanna CSD
District #30 Queens
District #5 Manhattan
Pine Valley CSD
Queensbury UFSD
Rochester CSD
Spencer Van-Etten UFSD
West Islip UFSD
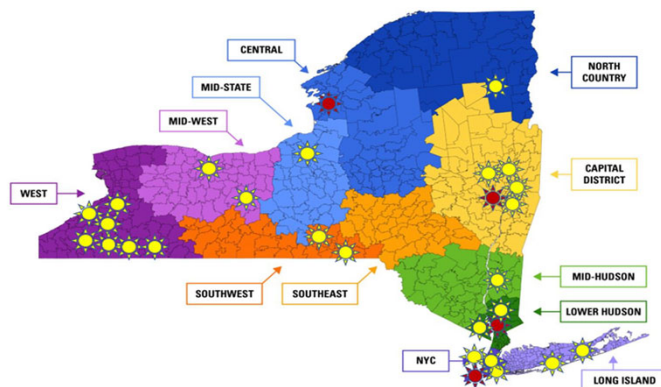
# What is MTSS-I?

NYSED: MTSS is a systemic, evidence-based, continuous school-improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system.

A framework for the delivery of instruction and intervention so that we can meet the needs of every student



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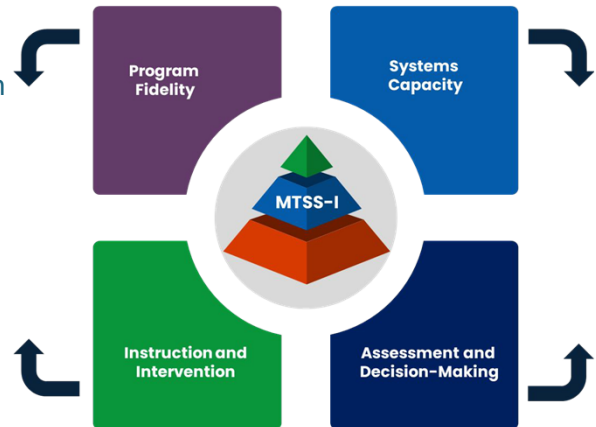
# Origins: Public Health Prevention Science

"…most education researchers note that the multi-tiered approach came from the field of public health" (MacIntosh & Goodman, 2016)

"Some identify the origin of the three-tiered model as coming from Caplan and Grunebaum (1967)" – Mental Health delivery of services

"Gordon (1983) noted that by then the model was used so widely in medical textbooks…"

"Public health was struggling to support the health of individual at the population level" and a tiered approach was a logical, effective way to deliver interventions

"RTI…adopts the U.S. Public Health Service classification of prevention…" (Walker 1996)

## Core Components of MTSS

| | Tiered Support |
|---|---|
| | Evidence-based instruction and interventions |
| | Assessments – Data & Evaluation (Screening, progress monitoring, fidelity, student outcomes) |
| | Data-based decision making |
| | Teaming |

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## Think about a typical visit to your Doctor or Dentist

What are examples of screening measures (assessments) used?

If your screening raises a red flag, what happens next?

What is a Tier 1 intervention that your Dentist would recommend?

What condition would warrant a Tier 2 intervention from you dentist?

Would you prefer an Evidence-based Intervention or an intervention that works based on the anecdotal information (Grandma's interventions not included).
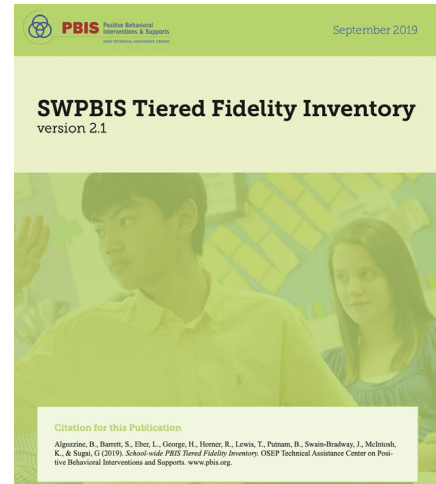
# Tier 1 Behavior/SEL

Year 1 of the Grant

SWPBIS Tiered Fidelity Inventory (used at Tier 1)

What are we measuring? Teaming, Interventions (i.e. practices), Evaluation (Data-based decision-making)

September 2019

**SWPBIS Tiered Fidelity Inventory**
version 2.1

Citation for this Publication
Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2019). *School-wide PBIS Tiered Fidelity Inventory.* OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

# Tier 1 Literacy

Year 2 of the Grant

Reading Tiered Fidelity Inventory (used at Tier 1)

What are we measuring? Teaming, Instructional Practices (i.e., foundational word reading/writing skills based on the science of reading, explicit/differentiated instruction), Evaluation (Data-based decision-making)

Dr. Maria Casamassa

**Reading Tiered Fidelity Inventory**
Elementary-Level Edition

Version 2.1

October 2022
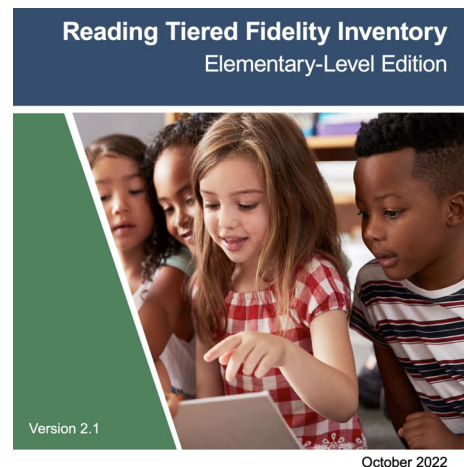
# Whole Child

Recognition of what this philosophy means - Celebration of our current practices - Changing the way we think about teaching and learning.

Meeting the needs of the entire child - Social, Emotional and Academic Success (Navigating the SEAS)
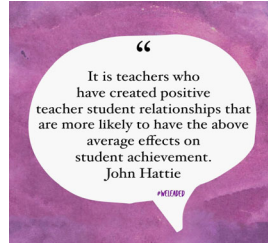
**What does this look like in our schools?**

*Maslow before Bloom*

*Child development theories*

*Shift in paradigm*

*Restorative Approaches (DEI, Community Outreach)*

It is teachers who have created positive teacher student relationships that are more likely to have the above average effects on student achievement.
John Hattie

# Riley Avenue Elementary

## Slide 1

AT **Riley** WE ARE...

**R**espectful to
**O**thers
**C**hoose
**K**indness
**S**tay Safe

WE ARE RESPONSIBLE!

**SAFE - RESPECTFUL - RESPONSIBLE**

**HALLWAYS**

☑ We keep our entire body to ourselves.

☑ We support learning by passing quietly.

☑ We go directly to our destination.

PHILLIPS AVENUE ELEMENTARY SCHOOL

**In our classroom . . .**

| We are SAFE | • Keep your hands, feet and objects to yourself<br>• Follow the direction(s) of the adult(s) in charge<br>• Walk<br>• Stay in your assigned seats |
| We are RESPECTFUL | • Use appropriate tone of voice (inside voice)<br>• Respect the rights and opinions of others<br>• Wait your turn<br>• Raise your hand |
| We are RESPONSIBLE | • Take ownership of your words, actions, and belongings<br>• Clean up after yourself<br>• Come to school prepared<br>• Take care of your belongings |

**En Nuestro Salon. . .**

| Somos CUIDADOSOS | • Mantener las manos, pies y objetos personales<br>• Siga las direcciones de los adultos a cargo<br>• Caminar<br>• Permanecer en su asiento asignado |
| Somos RESPETUOSOS | • Uso adecuado tono de voz (voces adentro)<br>• Respetar los derechos y opiniones de los demás<br>• Espere su turno<br>• Levantar la mano |
| Somos RESPONSABLES | • Tomar responsabilidad por sus palabras, acciones y pertenencias<br>• Limpiar después de ti<br>• Venir a la escuela preparado<br>• Cuidar sus pertenencias |

## Restorative Circles

## The Whole Child Approach
## Making an Impact

|  | Academic | Behavioral | Social/Emotional |
|---|---|---|---|
| Tier 1 (80-90%) | Research Based Core Instruction **All Students/Prevention/Early Intervention** | Universal Interventions **All settings/All Students/Preventative/Classroom Management/Restorative Practice** | Universal Interventions **All settings/All Students/Preventative/Classroom Management/Restorative Practice** |
| Tier 2 (5-15%) | Targeted Interventions Small Group Progress Monitoring | Targeted Interventions At Risk Small Group | Targeted Interventions At Risk Small Group |
| Tier 3 (1-5%) | Intensive Interventions Individual Diagnostic | Intensive Interventions Assessment Based Individual | Intensive Interventions |
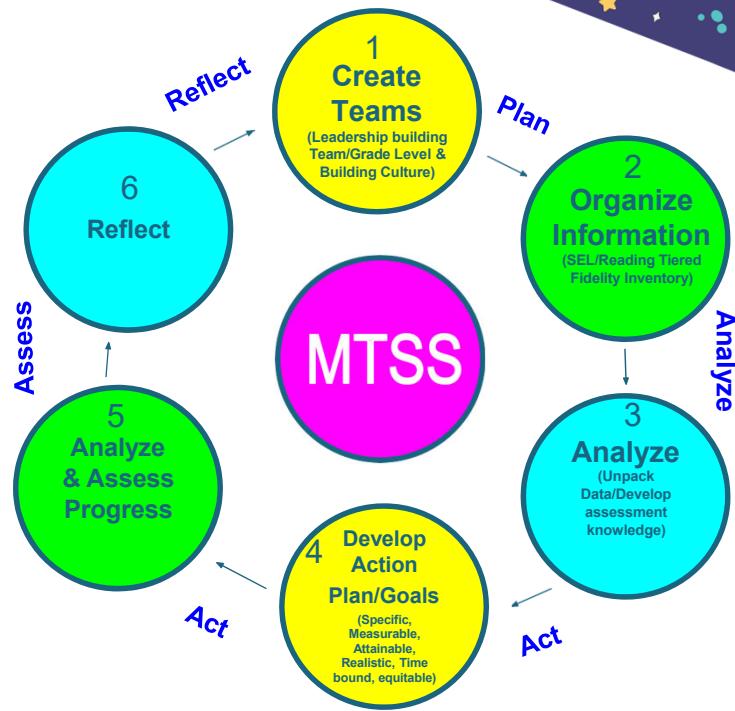
# 1 Develop  Leadership Team/Grade Level Teams/Building Culture

- Appoint key members (suggested:  Building Leaders/reading teachers/literacy specialist/math specialist/lead teachers/directors, etc.)
- Develop grade level data teams
- Begin building culture
    - Why do I need to know how to do this?
    - How will the assessments drive my instruction?

# 2 Organize  Information

- Obtain access to information for key members
- Key members organize the information in preparation for data meetings
- Review SEL/Reading Tiered Fidelity Inventory

# 3 Analyze/ Unpack the student data

- Present an overview of how the school is performing
  - If applicable  present an overview of grade level, department, subject area, sub-groups
- Share the goals for the year
- Share the schools mission/vision
- Enter the data in google sheets

# 3  Analyze  and Assess results of benchmark

- Focus on the identification of the critical target skills that inform flexible groups
- Assessing
  - Classroom instruction
  - Small strategy group work
  - Intervention (AIS, etc.)

If I'd known they wanted me to use all this info— I would never have asked for it!

# 4 Develop an Action Plan/Goals

- Develop an action plan aligning the critical skills across the content areas
- Develop student/group/class goals that align to the critical skills
- Record your ongoing plan
- Create SMARTE Goals

o Vision
o Mission
o Goal
o Strategy
o Action Plan

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# 5 Create learning experiences

- Create learning experiences embedding targeted skills with rigor and higher order thinking
- Use formative and summative assessments evidencing targeted skill development and aligned to goals throughout the process

Transforming

Learning

# 6 Analyze and Assess Progress

- Mid-year
- Analyze and Assess the progress based on growth targets
- Based on SMARTE Goals (Specific, Measurable, Attainable, Realistic, Time bound, Equitable)
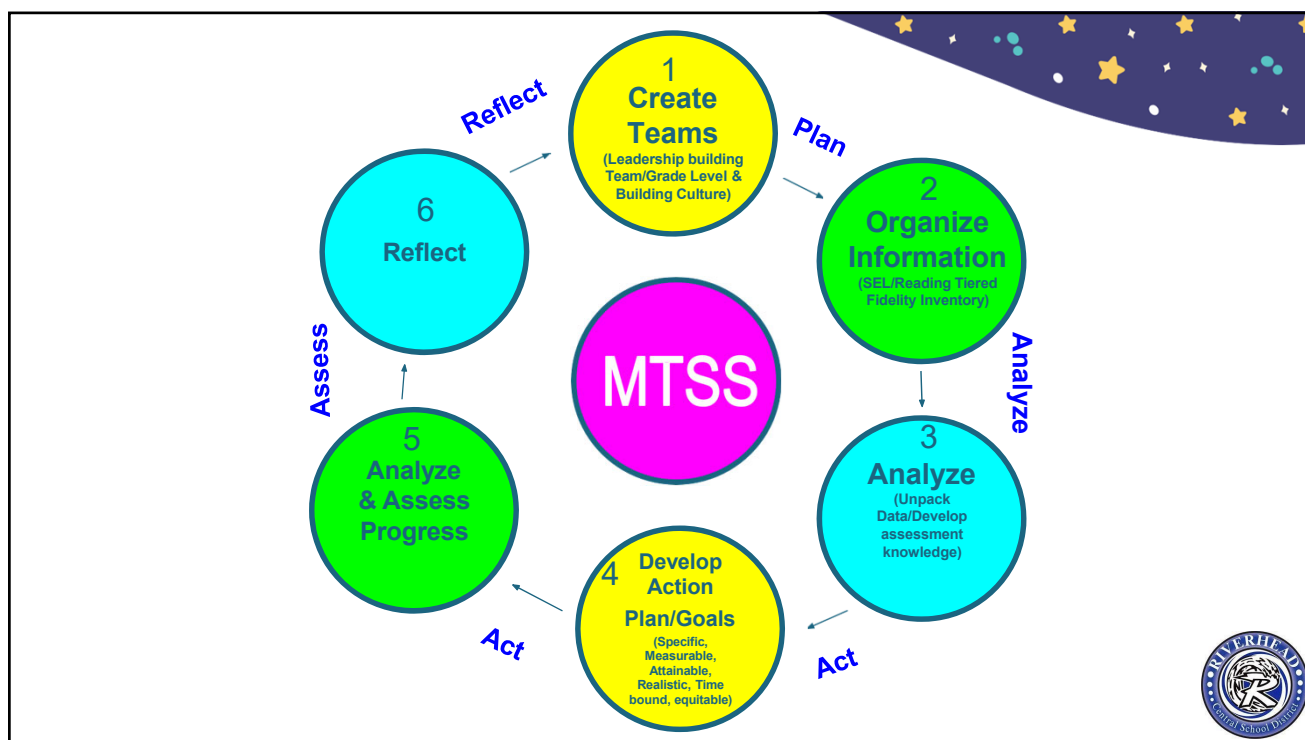
# 7 Reflection

- Reflection based on targeted instruction
- Review the growth and goals

## Evidence of growth? Reassess

- How has the planning led to growth?
- Have students reached their goals?
- Reassess
- Begin unpacking again (Go to 3)

## Roles for various levels within the District regarding the Progress Monitoring Initiative

| Levels in District | Roles | Notes/ Other |
|---|---|---|
| Central office | Remove barriers to the establishment of the infrastructure: time, coverage | |
| Directors | Support building leaders, data teams and teachers in the collection, entering, and the analysis of data. Support Leadership team in the Tiered Fidelity Inventory process. Support teachers in the use of the analysis to inform instruction Receive school wide data in their area from all buildings that are aligned to them: summary of patterns and trends | Be present at grade level / department meetings to get a feel for what strategies and supports are needed based on patterns and trends that emerge from the data |
| Building Leaders | Attend data meetings and grade level/department meetings to follow progress Use the target standards and identified skills as look fors in your classroom visits | Schedule data chats with teachers to get a deeper sense of who is on track and who needs more support (teacher and students) |
| Data teams | Establish the data collection system and work with teachers to enter the iReady, Reading Levels, math, data to help teachers plan their instruction and assessment around key standards and skills Look at data from classes and determine patterns and trends that inform strategies to use in lessons | Whole school data is analyzed by the Leadership Team . This allows the team to find trends across the building. |
| Grade levels / Departments | Collaborate with grade level teams on strategies to use to determine whole group,  small group, and differentiated  instruction and goals. Determine where in your classroom  assessments (exit tickets, tests, written assignments, key math problems, etc)  targeted skills will be and how the questions or tasks are developed and assessed | Teachers are entering their data and collaborating on strategies as the data reveals a focus. Know the subgroups' performance and strategies that can be used |
| Teachers | Keep the target skills present in lessons with clear ways that you will assess progress and proficiency. Find different ways to assess the same skill | |
| Students | Use target skills as the basis for developing SMARTE goals so students can track progress based on the learning they experience and the work they produce as evidence. | Reflect on goal with artifacts and evidence at least every 5 weeks |

## Slide 1 — Student Intervention Form

| | | | | | |
|---|---|---|---|---|---|
| Student: | | | | | |
| Teacher/Date | | | | | |
| F&P Benchmark Level • accuracy • comp. • fluency | | | | | |
| iReady Scores | | | | | |
| ENL level | | | | | |
| Other Services: (OT, PT, Speech, Reading, ENL, Math, Etc.) | | | | | |
| Social/Emotional Concern (suggested interventions/implemented) | | | | | |
| Behavior Concerns (suggested interventions/implemented) | | | | | |
| Attendance | | | | | |
| Strengths | | | | | |
| Specific and Detailed Area of Concern: | | | | | |
| Anecdotal Notes | | | | | |
| Interventions | | | | | |
| Start Date: Return Date: Baseline: Outcome Goal: | | | | | |
| Targeted Intervention (frequency): | | | | | |

## Slide 2 — Universal Screener

### INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

| | Beginning of Year (Aug.–Sept.) | 1st Interval of Year (Nov.–Dec.) | 2nd Interval of Year (Feb.–Mar.) | End of Year (May–June) |
|---|---|---|---|---|
| Grade K | | C+ / B / A | D+ / C / B | E+ / D/E / C / Below C |
| Grade 1 | E+ / D/E / C / Below C | G+ / F / E / Below E | I+ / H / G / Below G | K+ / J/K / I / Below I |
| Grade 2 | K+ / J/K / I / Below I | L+ / K / J / Below J | M+ / L / K / Below K | N+ / M/N / L / Below L |
| Grade 3 | N+ / M/N / L / Below L | O+ / N / M / Below M | P+ / O / N / Below N | Q+ / P/Q / O / Below O |
| Grade 4 | Q+ / P/Q / O / Below O | R+ / Q / P / Below P | S+ / R / Q / Below Q | T+ / S/T / R / Below R |
| Grade 5 | T+ / S/T / R / Below R | U+ / T / S / Below S | V+ / U / T / Below T | W+ / V/W / U / Below U |
| Grade 6 | W+ / V/W / U / Below U | X+ / W / V / Below V | Y+ / X / W / Below W | Z / Y / X / Below X |
| Grade 7 | Z / Y / X / Below X | Z / Y / X / Below X | Z+ / Z / Y / Below Y | Z+ / Z / Y / Below Y |
| Grade 8+ | Z+ / Z / Y / Below Y | Z+ / Z / Y / Below Y | Z+ / Z / Y / Below Y | Z+ / Z / Y / Below Y |

AIS 5th → (Grade 3)
AIS 6th → (Grade 4)

**KEY**
- Exceeds Expectations
- Meets Expectations
- Approaches Expectations: Needs Short-Term Intervention
- Does Not Meet Expectations: Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

# Universal Screener

### Elementary and Intermediate Interventions and Resources
### Academic Resources

| Tier 1 | Tier 2 | Tier 3 |
|---|---|---|
| **Reading/ELA** • Balanced Literacy Instruction is the core of the classroom practices Fountas & Pinnell • Fountas & Pinnell Phonics, Spelling and Word Study (K-2) • FUNdations (K-3) Word Sorts • Teachers College (TC) • ARC Foundational Skills Toolkit Reading (K-4) Strategy Groups (Research Based Practice) (K-4) • Writers Workshop (K-4) • TC Reading and Writing (Pulaski) **Mathematics** • Ready Math (K-6) | **Reading/ELA** • S.P.I.R.E. • Small group/push in or pull out • Targeted small group interventions • Guided reading, strategies, • 2-3x/week 45 minutes (Pulaski) **Mathematics** • Push in/Pull out • iReady instruction • Tier 2 - small group instruction (3-5) • Frequency – 2 times weekly minimum, 20-40 minutes, based upon class. | **Reading/ELA** • Sonday System (Orton Gillingham) • Leveled Literacy Intervention • 3-5 times/week for 35 minutes • Leveled Literacy Intervention (Fountas and Pinnell) small group instruction - Frequency – 3 times weekly minimum, 20-40 minutes, based upon class. **Mathematics** • Tier 3 - targeted instruction individual or small group to address the identified deficits (1-3) • 4-5/week 45 minutes |

## Correlations With Other Leveling Systems

| Grade | IRLA© | Current Lexile™ Band | "Stretch" Lexile™ Band | Guided Reading™ (Fountas and Pinnell) | DRA® (Joetta Beaver) | Reading Recovery® | Accelerated Reader™ (ATOS) |
|---|---|---|---|---|---|---|---|
| K | 1-3Y (Yellow) | | | A - D | A - 2 | A, B, 1 2, 3 | |
| | 1G (1 Green) | | | | | | |
| 1 | 2G (2 Green) | — | — | D - J | 3 - 16 | 4 - 16 | — |
| | 1B (1 Blue) | | | | | | |
| | 2B (2 Blue) | | | | | | |
| 2 | 1R (1 Red) | 450L - 725L | 420L - 820L | J - M | 18 - 28 | 17 - 20 | 2.75 - 5.14 |
| | 2R (2 Red) | | | | | | |
| 3 | Wt (White) | | | M - P | 30 - 38 | 21 - 24 | |
| 4 | Bk (Black) | 645L - 845L | 740L - 1010L | P - S | 40 | 25 - 26 | 4.97 - 7.03 |
| 5 | Or (Orange) | | | S - V | 50 | 27 - 28 | |
| 6 | Pu (Purple) | 860L - 1010L | 925L - 1185L | V - Y | 60 | 29 - 30 | 7.00 - 9.98 |
| 7-8 | Br (Bronze) | | | Y - Z | 70 | 31 - 44 | |
| 9-10 | Si (Silver) | 960L - 1115L | 1050L - 1335L | — | — | — | 9.67- 12.01 |
| 11-12 | Gl (Gold) | 1070L - 1220L | 1185L - 1385L | — | — | — | 11.20 - 14.10 |

AMERICAN READING COMPANY

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## A Look at Reading Levels

Unable to access

Not Being Challenged



September 2023

# What is Small Group Instruction?

- Small group instruction can follow whole group instruction to reinforce or re-teach specific skills and concepts and provides a reduced student-teacher ratio. Small groups typically range in size from four to six students.
- Small Group Instruction can also take the place of whole group instruction when used in a station teaching (rotating group) model

Practical Small Group Instruction Setup

# Components of SGI

### 01
Collection of Data

IREADY, F&P, IRLA

### 02
Data Analysis

Identify who is at, below, and above grade level
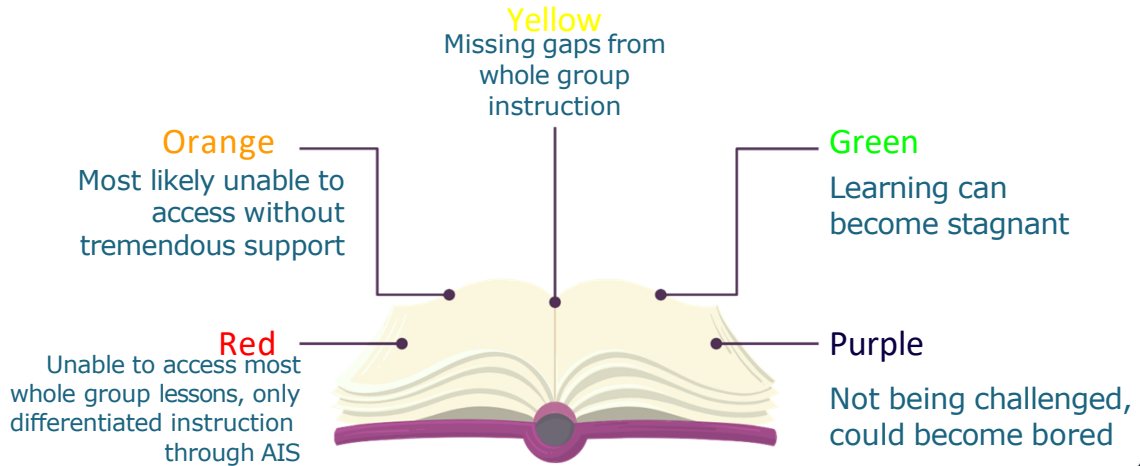
### 03
Form Groups
Students should be grouped by common needs for differentiated instruction

### 04
Progress Monitor
Check in with students to gauge progress and modify instruction

# Teaching Solely to the Middle

**Yellow**
Missing gaps from whole group instruction

**Orange**
Most likely unable to access without tremendous support

**Green**
Learning can become stagnant

**Red**
Unable to access most whole group lessons, only differentiated instruction through AIS

**Purple**
Not being challenged, could become bored

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| Teacher Led | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| Group 1 | A | B | C | D | A |
| Group 2 | B | C | D | A | B |

**ELA?** 1
- Work on Writing
- Vocabulary Work
- Passion Project - GENIUS HOUR
- Follow up activity - Guided Reading Lesson
- Raz-Kids or A-Z Reading
- IREADY

**Math?** 2
- Skills practice
- IXL/IREADY Assignments
- Differentiated Assignments from IREADY
- Math Projects

**Writing?** 3
- Revisions after conference
- Peer Editing
- Immersion Activities
- Handwriting Practice
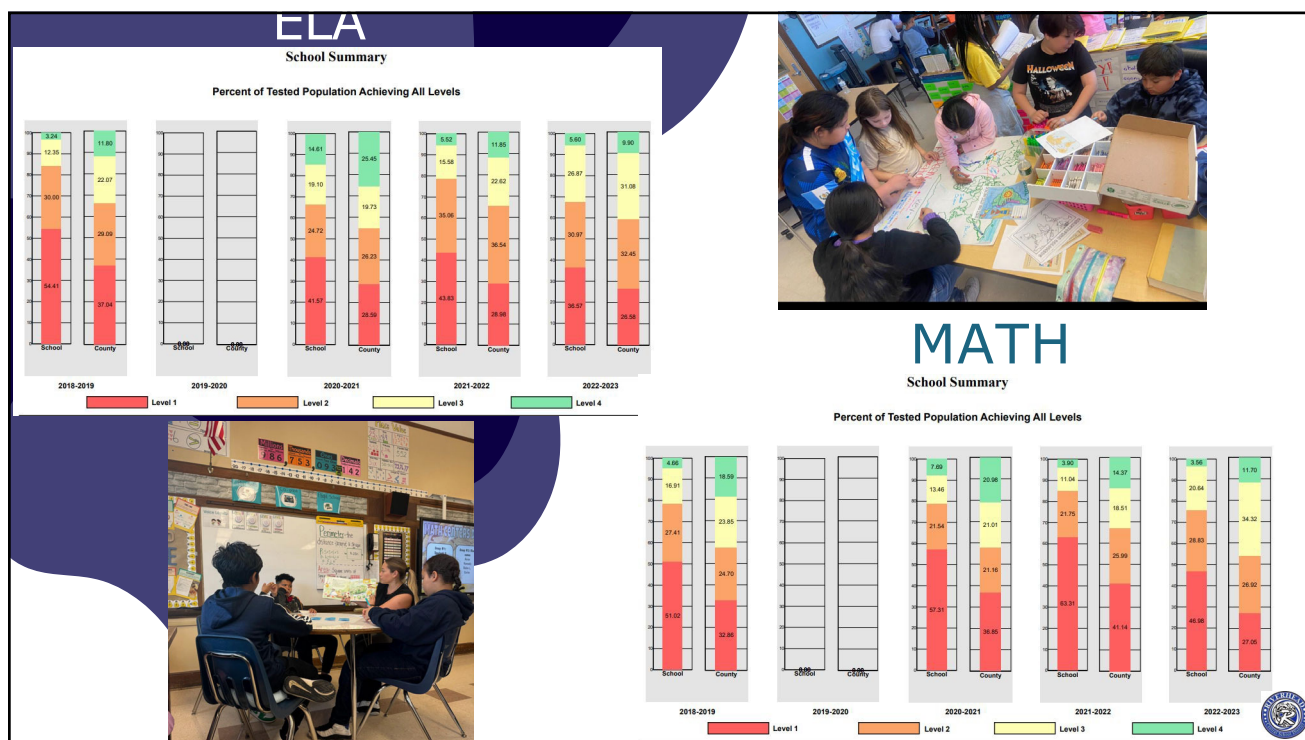
# Additional Resources

### Diffit

Teachers use Diffit to instantly get "just right" resources for any lesson, saving tons of time and helping all students to access grade level content

### Common LIT

CommonLit is a comprehensive literacy program with thousands of reading lessons, full-year ELA curriculum, benchmark assessments, and standards-based data for teachers.

### Daily 5/ Daily 3

Daily 5 is a literacy framework that instills behaviors of independence, creates a classroom of highly engaged readers, writers, and learners, and provides teachers with the time and structure to meet diverse student needs. Because it holds no curricular content, it can be used to meet any school, district, state, or national standards.

## Breakout Sessions - 10 min

Which of the Core Components of MTSS are happening in your schools?

How can we add to what we're already doing?

CORE components of MTSS

- Tiered Support
- Evidence-based Instructions and Interventions
- Data-based decision-making
- Assessments and Evaluation
- Teaming

# Questions and Wrap Up