

Woodrow Wilson Elementary

Multi-Tier System of Support Plan

(MTSS)

2024-2025



Mission

“The Calumet City School District 155 staff mission will be to strengthen its partnership with children, parents, and community to provide an optimum climate for learning in which children may reach their true potential and pursue their life goals”.

Goals

- Collaboration among staff for the benefit of all students
- Provide high quality, research-based instruction/intervention
- Provide parent involvement in the educational process

What is MTSS?

A Multi-Tiered System of Supports (MTSS) is an evidence-based framework that uses problem solving and data collection to incorporate academic and behavioral instruction and intervention. Instruction and intervention(s) are delivered to students in various levels based on student need.

Wilson MTSS Team:

School Administration

Reading Specialist

Special Education Resource Teacher

ELL Teacher

School Social Worker

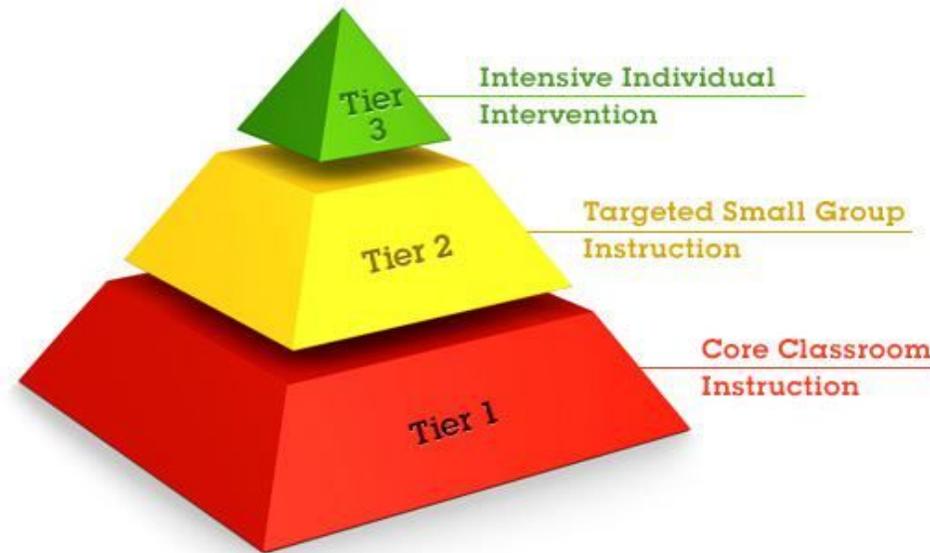
K-2 Teachers

Paraprofessional

MTSS Overview

MTSS has three essential components:

- Providing high-quality, research-based instruction/intervention matched to student needs in academic and social-emotional needs.
- Frequent use of data to determine student rate of learning and progress
- Making educational decisions based upon student's response to instruction/intervention



3 Tiers of Support

Tier 1

The curriculum meets the needs of 80% of students.

Tier 1 is commonly identified as the core instructional program provided to ALL Students by the general education teacher in the general education classroom. Research-based instruction and positive behavior intervention and supports are an essential part of the program.

Tier 2

Up to 15% of students may be identified as at-risk and in need of additional intervention in conjunction with the core curriculum.

It may occur in the general education classroom or an alternate location outside of the general education classroom. The problem-solving team makes the determination of which interventions will be provided to an individual student. In Tier 2, direct instruction provides more teacher-directed instruction, carefully structured and sequenced to an individual student, than was provided in Tier 1. Progress monitoring occurs more frequently in Tier 2 and may vary from once every two weeks or once a week. Fidelity check should be conducted during Tier 2 to ensure that instruction is provided as the problem-solving team intended it. Tier 2 interventions should be conducted in a small group setting. This intervention is provided in addition to, and not in place of the core instruction provided in Tier 1. Time: 20-30 minutes, three to five days per week for 6-7 weeks.

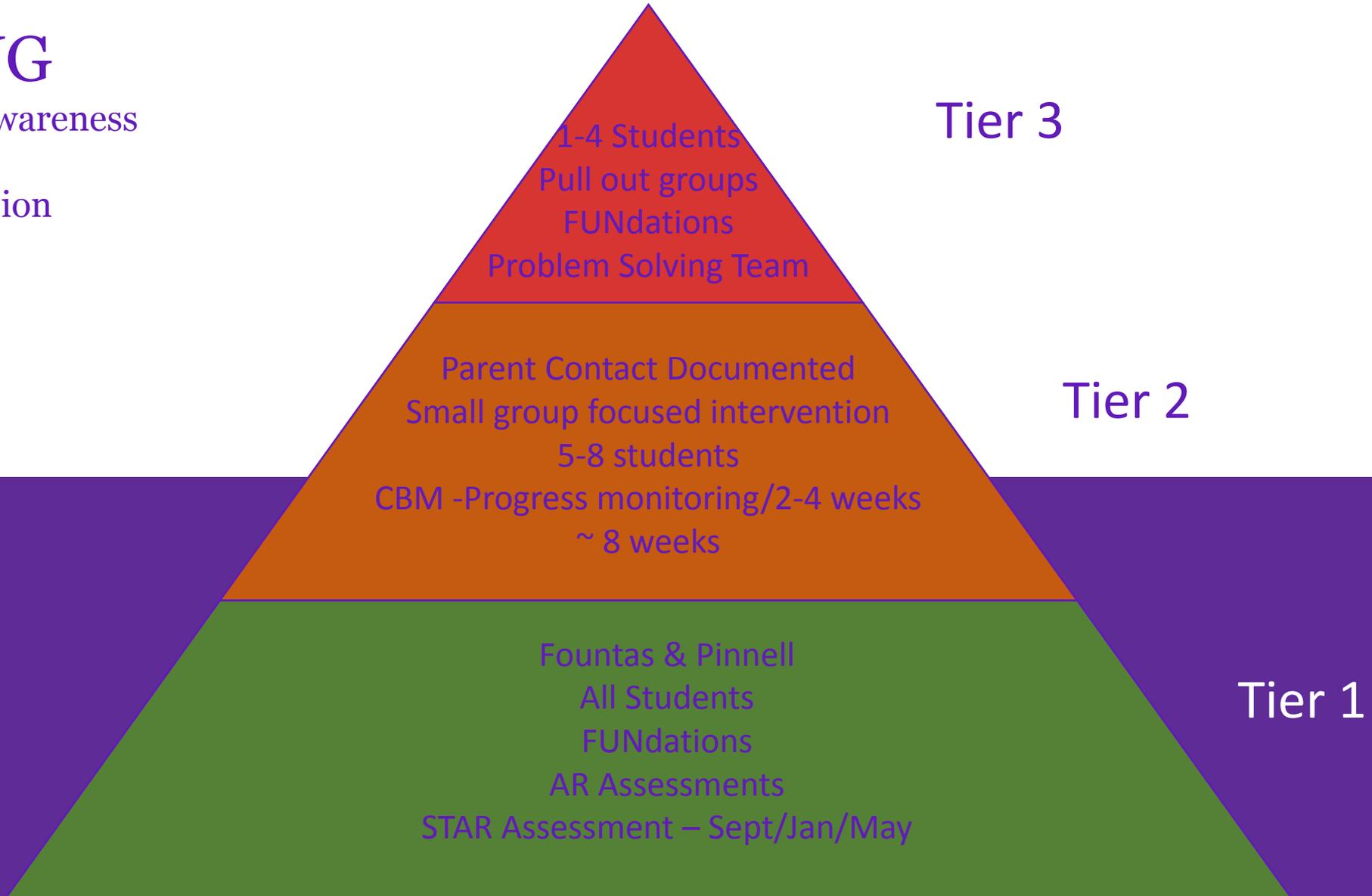
Tier 3

Up to 5% of students are identified as needing more intensive intervention; a small group of individual instruction to supplement the core curriculum.

Tier 3 differs from Tier 2 instruction regarding time, duration, group size, frequency of progress monitoring, and focus. This intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. This Tier offers greater individualized instruction in a small group setting (generally one to two students at a time) anywhere from 30 to 60 minutes at a minimum of four days per week for 6-7 weeks. The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student's response to intervention.

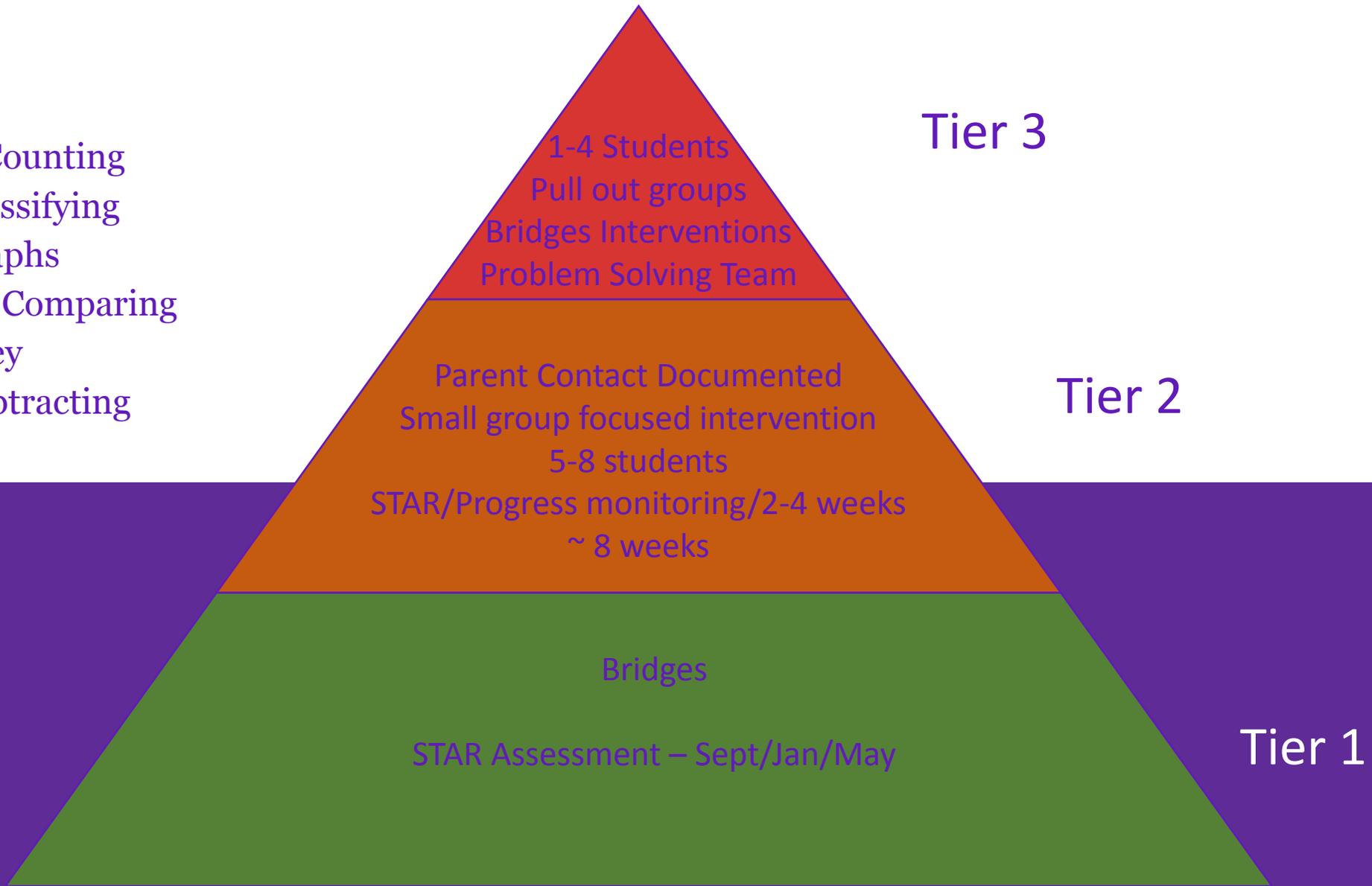
READING

- Phonemic Awareness
- Phonics
- Comprehension
- Vocabulary
- Fluency



MATH

- Numbers and Counting
- Sorting and Classifying
- Shapes and Graphs
- Measuring and Comparing
- Time and Money
- Adding and Subtracting

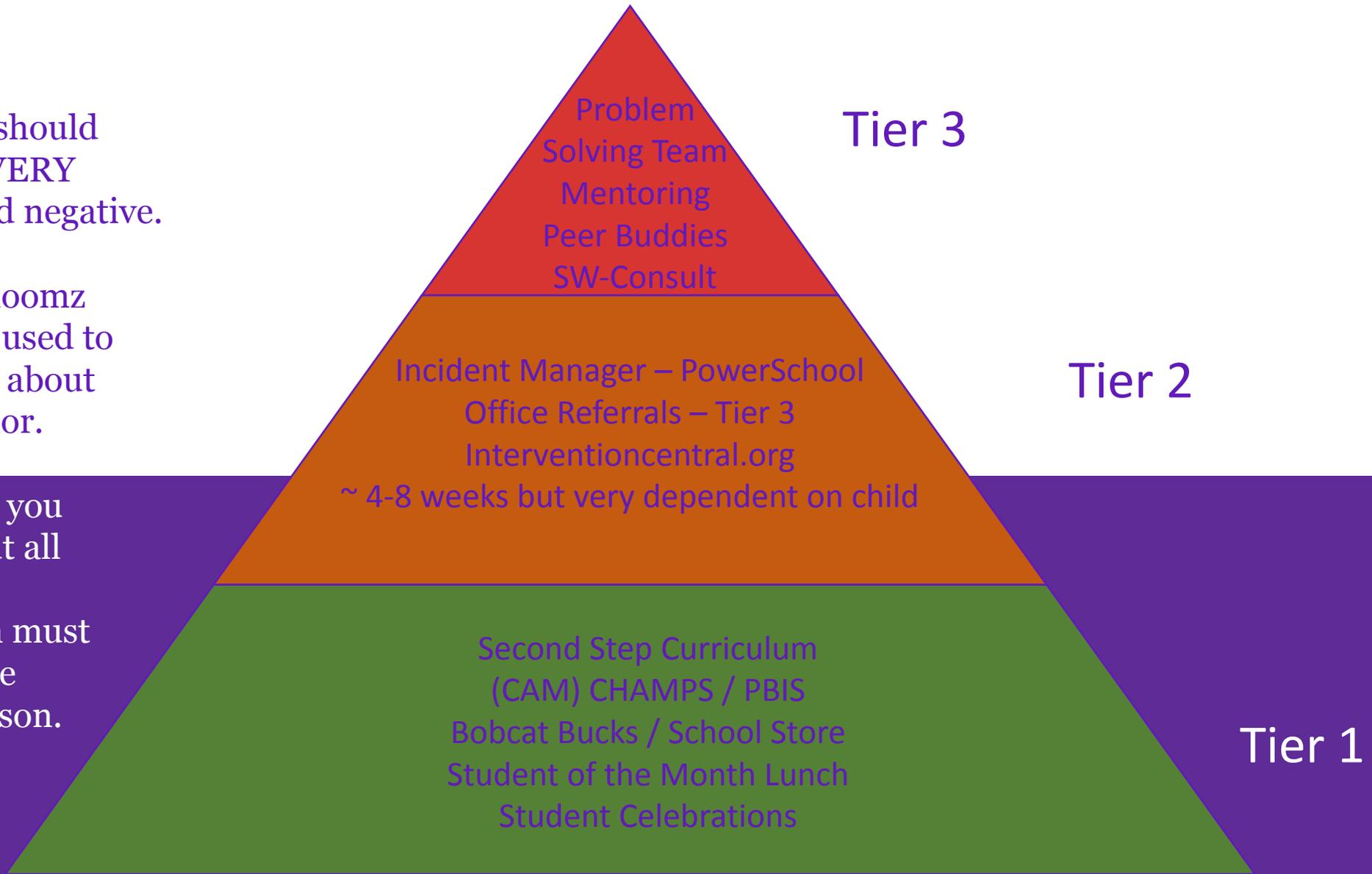


SEL

Parent contact should happen at EVERY tier-positive and negative.

Emails/Text/Bloomz should NOT be used to send a message about negative behavior.

You can send a message saying you need to talk- but all negative communication must be done over the phone or in person.



Problem-Solving Procedures

Step 1

Problem Solving Request

The classroom teacher should complete the Individual Student Problem Solving Request Form and submit it to the building principal to be submitted to the problem-solving team to schedule meetings/discussions.

Step 2

Problem-solving meeting

The teacher/team will have discussions based on data that the student has demonstrated. During this time, the team should complete the Problem Solving Data Discussion Form.

The team will determine which skills, interventions and teaching strategies will be used. During this time, the instructional planning form should be utilized.

Step 3

Interventions/Strategies Implementation

Tiered (Tier II & Tier III) services should be provided to the student. During this time, the following should be completed:

Ongoing parent communication/involvement. Conversation with the parent(s)/ guardian regarding additional interventions. Documentation of parent contact should be kept.

Intervention Integrity Log: Fidelity will be monitored using weekly Integrity Log and/or observations of intervention by the building administrator or other designated staff.

Progress monitoring in Tier II and Tier III: Progress monitoring for Tier II should occur at least every 1-2 weeks ○ Progress monitoring for Tier III should occur at least one time per week Note: Follow-up problem-solving meetings should use questions 6 and 7 to lead the discussion regarding student progress and next steps.

Step 4 (if necessary)

Referral

A referral for special education should be completed.

Student Services Referral Forms should be completed and submitted to the building principal and approved by signature.

All documentation should be attached to the referral form: Referral Form, STAR data, classroom assessments, attendance, behavior (ISS/OSS), grades, information regarding prior schooling, integrity logs, instructional planning forms, etc.)