MTSS Playbook

DEER VALLEY Unified School District

2024-2025
MULTI-TIERED SYSTEM OF SUPPORT

Our mission is to provide extraordinary learning opportunities to every learner.

2023-2028 STRATEGIC PLAN

Graduating lifelong learners who will successfully compete, lead, and positively impact the world.

It is our mission to provide extraordinary educational opportunities to every learner.

STRATEGIC PRIORITIES

EXCELLENCE in Student Learning

PRIORITY OBJECTIVE

- Multi-Tiered System of Support (MTSS)
- Essential Academic and Social Behaviors and Safe Learning Environments
- Multiple Paths and Opportunities for Future Readiness

EXCELLENCE in Workforce Performance

PRIORITY OBJECTIVE

- Supportive, Purposeful, Workplace Culture
- Meaningful Professional Learning Opportunities
- Employee Recruitment and Retention

EXCELLENCE in Stakeholder Relationships

PRIORITY OBJECTIVE

- Communication
- Community Outreach and Involvement
- Business and Community Partnerships

EXCELLENCE in Organizational Improvement

PRIORITY OBJECTIVE

- Continuous Improvement
- Documented Processes
- Optimize Resources

RAISE THE BAR OF #EXTRAORDINARY!

E **EXCELLENCE**
We strive to be extraordinary

S **STUDENT-DRIVEN**
We put our students first

I **INTEGRITY**
We are honest and ethical

A **ACCOUNTABILITY**
We fulfill our commitments

R **RESPECT**
We treat each other with dignity

View the full Strategic Plan

Portrait
OF A DVUSD
Graduate

The DVUSD Portrait of a Graduate showcases the essential skills and attitudes our students will possess in order to be ready for college, career, and community.

COMMUNITY CONTRIBUTOR
creates positive change, makes informed decisions, service-oriented, tolerant and culturally aware, financially literate

EFFECTIVE COMMUNICATOR
demonstrates interpersonal skills, holds intelligent discussions, actively listens, takes constructive feedback, knows how to handle conflict

INTELLECTUALLY CURIOUS
takes initiative, academically prepared, future-ready, lifelong learner, open-minded, hopeful

PROBLEM SOLVER
collaborates, learns from failure, critical thinker, open to multiple perspectives, flexible

SENSE OF SELF AND OTHERS
aware of self and others, manages emotion and change, advocate, caring, confident, self-reliant, respectful, mindful of digital footprint

DEER VALLEY
Unified School District

Table of Contents

A. General Information: When All Means All 5

Multi-Tiered System of Support (MTSS): Foundational Beliefs 5

MTSS Tiered Instruction 6

MTSS Teams 8

MTSS Team Responsibilities 12

B. Professional Learning Communities and MTSS 13

MTSS Instructional Cycle-The Work of a PLC 13

Purpose of the Professional Learning Community (PLC) 13

PLC Flow Map 14

Unwrapping Standards Template 15

Teaching Assessing Cycle 16

C. Assessments 17

Common Assessments 17

A Balanced Assessment System 17

Analyzing Data Protocol 18

Data Template 19

Schoolwide Universal Screening 20

D. Tier 1 Instruction 21

E. Tier 2 Support 25

F. Tier 3 Support 27

G. Intervention Resources 30

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General Information: When All Means All

Deer Valley Unified School District has a shared belief that the primary responsibility of each member of the organization is to ensure high levels of learning for every student. Through our Collaborative Team process, we are able to use data to determine the learning needs of each student, monitor and adjust instruction, provide interventions, and plan learning extensions for enrichment. MTSS requires an all hands on deck approach to meet both the academic and behavioral needs of our students.

There are four critical components that guide the MTSS framework in DVUSD. These components are collective responsibility, concentrated instruction, convergent assessment, and certain access.

1. **Collective responsibility:** A shared belief that the primary responsibility of each member of the organization is to ensure high levels of learning for every child.
2. **Concentrated instruction:** Curriculum is developed based on identified essential learning. Personalized learning paths are developed in order for each student to attain a high level of mastery.
3. **Convergent assessment:** The systemic use of data to determine the learning needs of each student and monitoring the effectiveness of instruction in regards to meeting those needs.
4. **Certain access:** There is an articulated process that guarantees each student the support and time he/she needs in order to learn at high levels.

Buffum, A., Mattos, M., & Weber, C. (2011). *Simplifying response to intervention: Four essential guiding principles.* Solution Tree Press.

Four Critical Questions

The components are collective responsibility, concentrated instruction, convergent assessment, and certain access are best achieved within Professional Learning Communities. Functioning as professional learning communities, schools across DVUSD use four guiding questions to ensure grade level or better for all students.

Collaborative Team Work

Q1: What do we want all students to know and be able to do?

Q2: How will we know students have learned?

Q2a: What instructional practice will produce our best results

Q3: What will we do if students have not learned?

Q4: What do we do when students have already shown mastery?

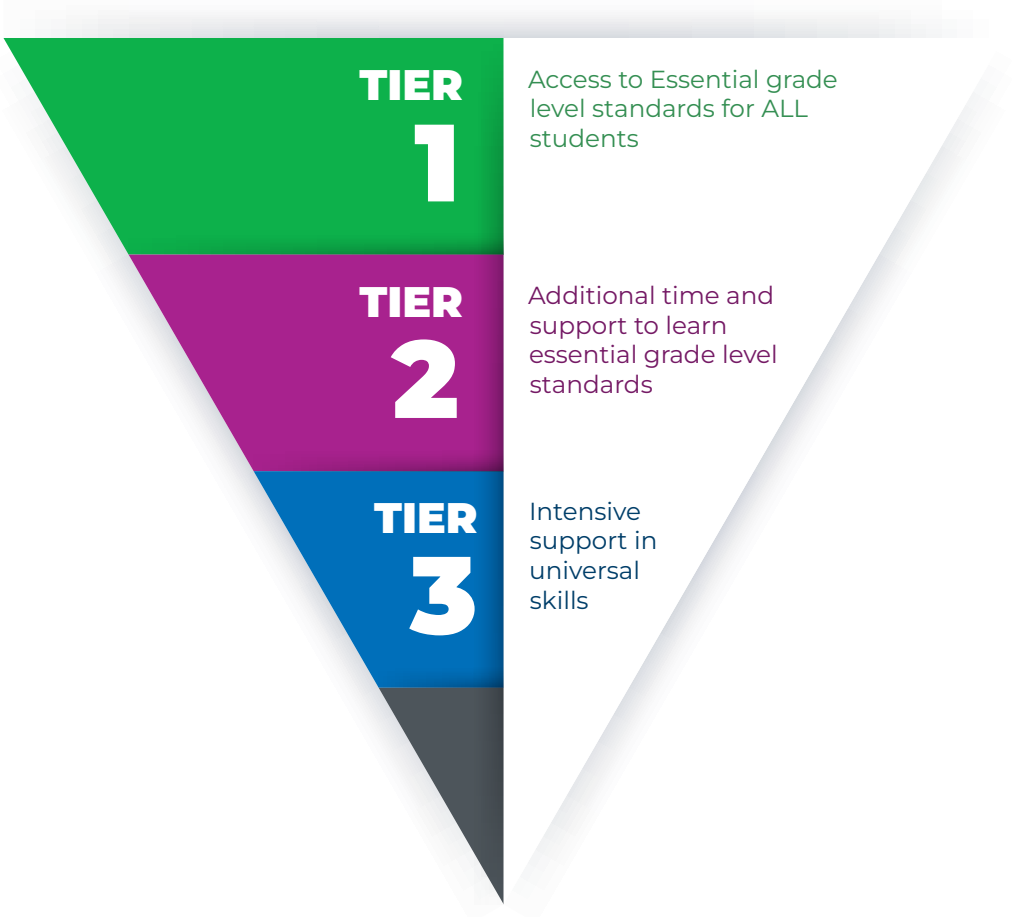
MTSS Tiered Instruction

Tier 1 instruction, also known as core instruction, is content/grade level essential standard instruction that each student receives on a daily basis. For the majority of students, Tier 1 instruction will meet their academic needs.

Tier 2 instruction is supplemental instruction for students who need additional support or extension in learning essential standards. Tier 2 instruction is intended to be timely and coordinated with Tier 1 instruction. Tier 2 needs, interventions, and extensions are identified during Collaborative Team conversations referencing the four critical questions.

Tier 3 instruction is intensive support provided to students who are struggling with significant learning gaps and need academic and/or behavioral support. Typically, these students have not acquired the appropriate course/grade level skills yet to be successful in solely Tier 1 and Tier 2 instruction. Tier 3 provides an additional level of support to help students develop foundational skills. ***Students receiving Tier 3 instruction also receive Tier 1 and 2 instruction.***

The diagram below illustrates the three tiers.

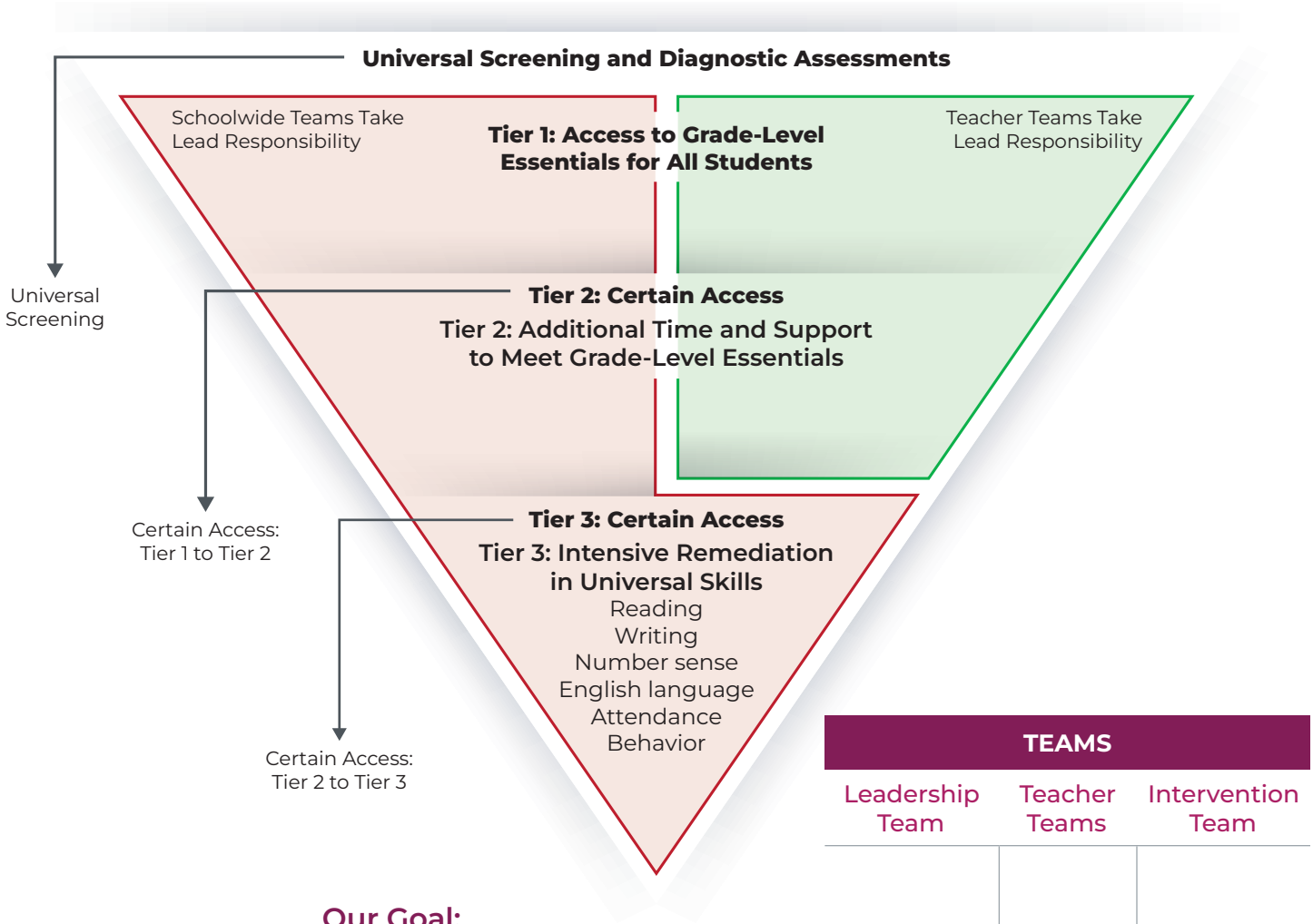


Buffum, A., Mattos, M., & Weber, C. (2011). *Simplifying response to intervention: Four essential guiding principles.* Solution Tree Press.

The RTI at Work Pyramid

The RTI at Work Pyramid is a visual representation of the interconnected work of the Guiding Coalition, Behavior Teams at Tier 1 and Tier 2 and Site Intervention Team. These three inter-dependent teams create a Professional Learning Community at a school. The RTI at Work Pyramid can be considered the graphic organizer of your school.

The green and red sides of the RTI at Work Pyramid illustrate the coordination of schoolwide teams with teacher teams and define which of these teams take the lead for academic and behavior needs at each tier of support. An effective Professional Learning Community is attained only when the work of the Guiding Coalition, Teacher Teams and Site Intervention Teams are working in tandem to create healthy tiers of support. The RTI at Work Pyramid provides a practical guide to ensure Professional Learning Communities in DVUSD collab-orate in the spirit of continuous improvement to ensure 100% of our students achieve at grade level and beyond.



Our Goal:
To ensure that all students learn at grade level or higher

Buffum, A. G., Mattos, M. W., & Malone, J. (2018). *Taking action: A handbook for RTI at work.* Solution Tree Press

General Information: When All Means All

Schoolwide Teams Defined

Team Configuration Options

Principal

Guiding Coalition

Principal

Name of Principal Here

Function:

The Guiding Coalition leads the PLC process. Guiding coalitions in PLCs are tasked with achieving the following goals:

- Become **PLC experts** by learning about the PLC process-from common vocabulary to the cycle of continuous improvement in which collaborative teacher teams participate.
- Become experts on how the **PLC process benefits** for students, teachers, and the school community.
- Monitor the **overall health of the MTSS process** for academics and behavior
- Disseminate and support information about the PLC process to collaborative teacher teams. **Champion a sense of urgency** around the work of MTSS.

(Powerful Guiding Coalitions, 12)

Tier 1 Behavior Team

AP or Dean

Name of AP or Dean Here

Function:

The Tier 1 Behavior Team leads the schoolwide system of supports for **prevention**. The Tier 1 Behavior team is tasked with achieving the following goals:

- Lead the faculty in **identifying** the essential academic and social behaviors all students must master for success.
- Create a process to systematically **teach the behaviors** across the school.
- Create monthly precise problem statements to set **schoolwide SMART goals** and actions for continuous improvement.
- Collect collaborative team input to identify schoolwide behavior **trends and needs**.

(Behavior Solutions)

Tier 2 Behavior Team

AP or Dean

Name of AP or Dean Here

Function:

The Tier 2 Behavior Subset leads supplemental behavior interventions. The Tier 2 Behavior Subset is tasked with achieving the following goals:

- Establish a **Tier 2 menu of ongoing interventions** provided by the school with an entry and exit criteria for each.
- **Utilize data** to identify students who need Tier 2 will-based interventions.
- Deliver **Tier 2 interventions with fidelity** check measures on an ongoing basis to ensure fidelity of implementation.
- **Educate staff** on Tier 2 intervention goals to help students generalize their learned skills across multiple settings.

(Behavior Solutions)

Site Intervention Team

Principal/AP or Dean

Principal/AP or Dean Here

Function:

The Site Intervention Team ensures students with universal gaps make significant progress towards grade level. The SIT is tasked with achieving the following goals:

- Identify students needing intensive Tier 3 support in academics and behavior using relevant data.
- Determine specific interventions and establish Smart Goals for each student, prioritizing resources based on greatest need.
- Establish and utilize a student referral process, allowing staff to recommend students to the Site Intervention Team for consideration and support.
- Regularly monitor intervention success at the student level using relevant data.
- Make Intervention adjustments (entrance, exit, intensity) based on need during and at the conclusion of intervention cycles.
- Assess the effectiveness of interventions offered.

(Rob Meyer)

MTSS Teams

Essential Actions for Tier 1, 2, and 3

School Leader Actions: A Culture of Collective Responsibility

Actions

- Establish a Guiding Coalition
- Build a culture of collective responsibility
- Establish common school-wide goals
- Form collaborative teams
- Create time for collaboration
- Commit to team norms

Tier 1

Guiding Coalition Essential Actions

Actions

- Ensure access to essential grade-level curriculum
- Identify and teach essential academic and social behaviors
- Deliver preventions to proactively support student success (ex. new student buddies, sixth-grade mentors)

Teacher Teams Essential Actions

Actions

Follow the PLC Guiding Questions

1. What do we want students to know and be able to do?
2. How will we know students have learned? What instructional practice will produce our best results?
3. What will we do if students have not learned?
4. What do we do if students have already shown mastery?

Tier 2

Guiding Coalition Essential Actions

Actions

- Schedule time for Tier 2 interventions and extensions
- Establish a process for schoolwide student intervention identification
- Plan and implement Tier 2 interventions for essential social and academic behaviors
- Coordinate interventions for students needing skill and will supports

Teacher Teams Essential Actions

Actions

- Design and lead Tier 2 interventions and extensions for academic essential standards
- Consider screening in immediate prerequisite skills
- Monitor the progress of students receiving supports
- Extend student learning

Tier 3

Guiding Coalition Essential Actions

Actions

- Identify students needing intensive support
- Create a dynamic, problem solving site intervention team
- Prioritize resources based on greatest student needs
- Utilize district process to systematically refer students to the Site Invervention Team
- Assess intervention effectiveness

Intervention Team Essential Actions

Actions

- Diagnose, prioritize, and monitor Tier 3 interventions
- Ensure proper intervention intensity
- Determine if special education is needed and justifiable

START HERE

School Leader Actions: A Culture of Collective Responsibility

Actions

- Establish a Guiding Coalition
- Build a culture of collective responsibility
- Establish common school-wide goals
- Form collaborative teams
- Create time for collaboration
- Commit to team norms

TIER 1

Guiding Coalition Essential Actions

Actions

- Ensure access to essential grade-level curriculum
- Identify and teach essential academic and social behaviors
- Deliver preventions to proactively support student success (ex. new student buddies, sixth-grade mentors)

TIER 2

Guiding Coalition Essential Actions

Actions

- Schedule time for Tier 2 interventions and extensions
- Establish a process for schoolwide student intervention identification
- Plan and implement Tier 2 interventions for essential social and academic behaviors
- Coordinate interventions for students needing skill and will supports

TIER 3

Guiding Coalition Essential Actions

Actions

- Identify students needing intensive support
- Create a dynamic, problem solving site intervention team
- Prioritize resources based on greatest student needs
- Utilize district process to systematically refer students to the Site Invervention Team
- Assess intervention effectiveness

TIER 1

Teacher Teams Essential Actions

Actions

Follow the PLC Guiding Questions

- What do we want students to know and be able to do?
- How will we know students have learned? What instructional practice will produce our best results?
- What will we do if students have not learned?
- What do we do if students have already shown mastery?

TIER 2

Teacher Teams Essential Actions

Actions

- Design and lead Tier 2 interventions and extensions for academic essential standards
- Consider screening in immediate prerequisite skills
- Monitor the progress of students receiving supports
- Extend student learning

TEAMS

Leadership Team	Teacher Teams	Intervention Team

TIER 3

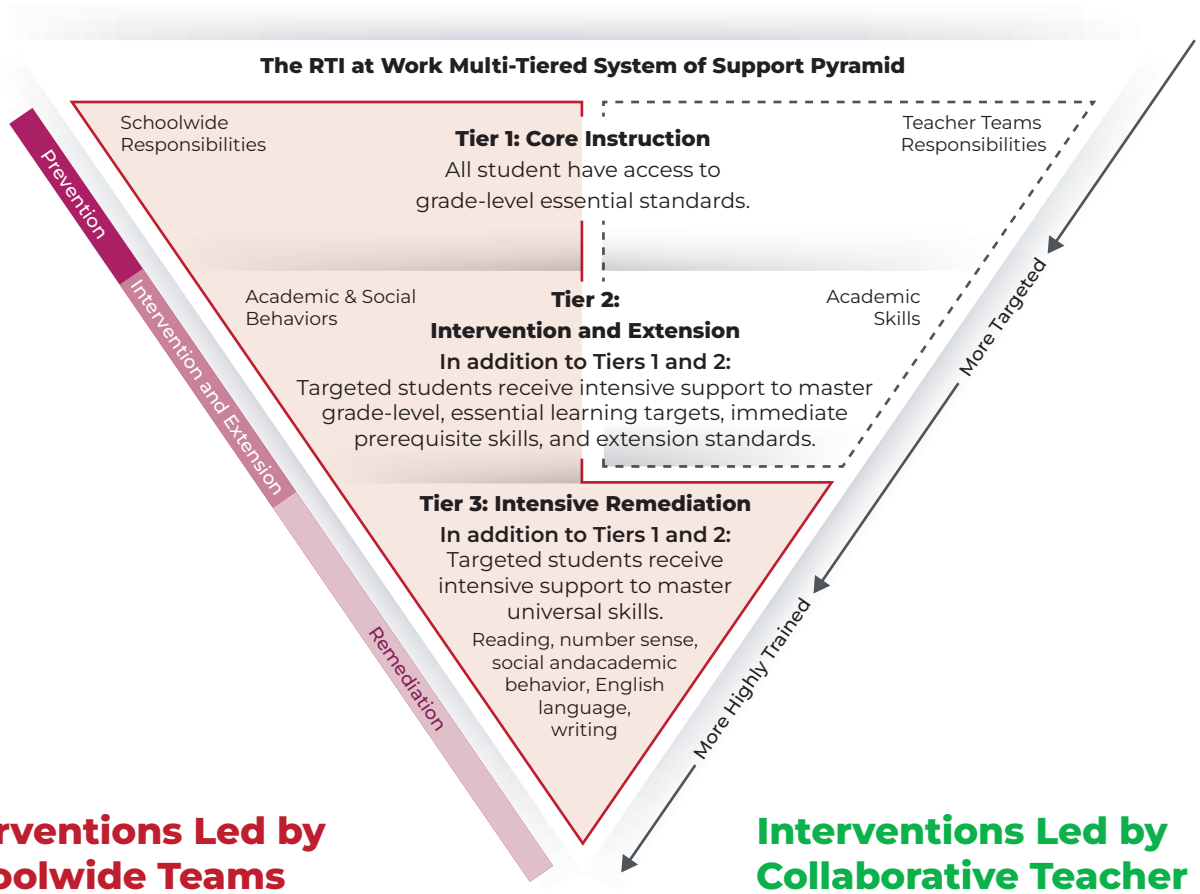
Intervention Team Essential Actions

Actions

- Diagnose, prioritize, and monitor Tier 3 interventions
- Ensure proper intervention intensity
- Determine if special education is needed and justifiable

MTSS Team Responsibilities

The diagram below illustrates the roles of the MTSS teams at the building level.



Interventions Led by Schoolwide Teams

Tiers 1 and 2

- Students with motivational issues
- Students with attendance issues
- Students with behavioral issues

Tier 3

- Students in need of intensive remedial support in universal skills: reading, writing, number sense, English language, attendance, and behavior

Interventions Led by Collaborative Teacher Teams

Tiers 1 and 2

- Students in need of supplemental support in learning essential core standards

Professional Learning Communities and MTSS

Professional Learning Community (PLC)

Deer Valley Unified School District's commitment to continuous improvement is enhanced through Professional Learning Communities. PLCs provide an ongoing structure for Collaborative Teams to focus on instructional delivery and how it impacts student learning using common language and process so all students can learn at high levels.

Through the Collaborative Team process, teams determine student proficiency, develop a Guaranteed & Viable Curriculum, and build Collective Efficacy within campuses and the district. Collaborative Teams provide a structure for facilitating teacher collaboration using common language and process- all oars moving in the same direction.

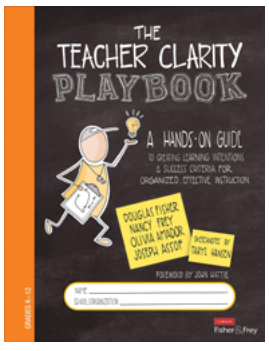
The PLC discussions are guided by the four critical questions:

1. What do we want our students to know and be able to do?
   - Unwrapping standards using the Teacher Clarity framework
2. How will we know when they have learned it?
   - Daily checks for understanding
   - Collaborative team develops and uses common formative assessments

   2a. What instructional strategies will produce the best results?
   - Tier One best instructional strategies
3. What will we do if students have not learned?
   - Differentiated re-engagement skill building, MTSS
4. What will we do if students have already shown mastery?
   - Differentiated instruction and extension

Teacher Clarity Playbook:

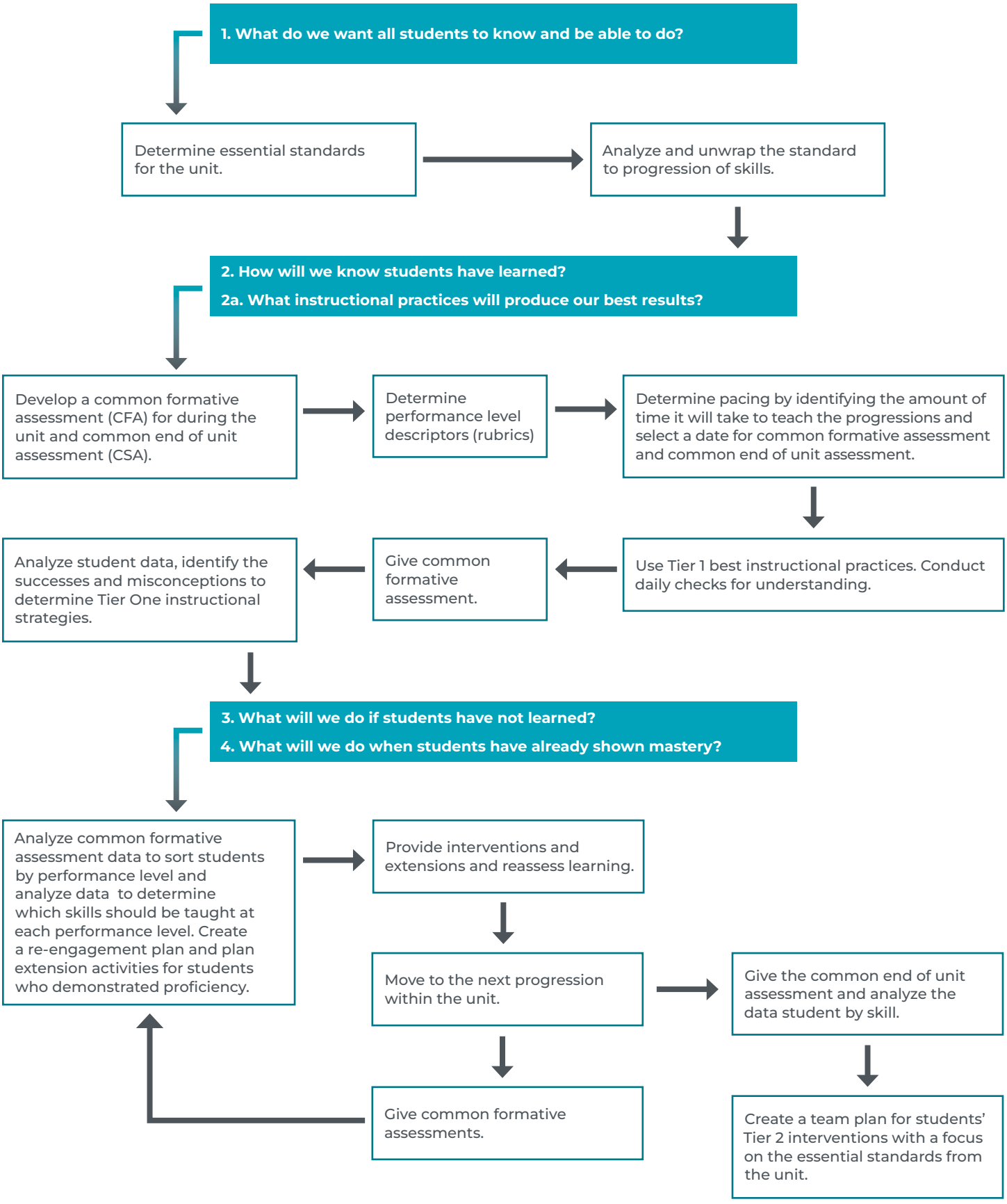
The Teacher Clarity framework allows all DVUSD schools to have a unified approach to guide question one, "What do we want our students to know and be able to do?" It provides a systematic method and mindset to break down the skills we teach into learning progressions, so we can scaffold instruction to increase student learning.



This process allows teachers and students to have a clear understanding of the targeted skills for instruction and how to gauge student progress.

Fisher, D., Frey, N., Amador, O., & Assof, J. (2018). *The Teacher Clarity Playbook: A hands-on guide to creating learning intentions and success criteria for organized, effective instruction.* Corwin Press.

Collaborative Team Flow-Map



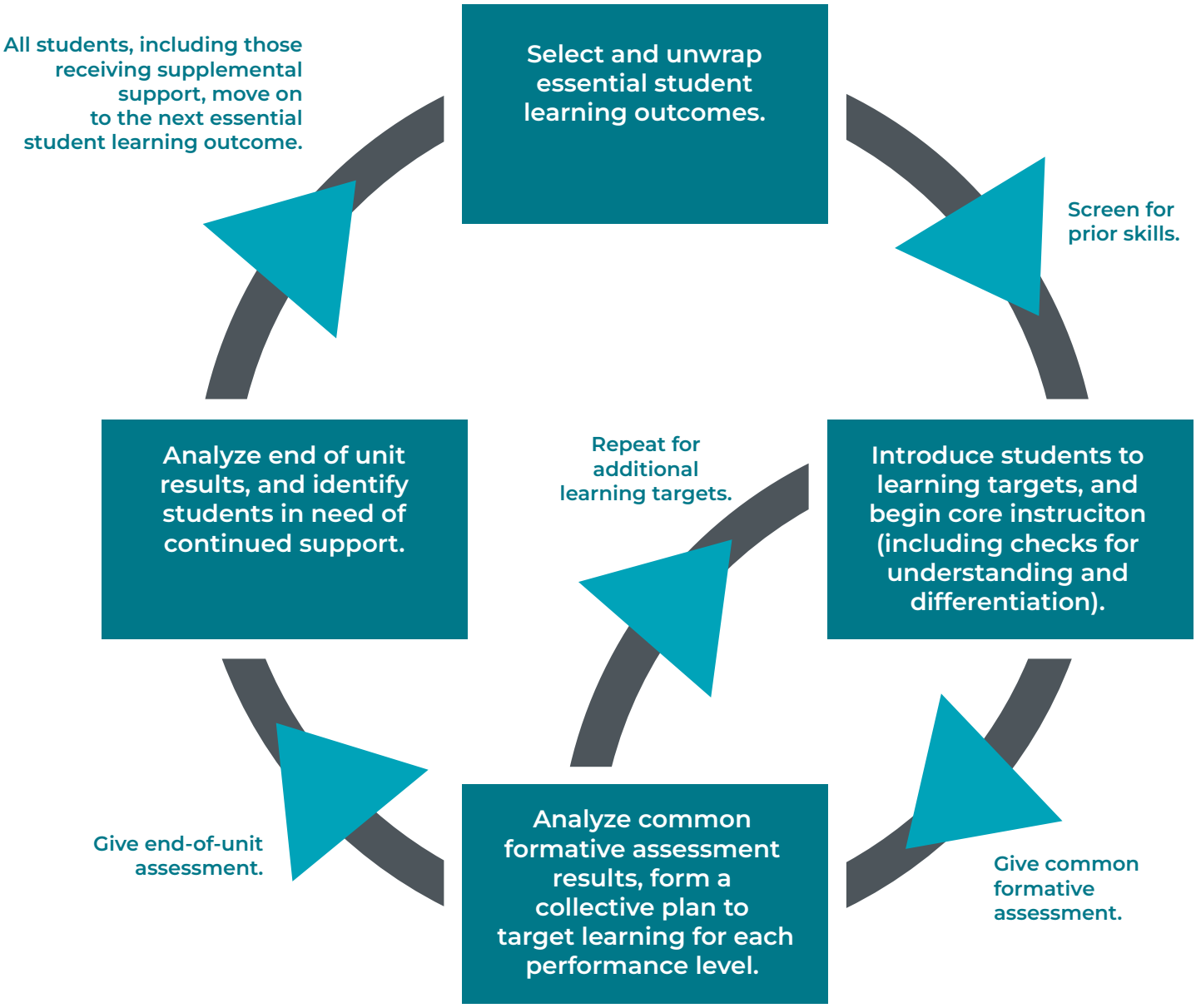
Unwrapping Standard Template

Essential Standard(s)
Essential Standard:

Concepts (Nounds)	Skills (Verbs)
The nouns in the standard represent what it is the student needs to know – the concepts.	*The verbs speak to the skills students must aquire in order to make the concepts, and content, useful.*

Learning Progression (Core Concepts of Standard)	Learning Intentions (Daily Skills) I am learning...	Success Criteria I can...	Talking Points on Relevance	Assessment Opportunities
What underlying prior knowledge must students possess? ***How might the cocepts and skills within this standard be sequenced in a logical way?***	***What am I learning today?***	***How will I know that I learned it?***	***Why am I learning this?***	***What evidence do you have that they have learned it?***
Learning progressions are the essential core concepts and processes that underlie the standard (and they can be used to design assessments of mastery). *The learning progressions are like tent poles for a unit of study in that they delineate the major supports for the standard.* *Learning progressions are fine-grained and describe the intermediate steps students will use to reach mastery.* *The learning progressions aid in setting forth a path that will lead to the desired outcome standard.* *Learning progressions articulate a pathway to proficiency.*	*Learning intentions are daily statements of what a student is expected to learn in a given lesson that is extracted from the learning progression.* *Learning intentions can focus on knowledge, skills, or concepts.* *Learning intentions have a priming effect on learners.* *Learning intentions signal to the students what they will be learning or what they have learned.*	*Success criteria provide a means for students and the teacher to gauge progress toward learning, thereby making learning visible to the teacher and student.* *Success criteria and let students in on the secret of what the destinations looks like and provide a map for how they will get there.* *The success, criteria, empower learners to assess their own progress.* ***Success criteria can be written as:*** *~"I can" statements that focus on future success levels.* *~Statements of what has been learned.* *~more than one statement per learning intention.*	*Talking points on relevance are statements, addressing why the learning intention is important today, in future, education, courses, and outside of the walls of the classroom.* ***Three ways to make learning relevant:*** *~how the information can be used outside the classroom.* *~involving students directly by asking them what they want to learn.* *~noting the value of the lesson in becoming an educated member of the community.* *Relevancy in learning address is the motivation to learn.* *Taking the time to address, relevant safe, Foster's motivation and deep in learning as students begin to make connections to larger concepts.* *And understanding of the relevancy of their learning moves students forward from declarative (factual) knowledge through procedural and conditional knowledge, from what to how to when.*	*Assessment, opportunities are routine checks for understanding throughout the learning process.* ***Measuring the extent to which students are acquiring new information and skills can be accomplished by:*** *~asking questions* *~analyzing written tasks* *~administering low-stakes quizzes* *Assessment opportunities are not only to find a way to gather this information, but also a way to respond in meaningful ways and plan for subsequent instruction.* *An important component and assessment is providing students with solid feedback that yields deeper understanding.* *Teachers collect evidence of students' progress toward the learning intentions and success criteria, so that they can make instructional decisions for the following lesson.*

Teaching-Assessing Cycle



Buffum, A. G., Mattos, M. W., & Malone, J. (2018). *Taking action: A handbook for RTI at work.* Solution Tree Press.

Assessments

Common Assessments

Common formative and common end-of-unit assessments are determined and/or created by collaborative teams in order to measure identified essential skills.

Common formative and common end-of-unit assessments are essential to a school's overall system of support. They provide the information that identifies the students who need to participate in Tier 2 support, as well as the skills to target within re-engagement. Equally important, data from common end of unit assessments provide a window into the effectiveness of Tier 1 instruction, for both individual teachers and for the team as a whole.

Buffum, A. G., Mattos, M. W., & Malone, J. (2018). *Taking action: A handbook for RTI at work.* Solution Tree Press.

A balanced assessment system provides multiple opportunities to inform learning through the formative process marked with periodic end of unit assessments. Each of these types of assessment serves a different purpose and are important to obtain a complete picture of student learning.

Sonju, B., Kramer, S. V., Mattos, M., & Buffum, A. (2019). *Best Practices at Tier 2: Supplemental Interventions for Additional Student Support, Secondary.* Solution Tree.

	External Assessment	How are we doing? Comparative Data
	Universal Screeners	First window to Tier 3?
	Interim Assessment	Big picture: How are we doing? Comparative data
Collaborative Team's Work	Common End-of-Unit Assesment	Identify areas for continued re-engagement and extensions
	Common Formative Assessment	Preventative: Identify areas for re-engagement and extensions
	Daily Checks for Understanding	Preventative: Daily check for understanding

Data Protocol

The Data Protocol below supports collaborative teams in analyzing common assessment data and building Tier 2 groups.

Protocol for Examining Data

Assign roles: facilitator, recorder, time keeper, reporter

Prior to meeting	▪ Assessment (common formative or common summative) given by agreed upon date ▪ Data entered into shared document by **performance levels** (sample data sheets) ▪ Be prepared to share analysis of assessment by performance level
Step 1: 3 min	**What is the overall data? Facts, big picture (Here's What)** ▪ Summarize overall data, sort by performance level
Step 2: 2 min	**What good news is there to celebrate?** ▪ Look for indicators of success in the overall data

Tier 1 – What does the data tell us?

Step 3: 3 min	**What are trends suggested by the data and student work? (So What)**
	▪ Each team member reflects and writes notes on overall trends within each performance level:
	  ▪ Was there a specific question or skill that the students struggled with?
	  ▪ What were the common errors/misconceptions that students showed a strength in?
	  ▪ Did you notice a specific strategy or process that students who showed master used (or was it effective)?

15 min	Discuss as a group (each teacher shares their findings)
Step 4: 10 min	**What Tier 1 strategies will address the common challenges?** ▪ What instructional strategies/best practices did you use that were effective in Tier 1 instruction (discuss as a group, each teacher shares)?

Tier 2 – How will we collectively meet all students' needs?

Step 5: 15 min	**How will we meet all students' needs? (Now What)** ▪ Determine a collective plan to target learning for each performance level. ▪ Who will be teaching each group? ▪ What skills will be taught at each performance level? ▪ Which instructional strategies will your team commit to using? ▪ How and when will you re-evaluate performance levels 1 and 2? ▪ What extensions will you offer to the student at performance levels 3 and 4?

Data Template

This is a template that can be used within the data protocol by Collaborative Teams.

Date Assessment Given:

HERE'S WHAT: (10 min)

Progression Assessed	Type of Assessment	Performance Expectation
		3

Teacher # (students)	# Students below 3	# Students at or above 3	Tier 1: % of total students at 3 or above (the goal is to have 80% or higher)	# Students at or above 3 **after** Tier 2	Tier 2: % of total students at 3 or above	
Teacher A (#)						
Teacher B (#)						
Teacher C (#)						**Total Kids:**
Teacher D (#)			#DIV/0!		#DIV/0!	0
Total Students	0	0		0		

SO WHAT: (15 min)

Each team member reflects and writes notes on overall trends within each performance level **(5 min)**:

1. What specific question/skill did students struggle with?
2. What were the common error(s) that students made with that question/skill?
3. What specific question/skill did the students show a strength in?
4. Did you notice a specific strategy or process that students who showed mastery used **(or was effective)**?

	Teacher A	Teacher B	Teacher C	Teacher D
What are possible common challenges suggested by the data and student work.				

Schoolwide Universal Screening

Because the best intervention is prevention, schools must create a timely process to identify students who are severely challenged academically or behaviorally or both. This process is typically known as universal screening. Rather than waiting weeks for students to fail and fail again, schools should drive to identify these students as easily as possible and place them into intensive, Tier 3 interventions-no later than the first week of school.

Buffum, A. G., Mattos, M. W., & Malone, J. (2018). *Taking action: A handbook for RTI at work.* Solution Tree Press.

Universal Screening is administered to all students at the beginning, middle and end of the school year as well as when new students enroll. These assessments are given by a student's teacher of record in ELA and math. If Universal Screening data indicates a student is performing in the intensive or below level range then the teacher should notify the Campus Intervention Coordinator at their site so the student can be added to the agenda for discussion at the monthly Site Intervention Team meeting. Although Universal Screening data may signal need, it is imperative that a Site Intervention Team examines **multiple data points** before placing students in intervention support.

Universal Screening Assessments are administered by ELA or Math Teachers

ELA or Math teacher reviews the results of the Universal Screener to determine if the student falls within the intensive/below basic range.

If a student falls within the intensive/below basic range the ELA or Math Teacher will contact the Campus Intervention Coordinator at their site.

Campus Intervention Coordinator collects necessary data and adds student to monthly Site Intervention Team Meeting for team discussion.

The Panorama online data platform offers a holistic, comprehensive view of student and school data. Panorama is used district-wide to analyze the successes and needs of all learners and schools to determine action steps based on the results. Panoram Behavior Analytics is used across DVUSD to support Tier 1 Behavior Teams in identifying behavior trends and creating actionable solutions. Additionally, Tier 3 Intervention Plans within Panoram Student Success to monitor student success. Progress updates are recorded throughout the school year to inform a school's Site Intervention Team on the health of Tier 3 efforts.

Tier 1 Instruction

Tier 1 Academic

The purpose of Tier 1 is to provide all students access to essential grade-level curriculum and effective initial instruction. Tier 1 focuses on the implementation of DVUSD's guaranteed and viable curriculum which is aligned to Arizona State Standards and student performance levels to ensure that *all* students reach and/or exceed state proficiency levels.

-Buffum, A. G., Mattos, M. W., & Malone, J. (2018). *Taking action: A handbook for RTI at work.* Solution Tree Press.

All students need effective initial instruction on grade-level essential standards at Tier 1. Effective Tier 1 best practices are as follows:

- Tier I lessons utilize research-based strategies.
- Tier I instruction is designed to include differentiation to support all learners.
- Tier I instruction embeds preventative instruction based on pretest and/or observational data to address student needs.

Tier 1 Scheduled Time: Deer Valley provides Instructional Minutes document that is revised annually to ensure best practice for recommended minutes for all content areas.

Tier 1 Behavior

Tier 1 provides access to **all students** in learning the essential academic and social behavior standards of the school. The term *behavior* is interchangeable with *essential academic and social behaviors* in our district. Essential academic and social behaviors are actions and concepts all students must master for interpersonal and career success in and outside of school after formal education (Buffum et al., 2018). Deer Valley uses the Portrait of a DVUSD Graduate to make the connection to the significant impact tiered behavior support has on student achievement and their future success.

Behavior Solutions: Teaching Academic and Social Skills Through RTI at Work

The Deer Valley Unified School District primarily uses ***Behavior Solutions*** to drive our work as a professional learning community around behavior. It provides a systematic approach to meeting the needs of the whole child.

Deer Valley also utilizes Positive Behavior Intervention and Supports (PBIS) to inform best practices, which is embedded into the Behavior Solutions framework.

Hannigan, J. E., Hannigan, D. J., Mattos, M., & Buffum, A. G. (2021). *Behavior solutions: Teaching Academic and Social Skills Through RTI at Work*. Solution Tree Press.

How do we measure the effectiveness of our MTSS-Behavior Systems?

The Behavior Integration Assessment (BIA) is the comprehensive assessment tool we use to measure our Multi-Tiered System of Supports for Behavior. It is designed for the leadership team to reference in ensuring all criteria are in place and *that all three tiers of behavior support for students are healthy across the school* (Hannigan et al., 2021). All schoolwide teams use the Behavior Integration tool on an ongoing basis throughout the school year to guide their continuous improvement.

Tier 1 Priority Criteria and Essential Actions- Schoolwide Team

1. **Establish and operate an effective leadership team to address schoolwide prevention for behavior.**
   - **Meet** as a dynamic problem solving team for behavior at least once a month using a structured agenda addressing prevention and a response to data.
     - Elementary Agenda Sample
     - Secondary Agenda Sample
     - Fillable Agenda
   - **Create schoolwide precise problem statements** that include multiple behavior data points. Precise problem statement: A statement created to generate data based actions for solving problems. The precise problem statement addresses who, what (behavior and skill need), where, when, and why.
   - **Adopt and utilize** the Tier 1 Schoolwide Prevention Cycle (Plan-Do-Study-Act) as a team on a monthly and ongoing basis.

2. **Identify and teach schoolwide essential academic and social behavior standards.**
   - **Select and align** Tier 1 essential academic and social behaviors based on schoolwide behavior data and staff input.
   - **Create/Refine** a schoolwide matrix that identifies and displays the desired behaviors across all school contexts and settings. The matrix acts as the guaranteed and viable curriculum for behavior. It is recommended campuses design signage that supports the teaching of what is on the matrix.
     - Campus Matrix Example
     - Secondary Matrix Example
     - Signage Examples

- **Establish** a clear and defined process to teach the essential academic and social skills to all students, across all environments. Teaching can be based on lessons created at the site level that are based on the campus matrix or through a district approved social skills curriculum.
- **Implement** school wide reinforcement opportunities for students to receive behavior specific praise and feedback when desired behaviors are observed.

3. **Establish teacher teams' roles and responsibilities in ensuring Tier 1 prevention is in place in every classroom, invest in building their capacity, and maintain their commitment to their role and responsibilities.**
   - **Develop and establish** a Tier 1 classroom management menu aligned with the 4Cs (Climate, Culture, Curriculum, Communication) and ensure implementation in every classroom
   - **Ensure** teacher managed behavior components on a campus equity flowchart are clear and being utilized by teachers on an ongoing basis.
   - **Provide ongoing support** based on teacher communicated needs around the roles and responsibilities at Tier 1 through coaching and featuring staff members who are proficient in classroom behavior management.
4. **Establish effective procedures for collecting multiple adequate levels of Tier 1 schoolwide data and provide ongoing training and support for how to use those data for decision making.**
   - **Collect** schoolwide behavior data (quantitative AND qualitative) and bring the data to monthly meetings for analysis.
     - Schoolwide Check form to collect data
   - **Develop and implement** a schoolwide flow chart that delineates teacher-managed and administrator managed responses. Documentation and responses should be clear and consistent.
   - **Communicate** the structure and outcomes from each cycle to staff monthly.

Alternative Discipline Approaches in Deer Valley

"Effective discipline should be designed to improve behavior..." (Hannigan and Hannigan, 2022).

Don't Suspend Me! An Alternative Discipline Toolkit by Jessica Djabrayan Hannigan and John Hannigan provides a multi-faceted approach to improving behavior that includes instruction, reflection, and restoration opportunities for students.

While the Deer Valley Students Rights and Responsibilities Handbook is our primary guidance in administering student discipline, the *Don't Suspend Me* framework provides other tools and resources for school teams to reference in their process.

Alternative Discipline Contract Template

Tier 1 Priority Criteria and Essential Actions- Teacher Teams

1. **Participate** in school wide teaching at least three times a year and provide ongoing teaching in the classroom for all students in learning the essential behavior standards.
2. **Integrate strategies from the 4Cs** (climate, culture, curriculum, and communication) into daily classroom practices to create a positive and supportive learning environment for all students.
3. **Leverage collaboration** with teacher teams to problem solve behavior for all students and identify re-teach opportunities as needed.
4. **Use** the teacher managed system delineated in the campus flow chart for behavior support and to provide classroom level instruction and intervention as needed.

Tier 2 Support

Tier 2 Academic

The purpose of Tier 2 is to provide additional support in order to master essential grade level standards identified at Tier 1, without missing critical new core instruction. Tier 2 support is timely, targeted, flexible, and guided by team-created common assessments aligned to grade-level essential standards. Students not requiring Tier 2 support are provided extension opportunities to deepen their understanding of the content.

Buffum, A. G., Mattos, M. W., & Malone, J. (2018). Taking action: *A handbook for RTI at work.* Solution Tree Press.

K-6/K-8

DVUSD has a daily scheduled block of Tier 2 time in grades K-6/K-8 for interventions and extensions.

Inside Circle: The inner circle represents the small group lesson based on common assessment data (pre-tests, formative/summative assessments, etc). The small group should be facilitated by the teacher identified by the collaborative team using re-engagement strategies that are different from those used in Tier 1.

Outside Circle: The outer circle represents the differentiated activities planned so all students can continue to learn while the teacher is delivering a re-engagement lesson to some students.

- Outside Circle Activities ELA
- Math

True Middle School (7-8) and High School

Tier 2 Support: Additional support to master essential grade-level standards.

Scheduled Time: DVUSD requires a scheduled block for Tier 2, 2-5 times per week in grades 7-12 for Tier 2 interventions and extensions.

Tier 2 Open/Closed School Wide Model: The Tier 2 Schoolwide Open/Closed model requires an alternate schedule 2-5 days per week where all periods are shortened to allow for an additional 30-60 minute time block for explicit re-engagement of essential standards based on common assessment data. During this time students requiring re-engagement report to required Closed Sessions, where students not requiring this additional layer of support attend Open Sessions for extension of learning.

- Open Sessions: open for students to attend for support
- Closed Sessions: required for students to attend based on data
- Tier 2 Open/Closed School Wide Model
- Pioneer Tutorial Schedule

Tier 2 Response to Data Day/Time Model: The Tier 2 Response to Data Day/Time uses existing time within each content block to re-engage identified students in essential learning standards based on common assessment data. Response to Data Days/Times are scheduled as followed:

- **Response to Data Day:** Lesson is taught on a pre-planned day within 1-2 days of the Common Assessment. These lessons would take place after Tier I material is covered with the entire class. Extensions are pre-planned for students not needing intervention as these students will remain in the classroom.
- **Response to Data Time:** Essential learning targets are re-taught to students during the first or last 10-15 minutes of one or more class periods 2-4 times per week as data indicates need. These lessons would take place after Tier I material is covered with the entire class. Extensions are pre-planned for students not needing intervention as these students will remain in the classroom.
- Tier 2 Response to Data Day/Time Model

Tier 2 Behavior

The purpose of Tier 2 supports focus on providing targeted students with the additional time and support they need to master the specific skills, knowledge, and behaviors identified at Tier 1 to be essential to the student's success. Tier 2 supports build from and are in addition to Tier 1. A defining characteristic of Tier 2 practices is that they are implemented similarly for all students receiving them. They often involve group interventions that incorporate campus based strategies such as re-engagement with the identified academic and social skill behaviors expected at Tier 1 and the schoolwide social skills program.

Hannigan, J., Hannigan, J., Mattos, M., and Buffum, A. (2021). Behavior Solutions. Solution Tree Press.

Tier 3 Support

Tier 3 Universal Skills

The purpose of Tier 3 Academic support is to provide intensive remediation in learning essential universal skills.

The Universal Skills at Tier 3 Include:

- Reading
- Writing
- Number Sense
- Academic and Social Behaviors
- Attendance
- English language
- Health and Home

Tier 3 Support: The Tier 3 support represents the evidence-based small group lessons designed and delivered to target specific skill gaps in universal skills (reading, writing, number sense, behavior, health and home). These specific gaps will be revealed by multiple screening/diagnostic data points (RI, MGM, PSI, DIBELS, behavior analysis, attendance reports). To be effective, Tier 3 lessons must be facilitated by a highly trained specialist or teacher who has been thoughtfully selected by the school-wide Guiding Coalition and utilizes evidence-based programs and/or strategies.

K-6

Scheduled Time: DVUSD has a scheduled block for 20-30 minutes of Tier 3 time 4-5 days per week in grades K-6. This time is scheduled alongside the Tier 1 differentiated small group/independent tasks portion of the ELA and Math block to ensure students who are receiving Tier 3 support do not miss essential grade level standards.

Middle School (7-8) and High School

Scheduled Time: Intervention Elective/Exploratory Courses are built into students' schedules for students requiring remediation

Site Intervention Team

A Site Intervention Team is established at each school to ensure the health of Tier 3 support.

The Site Intervention Team performs the following functions:

- Identify students needing intensive Tier 3 support using relevant data.
- Use diagnostic data to match students with evidenced based intervention resources and establish SMART Goals to evaluate progress. Prioritize resources based on greatest need.
- Establish and utilize a student referral process, allowing staff to recommend students to the school intervention team for consideration and support.
- Regularly monitor intervention success at the student level using relevant data.
- Make intervention adjustments (entrance, exit, intensity) based on need during and at the conclusion of intervention cycles.
- Assess the effectiveness of interventions offered. Learn from, celebrate and make adjustments to interventions based on those assessments.

DVUSD Site Intervention Team (SIT) Referral Process for Academic and Behavioral Concerns

1 Significant concern regarding student performance is identified. Concern may be generated by parent/guardian, classroom teacher or school staff. Homeroom teacher consults school nurse to ensure vision and hearing screening is current and not a contributing factor to the issue with student performance. Homeroom teacher should also check Panorama to identify if the student's primary home language is other than English as this may be a potential barrier to student performance.

2 **Academic**
Collaborative Team uses collective knowledge to design Tier 2 Intervention plans in Panorama and deploys interventions with fidelity. Progress updates are recorded in Panorama.

2 **Behavior**
Collaborative Team uses classroom level responses to reteach and reinforce an essential academic or social behavior from the campus matrix. If the student is not responding to classrooom interventions, refer the student to the campus team taking lead responsibility for Tier 2 intervention.

3 If student is not meeting growth targets outlined in Tier 2 Intervention plan for two intervention cycles, then the Collaborative Team will refer student to the Site Intervention Team using referral button in Panorama.

*Note: A Tier 2 cycle includes excplicit re-engagement of a specific essential learning target and typically takes 2-5 small group lessons to reteach and reassess.

3 The Tier 2 Behavior Team takes the lead on providing additional time and support to research essential academic and social behaviors based on data trends. Progress updates are recorded in Panorama. Tier 2 Entrance and Exit Criteria are established and utilized schoolwide. If student is not responding to Tier 2 efforts, then the Tier 2 Team will refer student to Site Intervention Team.

Teacher provides parent update regarding student progress

4 Implement Tier 3 Intervention plan. Progress monitor student as required by intervention strategy in Panorama.

Teacher provides parent update regarding student progress

5 The Site Intervention Team organizes the collection of diagnostic data as needed to drill down to specific area of need. If the Site Intervention Team determines Tier 3 intervention support is appropriate based on multiple data points, then the Site Intervention Team collectively makes arrangements for Tier 3 intervention to take place and creates Tier 3 Intervention Plan in Panorama.

6 After 3-4 weeks of implementing and progress monitoring the Tier 3 Intervention Plan, a check-in meeting is scheduled by the Site Intervention Team to evaluate current Tier 3 progress. Adjustments are made as needed.

Teacher provides parent update regarding student progress

7 After 6-8 weeks of implementing and progress monitoring the Tier 3 Intervention plan, a check-in meeting is scheduled by the Site Intervention Team to evaluate current Tier 3 progress. Adjustments are made as needed.

SIT determines appropriate next steps.

Teacher provides parent update regarding student progress

Goal met: Discontinue intervention and monitor student to ensure continued success **(Click here for Exit Criteria)**	Maintain Intervention: Ensure a minimum of quarterly progress monitor checks	Below average progress: Change intervention	No/minimal progress: Change intervention*

NOTE:
Universal Screening is administered to all students EOY, BOY and as new students enroll by ELA and math teachers. If Universal Screening data indicates a student is performing in the intensive or below level range then the teacher should notify the CIC and the student should be moved to step 5.

Intensive Behavior that is present may result in direct referral to the SIT, these include but are not limited to the following example linked here.

KEY:
Green: Lead responsibility lies with the collaborative teacher team

Yellow: Lead responsibility lies with the Tier 2 Behavior Subset

Red: Lead responsibility lies with the Site Intervention Team

* If the intervention plan and its revisions are not successful in helping the student meet the goal(s), the Site Intervention Team may make a referral to the school Psychologist for a possible special education evaluation.

Intervention Resources

Intervention Delivery

Principles of Effective Intervention

To maximize student growth, educators must utilize evidence-based resources, strategies, or methods to maximize learning at Tier 3. Strategic progress monitoring and responsiveness to the data acquired through progress monitoring will ensure that students' learning is accelerated quickly enough to begin closing the achievement gap. Principles of effective intervention should be used when designing instruction for any intervention lesson.

Intervention lessons should include the following components:

Explicit instruction	"Explicit instruction is explained and demonstrated by the teacher one concept at a time, rather than left to discovery through incidental encounters with information."(Moats & Dakin, 2008, p. 58). Explicit instruction is "an approach that involves direct instruction: The teacher uses gradual release by demonstrating the task and provides guided practice with immediate corrective feedback before the student attempts the task independently." (Mather & Wending, 2012, p.326).
Systematic and cumulative	"Systematic and cumulative instruction requires the organization of material to follow the order of the skill development. The sequence must begin with the easiest concepts and progress methodically to more difficult concepts. Each step must also be based on elements previously learned. Concepts taught must be systematically reviewed to strengthen memory" (Birsh, 2011, p. 19).
Diagnostic teaching to automaticity	"Diagnostic teaching is knowledge of prescriptive instruction that will meet individual student needs identified through **assessment**. The teaching plan is based on continual assessment of the student's retention and application of skills" (Birsh, 2011, p. 19). When a skill becomes automatic (direct access without conscious awareness), it is performed quickly in an efficient manner (Berninger & Wolf, 2009, p. 70).
Multisensory strategies	"Multisensory instruction uses all learning pathways in the brain (visual, auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning" (Moats & Dakin, 2008, p. 58).This recommendation from the RTI report states that instructors should be proficient in the use of visual representations of mathematical ideas. This includes Teacher and Student Strategies as well as the use of manipulatives.

District Supported Intervention Resources:

Students requiring Tier 3 support are the most at-risk students in our schools. Schools need to utilize their very best available resources and think outside the box as they prioritize how to best use what they have on hand.

Buffum, A. G., Mattos, M. W., & Malone, J. (2018). *Taking action: A handbook for RTI at work.* Solution Tree Press.

All Hands on Deck: The saying that best captures the *how* of prioritizing a school's resources for students with the greatest needs is all hands on deck! The key to providing intensive interventions for these students is to utilize the staff most highly trained in the specific area of need.

Buffum, A. G., Mattos, M. W., & Malone, J. (2018). *Taking action: A handbook for RTI at work.* Solution Tree Press.

In an effort to support school leaders, teachers and students at Tier 3, the District Intervention Team has provided a list of intervention resources that align with the principles of effective intervention.

Training and coaching are also available through the District Intervention Team with the following Tier 3 Intervention Resources:

- Read 180 Universal
- iLit (HS Only)
- Reading Horizons Elevate
- SIPPS
- Math 180
- Do the Math

MTSS 2024-2025 Playbook

Multi-Tiered System of Support

Superintendent
Dr. Curtis Finch

Disclaimer: This handbook is strictly for educational use within the Deer Valley Unified School District. No part of this handbook should be used or distributed for sale. Images and some content found through image searches, as well as multiple educational websites.

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