



# *Multi-Tiered System of Supports (MTSS)*

## *Plan*

*2023- 2025*

# INTRODUCTION

Eastchester Union Free School District is committed to providing academic rigor and opportunities for all students. At the same time, it is critically important that we meet the needs of every student. Nevertheless, some students require additional support in order to meet the New York State Learning Standards in their core subject areas as well as meet the social and emotional challenges of being a student in an interconnected society. As a result, the District provides targeted academic and social/emotional support through a collaborative process to help students succeed. The following plan outlines Eastchester's multi-tiered system of supports (MTSS). This framework includes Academic Support and Response to Intervention (RTI), Positive Behavioral Interventions and Supports (PBIS), as well as mental and social/emotional learning (SEL) and wellness supports as required by the NYS Commissioner's regulation, 100.2.ee.

The Eastchester UFSD has established a district-wide committee to review, revise and develop a comprehensive MTSS plan to ensure our students are supported and succeed academically, socially, emotionally, and behaviorally.

## MTSS District-Wide Committee Members

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**Scott Wynne**, *Assistant Superintendent for Curriculum and Instruction*  
**Christie Garin-Mileto**, *Assistant Director of Special Education*  
**Erin McGee**, *Assistant Director of Special Education*  
**Susan Chester**, *K-12 Supervisor of Humanities*  
**Irene Iannuzzi**, *K-12 Supervisor of STEM*  
**Kristen Kumar**, *Assistant Principal Anne Hutchinson School*  
**Caitlin Mondelli**, *Assistant Principal Greenvale School*  
**Eleana De Luna**, *Assistant Principal, Waverly School*  
**Jenelle Hindell**, *Assistant Principal Eastchester Middle School*  
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**Alison Tine**, *Waverly School, General Education*  
**Meghan Galvao**, *Waverly School, Special Education*  
**Alexandra Mineo**, *Waverly School*  
**Emily Cozzi**, *Eastchester High School, Guidance*  
**Gianna Fleischmann**, *Eastchester High School, Special Education Chairperson*

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# MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

A Multi Tiered System of Supports (MTSS) is a collaborative, evidence-based approach to differentiating and personalizing instruction and intervention, across academics and the social/emotional spectrum for all students. This individualized, student-centered approach is one of the most effective ways to provide an equitable educational experience because it leverages research-based approaches along with expertise to assist educators in understanding their students' needs and enables them to make strategic and data-driven decisions.

The MTSS process begins with the proactive identification of students in need of additional support in a particular domain (i.e. decoding , math, emotional). These targeted students receive interventions that are matched to their individual area of deficit and level of need. Student progress in the identified area(s) are progress monitored over time in an effort to determine the student's response to the intervention(s). When identified areas of deficits have been resolved, interventions are discontinued. If a student continues to demonstrate prolonged deficits in the identified area(s), further problem solving structures are leveraged in order to determine the need for more intensive support and/or services. At each Tier of the MTSS process, decision making is systematic and driven by student performance data.

In Eastchester, the MTSS model includes several components, described below in Figure 1. Each component contributes to the overall support structures that help students achieve excellence in all aspects of their learning.



## **MTSS FRAMEWORK: ACADEMIC AND BEHAVIORAL TIERS OF SUPPORT**

**Tier 3: Tertiary Interventions** - Specialized, services students with the highest risks of academic, social/emotional and/or behavior failure. Should impact no more than 5% of students

**Tier 2: Secondary Interventions** - Specialized, serves groups with at-risk factors in the areas of academics, social/emotional need, or behavioral regulation. Should impact 5-15% of students.

**Tier 1 : Universal** - School-wide or classroom-wide, serves all students. Should be sufficient for approximately 80% of students.

Figure 1.

# RESPONSE TO INTERVENTION (RTI): Academic Support

When a student struggles academically, they require evidence-based interventions. The process in which students in Eastchester are identified, provided academic interventions and monitored is called response to intervention (RTI.)

RTI services can be provided by a variety of personnel, including general education teachers, special educators, and intervention specialists. While students are receiving intervention services, their progress is closely monitored to assess both the learning rate (their response to the intervention) and level of performance as it relates to the expected grade level proficiencies. Educational decisions about the intensity and duration of interventions are made by each building's multi-disciplinary MTSS team and are based on each student's individual response to intervention.

For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- All students receive high-quality, research-based instruction in the general education classroom.
- Ongoing student assessment. The Eastchester UFSD utilizes a prescribed set of assessments to monitor student progress. This data is also used in conjunction with actual student classroom performance.
- Tiered instruction. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs (Figure 2).
- Parent involvement. Parents are informed about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic and/or behavioral goals for their child.

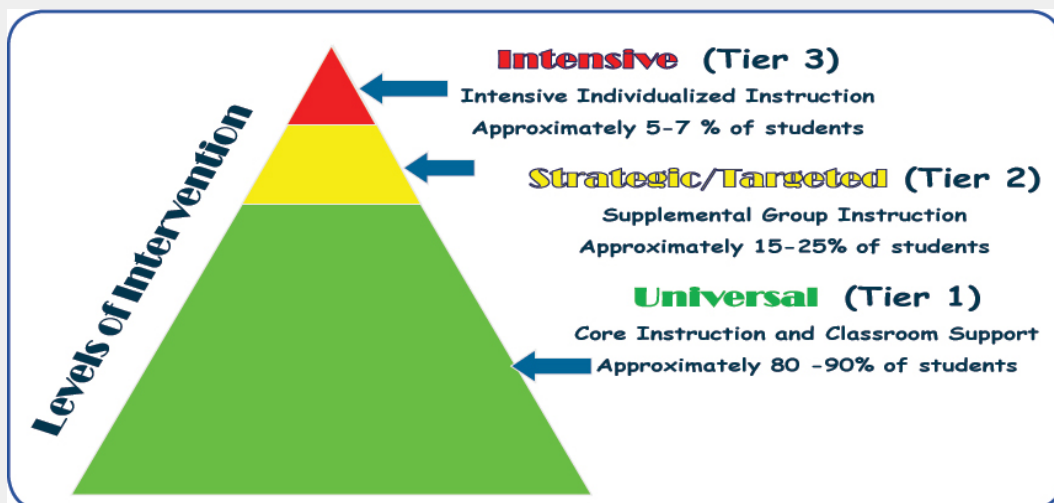


Figure 2.

## RESPONSE TO INTERVENTION (RTI): Implementation

The implementation of the RTI model may vary in each school building. In general, the table below shows a guideline for what RTI looks like for students within each tier (Table 1.).

	INTERVENTION PROGRAM			Teacher to Student Ratio/ Teacher of Intervention
	<i>Frequency</i>	<i>Session Length</i>	<i>Duration</i>	
<b>TIER 1</b>	Differentiated, small group instruction in the classroom.			Whole Class/Classroom teacher
<b>TIER 2</b>	2-3 times per week	30-45 minutes	4-6 weeks	Group/Classroom teacher, academic specialist, related service provider
<b>TIER 3</b>	4-5 times per week	40 minutes or more	6-8 weeks	Small group or individual/ Academic specialist, related service provider

Table 1.

## RESPONSE TO INTERVENTION (RTI): Building Implementation\*

Each building utilizes various research and evidence-based interventions at the various Tiers in order to support students make academic progress based upon ongoing assessment and progress monitoring (Table 2). These interventions are aligned both vertically and horizontally across the District to ensure continuity of services.

Building	Intervention	TIER
<b>Waverly School</b>	<ul style="list-style-type: none"> <li>● Core Literacy Program</li> <li>● Heggerty</li> <li>● Foundations</li> <li>● Leveled Literacy Intervention (LLI)</li> <li>● Preventing Academic Failure (PAF)</li> <li>● Reveal Math</li> <li>● Acadience Math</li> <li>● Number Worlds</li> <li>● First in Math</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 1,2,3</li> <li>● 1,3</li> <li>● 2</li> <li>● 3</li> <li>● 1</li> <li>● 2</li> <li>● 2</li> <li>● 1</li> </ul>

<b>Anne Hutchinson School</b>	<ul style="list-style-type: none"> <li>● Core Literacy Program</li> <li>● Heggerty</li> <li>● Foundations/Just Words</li> <li>● Leveled Literacy Intervention (LLI)</li> <li>● Wilson Reading</li> <li>● Reveal Math</li> <li>● Do The Math</li> <li>● Number Worlds</li> <li>● First in Math</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 1,2,3</li> <li>● 2</li> <li>● 2,3</li> <li>● 3</li> <li>● 1</li> <li>● 2,3</li> <li>● 3</li> <li>● 1,2</li> </ul>
<b>Greenvale School</b>	<ul style="list-style-type: none"> <li>● Core Literacy Program</li> <li>● Heggerty</li> <li>● Foundations/Just Words</li> <li>● Leveled Literacy Intervention (LLI)</li> <li>● Wilson Reading</li> <li>● Reveal Math</li> <li>● Do The Math</li> <li>● Number Worlds</li> <li>● First in Math</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 1,2,3</li> <li>● 1,2</li> <li>● 2,3</li> <li>● 3</li> <li>● 1,2</li> <li>● 2,3</li> <li>● 2,3</li> <li>● 1,2</li> </ul>
<b>Eastchester Middle School</b>	<ul style="list-style-type: none"> <li>● Core Content Instruction</li> <li>● Homework Helpers</li> <li>● After School Help Sessions</li> <li>● Push-In Classroom Reading Support</li> <li>● AIS Reading Class</li> <li>● Math Workshop</li> <li>● Reading Intervention Class</li> <li>● Support Seminar</li> <li>● Learning Workshop</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>●</li> <li>● 2</li> <li>● 1</li> <li>● 2</li> <li>● 2,3</li> <li>● 2,3</li> <li>● 3</li> <li>● 3</li> </ul>
<b>Eastchester High School</b>	<ul style="list-style-type: none"> <li>● Core Content Instruction</li> <li>● National Honor Society Tutoring</li> <li>● After School Help Sessions</li> <li>● Learning Workshop</li> <li>● Reading/Writing Support</li> <li>● Subject Area Workshop Class</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 1</li> <li>● 1</li> <li>● 2</li> <li>● 2</li> <li>● 2</li> </ul>

Table 2.

## SOCIAL-EMOTIONAL LEARNING (SEL) & POSITIVE BEHAVIORAL INTERVENTIONS and SUPPORTS (PBIS)

In the Eastchester Union Free School District, we teach Social Emotional Learning skills in order to assist students navigate specific situations using the CASEL framework (<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>). The five core SEL competencies we want students to master are; *self-awareness, self-management, social awareness, relationship skills, and responsible decision-making*. Our Positive Behavioral Interventions and

Supports (PBIS) is a framework using evidence-based prevention and intervention practices so students are able to demonstrate prosocial behaviors in school and beyond. Moreover, strong PBIS frameworks help build a school culture that supports students’ behavioral, academic, social, emotional, and mental health. Together, SEL and PBIS improve the overall student and staff social/emotional wellness, while also establishing an environment that promotes prosocial behaviors (Figure 3).



Figure 3.

## SEL & PBIS: Building Implementation

Each school building identifies the appropriate behavioral expectations, and classroom teachers are trained in supporting students to meet these expectations. The PBIs & SEL framework for each school is described below (Table 3).

Building	SEL & PBIS Framework / Programs	TIER
<b>Waverly School</b>	<ul style="list-style-type: none"> <li>● SOAR (PBIS)</li> <li>● Monthly Social-Emotional Lessons with psychologists (i.e. Second Step, Character Education, Zones of Regulation, etc.)</li> <li>● Classroom Calm Corners</li> <li>● Check-In, Check-Out</li> <li>● Group Counseling</li> <li>● Individual Counseling</li> <li>● Dialectical Behavioral Therapy (DBT)</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 1</li>   <li>● 1</li> <li>● 2</li> <li>● 2,3</li> <li>● 3</li> <li>● 2,3</li> </ul>
<b>Anne Hutchinson School</b>	<ul style="list-style-type: none"> <li>● HEART (PBIS)</li> <li>● Second Step (SEL)</li> <li>● Zones of Regulation (SEL)</li> <li>● Community Connections (peer mentoring)</li> </ul>	<ul style="list-style-type: none"> <li>● 1</li> <li>● 1,2</li> <li>● 2</li> <li>● 2</li> </ul>



	<ul style="list-style-type: none"> <li>• Check-In, Check-Out</li> <li>• Group Counseling</li> <li>• Individual Counseling</li> <li>• Dialectical Behavioral Therapy (DBT)</li> </ul>	<ul style="list-style-type: none"> <li>• 2</li> <li>• 2,3</li> <li>• 3</li> <li>• 2,3</li> </ul>
<b>Greenvale School</b>	<ul style="list-style-type: none"> <li>• Be Kind, Be Safe, Be Responsible (PBIS)</li> <li>• Eagle of the Month</li> <li>• PBIS Team w/Student Council</li> <li>• Second Step (SEL)</li> <li>• Zones of Regulation (SEL)</li> <li>• Peer Mentoring</li> <li>• Check-In, Check-Out</li> <li>• Group Counseling</li> <li>• Individual Counseling</li> <li>• Dialectical Behavioral Therapy (DBT)</li> </ul>	<ul style="list-style-type: none"> <li>• 1</li> <li>• 1</li> <li>• 1</li> <li>• 1,2</li> <li>• 2</li> <li>• 2</li> <li>• 2</li> <li>• 2</li> <li>• 3</li> <li>• 2,3</li> </ul>
<b>Eastchester Middle School</b>	<ul style="list-style-type: none"> <li>• SOAR PBIS Incentive Program</li> <li>• TLC Lessons (SEL)</li> <li>• Mindful Monday</li> <li>• Dialectical Behavioral Therapy (DBT)</li> <li>• Group Counseling</li> <li>• Individual Counseling</li> <li>• School Spirit Activities</li> </ul>	<ul style="list-style-type: none"> <li>• 1</li> <li>• 1</li> <li>• 1</li> <li>• 2,3</li> <li>• 2,3</li> <li>• 3</li> <li>• 1</li> </ul>
<b>Eastchester High School</b>	<ul style="list-style-type: none"> <li>• Wellness Club</li> <li>• School Spirit Activities</li> <li>• Emotional Support Dogs</li> <li>• Mentoring Program</li> <li>• Dialectical Behavioral Therapy (DBT)</li> <li>• Group Counseling</li> <li>• Individual Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• 1</li> <li>• 1</li> <li>• 1</li> <li>• 2</li> <li>• 2,3</li> <li>• 2,3</li> <li>• 3</li> </ul>

Table 3.

# COMPONENTS OF OUR MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

## **HIGH-QUALITY, DIFFERENTIATED CLASSROOM INSTRUCTION**

A key ingredient to student success is a high quality, research-based curriculum that is differentiated based upon student need. In order to provide comprehensive Tier I services, the Eastchester UFSD adopts curriculum and programs through a collaborative decision making process between instructional leaders and teachers. Often prior to adoption, curriculum materials are piloted and assessment data is analyzed to determine the impact on student learning. Additionally, evidence-based instructional strategies and techniques are implemented to support student progress through the curriculum as well as for the acquisition of skills. Student progress is constantly monitored by teachers providing them with critical information regarding student performance in order to apply appropriate interventions as needed. Various techniques are utilized to differentiate the curriculum as well as instructional practices to ensure that all students meet and exceed the learning expectations and content standards.

## **PROFESSIONAL LEARNING AND COLLABORATION**

The principles of MTSS promote continuous improvement at all levels of a school system. Therefore, school staff must engage in collaborative processes to increase students' academic achievement as well as foster their social and emotional development and growth. In Eastchester, administrators, teachers, support staff, and families work together to support students. Teachers receive ongoing professional learning in content-specific areas, instructional techniques, assessment design, data-based decision making and other research-based strategies. Professional learning is supported during the school day as well as after school by in-house professional developers as well as through various consultants and experts.

School faculty engages in dialogue with principals, department chairpersons, supervisors, specialists and administrators to enhance, grow and maintain their knowledge of best-practices and support strategies for students.

## **COLLABORATION & COMMUNICATION WITH PARENTS AND FAMILIES**

Working directly with our students' parents, guardians, and families promotes student success. Parents and guardians have many opportunities to get involved in their child's school and the District. The schools communicate academic progress several times throughout the year, through parent-teacher conferences, report cards, and other interim reports. The schools' administration, teachers, clinicians and school counselors maintain contact with families as their child progresses through the grades and in their course work. Classroom teachers, school counselors, clinicians, and

school administrators communicate with families with respect to how Tier I academic, behavioral and social emotional supports are provided.

For those students receiving Tier II and Tier III interventions, the MTSS team and building principal shall notify families of the nature, type, frequency, duration and setting in which intervention services will be provided. In addition, families will also be informed about the type and nature of student data that will be collected during interventions in order to assess a student's progress. Lastly, families will be afforded the opportunity to meet with the building principal and/or MTSS team at any time in order to discuss their child's services, progress, and/or any other related concerns they have regarding the supports provided ([Appendix A](#)). Families shall also be notified if students are recommended to exit Tier II or Tier III services and the data used by the MTSS team to make that recommendation ([Appendix C](#)). If students have not been exited from Tier II or Tier III services by the end of the school year, families shall be notified of the MTSS team's intervention recommendation for the following school year ([Appendix B](#)).

## **ELIGIBILITY CRITERIA**

Students are eligible for MTSS support services if they are not making adequate progress toward the learning goals or the content standards and skills taught in core academic subjects, if they are at risk of not meeting proficiency standards on the NYS assessments, their social and emotional function is significantly interfering with their success in school, and/or they not meeting grade-level behavioral expectations. Eligibility for Tier II & Tier III MTSS services are determined by a building's MTSS team.

Any student referred by their teacher and/or as determined by local and State benchmark data shall be reviewed by the building MTSS team. This multidisciplinary team reviews the student's strengths and areas of academic, social/emotional, and/or behavioral area of concern. The MTSS also reviews the student's academic history, attendance, academic performance data, State assessment data, as well as any other relevant available data to determine if the student requires Tier II or Tier III intervention services ([Appendix D](#)).

## **SCREENING, ASSESSMENTS, AND PROGRESS MONITORING**

At the elementary and middle level, teachers, support staff, and administrators meet three times per year to discuss academic and social emotional progress of all students within their individual classrooms. Various tools are used to screen students, monitor progress, and assess their learning and behavior. Some of the tools include but are not limited to:

- NYS assessments in ELA, mathematics, science, and social studies
- Fountas & Pinnell Benchmark Assessment System (BAS)
- Heggerty
- NWEA Map Assessment
- WADE
- Running Records
- Wilson Foundations Assessments
- Do The Math Leveled Assessments
- Number World Pre and Post Assessments
- Reveal Math Pre and Post Assessments
- Reveal Math Benchmark Assessments

- Student Report Card Data
- Attendance Data
- Disciplinary Data
- Classroom Assessments and Grades

## **EXPLANATION OF SERVICES**

Building based MTSS teams meet weekly to discuss student needs and determine eligibility of services.

The level of Tier I support is determined by the classroom teacher, appropriate specialists, and the school-based MTSS teams using the MTSS, RTI, PBIS, models described previously.

For those students who have been identified by the MTSS team as needing Tier II or Tier III support, the MTSS Team shall determine the type or method of services provided, as well as the frequency, duration and setting in which those services will be given. As previously described, parents shall be notified of the type, nature, frequency, duration and setting in which their child will receive MTSS services ([Appendix A](#)). In addition, the MTSS team shall develop specific and individualized services for each student considered for Tier II or Tier III services on a prescribed form ([Appendix D](#)).

## **INTERVENTIONS**

Examples of the academic, social/emotional and behavioral interventions are noted in the descriptions of RTI, SEL and PBIS supports outlined in previous sections of this document.. Each building administration reviews the success of appropriate interventions provided to students with their MTSS team and makes appropriate changes or additions as necessary.

Interventions at the Tier II and Tier III level shall be clearly articulated on a prescribed form that outlines the type, nature, frequency, duration and setting in which interventions will be provided. In addition, the progress monitoring tools that will be used to determine if a student has met the intervention goal shall be identified by the MTSS team when developing each child's Tier II or Tier III intervention plan ([Appendix D](#)).

In addition, students who continue to receive Tier II & Tier III interventions should have had at least two (2) MTSS documented reviews. The first documented review should be conducted no later than four (4) to six (6) weeks after implementation and the second documented review no later than eight (8) to twelve (12) weeks after implementation if services have not been discontinued. These reviews shall be documented on a prescribed form by the building MTSS team ([Appendix D](#)).

## **EXIT CRITERIA**

All students receive Tier I support in the areas of academics, SEL and PBIS. However, students in Tiera II and III are exited from support services based upon demonstration of appropriate progress toward meeting or exceeding their MTSS intervention goal, and/or by meeting grade level academic and behavioral expectations using progress monitoring data, classroom performance and finally by recommendation from the MTSS team at an intervention review meeting. As previously stated, families shall be notified if their child is being recommended to be exited from their intervention services and returned to Tier I ([Appendix C](#)).

In addition, students who have not been exited and continue to receive MTSS interventions throughout the school year, shall have a year end intervention summary completed by the MTSS team ([Appendix B](#)). This shall also include students who have demonstrated appropriate social and emotional skill development and are also considered to no longer require Tier II or III SEL support.

## ACADEMIC INTERVENTION SERVICES

According to Part 100.1(g) of the Commissioner's Regulation, Academic Intervention Services (AIS) are services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components. Additional instruction that supplements the general curriculum (regular classroom instruction) and/or student support services needed to address barriers to improved academic performance.

Students receive Academic Intervention Services (AIS) in the core academic subjects, English Language Arts (ELA), mathematics or science when they are at risk of not meeting proficiency levels on New York State assessments. In addition to the regular core instructional program and if applicable special education services, AIS services may be provided during the regular school day. Students may receive AIS services based upon the child's Response to Intervention (RTI) plan as outlined in a previous section of this document.

### **ELIGIBILITY CRITERIA (Grades 3-8)**

Students are eligible for Academic Intervention Services in the academic subjects, English language arts, mathematics, and science. Any student scoring below the NYSED Median Cut Point Score Between Level 1 and Level 3 will be considered for academic intervention services for the corresponding academic subjects. The following procedures will be followed to determine eligibility for academic intervention services:

#### **ELIGIBILITY CRITERIA K-5**

- Lack reading readiness / literacy skills
- At risk of not achieving proficiency on NYS designated performance levels
- Lack appropriate behaviors that promote learning
- Not meeting proficiency level on NYS assessments

#### **EXPLANATION OF SERVICES**

- ELA support services address areas of weakness in reading comprehension and writing skills, based on an item analysis of the state exams, in conjunction with teacher input based on classroom observations and student work. AIS services are provided to groups of students (4-6) for a minimum of 3x/cycle at 30-45 min. each session. Delivery of services can either be pull-out or push-in, or a combination of both modes. AIS providers work closely with classroom teachers to support literacy skills using LLI, F&P Guided Reading, and targeted small group instruction.

- Math support services address areas of weakness in math skills based on an item analysis of the state exams, in conjunction with teacher input based on classroom observations and student work. AIS services are provided to groups of students (4-6) for a minimum of 3x/cycle at 30-45 minimum each session. Delivery of services can either be pull-out or push-in, or a combination of both modes. AIS providers work closely with classroom teachers to support math skills using Do the Math, Number Worlds, and targeted small group instruction.

## **DURATION OF SERVICES**

The duration of services depends on the needs of each individual student. Students are consistently progress monitored and reassessed every six to eight weeks.

## **EXIT CRITERIA**

Reading AIS:

The AIS Reading teacher will meet with the classroom teacher to discuss students and their progress. Students will exit based on:

- Demonstrating progress towards meeting grade-level F&P benchmarks.
- Demonstrating progress on in-class assessments
- Demonstrating progress in ELA
- Demonstrating progress on NWEA MAP Growth Benchmark Assessments
- Demonstrating Proficiency on ELA State assessments

Math AIS:

The AIS Math teacher will meet with the classroom teacher to discuss students and their progress.

Students will exit based on:

- Demonstrating progress in Math
- Demonstrating progress on in-class assessments
- Demonstrating progress on NWEA MAP Growth Benchmark Assessments
- Demonstrating Proficiency on math State assessments

## **STUDENT DATA**

Reading AIS:

- F&P independent reading assessments
- NWEA MAP Growth Report
- Running Records - LLI
- In-class assignments (writing samples, reading response, exit slips)
- Formative and summative assessments

Math AIS:

- NWEA MAP Growth Report
- Reveal Assessments
- In-class assignments (performance tasks, exit slips)
- Formative and summative assessments

## **LONGITUDINAL ARTICULATION**

AIS providers meet with middle school teams to discuss students' progress and to inform placement for 6th grade.

## **ELIGIBILITY CRITERIA 6-8**

Based on NYS assessment proficiency data (math, ELA, science) students are identified and provided interventions based upon the intensity of their area(s) of deficit.

## **EXPLANATION OF SERVICES**

Reading AIS:

- **Tier 1:** classroom push-in support in ELA or SS classroom
- **Tier 2 Strategic Reading:** In addition to taking regular ELA classes, some students are placed in this program to address remediation in reading comprehension or other reading skills. Students placed in Strategic Reading are identified by teacher referral and/or standardized test scores and classroom assignments. Students' needs are assessed (via F&P assessment) and then in small groups or individual learning settings, remediation is provided. Instruction in the Strategic Reading class closely targets students' needs in the areas of reading comprehension, vocabulary building, and reading volume/stamina.
- **Tier 3 Reading Enrichment:** Students who need additional support, a smaller class environment, or more targeted needs are placed in tier 3 reading support. Students may participate in the LLI program or multisensory reading programs (or both) within the class.

Math AIS:

- **Tier 1:** classroom math teacher provides in class support
- **Tier 2 Math Workshop:** In addition to taking regular math classes, some students are placed into Math Workshop to support them in their math class. Students are identified by core math teachers using class average, NWEA scores, and/or performance on state assessments. In small groups or individual learning settings, remediation is provided. Daily work in Math Workshop builds problem solving ability and instruction targets students' needs in an individualized learning environment. Coursework focuses on skill building work along with support of the core class instruction.
- **Tier 3 Math Workshop:** NA

## **DURATION OF SERVICES**

The duration of services depends on the needs of each individual student. Students typically will exit AIS services at the semester breaks (end of Q2 or end of Q4). Students may enter class as needed.

## **EXIT CRITERIA**

Reading AIS:

ELA teacher and AIS Reading teacher will meet to discuss students and their progress. Students will exit based on:

- showing progress towards meeting grade-level F&P benchmarks.
- showing progress on in-class assessments (AIS)
- showing progress in ELA class
- showing progress on NWEA assessments
- Demonstrate proficiency on state assessments

Math AIS:

The AIS teacher brings suggestions to the math teacher and will discuss student progress. Students will exit based on:

- Sustaining a certain average (typically above an 85%)
- Showing progress on NWEA scores
- Showing progress in Math class (participation, homework, etc.)
- Demonstrate proficiency on state assessments

## **STUDENT DATA**

Reading AIS:

- F&P independent reading assessments
- NWEA
- Lexia Power-up
- In-class assignments (Scholastic Action, independent reading books, etc)

Math AIS:

- NWEA
- In-class assignments

## **LONGITUDINAL ARTICULATION**

Reading AIS:

Middle School Reading AIS teacher reaches out to the elementary AIS reading teachers and 5th grade Special Education teachers to collect the students’:

- F&P benchmarks
- Current services
- Current supports
- NWEA scores
- Recommended 6th grade placement

Math AIS:

Middle School Math AIS teacher reaches out to the elementary Math AIS teacher and 5th grade Special Education teachers to collect the students’:

- Current school
- Current services
- Current supports
- NWEA scores
- Reveal benchmarks
- Recommended 6th grade placement

## **ELIGIBILITY CRITERIA 9-12**

- Lack reading readiness / literacy skills
- Did not achieve proficiency on NYS assessments as an 8th grader

## **EXPLANATION OF SERVICES**

Reading and Writing AIS:

- Teach and reinforce basic literacy skills, including comprehension, application, analysis, synthesis, and evaluation



## **DURATION OF SERVICES**

The duration of services depends on the needs of each individual student. Students typically will exit AIS services at the end of the school year or semester breaks (end of Q2 or end of Q4).

## **EXIT CRITERIA**

- Student making satisfactory progress in their English curriculum
- Student has demonstrated sufficient skill acquisition in the area of English language arts

## **LONGITUDINAL ARTICULATION**

High School Reading AIS teacher collects the students' 8th grade NYS English Language Arts Assessment results to identify students for AIS support before beginning 9th grade. Students continue with AIS support until they meet exit criteria.

# **MTSS PLAN EVALUATION**

A healthy RTI/MTSS practice is to utilize a data-driven approach to guide decisions for individual student needs, but it's also critical for evaluating the quality and impact of the MTSS practice at each school and at the district level. Therefore it is important that each building's MTSS team meet on a regular basis to review their plan. In addition it is critical that district leadership meet periodically during each school year in order to review the administration of universal screening assessments, to reflect on and evaluate the interventions utilized at each Tier and to determine if changes to the District's MTSS plan are warranted. The goal of these meetings is to understand the health of school-level RTI/MTSS practice by looking at the percent of students who are adequately being served by the core, the equity of instruction across demographics, and improvement in student outcome measures since the last meeting. These metrics are used to evaluate the quality of practice across Tier 1, 2, and 3 levels of support and guide school-level improvement plans.

## **Waverly School**

### **AREAS OF MTSS PLAN PROFICIENCY**

- TIER I evidence-based core literacy instruction
- RTI structures at TIERS II & III for literacy and numeracy
- Use of student data and assessment to monitor literacy and numeracy progress for students receiving intervention services
- Regular and periodic student intervention reviews
- Data articulation meetings to review benchmark and progress monitoring data

### **AREAS OF MTSS PLAN FOCUS**

- An SEL framework at TIER I that is embedded into every student's classroom and throughout the school experience
- TIER II & TIER III service delivery specialists to provide evidence-based math interventions
- Strengthen our Tier I PBIS approach – The Waverly Story – school-wide rewards system
- Distinguish RTI vs. AIS – Rename all MTSS related meetings (ex: IST) and interventionists (ex: AIS providers) to reflect this distinction

- Explore best assessment tools for foundational skills in literacy
- Standardization for documentation of the intervention process

	SEL	Mental & Social Emotional Wellness Support	Behavioral Supports & Interventions	Academic Supports & Interventions/RTI
Tier 3	-Individual counseling, and/or 2 sessions per week of counseling, IEP mandated counseling	-Individual counseling, and/or 2 sessions per week of counseling	-Functional Behavioral Assessments and Behavior Modification Plans	-Intensive interventions; individual or small groups. Progress monitoring occurs weekly for 8 weeks cycles. -Programs used: Heggerty - a double dose of Heggerty is provided daily to students in Tier 3 5x weekly, Foundations phonics program- provided 4-5x a week for 45 minutes during WIN period, PAF is provided daily to identified/targeted students daily 45-90 minutes
Tier 2	-Additional classroom lessons - specific topic focused, Calm corner for classrooms: determined through an IST meeting based on student behavior data provided by the teacher as well as psychologist	-Psychologist led social skills groups (emotion regulation, social skills, impulse control, friendship, etc.): based on an IST meetings, data collected by teacher and psychologist, and child has not responded to tier 1	-Behavioral checklists, sticker charts with targeted goals (using a safe body, raise hand, etc.), -check in-check out -Small groups led by school psychologists	-Interventions in small groups for 6 week cycles. Progress monitoring occurs every 2 weeks, K and 1st grade students receive WonderWorks -Intervention and Heggerty Phonemic Awareness, Leveled Literacy Intervention, Acadience -Math, Number Worlds (23-24), occurs in 30-45 minutes, happens 4-5 times a week
Tier 1	Psychologist monthly lessons (including Second Step lessons), Monthly psychology newsletter to families, Morning -Meeting/Words of the month and the SEL special and monthly newsletter	-Erin's Law (Good Touches, Bad Touches Program)  -Individual classroom practices/routines (i.e: student check in, morning meetings)	-PBIS-S.O.A.R. - teaching of building wide expectations at the start of the year (cafeteria, hallway, bathroom, classroom, dismissal, recess), -School-wide Morning Meetings, acknowledgment systems, Classroom Behavior Management Systems (class Dojo, caught being good tickets, gumballs, warm fuzzies, etc.)	-All students in the classroom; receive daily Heggerty instruction, Wonders instruction or Foundations (pilot 22-23), Data-driven instruction, Fountas and Pinnell -Benchmark Assessment System, NWEA Map Assessment, Reveal Math instruction and assessments

# ANNE HUTCHINSON SCHOOL

## AREAS OF MTSS PLAN PROFICIENCY

- TIER I evidence-based core literacy instruction
- TIER II & III evidence-based reading interventions
- Formal MTSS problem-solving/decision making structures
- Regular and periodic student intervention reviews
- Data-driven decision making process

## AREAS OF MTSS PLAN FOCUS

- An SEL framework at TIER I that is embedded into every student’s classroom and throughout the school experience
- Increased TIER II & TIER III service delivery specialists to provide evidence-based math interventions
- Exploration of related service provisions as part of an MTSS structure
- Develop greater clarity around AIS support provision vs. MTSS services
- Standardization for documentation of the intervention process

	SEL	Mental & Social Emotional Wellness Support	Behavioral Supports & Interventions	Academic Supports & Interventions/RTI
Tier 3	<ul style="list-style-type: none"> <li>- Individual counseling</li> <li>- IEP mandated individual or group counseling</li> </ul>	<ul style="list-style-type: none"> <li>- Individual counseling</li> <li>- IEP mandated or group counseling</li> <li>- Referral to community based support/resources if necessary</li> </ul>	<ul style="list-style-type: none"> <li>- Functional Behavioral Assessments and Behavior Modification Plans</li> </ul>	<ul style="list-style-type: none"> <li>-Academic supports are provided 5-6 days out of a 6 day cycle ranging from 1-5 students at 30-60 min sessions for 6 weeks. Programs used: Do the Math, Number Worlds, LLI, Wilson Reading (among others).</li> <li>-Building level speech support for students 2x weekly for 30 minutes in a small group.</li> </ul>
Tier 2	<ul style="list-style-type: none"> <li>- A Re-teach of Second Step Lessons as needed.</li> <li>- Specific class lessons with the school counselor that address issues brought forth by the teacher</li> <li>- School Psychologist weekly lessons with full day special education</li> </ul>	<ul style="list-style-type: none"> <li>- Psychologist or School Counselor led social skills or emotion regulation groups (comes out of progress monitoring or teacher referral to MTSS team)</li> <li>- Individual therapy dog sessions which are recommended/referred by classroom teacher or SEL team</li> </ul>	<ul style="list-style-type: none"> <li>- Targeted behavioral interventions for students. This is done by classroom teachers in collaboration with SEL team member (i.e: behavior checklists, sticker charts, CICO)</li> <li>- Small groups led by school psychologists or school counselor</li> </ul>	<ul style="list-style-type: none"> <li>-Academic supports are provided 3-4 days out of a 6 day cycle in groups of 4-8 students at 30 min sessions for 6 weeks. Tier II programs used: double dose of Wilson Foundations and/or Heggerty, F&amp;P Guided Reading, Reveal Math, First in Math.</li> <li>-Building level speech support for students 1x week 30 minutes in a small group.</li> </ul>

	<ul style="list-style-type: none"> <li>classrooms</li> <li>- Short term building level SEL group which comes out of progress monitoring meeting or a teacher referral to MTSS team</li> <li>- Community Connections (peer mentoring) program led by school psychologist</li> </ul>	member		
Tier 1	<ul style="list-style-type: none"> <li>- Second step curriculum</li> <li>- Monthly SEL Team Newsletter</li> <li>- Individual classroom practices (i.e: morning meeting, class meetings)</li> <li>- Second Step Follow Up Lessons</li> <li>- Book of the Month Read Alouds (aligned with the HEART ethical habits)</li> </ul>	<ul style="list-style-type: none"> <li>- Erin's Law (Good Touches, Bad Touches Program)</li> <li>- Therapy Dog sessions</li> <li>- Individual classroom practices/routines (i.e: student check in, morning meetings)</li> </ul>	<ul style="list-style-type: none"> <li>- PBIS-HEART. - teaching of building wide expectations at the start of the year (cafeteria, hallway, bathroom, classroom, dismissal, recess)</li> <li>- HEART Charts: each class can earn stickers, with the goal of filling their HEART Chart. Once that is filled, the class earns a reward. The school community is working towards a school wide reward for filling charts as well.</li> <li>- Student HEART recognitions: where staff can recognize a student for showing HEART, which is announced in the morning</li> <li>- Individual Classroom Behavior Management Systems (ticket systems, DOJO, etc)</li> </ul>	<ul style="list-style-type: none"> <li>-In class small group instruction to groups of 4-6 students focusing on specific skills/strategies. Tier I core programs include: Wilson Foundations (K-3), Heggerty (2), Wonders, Reveal Math, Science 21, and PNWBOCES SS.</li> <li>-Speech therapists consults with classroom teacher to recommend strategies and supports for students.</li> </ul>

# GREENVALE SCHOOL

## AREAS OF MTSS PLAN PROFICIENCY

- TIER I evidence-based core literacy instruction
- TIER II & III evidence-based reading interventions
- Data-driven decision making process (every 6-8 weeks)
- Formalized MTSS structure to discuss referred students

## AREAS OF MTSS PLAN FOCUS

- Develop greater clarity and specificity around exit criteria
- Standardization for documentation of the intervention process
- An SEL framework at TIER I that is embedded into every student’s classroom and throughout the school experience
- Increased TIER II & TIER III service delivery specialists to provide evidence-based math interventions
- Explore more researched based intervention programs for math

	SEL	Mental & Social Emotional Wellness Support	Behavioral Supports & Interventions	Academic Supports & Interventions/RTI
Tier 3	-Individual counseling, and/or 2-3 sessions per week of counseling.	-Individual counseling, and/or 2-3 sessions per week of counseling.  - Referral to outside counseling and support services.	-Functional Behavioral Assessments and Behavior Modification Plans.	-Academic supports are provided 5-6 days out of a 6 day cycle ranging from 1- 3 students at 30-45 min sessions for 6 weeks  -Programs used: Do the Math, Number Worlds, LLI, Wilson Reading.
Tier 2	-The school counselor pushes into classes as needed to provide a re-teach on particular areas such as friendship, social interactions, peer pressure, bullying. MTSS team can also recommend  -Encouraging Eagles to work with a group of students during lunch/recess time. Support staff facilitates peer conflict resolution, check in/check out, and works closely with classroom teachers.	-The school counselor and school psychologist facilitate social skills groups (6 week cycles) and provide building based counseling 1-2x/week, when recommended by the MTSS team.	-Classroom teachers implement behavior checklists, contracts, or charts to target unwanted behaviors and to encourage desired behaviors.  -The school counselor or the school psychologist provides group counseling 1-2 x/week, when recommended by the MTSS team.	-Academic supports are provided 3-4 days out of a 6 day cycle in groups of 4-6 students at 30 min sessions for 6 weeks. The classroom teacher can also deliver tier II instruction via targeted small group instruction 2-3 x/week inside of ELA/Math block and/or during WIN block.  -Tier II programs used: double dose of Wilson Foundations and/or Heggerty, F&P Guided Reading, Serravallo’s Reading Strategies, Reveal Math.
Tier 1	-School counselor provides SEL lessons, using Second Step to every class.	-Classroom teachers conduct morning meetings to check in with students. There is also	PBIS (3B’s-Be Safe, Be Kind, Be Responsible) schoolwide launch at the beginning of the school	-General education classroom teachers provide support through small group instruction to

	<p>-Monthly SEL themes are connected with PBIS Eagle of the Month.</p> <p>-SEL monthly themes also tie into the school-wide book of the month, which come with discussion questions and activities for a shared experience from grades 2-5.</p>	<p>time after lunch for a quick check in to address conflicts and to ensure that all students are ready to resume learning.</p> <p>-Erin's Law (Good Touches, Bad Touches Program).</p>	<p>year to go over expectations and the matrix. Students receive a "Shout Out" for showing exemplary behaviors in one of the 3B's. PBIS team meets monthly with the student council to progress monitor and plan schoolwide activities throughout the year.</p> <p>- There is Eagle of the Month, where each class nominates a student who exemplifies the SEL character trait.</p> <p>-Encouraging Eagles provide peer mentorship to 2nd and 3rd graders during lunch/recess.</p> <p>- PBIS newsletter, Greenvale Gazette is shared with families on a monthly basis.</p>	<p>groups of 4-6 students focusing on specific skills/strategies. Small groups are flexible and are formed based on student readiness, topic, skill, and/or strategy. SGI lends itself to reteach, review, and targeted instruction.</p> <p>-Tier I core programs include: Wilson Foundations (K-3), Heggerty (2), Wonders, Reveal Math, Science 21, and PNWBOCES SS.</p>
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## EASTCHESTER MIDDLE SCHOOL

### AREAS OF MTSS PLAN PROFICIENCY

- Tier I Push-in SEL supports through the school counselor
- Tier I supports in all areas
- Clearly articulated, specific evidence-based interventions provided at TIERs II & III for ELA, reading, and math

### AREAS OF MTSS PLAN FOCUS

- Clearly articulated, specific process for referring and exiting students
- Increased Tier II interventions in SEL, mental and social emotional wellness support, behavioral supports and Interventions and Academic Supports and Interventions
- Increased TIER II & TIER III service delivery specialists to provide evidence-based math interventions
- TIER II & TIER III mental health and social/emotional intervention structures
- A more clearly articulated PBIS system that is universally implemented by teacher/staff and embraced by the student body
- An SEL framework at TIER I that is embedded into every student's classroom and throughout the school experience
- Standardization for documentation of the intervention process

	SEL	Mental & Social Emotional Wellness Support	Behavioral Supports & Interventions	Academic Supports & Interventions/RTI
Tier 3	-Individual counseling	-Individual counseling Consultation with private therapists	-Functional Behavioral Assessments and Behavior Modification Plans. Individual behavior charts.	Academic supports are provided in a two day cycle 5 days a week for 40 minutes. (Resource room)
Tier 2	-Meeting with guidance.  -Consultation with psychologist/social worker	-Meeting with guidance.  -Consultation with psychologist/social worker	-Psychologists or social worker provide therapy groups for select students based on student need.  One-on-one meetings counseling with students who need support.	Academic support provided 2-3 days a week in a two-day cycle 40 minutes a Small group instruction in the class differentiated based on student need  Strategic Reading (AIS tier 2 reading support)- every-other-day reading support, building reading skills by introducing and practicing reading strategies both individually and in small groups. Formative and Summative assessments used to show progress.day.  Interventionists push into academic classes to pull small groups of students who need extra support, scaffolded reading, or further instruction to complete activity.
Tier 1	-Meeting as needed with a guidance counselor. Push in TLC lessons.	-Meeting as needed with a guidance counselor.  -Push in TLC lessons.	-Good news referrals for students who do something that honors EMS values  Student ID homeroom "competition"  "Shout outs" to students for academic, athletic, or personal achievements morning announcements	Conferencing with students  Providing different forms of products as well as different entry points for students in specific lessons  Differentiated instruction across core classes.

# EASTCHESTER HIGH SCHOOL

## AREAS OF MTSS PLAN PROFICIENCY

- Learning workshops are provided to support students with content, study and organizational skill development and scheduled into a student’s day
- Counselors and administrators meet regularly to review student progress with their curriculum as well as meeting their graduation requirements and post secondary goals

## AREAS OF MTSS PLAN FOCUS

- An SEL framework at TIER I that is embedded into every student’s classroom and throughout the school experience
- Provision of evidence-based TIER I, II & TIER III interventions in the areas of reading, writing, mathematics, and organizational and study skills
- TIER II & TIER III mental health and social/emotional intervention structures
- The establishment of a clearly articulated PBIS system that is universally implemented by teacher/staff and embraced by the student body
- Formalized MTSS structure that includes more stakeholders to discuss interventions for at-need students
- Use of multiple sources of student data to help drive the problem solving process
- Standardization for documentation of the intervention process

	SEL	Mental & Social Emotional Wellness Support	Behavioral Supports & Interventions	Academic Supports & Interventions/RTI
Tier 3	-Individual Counseling	-Individual Counseling Collaboration with Outside Consultants	-Functional Behavioral Assessments and Behavioral Plans/Contracts	
Tier 2	-Meeting with guidance counselors in collaboration with school psychologist and/or school social worker.	-Meeting with guidance counselors in collaboration with school psychologist and/or school social worker.	-Administration/school psychologist in collaboration with guidance counselor, school social worker, and teaching staff.	
Tier 1	-Meeting with guidance counselors. Consultation as needed with psychologist/social worker.	-Meeting with guidance counselors. Consultation as needed with psychologist/social worker.	-Meeting with administration, guidance counselor, and/or school psychologist/social worker.	



## Appendix A



### MTSS Service Notification

Date: \_\_\_\_\_ Child's Name \_\_\_\_\_

Dear {Parent/Guardian Names}: \_\_\_\_\_

A multi-tiered system of support (MTSS) is a framework which promotes school improvement through engaging, research-based academic and behavioral practices. All students are part of an MTSS and receive Core (Tier I) instructional support in their classrooms.

As part of our MTSS framework, and upon review of progress monitoring data, problem-solving teams identify groups of students that need additional support(s) with grade level standards in reading, math, behavior or social emotional learning. These supports are sometimes organized by tiers and are described as interventions.

This letter provides written notification of: (1) the nature, frequency, duration and setting in which intervention services will be provided; (2) the type and nature of student performance data that will be collected to assess your child's response to the interventions provided; (3) and your right to request a follow up meeting with the MTSS team at any time during service provision.

Currently, {STUDENT NAME} will be receiving supports through:

*Check all that apply*

Supplemental Interventions (Tier II)	Intensive Interventions (Tier III)
<input type="checkbox"/> Reading	<input type="checkbox"/> Reading
<input type="checkbox"/> Math	<input type="checkbox"/> Math
<input type="checkbox"/> Behavior	<input type="checkbox"/> Behavior
<input type="checkbox"/> Social and Emotional Learning	<input type="checkbox"/> Social and Emotional Learning

#### **Data to be Collected During Intervention(s):**

[insert details regarding the type of progress monitoring data assessment tools that will be used to measure the student's response to the intervention(s) provided]

**Intervention Support is Being Provided as Follows:**

Methodology (i.e. Reading Service): \_\_\_\_\_

Frequency: \_\_\_\_\_ Duration: \_\_\_\_\_

Setting (Individual/Small Group/Push-in): \_\_\_\_\_

The MTSS team is available to meet with you at any point during service provision to discuss these interventions and/or any related concerns you may have regarding your child. Please reach out to me directly if you would like to meet with members of the MTSS team.

Sincerely,

Building Principal

## Appendix B



### MTSS Service End of Year Intervention Notification

Date: \_\_\_\_\_ Child's Name \_\_\_\_\_

Dear {Parent/Guardian Names}: \_\_\_\_\_

As you know, your child has been receiving Tier II and/or Tier III intervention services as prescribed below. As part of our ongoing MTSS process and upon review of your child's progress monitoring data by the MTSS Team, please see the comments below regarding MTSS services for your child for the upcoming school year.

**Intervention Support Currently Being Provided as Follows:**

- Tier I
- Tier II

Methodology (i.e. Reading Service): \_\_\_\_\_

Frequency: \_\_\_\_\_ Duration: \_\_\_\_\_ Setting (Individual/Small Group/Push-in): \_\_\_\_\_

<b>CUMULATIVE DOCUMENTED MTSS REVIEW DATE:</b>		<b>Sufficient progress made? (select one)</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/> Adequate progress <b><u>WAS</u></b> made; intervention was successful in meeting student's needs. This student will be returned to Tier 1 (core instruction).	<input type="checkbox"/> Progress <b><u>WAS</u></b> made; intervention was somewhat successful in meeting student's needs. The need for intervention will be re-evaluated at the beginning of the next school year by the MTSS team.	<input type="checkbox"/> Adequate progress <b><u>WAS NOT</u></b> made; intervention was somewhat successful in meeting student's needs. Student will continue at Tier II or Tier III and a new intervention will be implemented by next year's MTSS team.	<input type="checkbox"/> Adequate progress <b><u>WAS NOT</u></b> made; intervention did not meet student's needs. Student will be referred back to the MTSS Team for more intensive Tier III services.

The MTSS team is available to meet with you to discuss these interventions and/or any related concerns you may have regarding your child. Please reach out to me directly if you would like to meet with members of the MTSS team.

Sincerely,

Building Principal

## Appendix C



### MTSS Service Intervention Exit Notification

Date: \_\_\_\_\_ Child's Name \_\_\_\_\_

Dear {Parent/Guardian Names}: \_\_\_\_\_

As you know, your child has been receiving Tier II and/or Tier III intervention services as prescribed below. As part of our ongoing MTSS process and upon review of your child's progress monitoring data by the MTSS Team, it was determined at an MTSS review meeting that your child has meet or exceeded their intervention goal, and/or is meeting grade level academic and behavioral expectations using progress monitoring data and as demonstrated by their classroom performance.

#### **Intervention Support Currently Being Provided as Follows:**

- Tier I
- Tier II

Methodology (i.e. Reading Service): \_\_\_\_\_

Frequency: \_\_\_\_\_ Duration: \_\_\_\_\_

Setting (Individual/Small Group/Push-in): \_\_\_\_\_

#### **DOCUMENTED MTSS REVIEW DATE:**

- Adequate progress **WAS** made; intervention was successful in meeting student's needs. This student will be returned to Tier 1 (core instruction).

Progress Monitoring Data Used to Make Determination: \_\_\_\_\_

The MTSS team is available to meet with you to discuss this recommendation and/or any related concerns you may have regarding your child. Please reach out to me directly if you would like to meet with me and/or members of the MTSS team.

Sincerely,

Building Principal

### Appendix D

Initial Implementation Date: \_\_\_\_\_ Initial Parent Contact Date: \_\_\_\_\_

<b>Student Name:</b> <b>Parent Name:</b>	<b>Teacher:</b>	<b>School Year:</b>	<b>Grade:</b> <b>DOB:</b>
<b>Date classroom-based, Tier I interventions added to differentiated core</b> _____ <b>Date outside the classroom, Tier II interventions added (if applicable)</b> _____ <b>Date referred to Tier III (if applicable)</b> _____			Retentions: _____ Home Language other than English: _____
<b>Student Strengths</b> (academic, behavioral/social, study/work/organizational skills, communication, motor skills) 1. _____ 2. _____ <b>Others:</b> _____			<b>Tardies/Absences</b> _____
<b>Previous School:</b> _____			
<b>Areas of Concern (mark line with month/year issue is observed)</b>			
<b><u>Language Arts</u></b> ___ Print Concepts ___ Reading Behaviors ___ Letter Naming Fluency ___ First Sound Fluency ___ Phoneme Segmentation Fluency ___ Nonsense Word Fluency ___ Word Recognition ___ Reading Comprehension ___ Reading Fluency ___ Vocabulary ___ Encoding (sound to letter) ___ Written Expression ___ Writing Conventions ___ Writing Mechanics/Handwriting ___ Spelling ___ Other _____ _____	<b><u>Mathematics</u></b> ___ Number Sense ___ Basic Math Facts ___ Computation ___ Problem-Solving ___ Word Problems ___ Geometry ___ Measurement ___ Probability ___ Data Analysis ___ Other _____ _____ _____ _____ _____	<b><u>Social/Emotional</u></b> ___ Noncompliance ___ Motivation ___ Attention Seeking Behavior ___ Organizational Skills ___ Study Skills ___ Anxiety/Depression ___ Attention/Concentration ___ Peer relationships ___ Withdrawal ___ Overactive ___ Verbal Aggression ___ Physical Aggression ___ Impulsive ___ Attendance ___ Work Completion ___ Tardies Other _____	<b><u>Medical</u></b> Vision Pass _____ Fail _____ Hearing Pass _____ Fail _____ Diagnosis _____ Medication _____ _____ <b><u>Motor Skills</u></b> ___ Fine Motor ___ Gross Motor <b><u>Speech/Language Skills</u></b> ___ Expressive ___ Receptive ___ Articulation ___ Stuttering ___ ELL <b>504:</b> _____ ___ McKinney/Vinto
<b><u>Reading Performance Data:</u></b>	<b><u>Math Performance Data</u></b>	<b><u>Social/Emotional Data</u></b>	<b><u>Behavioral Data</u></b>
<b><u>Benchmark Data:</u></b>	<b><u>Benchmark Data:</u></b>	<b><u>Benchmark Data:</u></b>	<b><u>Benchmark Data:</u></b>
<b><u>State Assessment Data:</u></b>	<b><u>State Assessment Data:</u></b>	<b><u>State Assessment Data:</u></b>	<b><u>State Assessment Data:</u></b>

<u>Local Assessment Data:</u>	<u>Local Assessment Data:</u>	<u>Local Assessment Data:</u>	<u>Local Assessment Data:</u>
<u>Other Data:</u>	<u>Other Data:</u>	<u>Other Data:</u>	<u>Other Data:</u>
Outside Counseling:			
Community Services:			
<b>Describe Parental Concerns: (Address Academic, Social, and Behavioral)</b>			

### Intervention Plan

Date Developed	Goal Statement:	<b>Intervention I</b> <i>(include methodology, frequency, duration &amp; setting):</i>	MTSS Team Member Names: _____ _____ _____ _____ _____ _____ _____ Next Meeting Date: _____
Date Developed	Goal Statement:	<b>Intervention II</b> <i>(include methodology, frequency, duration &amp; setting):</i>	MTSS Team Member Names: _____ _____ _____ _____ _____ _____ _____ Next Meeting Date: _____
Date Developed	Goal Statement:	<b>Intervention III</b> <i>(include methodology, frequency, duration &amp; setting):</i>	MTSS Team Member Names: _____ _____ _____ _____ _____ _____ _____ Next Meeting Date: _____

Progress Monitoring Data Sources:			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Parent Signature: _____ Next Meeting Date: _____
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### Intervention Review

**Students who continue to receive Tier II & Tier III interventions should have had at least two (2) MTSS documented reviews. The first documented review should have been conducted no later than four (4) to six (6) weeks after implementation and the cumulative documented review no later than eight (8) to twelve (12) weeks after implementation if services have not been discontinued.**

Dates Reviewed:	Outcome of Intervention I: <input type="checkbox"/> Not Effective <input type="checkbox"/> Some progress noted <input type="checkbox"/> Significant progress noted <input type="checkbox"/> Goal Met	Next Steps: <input type="checkbox"/> Discontinue <input type="checkbox"/> Maintain <input type="checkbox"/> Revise Intervention	MTSS Team Member Names: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Next Meeting Date: _____
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Notes:

Dates Reviewed:	Outcome of Intervention II: <input type="checkbox"/> Not Effective <input type="checkbox"/> Some progress noted <input type="checkbox"/> Significant progress noted <input type="checkbox"/> Goal Met	Next Steps: <input type="checkbox"/> Discontinue <input type="checkbox"/> Maintain <input type="checkbox"/> Revise Intervention	MTSS Team Member Names: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> Next Meeting Date: _____
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Notes:



<p>Dates Reviewed:</p>  <p>Progress Monitoring Data:</p>	<p>Outcome of Intervention III:</p> <p><input type="checkbox"/> Not Effective</p> <p><input type="checkbox"/> Some progress noted</p> <p><input type="checkbox"/> Significant progress noted</p> <p><input type="checkbox"/> Goal Met</p>	<p>Next Steps:</p> <p><input type="checkbox"/> Discontinue</p> <p><input type="checkbox"/> Maintain</p> <p><input type="checkbox"/> Revise Intervention</p>	<p>MTSS Team Member Names:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Next Meeting Date: _____</p>
<p>Other Notes:</p>			

## Year End Intervention Summary

**Instructions:** INDIVIDUALS RESPONSIBLE FOR DELIVERING INTERVENTIONS should complete the end of year progress monitoring using chart below. This document should be reviewed by your building MTSS team and principal.

### DOCUMENTED REVIEWS FOR TIER II & TIER III

Students who continue to receive Tier II & Tier III interventions should have had at least two (2) MTSS documented reviews. The first documented review should have been conducted no later than four (4) to six (6) weeks after implementation and the cumulative documented review no later than eight (8) to twelve (12) weeks after implementation if services have not been discontinued. If services continue through the end of the school year, then the cumulative documented review shall be completed by the MTSS team and the building principal or their designee.

**Instructions:** Use the documented review boxes below to record the effectiveness of the intervention(s) and to determine the next steps of this student's intervention based on his/her progress.

#### FIRST DOCUMENTED REVIEW

Date:

Was Sufficient progress made? (select one)

Yes  
 No

To have been completed no later than 4-6 weeks after starting intervention.

#### SECOND DOCUMENTED REVIEW

Date:

Was Sufficient progress made? (select one)

Yes  
 No

To have been completed no later than 8-12 weeks after starting intervention.

## CUMULATIVE DOCUMENTED REVIEW

Date:

Sufficient progress made?  
(select one)

Yes

No

check one of the boxes below for final decision)

Adequate progress **WAS** made; intervention was successful in meeting student's needs. This student will be returned to Tier 1 (core instruction).

Supporting Progress Monitoring Data:

Progress **WAS** made; intervention was somewhat successful in meeting student's needs. The Need for intervention will be re-evaluated at the beginning of the next school year by the MTSS team.

Supporting Progress Monitoring Data:

Adequate progress **WAS NOT** made; intervention was somewhat successful in meeting student's needs. Student will continue at Tier II or Tier III and a new intervention will be implemented by next year's MTSS team.

Supporting Progress Monitoring Data:

Adequate progress **WAS NOT** made; intervention did not meet student's needs. Student will be referred back to the MTSS Team for Tier III services or for consideration for a referral to special education by the MTSS team.

Supporting Progress Monitoring Data:

\_\_\_\_\_  
Building Principal or Designee

\_\_\_\_\_  
Date