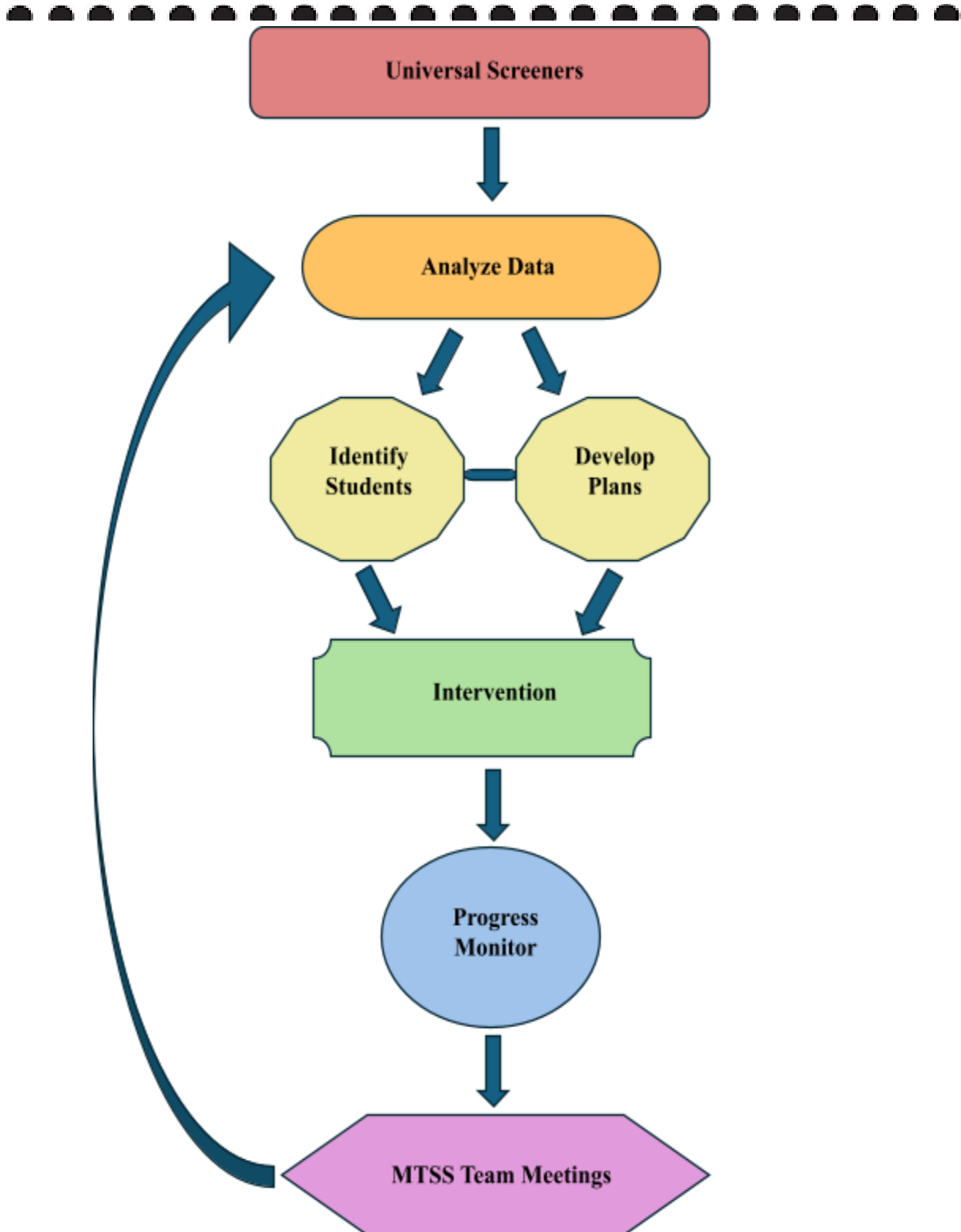


Falls Lake Academy MTSS Plan

NC MTSS Definition:

NC MTSS is a school improvement framework that encompasses academic, behavioral, social, and emotional instruction and support. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.



Universal Screeners:

A universal screening system is defined as *administering measures and/or collecting existing data to allow broad generalizations to be made regarding the future performance and outcomes of all students at individual and group levels (e.g., classroom, grade, school, district)*. A universal screening system includes administering or gathering information on academic skills, social, emotional, and behavior, and attendance at all levels and is generally conducted three times a year (fall, winter, and spring).

	Fall (August-September)	Winter (January)	Spring (April-May)
K-3	Dibels – phonics iReady – reading/math	Dibels – phonics iReady – reading/math	Dibels – phonics iReady – reading/math
4-5	iReady – reading/math	iReady – reading/math	iReady – reading/math
6-8	iReady – reading/math	iReady – reading/math	iReady – reading/math

Analyze Data (the educators)

Kindergarten through 8th Grade Data Days are held twice a year to analyze student data after BOY and MOY universal screeners. Data Days include:

- ◇ School Directors
- ◇ Classroom Teachers
- ◇ Math Interventionist
- ◇ ELL Teacher
- ◇ EC Teachers
- ◇ Social Worker
- ◇ MTSS Coordinator
- ◇ Reading Interventionist
- ◇ Math Coach
- ◇ AIG Teacher
- ◇ Guidance Counselors

Analyze Data (the data)

Dibels (K-3)	DIBELS ® (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills.
iReady (K-8) Reading	Assesses knowledge of phonological awareness, phonics, high-frequency words, vocabulary, comprehending literature, and comprehending informational text.
iReady (K-8) Math	Assesses knowledge of numbers and operations, algebra and algebraic thinking, measurement and data, and geometry.
BOG Scores (3 rd)	Beginning of grade NC state assessment for 3 rd graders.
EOG Scores (4-8)	End of grade tests in for 3-8 reading, 3-8 math, and 5 th and 8 th grade science.
Classroom Grades	Classroom grades of Not Yet, Needs Work, Proficient, or Mastery in all core and elective classes.
Progress Monitoring	How students are progressing through interventions if receiving them.

Behavior	Jupiter behavior log and classroom concerns.
Social/Emotional	Progress through Social Emotional Learning lessons, guidance counselor interactions, and any teacher concerns.
IEP/504 (select students)	IEP: how students are progressing through IEP goals and the use of their accommodations. 504: Use of student accommodations.

Identify Students

AIG	Students take the CoGAT assessment at the end of 2 nd grade. Students scoring above the 93 rd percentile are given the IOWA Test of Basic Skills to determine qualification. Classroom grades and iReady diagnostic scores are also considered in student placement.
EC	Students who qualify for EC services have undergone professional evaluation for disabilities and receive EC pull-out/push-in services in addition to possible testing accommodations.
504	Students who qualify for a 504 have undergone an eligibility determination process and have a 504 plan through the school Social Worker and/or school Guidance Counselors.
Tier 2 Reading	Students receiving Tier 2 reading interventions have a composite score of yellow or red in a universal screener diagnostic.
Tier 3 Reading	Students receiving Tier 2 reading interventions have undergone Tier 2 reading interventions 2-3 times per week from the classroom teacher and are not showing accelerated growth in the intervention area.
Tier 2 Math	Students receiving Tier 2 reading interventions have a composite score of yellow or red in a universal screener diagnostic.
Tier 3 Math	Students receiving Tier 2 reading interventions have undergone Tier 2 reading interventions 2-3 times per week from the classroom teacher and are not showing accelerated growth in the intervention area.
Tier 2 Behavior/SEL	Students receiving Tier 2 behavior interventions have participated in Tier 1 SEL lessons within the classroom and are demonstrating behavior/SEL difficulties.
Tier 3 Behavior/SEL	Students receiving Tier 3 behavior/SEL interventions have participated in Tier 1 SEL lessons as well as teacher-led Tier 2 interventions in the classroom and are still demonstrating difficulty with behavior/SEL.

Develop a Plan

AIG	K-2 Students receive AIG services through nurture groups that occur once a week. 3-5 students receive AIG services twice a week in each identified area (reading, math) 6-8 students receive AIG math services through advanced classroom curriculums (plus classes) and receive AIG reading services 4 times a week.
EC	EC students receive EC pull-out/push-in services by an EC teacher in addition to possible testing accommodations.
504	Students with a 504 receive classroom/testing accommodations.
Tier 2 Reading	Tier 2 reading interventions are skill specific and researched based interventions that are provided 2-3 times per week by the classroom teacher.
Tier 3 Reading	K – students are seeing the reading interventionist 5x per week and are completing Letterland Interventions. 2-5 – students are seeing the reading interventionist 5x per week and are completing Foundations Interventions. 6-8 – students are in a Read 180 class 4 days a week.
Tier 2 Math	Tier 2 reading interventions are skill specific and researched based interventions that are provided 2-3 times per week by the classroom teacher.
Tier 3 Math	K-5 – students are seeing the math interventionist 5x per week and are using Bridges Interventions 6-8 – students are seeing the math coach 4x per week and are receiving research-based interventions.
Tier 2 Behavior/SEL	Tier 2 behavior/SEL students are receiving additional research-based support provided by the classroom teacher.
Tier 3 Behavior/SEL	Tier 2 behavior/SEL students are receiving supports through the school counselor and possibly an individualized behavior/SEL plan.

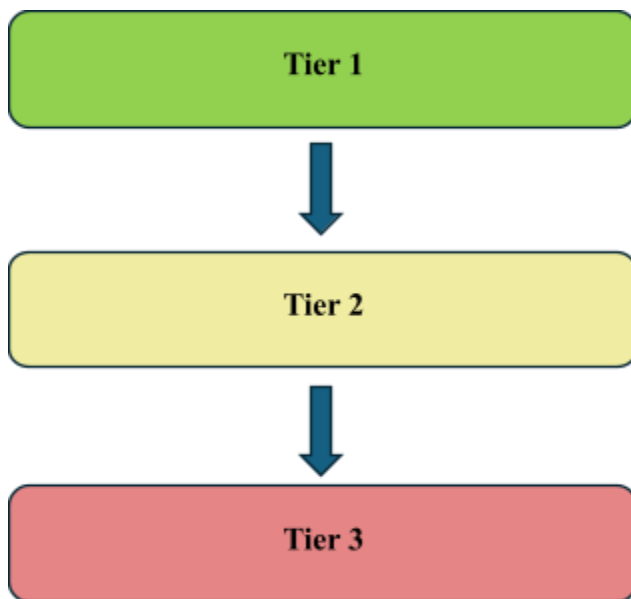
Interventions	
Tier 2 Reading	K-8 – Skill specific research-based interventions done 2-3x per week by the classroom teacher.
Tier 3 Reading	K- students see the reading interventionist 5x per week and receive Letterland Interventions. 1-5 - students see the reading interventionist 5x per week and receive Foundations Interventions. 6-8- students attend a Read 180 class 4x per week.
Tier 2 Math	K-8 – Skill specific research-based interventions done 2-3x per week by the classroom teacher.
Tier 3 Math	K-5 students see the math interventionist 5x per week and receive Bridges Interventions. 6-8 – students see the math coach 5x per week and receive research-based interventions.

Tier 2 Behavior/SEL	K-8 - Skill specific research-based interventions done by the classroom teacher.
Tier 3 Behavior/SEL	K-8 – students are referred to the school counselor and receive research-based interventions and are possibly put on an individualized behavior/SEL plan.

Progress Monitoring	
Tier 2 Reading	K-3 – student progress monitoring is completed using Dibels. 4-8 – student progress monitoring is completed using iReady. Progress monitoring occurs every other week (3x in a 6 week period).
Tier 3 Reading	K-3 progress monitoring occurs weekly using Dibels. 4-5 progress monitoring occurs weekly using iReady. 6-8 progress monitoring occurs throughout the Read 180 program.
Tier 2 Math	K-8 – student progress monitoring is completed using iReady. Progress monitoring occurs every other week (3x in a 6 week period).
Tier 3 Math	K-5 progress monitoring occurs weekly through Bridges. 6-8 progress monitoring occurs weekly through iReady.
Tier 2 Behavior/SEL	K-8 progress monitoring occurs every other week (3x in a 6 week period) based on the research-based behavior/SEL intervention in place.
Tier 3 Behavior/SEL	K-8 progress monitoring occurs weekly based on the research-based behavior/SEL intervention in place.

MTSS Team Meetings	
September	K-8 – individual grade levels meet with the MTSS team to conduct Data Days. Each student is discussed and placed in an intervention group if necessary.
November	MTSS Team meets with individual grade levels to discuss student progress and next steps.
February	K-8 – individual grade levels meet with the MTSS team to conduct Data Days. Each student is discussed and placed in an intervention group if necessary.
April	MTSS Team meets with individual grade levels to discuss student progress and next steps.

Falls Lake Academy MTSS Tiers



Tier 1: Universal Supports (All Students)

Tier I interventions are provided to all students as part of the general education curriculum and expected classroom instruction. These interventions aim to promote the academic, behavioral, and social-emotional success of all students. Key components of Tier I include:

Strong Core Instruction	Delivering whole group instruction in the general education setting using the North Carolina Common Core State Standards. Whole group instruction includes the areas of reading, math, social studies, science, and speaking and listening.
Universal Screening	Conducting universal screenings to identify students who may require additional support or intervention. These screenings can include academic assessments, behavior observations, and social-emotional surveys.
Differentiated Instruction	Implementing evidence-based instructional practices that cater to diverse learning needs within the general education classroom. General education teachers utilize various teaching strategies, instructional materials, and assessments aimed to meet the needs of all students.
Positive Behavior Supports	Establishing a positive and supportive classroom environment that emphasizes behavioral expectations, rewards positive behavior, and provides proactive strategies to address challenging behaviors. This can include implementing school-wide behavior management systems, social skills instruction, and individual behavior plans
Collaboration and Professional Development	Promoting collaboration among teachers, counselors, and support staff to share best practices, discuss student progress, and identify areas for improvement. Professional development opportunities are provided to enhance teachers' knowledge and skills in delivering effective instruction and managing diverse classrooms.

Tier 2: Targeted Supports (Some Students)

Tier II interventions are targeted interventions provided to students who require additional support beyond Tier I. These interventions are designed to address specific skill deficits and help students make progress. Key components of Tier II include:

Progress Monitoring	Regularly monitoring student progress using formative assessments and data analysis to identify students who are not making adequate progress in Tier I interventions.
Small Group Interventions	Providing targeted, evidence-based interventions in small groups to address specific skill deficits. These interventions may be delivered by interventionists, specialized teachers, or general education teachers.
Individualized Supports	Developing individualized intervention plans for students who require more intensive support. These plans outline specific goals, strategies, and progress monitoring measures tailored to the student's needs.
Additional Instructional Time	Allocating additional instructional time for students to receive targeted interventions, either within the general education classroom or in a separate intervention setting. This can include pull-out interventions, extended learning opportunities, or before/after-school programs.

Tier 3: Intensive Supports (Few Students)

Tier III interventions are intensive supports provided to a small group of students who require the most individualized and intensive interventions. These interventions address significant skill deficits and may involve more specialized personnel. Key components of Tier III include:

Comprehensive Assessments	Conducting in-depth assessments to identify the specific areas of need and inform the development of individualized intervention plans.
Individualized Intervention Plans	Creating highly individualized intervention plans that outline specific goals, strategies, progress monitoring measures, and the roles and responsibilities of the interventionists involved.
Intensive Instruction	Providing intensive and targeted instruction using evidence-based interventions that are tailored to the individual needs of each student. This may involve specialized interventionists, such as reading or math specialists.
Frequent Progress Monitoring	Regularly monitoring student progress using frequent assessments to evaluate the effectiveness of interventions and make data-informed decisions regarding the need for adjustments or additional support.
Collaboration and Coordination	Ensuring close collaboration among interventionists, general education teachers, counselors, and the EC department to provide coordinated support and ensure a cohesive approach to addressing students' needs.

Falls Lake Academy MTSS Staff

MTSS Coordinator	<p>The MTSS coordinator plays a central role in the coordination, implementation, and management of the MTSS framework. Their responsibilities include:</p> <ul style="list-style-type: none">• Collaborating with school administrators, teachers, and support staff to develop and maintain an effective MTSS plan.• Facilitating regular meetings with the MTSS team to discuss student progress, review data, and make data-informed decisions.• Coordinating professional development opportunities for staff to enhance their understanding of MTSS and intervention strategies.• Ensuring the effective use of assessment tools for identifying students' needs and monitoring their progress.• Monitoring fidelity of implementation and providing ongoing support to staff.
Counselors	<p>Counselors play a crucial role in supporting students' social-emotional well-being. Their responsibilities within the MTSS framework include:</p> <ul style="list-style-type: none">• Conducting individual and group counseling sessions to address students' social-emotional needs.• Collaborating with teachers, parents, and other stakeholders to develop personalized plans for students who require additional support.• Facilitating social-emotional learning (SEL) programs and interventions to promote students' well-being and positive behavior.• Providing consultation and guidance to teachers regarding effective classroom management strategies.• Participating in MTSS team meetings to provide input on students' social-emotional needs.
Reading Interventionist	<p>The Reading Interventionist focuses on supporting students who require additional assistance in Reading. Their responsibilities include:</p> <ul style="list-style-type: none">• Conducting assessments to identify students in need of reading interventions.

	<ul style="list-style-type: none"> ● Developing and implementing targeted reading intervention plans for identified students. ● Collaborating with general education teachers to provide support and resources for differentiated reading instruction in the classroom. ● Monitoring students' progress through ongoing assessment and adjusting interventions as necessary. ● Providing professional development for teachers on evidence-based reading instructional strategies.
Math Interventionist	<p>The Math Interventionist focuses on providing targeted interventions to students who struggle with Mathematics. Their responsibilities include:</p> <ul style="list-style-type: none"> ● Assessing students to identify math difficulties and determining appropriate interventions. ● Designing and implementing individualized math intervention plans for identified students. ● Collaborating with general education teachers to support differentiated math instruction in the classroom. ● Monitoring students' progress through ongoing assessment and adjusting interventions as needed. ● Offering professional development to teachers on effective math instructional strategies.
Math Coach	<p>The Math Coach supports general education teachers in delivering high-quality Math instruction. Their responsibilities include:</p> <ul style="list-style-type: none"> ● Collaborating with teachers to identify instructional needs and develop strategies for improving math instruction. ● Providing coaching and modeling of effective math teaching strategies. ● Facilitating professional development sessions focused on math content knowledge and instructional techniques. ● Analyzing student data to identify trends and areas for improvement in math instruction. ● Collaborating with the Math Interventionist and general education teachers to align interventions with classroom instruction.
Exceptional Children (EC) Department	<p>The EC department is responsible for supporting students with disabilities. Within the MTSS framework, their responsibilities include:</p> <ul style="list-style-type: none"> ● Conducting comprehensive assessments to identify students with disabilities and determine their specific needs. ● Collaborating with general education teachers to develop and implement Individualized Education Programs (IEPs) for students with disabilities. ● Providing ongoing support and accommodations for students with disabilities in the general education setting. ● Monitoring student progress and adjusting interventions as needed. ● Collaborating with other members of the MTSS team to ensure coordinated support for students with disabilities.
General Education Teachers	<p>General education teachers play a critical role in the MTSS framework. Their responsibilities include:</p> <ul style="list-style-type: none"> ● Collecting and analyzing student data to identify students who may require additional support. ● Implementing evidence-based instructional strategies to meet the diverse needs of students in the classroom. ● Collaborating with interventionists and other support staff to develop and implement interventions for struggling students.

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| | <ul style="list-style-type: none">• Participating in MTSS team meetings to provide input on students' progress and intervention strategies.• Engaging in professional development opportunities to enhance their instructional practices. |
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