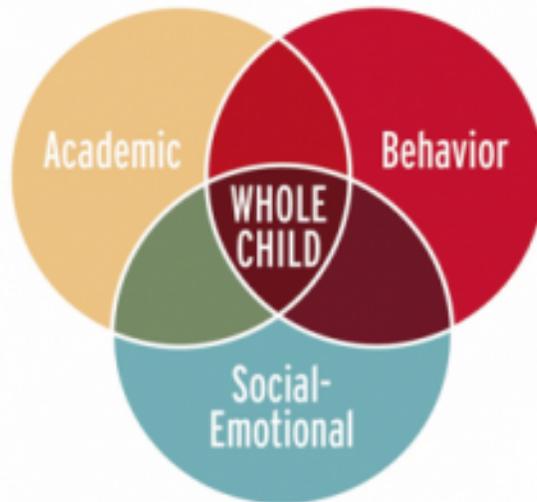




Clinton Central School District



MTSS-I

Multi-Tiered Systems of Support-
Integrated
District Plan

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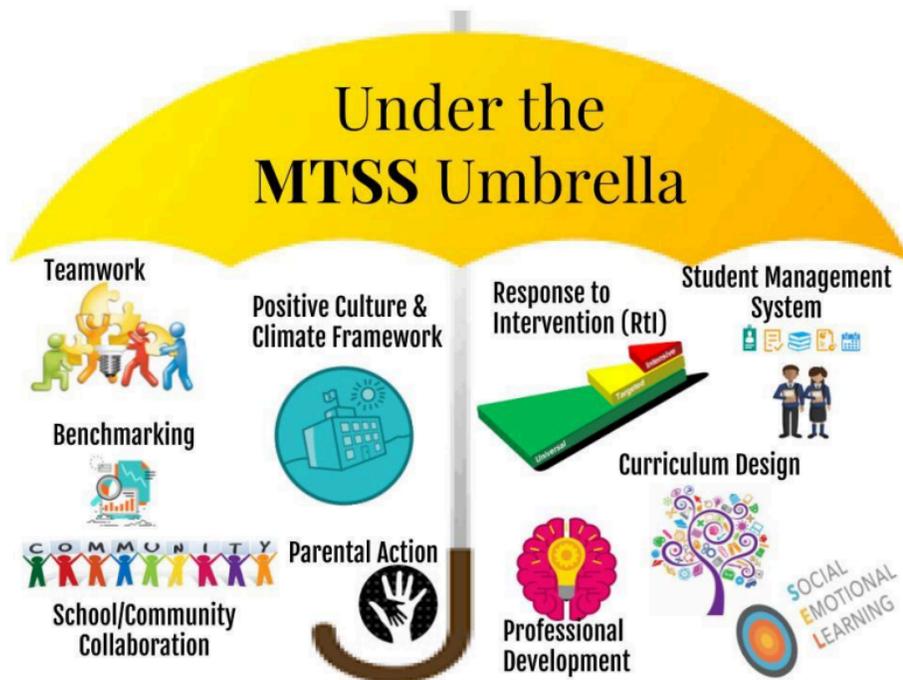
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Overview of MTSS-I

Multi-Tiered System of Supports Integrated (MTSS-I) is an educational framework designed to provide a proactive and targeted approach to addressing students' academic, behavioral, and social-emotional needs. MTSS-I involves a multi-layered system that offers varying levels of support to students based on their individual needs. The primary goal of MTSS-I is to promote student success and well-being by intervening early and effectively to prevent learning and behavioral challenges from escalating.



Adapted from www.onhandschools.org

Key Tenets of the MTSS-I Framework:

- We believe that every student possesses the capacity to learn and thrive, given appropriate support and resources.
- We recognize the critical importance of identifying and addressing challenges in their early stages, ensuring students receive timely and effective support.
- We rely on data-driven insights from assessments and progress monitoring to inform our instructional decisions and tailor interventions to individual needs.
- We understand that collaboration among educators, families, specialists, and the community is essential to providing comprehensive support that enhances student success.
- We are committed to delivering high-quality core instruction to all students, recognizing it as the cornerstone for meeting diverse learning needs and fostering achievement.
- We embrace a culture of continuous improvement, continually reflecting on outcomes, adapting strategies, and learning from challenges to better serve our students.

The Necessary Components of a Successful MTSS-I Framework

A successful Multi-Tiered System of Supports Integrated (MTSS-I) framework incorporates several key components that work together to create a comprehensive system for addressing students' academic, behavioral, and social-emotional needs. These components ensure that the framework is effective, efficient, and responsive to the diverse needs of all students. Here are the key components of a successful MTSS-I framework:

- **High-Quality Core Instruction (Tier 1):** The foundation of MTSS-I is the delivery of high-quality, evidence-based core instruction in the general education setting. This instruction is designed to meet the needs of the majority of students and is aligned with curriculum standards and best practices.
- **Universal Screening:** Regular and systematic universal screening assessments are conducted to identify students who may need additional support. These assessments help identify students who are at risk for academic or behavioral challenges.
- **Data-Based Decision Making:** MTSS-I relies on data collected from various sources, such as assessments, progress monitoring, and observations. Data-driven decisions are made to determine which students need intervention, the type of intervention required, and the effectiveness of interventions.
- **Data System and Infrastructure:** Schools need a well-organized data system to collect, manage, and analyze data for decision-making. Having a clear infrastructure for data collection and analysis is essential.
- **Differentiated Interventions (Tiers 2 and 3):** Interventions are provided at varying levels of intensity based on students' needs. Tier 2 interventions provide targeted support for students who need more than the core instruction, while Tier 3 interventions offer intensive, individualized support for those who require significant assistance.
- **Cultural Responsiveness:** The MTSS-I framework recognizes and respects cultural diversity. Interventions are designed to be culturally responsive, taking into consideration students' backgrounds and experiences.
- **Progress Monitoring:** Regular and frequent progress monitoring is conducted to assess students' response to interventions. Progress data helps determine whether interventions are effective and whether adjustments are needed.
- **Collaborative Team Approach:** MTSS-I involves a collaborative effort among educators, specialists, administrators, and sometimes parents. Teams work together to make data-informed decisions about students' needs and intervention strategies.
- **Professional Development:** Educators and staff receive ongoing professional development to enhance their understanding of MTSS-I principles, evidence-based practices, and intervention strategies.
- **Continuous Improvement:** A successful MTSS-I framework is built on continuous improvement. Schools regularly review data, outcomes, and practices to refine and enhance the effectiveness of the framework.
- **Leadership Support:** Administrative support is critical for the successful implementation of MTSS-I. School leaders provide resources, time, and encouragement to ensure that MTSS-I is embedded in the school culture.
- **Family and Community Engagement:** Families are actively engaged in the MTSS-I process. Their insights, concerns, and support are valued in making decisions about interventions and support for their children.

Team Structures to Support MTSS

District MTSS-I Team

The District MTSS-I team will meet as needed to review the MTSS-I plan and goals for the school year.

MTSS-I District Leadership Team Facilitates the implementation of the district MTSS process	
Assistant Superintendent for Instruction & Technology	Michelle Gabree-Huba
Director of Pupil Personnel Services	Elizabeth Dougherty
Building Representatives	Principals & teachers

Building Data Team (BDT)

The purpose of the building data team is to engage in review cycles of building data with the ultimate goal of identifying areas for growth, improvement and opportunity. The BDT will also look for performance trends within individual classes and across classrooms within a grade level. Building data will also be reviewed to identify strengths and gaps in skills when looking at vertical articulation and alignment across grades.

Elementary	Secondary
Principal	Principal
School Psychologist and Counselor	School Psychologist and Counselor
Grade Level Teacher(s)	Math and ELA Teachers by Grade Level
AIS and/or Sped Teacher	AIS and/or Sped Teacher

Data Team Meeting Schedule

Dates	Agenda - Meeting Focus
By Oct 20	The purpose of the fall DTM is to review all building data inclusive of State tests (if available), screener data [STAR Reading/STAR math], and diagnostic assessment data to determine who receives Academic Intervention Services (AIS) at Tier 2 & 3 levels
December	Review progress monitoring data, common assessment data, T1 and Q1 grades, attendance, and behavior records
By Feb 9	Following the winter administration of the screener, the team will review student growth including individual progress monitoring, classroom assessments and other assessment data to update AIS groups
April	Review progress monitoring data, common assessment data, T2 and Q3 grades, attendance, and behavior record
By June 21	At the end of the year the purpose of the DTM is to review growth including review of the screener results, progress monitoring data and other assessments to determine (tentative) AIS status for the following year

Department and Grade Level Teams

The purpose of the team data meeting is to engage in review cycles of student data with the ultimate goal of identifying areas for growth, improvement, and opportunity. The team will also look for student performance trends for all classes on the team.

Student Support Team

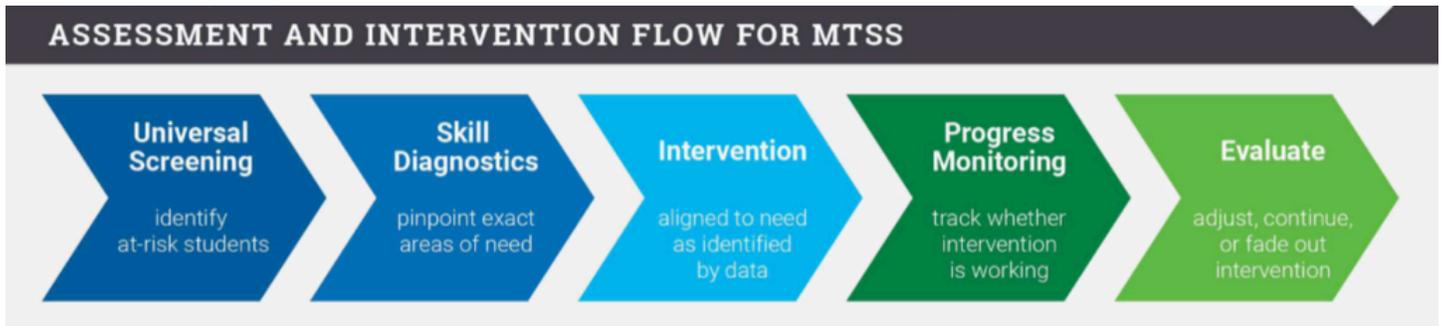
Each building will create a Student Support Team (SST). The responsibility of the SST is to review data for students who have not made progress towards closing a skill gap after participating in 2 rounds of Tier II intervention. An intervention round is 8-10 weeks. The building SST is composed of the building principal, school psychologist, classroom teacher of the student, AIS provider of the student and any additional support personnel relevant to the discussion of a specific student. The purpose of the SST is to develop highly specialized plans. SST convenes when transitioning a student from Tier 2 to Tier 3 or Tier 3 to CSE referral. Tier 2 and Tier 3, to review student progress when in Tier 3, and transitioning Tier 3 to CSE (Committee for Special Education) referral. Progress should be frequently monitored by classroom and AIS teachers, and SST.

[Elementary 23-24 Data Calendar](#)

CSE Evaluation Process	
Signed parental consent of evaluation received	
Who	School Psychologist, Teacher, Special Education grade/team teacher, SLP/OT/PT when required, parent
Process	Determination of special education eligibility through evaluation; review evaluation results with families and determine special education eligibility
Timeline	Evaluation and CSE meeting must be completed within 60 days from receiving signed consent

Academic Assessment Plan

The purpose of the academic assessment plan within the MTSS framework is to use data to make informed decisions, provide targeted support, ensure a purposeful learning process, document progress, create a positive learning environment, and prepare students for future endeavors. This plan aligns with the core tenets of MTSS, promoting equitable, effective, and individualized education for all students.



Phase	What	Who		
Problem Identification	<i>Universal Screening</i>	All students		
Problem Analysis	<i>Diagnostic</i> <ul style="list-style-type: none"> Identifies what should be done to close the achievement gap Identifies specific basic skill deficits to inform instruction 	Provided only to students where more information is needed		
Plan Implementation	<i>Instruction</i>	Tier 1 Universal All students receive high quality classroom curriculum through whole group, small group, differentiated instruction, teacher designed interventions by the classroom teacher within the general education setting	Tier 2 Supplementary <u>In addition to</u> classroom instruction, students identified as needing intervention, receive supplemental instruction that targets specific areas of need	Tier 3 Intensive In addition to classroom instruction, students needing intensive, supplemental, targeted instruction with increased frequency and/or, duration, as well as smaller group size
Plan Evaluation	<i>Progress Monitoring</i> <ul style="list-style-type: none"> Measures the impact of targeted instruction 	For those students receiving supplemental support		

Reading and Math Universal Screener Administration by Grade

Clinton Central School District administers the Renaissance STAR Universal Screener for all K-8 students

Grade	Fall	Winter	Spring
K	Star Early Literacy	Star Early Literacy	Star Early Literacy
1	Star Early Literacy STAR Math (audio on)	STAR Early Literacy *If >852, STAR Reading STAR Math (audio on) STAR Phonic	STAR Reading *If <852, STAR Early Literacy STAR Math (audio on) STAR Phonics
2	STAR Reading STAR Math	STAR Reading STAR Math STAR Phonics	STAR Reading STAR Math STAR Phonics
3-8	STAR Reading STAR Math	STAR Reading STAR Math	STAR Reading STAR Math
New Entrants	<p>Within two weeks of entering the District, all new entrants K-8 will take STAR Reading and STAR Math. STAR Early Literacy will be given to new entrants in grades K/1.</p> <p>New Entrants in grades 9-12 lacking reliable records will be screened in both STAR Reading and STAR Math.</p> <p>The data will be reviewed by the building principal or building data team to determine next steps.</p>		

Tiered Instructional Plan

Quality core instruction is at the heart of students' success.

Tier I: ~80% of Students, Universal Instruction

All students receive grade-level core instruction to achieve NYS Next Generation Learning Standards (NGLS).

- **Core instruction:** Curriculum resources and instruction are matched to the goals of the NYS NGLS, instructional routines are clear, strategies are taught, and rigor is incorporated to build a guaranteed, viable curriculum ensuring all students learn at high levels according to grade-level standards.
- **Differentiated Instruction:** Instruction designed to be specific for individuals or small groups of students to ensure students meet grade level expectations as well as learning skills, concepts, and strategies based on student interest, background, and strengths. Teachers can differentiate based on instruction, resources, and assessment to support the needs of students. Differentiation in core instruction may include pre-teaching and reteaching as a form of support.

Teachers use data to identify student needs, develop a plan, evaluate the plan and make changes needed to support the students.

Tier II: ~15% of Students, Strategic Instruction

Tier 2 instruction aligns with core instruction and is designed to close skill gaps as identified in the assessment process so that students can reach grade level benchmarks. Strategic, targeted instruction is provided in **addition to core instruction**.

- Includes evidence-based instruction for students identified as being at risk according to universal screener and diagnostic data.
- Tier II instruction:
 - Targeted to address screening and diagnostic data
 - Focused on foundational skills in reading and math
 - Elementary
 - Additional instructional time outside of core instruction
 - Typically includes 4-6 students per group
 - Provided 3-5 days/week for 30 mins/session
 - Middle School
 - Implemented during scheduled class period dedicated for AIS
 - Typically includes 6-12 students per class
 - Provided 1x/3 days (40 mins each session)
 - High School
 - Implemented during scheduled reading class dedicated to AIS for 9th graders
 - Typically includes 10-12 students per class
 - Provided 1x/3 days (40 mins each session)
 - Offered to students who have not passed a Regents exam

Tier III: ~5% of Students, Specialized Instruction

Intensive instruction **in addition to core instruction** and **strategic instruction**.

Instruction is provided in instructional sessions that may be:

- Smaller in group size (cap of 3)
- Longer in duration than Tier 2/in addition to Tier 2
- Meets on a more frequent basis than Tier 2
- Taught by instructors who have specialized skills
- Focused on foundational skills in math and reading

Additional diagnostic assessments may be used to identify specific needs for instruction. Progress is monitored on a regular basis to evaluate the impact of intervention on student learning.

All students are eligible for Academic Intervention Support based on District criteria.

Special Education

Students with disabilities may be eligible for AIS in areas that are not addressed by IEP services. Please refer to the District Special Education Plan for more detailed information regarding Special Education Services and Programming.

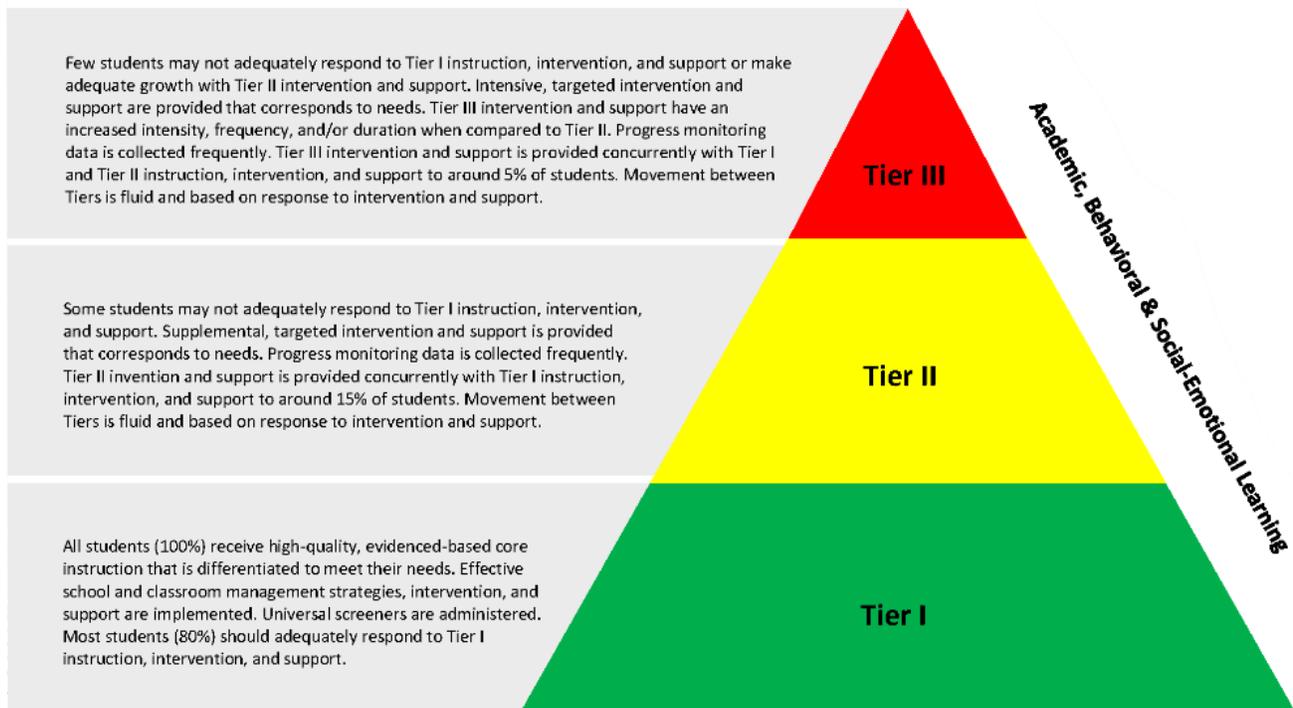
ENL Students

All teachers are teachers of English Language Learners. ENL instruction is Tier 1 core instruction provided to students who are learning English. Tier II or Tier III instruction may be appropriate for students who are learning English. Despite appropriate ENL modifications to learning, skill deficits may be identified in reading and math, making the student eligible for AIS.

No English language learner should be excluded from consideration for additional tiered instruction, such as AIS, based on their ELL status.

- All ELLs will participate in the STAR Reading and Math screeners.
 - For Entering and Emerging ELLs, the ENL teacher will administer the screenings 1:1 with students.
 - Observational data will be collected (effort, facial expressions, hesitations, speed at which they answer questions, etc.)
 - If the assessment proves too challenging or the student shows signs of concern (ie, frustration, overwhelmed, upset) the assessment will be discontinued.
 - Spanish-speaking ELLs will participate in the STAR Spanish Reading and STAR Spanish Math.
 - For all other languages, students will take the STAR Reading in English. For STAR Math, the teacher should consult with the ENL teacher about the need for accommodations such as an interpreter, or translation of the STAR testing site through Google. In order to obtain a true measure of a student's ability in reading and math only accommodations deemed necessary by the ENL teacher should be utilized.
- In all ELL cases, the ENL teacher must be a member of the team that reviews the individual student's data and decisions regarding screening and further diagnostic assessment and instruction.

Multi-Tiered System of Support



MTSS-I Roles and Responsibilities

Who	What	When	How
Assistant Superintendent for Instruction and Technology	Supervise MTSS-I	Ongoing	Regular stakeholder meetings
	Oversee the annual update to District MTSS-I Plan	September	Update plan with stakeholder input for September BOE presentation
	Meet with Building Leaders and Director of PPS to align AIS services and analyze student performance	Summer	Individual meetings with Building Leadership
	Facilitate District MTSS-I Committee Meetings	Sept-June	Hold District MTSS meetings at least 3 times a year to review district goals and MTSS plan
	Oversee the implementation of the Universal Screener	Sept-June	Set up assessment window dates and collaborate with stakeholders to prepare for testing
	Collaborate with building leaders to develop team protocols and oversee implementation of the MTSS plan	Sept-June	Through monthly leadership meetings
	Ensure access to relevant data	ongoing	Through creation and maintenance of data files
	Request the creation of data dashboard inclusive of salient data points	ongoing	
	Systematize and facilitate analysis of district data with leadership teams	ongoing	
	Continuous collaboration with building principals and instructional coaches to review student progress, suggest and lead changes for instructional practices and refine program delivery.	Quarterly	Review data after each STAR administration and prior to September
Principals	Oversee the building level responsibility of providing AIS to students not meeting benchmark criteria	Ongoing	Lead the analysis of assessment results for the identification of students not meeting benchmark criteria through the facilitation of building data

			team meetings and instructional support meetings
	Regular review of building level data, specifically student progress	Regularly scheduled meetings	In collaboration with the BDT
	Meet with IST to review data for students not making progress after two intervention cycles	Regularly scheduled meetings - weekly or biweekly	Facilitation of regularly scheduled IST meetings
	Ensure timely correspondence to parents for initial identification, change to level of services and discontinuation	Ongoing	Collaboration with AIS teachers
	Responsible for the oversight/supervision of K-8 AIS tracking so that accurate information regarding students receiving AIS, minutes per day, and days per week is recorded	Monthly	Monthly reviews of student progress data
Director of PPS	Ensure special education teachers review testing accommodations in Star	Beginning of the year	Email
	Collaborate with Instructional Support teams when students enter the IST process regarding the implementation of appropriate Tier 3 interventions	As needed	Consult with Instructional Support Team members, or attend meeting for students entering Tier 3
Classroom Teachers	Ensure students' mastery of standards and grade level skills	Review student data bi-weekly	Provide targeted small group instruction to support students' needs so that students make progress in identified areas
	Use Star data, formative and summative assessment data regularly to inform instruction and monitor student progress for consistent review of progress	Daily	Through the regular systematic review of exit tickets, quizzes and tests
	Provide differentiated Tier 1 instruction for all students and, as needed, for select students, Tier 2 instruction in the classroom based on BDT recommendations	Daily	Instructional planning with district-approved curriculum plans and materials, responding to student need

	Participate in grade level and department meetings, BDT meetings and IST meetings for students of concern	As needed	Attend meetings on rostered students
	Collaborate with AIS teachers to ensure awareness of student progress on targeted individual skills	Weekly	Exchange information via meeting or email on individual student needs, instructional plan and progress made.
AIS Teachers	Administer diagnostic assessments in order to inform student placement in Tier 2 and Tier 3 intervention plans	Quarterly and as needed	Use diagnostic data to create recommendations to be shared with Building Data Teams so as to inform intervention planning
	Provide targeted and explicit instruction to address student need identified through diagnostic assessments	Daily	Link instruction to specific skill deficits identified through diagnostic assessment
	Set individual goals with students and monitor progress to ensure growth	Weekly/biweekly	Set and articulate instructional goals with students and review progress with students
	Communicate progress with parents and students	At least each trimester/quarter	Through progress reports sent home with report cards
	Serve as a member of the building IST	Weekly/biweekly	Attend and participate at IST meetings to provide instructional suggestions based on diagnostic assessment and progress monitoring data
	Collaborate with classroom teachers to ensure awareness of student progress on targeted individual skills	Weekly	Exchange information via meeting or email on individual student needs and instructional plan
	Meet with building data team to identify instructional targets and appropriate interventions	Quarterly	Review NYS assessment results, STAR screener information and District assessments to determine appropriate services
	Measure and document students' progress as indicated according to progress monitoring guidelines	Biweekly	Complete biweekly progress monitoring probes and enter into Intervention Record Response form system
	Prepare and send parent notification letters regarding delivery of service	Ongoing	Send parent notification letters when students enter and AIS group, change AIS groups and exit

			AIS groups
	Make recommendations to IST after two intervention cycles demonstrate little to no growth	As needed	Notify the IST facilitator requesting an IST meeting when a student is not making progress
	Maintain a record of accurate information regarding students receiving AIS, minutes per day, and days per week is recorded	Ongoing	Via Good Sheets
School Counselors/Social Workers	Participate in planning and implementing SEL assessment and intervention, including attending data and SST meetings	Ongoing	
School Psychologists	Participate in planning and implementing assessment and intervention, including attending data and SST meetings	Ongoing	
Instructional Coach	Consult with departments and grade level teachers to support the development of appropriate Tier 1, 2 and 3 interventions and progress monitoring tools on digital platforms	Ongoing	Participate in data meetings Set drop in sessions to provide consultation to teachers around tools relevant to specific students.

Academic Intervention Services Entrance and Exit Criteria

The identification of students being recommended for AIS is in alignment with the academic assessment plan and based on specific criteria outlined below. Students falling below the identified cut points on the universal screener should be administered Diagnostic assessments (as is outlined in the assessment decision tree) and considered for Tiered intervention. Students placed in AIS should then have instructional targets identified and goals set. If a student is not making progress during an intervention cycle, the assessment and intervention data should be reviewed, additional diagnostics considered, and new skill instructional targets considered.

Although there are designated times for entrance and exit to AIS, students may enter and exit AIS (Tier II or Tier III interventions) at any point during the school year based on need.

Elementary Reading: Students are assessed first for Oral Reading Fluency. If Oral Reading Fluency is on or above grade level, then students are assessed for language comprehension. The purpose of assessing each aspect of reading independently is to determine if a student's reading difficulty stems from an oral reading issue or a language based issue impacting comprehension. In addition, by assessing each of these aspects of reading, more targeted interventions will be provided to address students' needs.

Elementary Math: Students are assessed first for Math Computation. If Math Computation is on or above grade level, then students are assessed for Math Application. The purpose of assessing computation and application separately is to determine if a student's math difficulty stems from struggles in computing or in conceptual thinking. In addition, by assessing each of these aspects of mathematics, more targeted interventions will be provided to address students' needs.

Middle School: Math and English Language Arts Students receiving Tier 2 and Tier 3 instruction will be administered IXL as a diagnostic assessment for math. Teachers will also utilize these tools to progress monitor students. Results of these assessments will be used for targeted instruction, goal setting and to exit AIS once student goals are met. English Language Arts will utilize DIBELS as a diagnostic tool.

Elementary AIS (Tier2/Tier3)

Diagnostic and Progress Monitoring Assessments

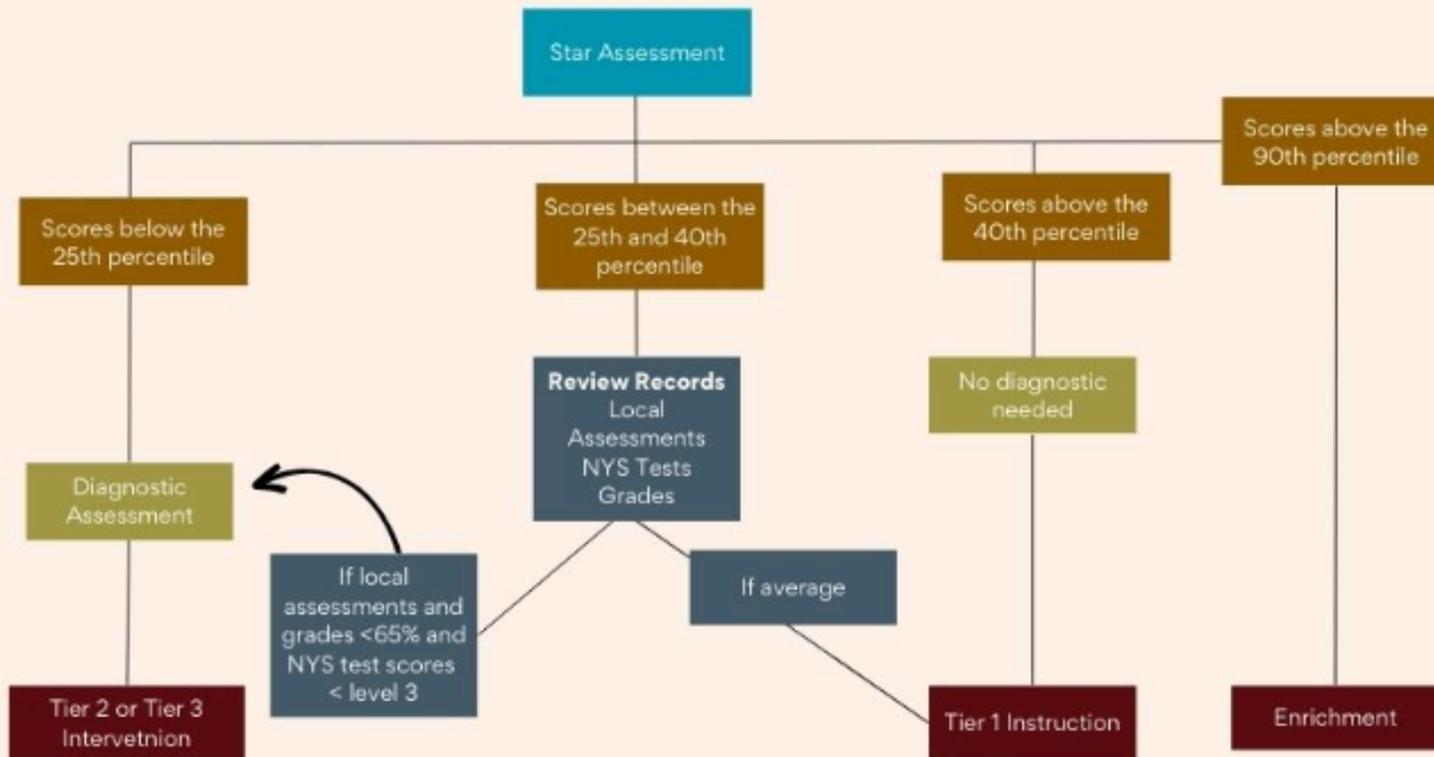
Content Area	Skill Deficit	Diagnostics	Progress Monitoring
Reading	Oral Reading Fluency	<p>PAST (Phonological Awareness Screening Test)</p> <p>Quick Phonics Screener (QPS) * Grade 1 & 2, if under the 25th percentile</p> <p>DIBELS (ORF) * Grades 3-8, if under the 25th percentile</p> <ul style="list-style-type: none"> • Oral Reading Fluency (ORF) <p>(Once 3-5 students are assigned to AIS groups, administer QPS to identify skill gaps to inform instruction.)</p> <p><i>*OPTIONAL: PIFI can be used for additional diagnostic information</i></p>	<p>STAR CBM Passage Oral Reading</p> <p>STAR CBM Nonsense Word Fluency</p> <p><i>* If student scores in the red, continue with STAR CBM Letter Naming Fluency and Letter Sounds</i></p>
	Language Comprehension	<p>MAZE Diagnostic</p> <p>Consider for future:</p> <p>CASL (oral language processing)</p> <p>CFOL (Comprehension, Fluency and Oral Language)</p>	<p>MAZE (Reading Comprehension)</p>
Math	Math Computation	<p>enVision Diagnostic Assessments</p> <p>*Basic Facts or Computation</p>	<p>Star CBM's</p> <p><i>*OPTIONAL: Acadience can be used for additional information</i></p>
	Math Application	<p>enVision Diagnostic Assessments</p> <p>*Counting, Place Value, Fractions, or Problem Solving</p>	<p>enVision Progress Monitoring</p> <p>*Same subtests as Diagnostic</p>

Diagnostic Data - All diagnostic data will be recorded by AIS teachers, into spreadsheets

Goal Setting - All instructional targets/goals will be created, and tracked by AIS teachers on spreadsheets

Progress Monitoring - All Progress Monitoring data will either be recorded by AIS teachers into spreadsheets so that targets/goals can be monitored, adjusted and achieved

Assessment Decision Tree



Elementary AIS Criteria

Cut Points to Determine AIS

<u>Reading K-1</u>				
Grade Level	If	Then	BOY	MOY
K	<p>Below 25th percentile on STAR Early Literacy (BOY)</p> <p>Below 40th percentile on Star Early Literacy (MOY)</p>	<p>Letter ID</p> <p>Letter Sound</p> <p>Heggerty (Phonemic Awareness)</p>	<ul style="list-style-type: none"> ● Rhyme production < 3/5 ● Letter identification <20/54 ● Consonant Sounds <3/20 	<ul style="list-style-type: none"> ● Rhyme production < 3/5 ● Onset Fluency < 3/5 ● Letter identification <44/54 ● Consonant Sounds <15/20
1	<p>Below the 40th percentile on Star Early Literacy AND 50% or below benchmark on QPS</p>	<p>Letter ID</p> <p>Letter Sound</p> <p>Heggerty</p>	<ul style="list-style-type: none"> ● Onset Fluency <3/5 ● Rhyme production < 3/5 ● Phoneme Segmentation < 3/5 ● Letter identification <54/54 ● Consonants sounds <17/20 ● Vowel sounds <3/5 	<p>Below the 40th%ile on Star Early Literacy AND 50% or below benchmark for “skills taught” on Star phonics</p>

Reading 2-5

Grade Level	If	Then	If	Then
2	Below 25th%ile on STAR Reading	QPS	Below 90% of each skill measured on QPS	AIS for word recognition
	If green on Star Reading and below 90% of each skill measured on QPS	AIS for Word Recognition		
	If below 25th percentile on Star reading but above 90% on QPS	MAZE	MAZE Reveals a deficit	AIS for comprehension
3-5	Below 25th percentile of Star Reading AND NYS Test < 3 <ul style="list-style-type: none"> Incoming 3rd grade students will not have a previous NYS assessment score 	Dibels ORF	Green Yellow or Red ORF AND NWF are both yellow or red ORF is yellow and NWF is green	MAZE NWF Tier 2 AIS Tier 1 differentiation

<u>MATH</u>				
	IF	THEN	<u>BOY</u>	<u>MOY</u>
K	N/A			< 65% on Trimester 1 Assessment
1	Below 25th percentile on STAR math	Give enVision Diagnostic based on identified skill deficits	<65% on enVision Diagnostic(s)	<65% topic assessment average and enVision Diagnostic(s)
2	Below 25th percentile on STAR Math	Give enVision Diagnostic based on identified skill deficits	<65% on enVision Diagnostic(s)	<65% topic assessment average and enVision Diagnostic(s)
3	Below 25th percentile on STAR math	Give enVision Diagnostic based on identified skill deficits	<65% on enVision Diagnostic(s)	<65% topic assessment average and enVision Diagnostic(s)
4-5	Below 25th percentile on STAR math AND NYS Test < Level 3	Give enVision Diagnostic based on identified skill deficits	<65% on enVision Diagnostic(s)	<65% topic assessment average and enVision Diagnostic(s)

Middle School AIS (Tier2/Tier3)

Diagnostic and Progress Monitoring Assessments

Content Area	Diagnostic	Progress Monitoring Tool
Reading	Dibels Oral Reading Fluency (ORF) Kilpatrick PAST Sonday System HMH	Dibels Nonsense Word Fluency (NWF) Star CBMs Star Progress Monitoring HMH
Math	IXL enVision	IXL Star CBMs Star Progress Monitoring enVision

Diagnostic Data - All diagnostic data will be recorded by AIS teachers, into spreadsheets

Goal Setting - All instructional targets/goals will be created, and tracked by AIS teachers on spreadsheets

Progress Monitoring - All Progress Monitoring data will either be recorded by AIS teachers into spreadsheets so that targets/goals can be monitored, adjusted and achieved

Middle School AIS Criteria

Cut Points to Determine AIS

Reading 6-8		
BOY	MOY	EOY
<p><u>Scheduled for AIS September 1</u></p> <ul style="list-style-type: none"> ● Spring STAR percentile rank from previous year <25th percentile ● Student growth percentile from previous year (winter to spring) <35 ● Common assessment results < 70 ● 4th quarter grade and/or course final average from previous year < 70 ● NYS assessment score from previous year level 1 or 2 ● Ended previous year in AIS <p><u>October 1 Entrance</u></p> <ul style="list-style-type: none"> ● Fall STAR percentile rank <25th percentile ● NYS assessment score level 1 or 2 	<p><u>End of Quarter 1 (November) Entrance</u></p> <ul style="list-style-type: none"> ● Fall STAR percentile rank <25th percentile ● Q1 common assessment average <70 ● 1st quarter grade < 70 ● NYS Assessment score 1 or 2 <p><u>End of Quarter 2 (January) Entrance</u></p> <ul style="list-style-type: none"> ● Winter STAR percentile rank <25th percentile ● Student growth percentile (SGP) <35 ● Q2 common assessment average <70 ● 2nd quarter grade < 70 ● Quarter 2 average decreased by 10 or more points 	<p><u>End of Quarter 3 (April) Entrance</u></p> <ul style="list-style-type: none"> ● Winter STAR percentile rank <25th percentile ● Student growth percentile (SGP) <35 ● Q3 common assessment average <70 ● 3rd quarter grade <70
<p><u>October Exit</u></p> <ul style="list-style-type: none"> ● Fall STAR percentile rank >40th percentile ● Level 3 or 4 on current NYS assessment ● Teacher recommendation (based on initial classroom assessments) <p><u>End of Quarter 1 (November) Exit</u></p> <ul style="list-style-type: none"> ● Above the 40th percentile on Fall STAR assessment ● Q1 common assessment average >70 ● 1st quarter grade >70 	<p><u>End of Quarter 2 (January) Exit</u></p> <ul style="list-style-type: none"> ● Winter STAR percentile rank >40th percentile ● Student growth percentile (SGP) >35 ● Q2 common assessment average >70 ● 2nd quarter grade >70 ● Quarter 2 average increased by 10 or more points 	<p><u>End of Quarter 3 (April) Exit</u></p> <ul style="list-style-type: none"> ● Winter STAR percentile rank >40th percentile ● Student growth percentile (SGP) >35 ● Q3 common assessment average >70 ● 3rd quarter grade >70 <p><u>Spring Entrance/Exit for Following Year</u></p> <ul style="list-style-type: none"> ● Students in AIS rolled forward (for scheduling purposes) ● Final common assessment

High School AIS Criteria

Grade 9 Reading Students may be recommended for AIS Reading services upon entering 9th grade.

Grade 10-12 Students are eligible for AIS in high school courses required for graduation that end in a regents exam (Earth Science, Algebra, Global Studies, English, US History) if they do not demonstrate proficiency on the regents exam (65 or above).

Entrance to Academic Intervention Services

Date: **month year here**

Dear Parent(s)/Guardian(s) of: **first, last name here**

Grade Level:

Your child has been recommended to receive Academic Intervention Services (AIS) for the academic areas below.

Service Provider Name and Contact Information	
ELA	
Math	

The decision to provide your child with AIS was based on the following criteria:

	Below the 40th%ile on STAR (Universal Screener) K-9
	Below the suggested cut score on the New York State Assessment (Gr. 4 & 5)
	Below benchmark on Diagnostic Assessments: <input type="checkbox"/> Basic Reading <input type="checkbox"/> Language Comprehension <input type="checkbox"/> Math

Recommended Services

Level of Support	Tier 2 (moderate intensity)	Tier 3 (high intensity)
Frequency (days/week)		
Time (minutes/day)		

The overall goal of providing your child with AIS is to give him/her the support needed to perform at grade level both in the classroom and on New York State assessments. Services may be provided within the classroom and/or your child may be pulled out of the classroom to work in a small group.

Ongoing evaluation of your child, by his/her classroom teacher and AIS teacher, will help determine the need to continue or discontinue AIS support. In addition, you will receive updates at the end of each trimester from your child's AIS teacher. We thank you for your support as we work together to create a strong instructional program for your child.

Sincerely,

Principal

Exit from Academic Intervention Services

Date:

Dear Parent(s)/Guardian(s) of:

Grade:

This letter is to inform you that your child has made sufficient progress and will be exiting Academic Intervention Support (AIS) services for _____. This decision was based on a review of progress monitoring and diagnostic and/or benchmark assessment data. Your child's progress, however, will continue to be monitored by the classroom teacher.

Teachers will reassess students throughout the school year to ensure that students continue to perform consistent with grade level benchmarks.

Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

cc: Student's AIS Record Folder

Goal Setting for Instruction

Using student data, the teacher meets with each student and sets individual goals based on strengths and weaknesses as identified in the Universal Screener, classroom assessments, and anecdotal records of classroom performance.

Here are some questions to help you guide the goal setting discussion:

- What do you think would be a good goal for you?
- What strategies will you use to meet this goal?
- Tell me something you learned.
- What worked for you and what did not?
- Is there additional information you require?
- Where's the best place for you to find what you need?
- Tell me about your thought process on this.
- What are you most proud of about your work?

Creating SMART Goals

S	Specific Clearly state your goal This is the expected outcome of your instruction <i>i.e., Jane will read 78 wpm</i>
M	Measurable Ensure you can measure success This is how you will measure progress towards the goal <i>i.e., Progress will be measured by the DIBELS Oral Reading Fluency probe (ORF)</i>
A	Attainable Set goals you know you can achieve The goal should be within the grade level expectations <i>i.e., The 2nd grade midyear ORF benchmark is 78 WPM</i>
R	Relevant Set goals relevant to the student's needs If a student has a basic reading issue, the goal is to demonstrate grade level fluency.
T	Time-Based Set a deadline for completion. Basic skill gaps should be identified early in order to provide targeted instruction before a gap becomes too large to remediate.

Progress Monitoring

Progress monitoring is an essential piece within Tier 2 and 3 instruction to monitor and ensure success. Progress monitoring is used to guide instruction, update goals and communicate with families, teachers and students. Once a goal is set, it is critical that AIS teachers match progress monitoring data to the instruction that is provided. Alignment between instruction (what is being taught, and how), and progress (what is being learned, and how well) must be clear to appropriately track progress towards the instructional target/goal.

Here is a simple guide to get you started.

Classroom (Tier 1) Resources

Reading

K-2	Word Recognition Pacing Guide	Assessments
Phonological Awareness	Heggerty & Sound Wall	Heggerty
Phonics	Into Reading	Into Reading Unit Tests
Foundational Skills & Comprehension	Into Reading	Classroom Assessments
3-5	Scope & Sequence	
Comprehension & Word Study	Novels/Picture Books Short Texts	Classroom Assessments
6-8		
Comprehension & Word Study	Novels/Short Texts	Classroom Assessments

AIS (Tier 2 & Tier 3) Resources

Reading

Skill Area	Resources	Progress Monitoring Tool
Phonological Awareness	Heggerty	Heggerty Assessment DIBELS
Decoding	Fundations (going forward) Geodes (Decodable Readers)	DIBELS ORF & NWF Running Record Fundations Unit test (subskills)
Comprehension	Geodes (K-3) LLI (for fluent decoders)	DIBELS MAZE Oral Retell and Comprehension Questions

Math

Skill Area	Resources	Progress Monitoring Tool
Math Overview - Early Numeracy (K, 1)		Acadience Resources by Level
Math Overview - Computation (1-5)		Acadience Resources by Level
Math Overview - Application (2-5)		Acadience Resources by Level
Operations and Algebraic Thinking	<p>K-3 enVision Operations with Whole Numbers K-3 Interventions</p> <p>enVision Problem Solving K-3 Interventions</p> <p>4-6 enVision Operations with Whole Numbers 4 - 6 Interventions</p> <p>enVision Problem Solving 4-6</p>	<p>enVision Folder</p> <p>enVision Basic Facts PM</p> <p>enVision Operations with Whole Numbers PM</p> <p>enVision Problem Solving PM</p> <p>Grades 3 - 5 - State Test Question Repository (can be used to target a specific standard).</p>

	<u>Interventions</u>	
Measurement and Data	<p>K-3 <u>enVision Measurement, Geometry, Data Analysis, & Probability K-3 Interventions</u></p> <p>4-6 <u>enVision Measurement, Geometry, Data Analysis, & Probability 4-6 Interventions</u></p>	<p>enVision Geometry, Measurement, and Data PM</p> <p><u>Grades 3 - 5 - State Test Question Repository</u> (can be used to target a specific standard).</p>
Geometry	<p>K-3 <u>enVision Measurement, Geometry, Data Analysis, & Probability K-3 Interventions</u></p> <p>4-6 <u>enVision Measurement, Geometry, Data Analysis, & Probability 4-6 Interventions</u></p>	<p>enVision Geometry, Measurement, and Data PM</p> <p><u>Grades 3 - 5 - State Test Question Repository</u> (can be used to target a specific standard).</p>
Numbers and Operations in Base Ten	<p>K-3 <u>enVision Numbers, Place Value, Money and Patterns K-3 Interventions</u></p> <p>4-6 <u>enVision Numeration, Patterns and Relationships 4-6 Interventions</u></p>	<p>enVision Numbers, Place Value, and Patterns PM</p> <p><u>Grades 3 - 5 - State Test Question Repository</u> (can be used to target a specific standard).</p>
Numbers and Operations - Fractions	<u>enVision Fractions, Decimals, Ratios & Percents 4-6 Interventions</u>	<p>enVision Fractions/ Decimals PM</p> <p><u>Grades 3 - 5 - State Test Question Repository</u> (can be used to target a specific standard).</p>

Social Emotional Learning (SEL)

The MTSS strategies that are applied to students' social behavior are conceptually the same as those applied to academics.

1. Continual application of a structured problem-solving process
2. Reliance on an integrated data system that is used to inform problem solving
3. Utilization of a multi-tiered model of support delivery that enables the efficient use of school resources.

This plan outlines the provision of SEL curriculum and tiered supports at the elementary, middle and high school levels. When students demonstrate a behavioral, social, or emotional need, an SEL intervention will be provided by a Classroom Teacher, School Counselor, School Psychologist, School Social Worker, or community partner. Data from interventions will be reviewed by the Building Data Team (BDT) and/or Student Support Team (SST) to determine a students' need for continued and/or higher tier support.

The SEL curriculum at Clinton is based on the [NYS SEL Benchmarks](#). These benchmarks are centered around 3 learning goals.

1. Young people develop a self-awareness that nurtures and affirms a strong sense of identity, informs decisions about their actions, and builds a sense of agency.
2. Young people use social awareness and interpersonal skills to establish, navigate, and maintain mutually supportive relationships with individuals and groups that nurture a strong sense of belonging.
3. Young people demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, school, and community contexts.

The Behavior Intervention Monitoring Assessment System (BIMAS-2) Social Emotional Screener-Provides a standardized measure for:

Conduct

- anger management problems
- bullying behaviors
- substance abuse
- deviance

Negative Affect

- Anxiety
- depression

Cognitive/Attention

- Attention
- Focus
- Memory
- Planning
- organization

Social

- social functioning
- Friendship
- Maintenance
- communication

Academic Functioning

- academic performance
- Attendance
- Ability to follow **directions**

Suggestions for Behavior Interventions

Tier 1

Classroom Structure

- Develop predictable systems and routines
- Post daily schedule
- Develop, post, and implement classroom management plan
- “Script” and post steps for most critical routines to maximize time with students
- Clearly state expectations
- Post written reminders of expectations
- Give time for student to take a “break” and get back on track

Minimize Distraction:

- Alternative seating
- Use of “private” office with dividers on desk
- Establish classroom expectations with regard to noise level/classroom movement (as adopted by each building)

Post/Teach/Review/Monitor:

- Establish behavioral expectations and post them
- Teach rules in the context of routines
- Prompt or remind students of the rules/provide feedback
- Monitor student behavior/collect data
- Evaluate the effect/look for trends
- Provide remediation to review classroom expectations

Actively Engage Students/Observe:

- Provide time and opportunities for students to respond
- Keep records
- Focus on the positive
- Name desired behaviors/post excellent examples
- Review expectations prior to activities

Evidence Based Practices to Promote Active Engagement:

- Nonverbal “check ins”
- Mindfulness breaks
- Remind students of classroom expectations
- Character Education

Tier 2

Specific Individual Reflection Forms:

- Student-centered reflection with teacher comments
- Explicitly state goals, involve students in goal setting
- Give students time to practice desired behaviors and provide feedback
- Planned ignoring and contingent praise

Motivational Behavioral Charting:

- Post on student desk
- Review progress at scheduled intervals throughout the day

Behavioral Contracting:

- Agreement between child and teacher w/parent signature
- Explicitly state desired behaviors/rewards

Self Monitoring:

- Provide students with checklists or visual prompts

Collaborative Problem Solving (CPS)

- Identify unresolved problem
- Child's concern
- Adult concern
- Solution agreed upon

ELEMENTARY STANDARD BEHAVIOR PROTOCOL

TIME	Tier 1 (Core) Instruction	TIME AND GROUP SIZE	Instruction, Enrichment and Intervention Resources		
			Tier 1 Instructional Supports	Tier 2 Interventions	Tier 3 Interventions
1x30 weekly by School Social Worker	<p>Core counseling curriculum by topic</p> <p>Positivity Project and Second Step</p> <p>School-wide behavioral expectations</p>	<p>Tier 1 Instruction Core - explicit instruction of school wide behavioral expectations to all students, as well as building selected social emotional curriculum. All classrooms will have a Classroom Management Plan. Instruction can be delivered within the classroom or within larger group settings (i.e. grade levels) and can be supported by classroom teachers, as well as building school counselors, social workers and/or school psychologists. Frequency of instruction based on the building plan.</p> <p>Tier 2 Intervention Core + targeted Tier 2 intervention. Frequency depends on the intervention selected; can be a small group or individual. Tier 2 providers can include school counselors, social workers and/or school psychologists, etc.</p> <p>Tier 3 Intervention Core + targeted Tier 3 intervention. Frequency depends on the intervention selected; always an individual intervention. Tier 3 providers must include school counselors, social workers and/or school psychologists, etc.</p>	<ul style="list-style-type: none"> • Students are regularly & consistently acknowledged for demonstrating behavioral expectations within the school or classroom • Immediate behavioral re-teaching; redirection and explicit instruction when expectations are not demonstrated. • Best practices in classroom management with a focus on a function-based approach to behavior. 	<ul style="list-style-type: none"> • Check-in, Check-out (CICO) • Check and Connect • Targeted small group counseling for bullying, anger management, peer interactions, attendance, etc.) • Behavior Support Plan (BSP) development & implementation 	<ul style="list-style-type: none"> • Functional Behavior Assessment & Behavior Intervention Plans – development and implementation, and progress monitoring • Individualized Behavior Goals – development & implementation • Wrap Around Planning • Individual Counseling • Referral to and mental health services/supports from community agencies

Glossary

Acadience Math-a progress monitoring tool to measure the effectiveness of interventions

Accommodation-a change to the delivery of classroom instruction or the accompanying materials that does not fundamentally alter or lower expectations. Changes are made in order to provide equal access to learning. Instructional accommodations change how students learn but do not change what they learn.

AIS- (*Academic Intervention Services*) Direct explicit instruction provided to an individual or group of students who are struggling to achieve the learning standards. AIS provides additional instructional time for explicit instruction in an identified area of weakness. The purpose of AIS is to close a gap.

Benchmark Assessment-An assessment given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a grade level standard or set of academic standards and goals.

CELF-(*Clinical Evaluation of Language Fundamentals*)- an individually administered, norm-referenced instrument used for identifying and diagnosing language disorders in individuals ages 5 years through 21 years, 11 months.

Decoding-the ability to apply the knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words

Diagnostic Assessment-an assessment used to determine skill deficits contributing to learning gaps in reading, math and social-emotional functioning.

DIBELS-(*Dynamic Indicators of Basic Early Literacy Skills*) is a set of procedures and measures for assessing the acquisition of literacy skills. They are designed to be short (one minute) fluency measures that can be used to regularly detect risk and monitor the development of early literacy and early reading skills in kindergarten through eighth grade.

Differentiated Instruction-a framework for effective teaching that involves providing all students within their classroom a range of different avenues for understanding new information in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in their ability.

EDK - (*Extended Day Kindergarten*) An intervention program designed to support kindergarteners who require additional instruction in order to meet the learning standards.

ENL - (*English as a New Language*) Tier I instruction provided to students whose native language is not English. Students may be classified as: entering, emerging, transitioning, expanding, or commanding and may receive instruction in or out of the regular classroom in accordance with NYS Regulations.

Explicit Instruction-the delivery of strategically planned lessons that explicitly teach new concepts to mastery including learning objective, activation of prior knowledge, modeling, guided practice, relevance, closure, assessment.

Fluency- reading with accuracy, expression, and sufficient speed to support comprehension

Instructional Intervention-targeted, explicit instruction provided to an individual or group of students designed to close a skill gap.

IST-(*Instructional Support Team*) is a positive, problem-solving team that uses specific assessment and intervention techniques to design targeted and individualized interventions in order to close skill gaps.

Modification-an alteration to the instructional process that results in a change of content or construct being taught or assessed. Provided to students with IEPs to ensure meaningful and productive learning experiences based on individual needs and abilities.

NWF-(*Nonsense word fluency*)-assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds into consonant-vowel-consonant and vowel-consonant words. NWF is a component of the DIBELS assessment.

ORF-(*Oral reading fluency*)-the ability to read with speed, accuracy, and proper expression. ORF is a component of the DIBELS assessment.

Percentile Rank (PR)- A percentile rank indicates how well a student performed in comparison to the students in the specific norm group, for example, in the same grade and subject. A student's percentile rank indicates that the student scored as well as, or better than, the percent of students in the norm group. For example, a student scoring at the 35th percentile scored as well as, or better than, 35 percent of students in the norm group. It also means that 65 percent of the students in the norm group exceeded this score.

Phonemic Awareness-the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words.

Progress Monitoring-the standardized process of evaluating progress toward a performance target, based on rates of improvement from frequent (usually weekly or biweekly), brief (less than 5 minutes) assessment of a specific skill,

RTI-(*Response to Intervention*)-a multi-tier approach to the early identification and support of students with learning and behavior needs; struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning; Educational decisions about the intensity and duration of interventions are based on individual student response to instruction.

Scaffolding-the process through which a teacher adds support for students in order to enhance learning and aid in the mastery of tasks through systematically building on students' experiences and knowledge as they are learning new skills. Supports are temporary and adjustable and removed as students master the assigned tasks.

Scaled Score (SS)-a representation of the total number of correct answers (also known as raw scores) a student has provided that has been converted into a consistent and standardized scale. This is a measure of student performance, based on difficulty of items and number of correct responses. It is useful for comparing student performance over time and across grades. The STAR assessment range is 600-1400.

Social Emotional Learning (SEL): an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Special Education-specially designed instruction that addresses the unique needs of an eligible student through teaching skills and strategies in order to provide access to the learning standards.

Specially Designed Instruction-adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—(i) To address the unique needs of the child that result from the child’s disability; and(ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Systematic Instruction- Instruction which follows the I DO, WE DO, YOU DO, model where the teacher first models, then leads the students in practice together, and finally has students practice independently while observing and monitoring their mastery of the skill

Universal Design for Learning-a proactive approach to designing learning experiences and environments to be accessible for all students. UDL addresses macro, upfront planning to change the learning environment to accommodate the student.

Universal Screener-a normed assessment designed to identify students who are at-risk for learning difficulties, typically conducted three times a year, and consists of brief assessments focused on target skills that are highly predictive of future outcomes.