

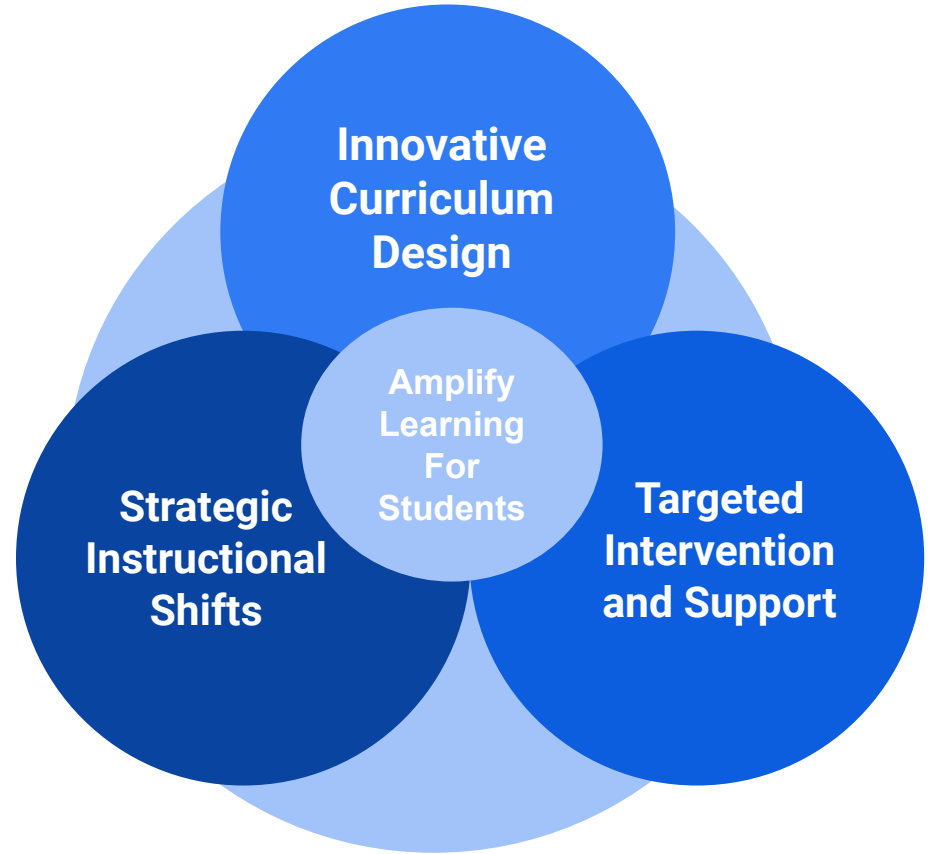
Multi-Tiered System of Support (MTSS)

Syosset's Culture of Care

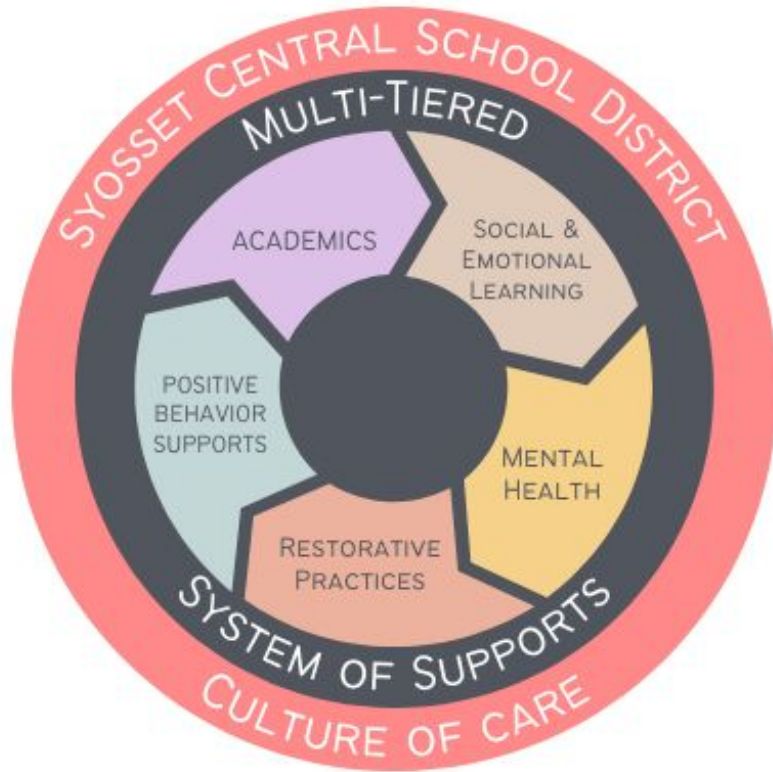


Mission Statement

The mission of the Syosset Central School District is to prepare students to thrive in both the future we imagine and one which may evolve in ways yet to be envisioned.



Syosset's Culture of Care



- Promotes kindness and respect for all
- Offers all students a sense of belonging, and a safe and supportive space to pursue academic, social, and emotional success.

What is MTSS?

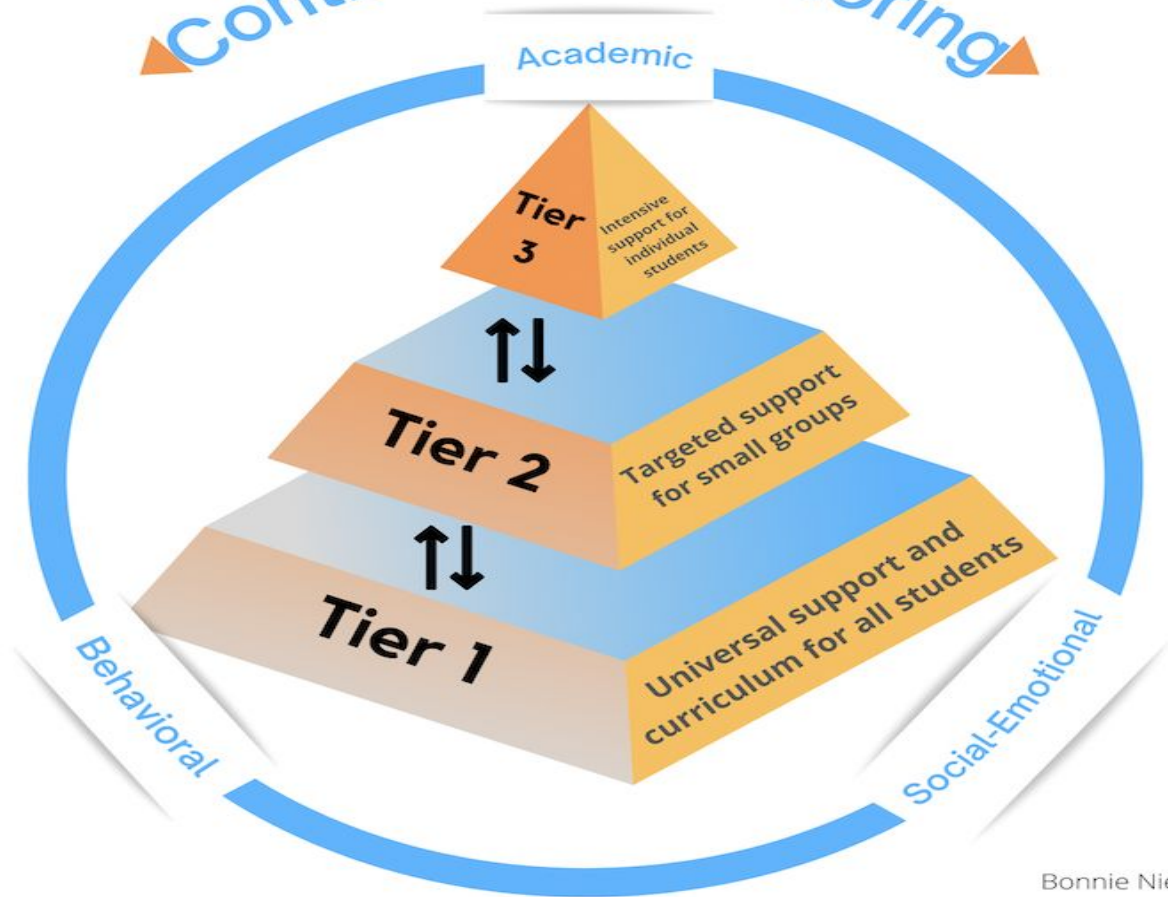
- Proactive identification of students in need
- Just right interventions are matched to student need
- Progress is monitored over time
- Once skill deficits are remediated, interventions are tapered off
- All decisions are based on data
- Scientific, research-based instruction

MTSS Structure in Action

MTSS in each building encompasses the following:

- Consistent MTSS
Multidisciplinary Team Members
- Weekly Team Meetings
- Systematic Data Analysis:
 - Universal Screenings (Fall, Winter, Spring)
 - Team Data Meetings (3x/year)

Continuous monitoring

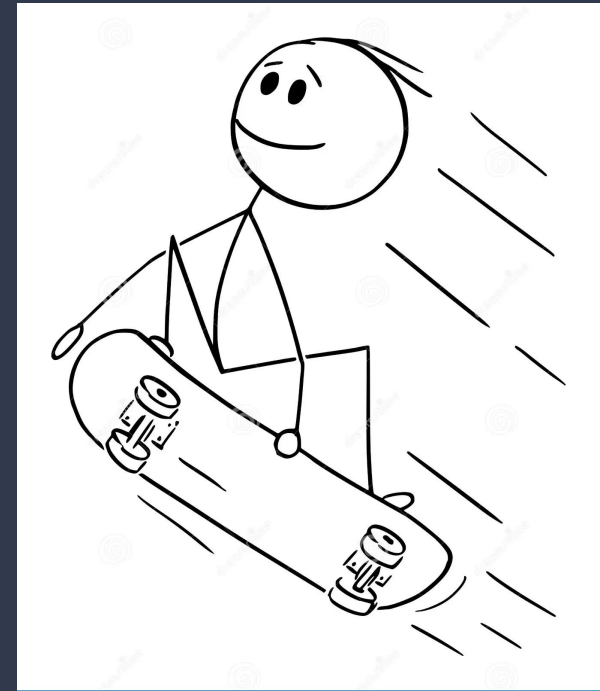


An MTSS Success Story

Meet: Arthur Read

Grade 4

Interests: sports, playing his saxophone, and spending time with his friends skateboarding



Arthur's Classroom Experience

- ✓ Arthur shows great enthusiasm for reading and decodes words with ease.
- ✓ When probed with questions about literal understanding of the text, Arthur answers most questions correctly.
- ✓ Teacher reaches out to Arthur's family to review his progress
- ? When probed with questions that dig a bit deeper, Arthur struggles with understanding character's motivation and making inferences.
- ? During reading workshop, Arthur's teacher notices that he does not participate in discussions about the text.

Entrance Criteria for Tier 1 Support

Tier 1 Student Profile:

- NWEA MAP Score > 41%ile
- TC Running Record - At or Above Grade Level
- Classroom performance is either Progressing or Consistently on most measures
- May receive individual and/or small group instruction for some academic areas

When student's scores do not match their classroom performance:

- MTSS Data Team may determine the need for Tier 1 Interventions and/or
- MTSS Data Team may schedule a MTSS Team Meeting to identify which Tier 1 Intervention to employ

How Data Plays a Role in Informing Instruction

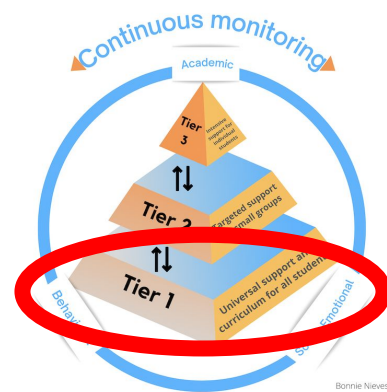
- During Data Meetings, MTSS team members (Developmental Learning Specialists (DLs), principals, classroom teachers) come together to review data and discuss student need.
- Arthur's profile below is discussed:

	NWEA MAP Reading (FALL)	NWEA MAP Math	TC Reading Level (June)	TC Reading Level (Sept)	NYS ELA	NYS Math
Read, Arthur	39%ile	62%ile	P	O	451 - 3	462 - 3

Based upon the data presented and the teacher's report of classroom performance, Tier 1 interventions begin for an 8-10 week cycle.

Tier 1: Intervention within the Classroom Setting

- Arthur's teacher analyzes the data and delivers targeted intervention in the area of reading comprehension
- During their reading workshop block, Arthur's teacher delivers small group instruction with targeted skill remediation in the area of inferential comprehension and character analysis
- Small group instruction is in addition to individual conferencing and whole group instruction
- Assessment is ongoing and used to inform instruction



MTSS Review: 8–10 Weeks After Intervention Begins

- After 8-10 weeks of Tier 1 intervention, the classroom teacher administers another running record and reviews the data below:

	NWEA MAP Reading (FALL)	TC Reading Level (June)	TC Reading Level (Sept)	TC Reading Level (Nov)	NYS ELA	NYS Math	NWEA MAP Math (FALL)
Read, Arthur	39%ile	P	O	O	451 - 3	462 - 3	62%ile

Based upon the data collected, there are several options to consider.

What Can Happen Next?

Discontinue Tier 1 Intervention

-Student has made notable progress

Continue Tier 1 Intervention

-Student is making progress with this intervention

Refer to MTSS Team

MTSS Referral

- Arthur's classroom teacher has made the decision to refer to the MTSS team for further support and discusses this with his family.
- Upon meeting with the team, Arthur's teacher shares the data collected and the Tier 1 intervention implemented thus far.
- The team has a detailed discussion about Arthur's progress and continued areas of need.
- Based upon the data and classroom report, it is determined by the MTSS team that Arthur would benefit from Tier 2 intervention.

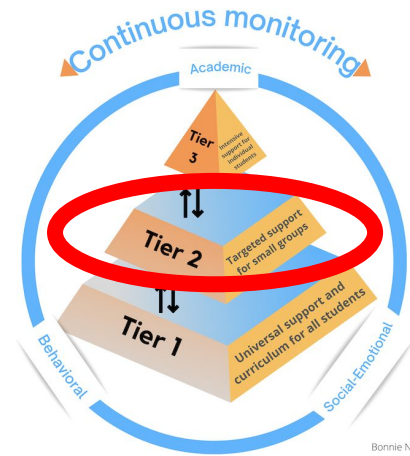
Entrance Criteria for Tier 2 Support

Tier 2 Student Profile:

- NWEA Map scores 21st-40th percentile
- NWEA MAP Score below 21st%ile with average AIMSWeb Plus Benchmark Scores
- TC Running Record may be approaching or below grade level
- Class performance may be Progressing or Not Yet Evident in some areas
- May receive academic support in small groups inside or outside of the classroom

Tier 2: Intervention in a Small Group Setting

- Intervention:
 - Small group instruction inside or outside of the classroom
 - Frequency/Duration: 3x/weekly; 40 min
 - Joins the learning center during his MTSS block
 - Program: Leveled Literacy Intervention (LLI)
- Goals are developed to monitor progress
- Arthur is grouped with students on similar levels and with similar skill needs
- Information is shared with his family and consent is received



MTSS Review: 8–10 Weeks After Tier 2 Intervention Begins

- The learning center administers another running record, AIMSWeb Plus progress monitoring, and reviews the data below:

	NWEA MAP Rdg (Fall)	NWEA MAP Rdg (Winter)	TC Rdg Level (June)	TC Rdg Level (Sept)	TC Rdg Level (Nov)	TC Rdg Level (Jan)	NYS ELA	NYS Math	NWEA MAP Math (Fall)	NWEA MAP Math (Winter)
Read, Arthur	39%ile	20%ile	P	O	O	P	451 - 3	462 - 3	62%ile	54%ile
	AIMSWeb Plus Data		Oral Reading Fluency*	Reading Comprehension*		Vocabulary*	Silent Reading Fluency*		Overall %ile	
	Read, Arthur		54%ile	10%ile		22%ile	56%ile		23%ile	

Based upon the data collected, there are several options to consider.

What Can Happen Next?

Return Tier 1 Intervention

-Student has made notable progress

Continue Tier 2 Intervention/Change Parameters

-Student is making progress with this level of intervention

Begin Tier 3 Intervention

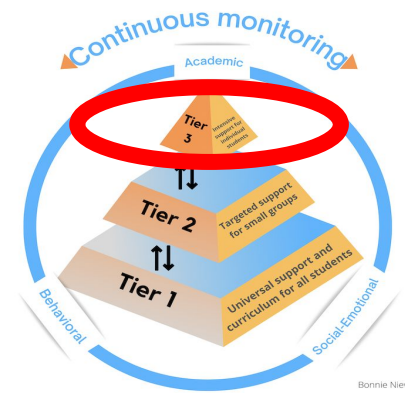
Entrance Criteria for Tier 3 Support

Tier 3 Student Profile:

- NWEA MAP Score <21st%ile & AIMSWebPlus Score <25%ile
- TC Running Record may be below or approaching grade level
- Class performance may be Progressing or Not Yet Evident in most areas
- MTSS Intervention indicated increased support in remediated area

Tier 3: Intensive, Individualized Intervention

- Frequency and duration is intensified: 5x/week; 40 min
- Plan and goals are updated and shared with the family.
- An intervention program is determined: due to the nature of his continued comprehension difficulty, Leveled Literacy Intervention could be continued or a new intervention program could be introduced.



MTSS Review: 8-10 Weeks After Intervention Begins

MTSS Review: 8–10 Weeks After Tier 3 Intervention Begins

- The learning center administers another running record, AIMSWeb Plus progress monitoring, and reviews the data below:

	NWEA MAP Rdg (Fall)	NWEA MAP Rdg (Winter)	TC Rdg Level (June)	TC Rdg Level (Sept)	TC Rdg Level (Nov)	TC Rdg Level (Jan)	TC Rdg Level (Feb.)
Read, Arthur	39%ile	20%ile	P	O	O	P	Q
AIMSWeb Plus Data	Oral Reading Fluency*		Reading Comp*	Vocabulary*	Silent Reading Fluency		Overall %ile
Read, Arthur	(54) 51%ile		(10) 22%ile	(22) 31%ile	(56) 58%ile		(23) 32%ile

Based upon the data collected, there are several options to consider.

What Can Happen Next?

Return to Tier 2 Intervention

-Student has made notable progress

Continue Tier 3 Intervention

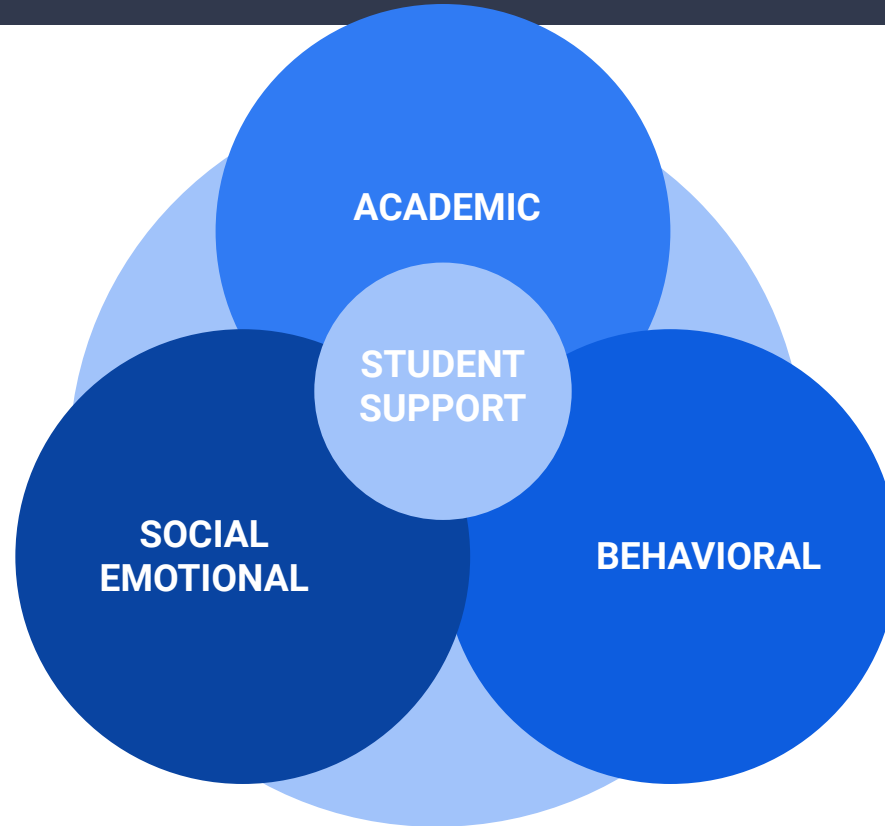
-Student is making progress with this level of intervention

Refer to Special Education

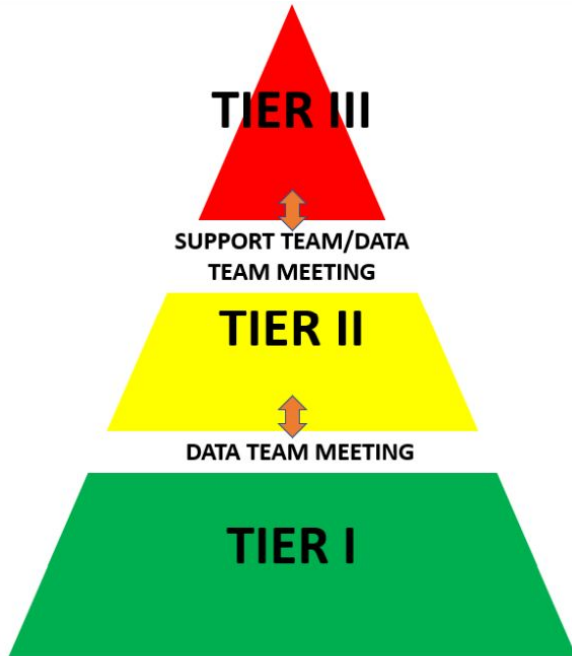
A Whole-Child Approach

- As Arthur moves through the MTSS process, his classroom teacher reports that he is experiencing frustration within the academic environment and is exhibiting work avoidant behaviors.
- Our teams take a whole-child approach to supporting students by concurrently addressing academic needs and social/emotional needs
- This support could include:
 - Tier 1 - class lesson for all students
 - Tier 2 - pull out small group counseling
 - Tier 3 - pull out individual counseling

How do we target all needs for all students?



Academic Interventions, Supports, and Services



- Explode the Code
- Wilson Reading System
- Expressive Writing
- Seeing Stars
- Edmark

- Phonics for Reading
- Recipe for Reading
- Zaner Bloser Vocabulary
- HearBuilder Phonemic Awareness
- Perceptions

- Language Literacy Instruction (LLI)
- Touch Math
- Double Dose (Foundations)
- Math Labs (MS/HS)
- Academic Literacy
- Number Worlds

- HELPS Fluency
- Wilson Fluency
- Orton-Gillingham
- Visualizing/Verbalizing
- Corrective Reading/Writing
- Instructional Support

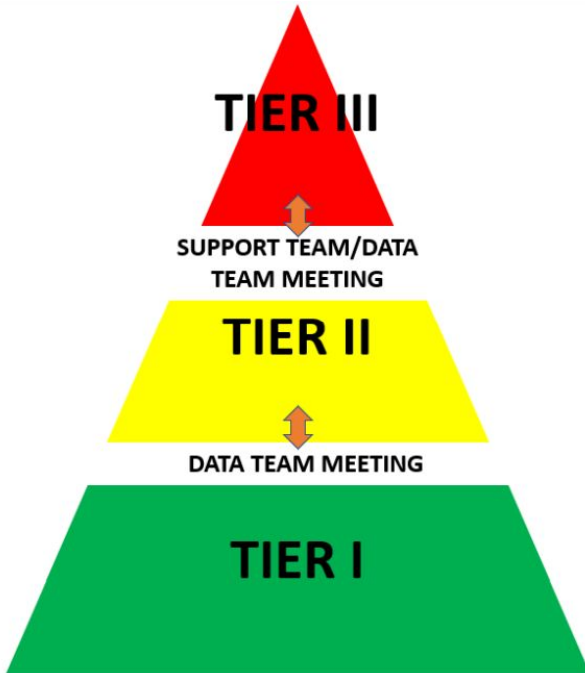
- On Cloud Nine
- Math You See
- Just Words
- Common Lit

- Reading/Math Workshops
- Phonics Instruction (Foundations)
- Read, Write, Gold
- Quick Reads
- Go Math
- Castle Learning

- IXL(Math)
- Go Math Personal Math Trainer
- Go Math Reteach/RTI
- Carolina Building Blocks
- Read, Write, Gold
- Big Ideas Math

- No Red Ink
- ALEKS
- Delta Math
- No Red Ink

Social/Emotional/Behavioral Supports



- Behavior Contracts
- Functional Behavior Assessment
- Behavior Intervention Plan
- SPOA (Single Point of Access)
- A School (Alternative Ed.)

- CPS
- Safety Plans
- Wrap-Around Services
- Crisis Intervention
- PINS(Court Liaisons)

- Counseling
- Peer Mediation
- Student Support Groups
- Weekly Check-In

- Health Plans
- Restorative Practices/Discipline
- Team Meetings
- Home Visits/Reentry Plans

- Harmony Curriculum
- Olweus Lessons
- P.R.I.D.E.
- Clubs/Athletics

- Advisory
- 6th Grade Skills Class
- Wellness Classes
- Junior Day

- PAL Program
- Restorative
Circles
- PRO Calendar

Our Mental Health Teams

AP Willits Elementary School

Kelly Morgan - Principal
Dr. Tina Maturro - Psychologist
Olivia Fernan - Social Worker

Robbins Lane Elementary School

Chris Meyers - Principal
Dr. George Basso - Psychologist
Julia Irving - Social Worker

Jeanette Wojcik
Director of Elementary PPS

Baylis Elementary School

Clara Kang - Principal
Dr. Taryn Wood - Psychologist
Ryan McGuckin - Social Worker

South Grove Elementary School

Mi Jung An - Principal
Dr. Jennifer Epstein - Psychologist
Kiersten Berwick - Social Worker

Walt Whitman Elementary School

Chad Snyder - Principal
Dr. Giovanna Rapanti - Psychologist
Matthew Imbrogno - Social Worker

Berryhill Elementary School

Mary Kolkhorst - Principal
Alena Kupferman - Psychologist
Caitlyn Moore - Social Worker

Village Elementary School

Dr. Sari McKeown - Principal
Dr. Erika Koschei - Psychologist
Denise Glenn - Social Worker

William McCabe
Elementary Behavioral
Consultant

Our Mental Health Teams

HB Thompson Middle School

Kevin Bonanno - Principal
Christian Harrigan - Assistant Principal
Paul Naraine - Assistant Principal
Joey Waters - Assistant Principal (PPS)
Dr. Jaclyn Rodriguez - Psychologist
Melody Chan - Social Worker

South Woods Middle School

Michelle Burget - Principal
Elizabeth Burke - Assistant Principal (PPS)
Theresa Berke- Assistant Principal
Jessica Tam - Assistant Principal
Taiisha Foster - Psychologist
Jennifer Connolly - Social Worker

Syosset High School

Dr. Giovanni Durante- Principal
David Steinberg - Assistant Principal
Ray Gessner - Assistant Principal
Matthew Loew - Assistant Principal
Christopher Ruffini - Assistant Principal (GUIDANCE)
Mary-Lou Sapienza - Director of PPS

Dr. Leslie Eder - Psychologist
Dr. Christina Balducci - Psychologist
Dr. Thomas Kelly - Psychologist
Dr. Laura DeGennaro - Psychologist
Lauren O'Rourke - Social Worker
Valerie Andreasi - Drug/Alcohol Counselor

Marissa DeGrottolo
Secondary Behavioral Consultant

Our Proactive Approach to Mental Wellness: The PRO (Positive Relationship Outcomes) Calendar

Self Awareness/Growth

Mindset

Emotion Identification
Emotion Regulation
Self Regulation Skills
Flexible Thinking
Coping Skills
Self Awareness
Impulse Control
Self-advocacy/assertiveness training

Social Skills/Social

Awareness

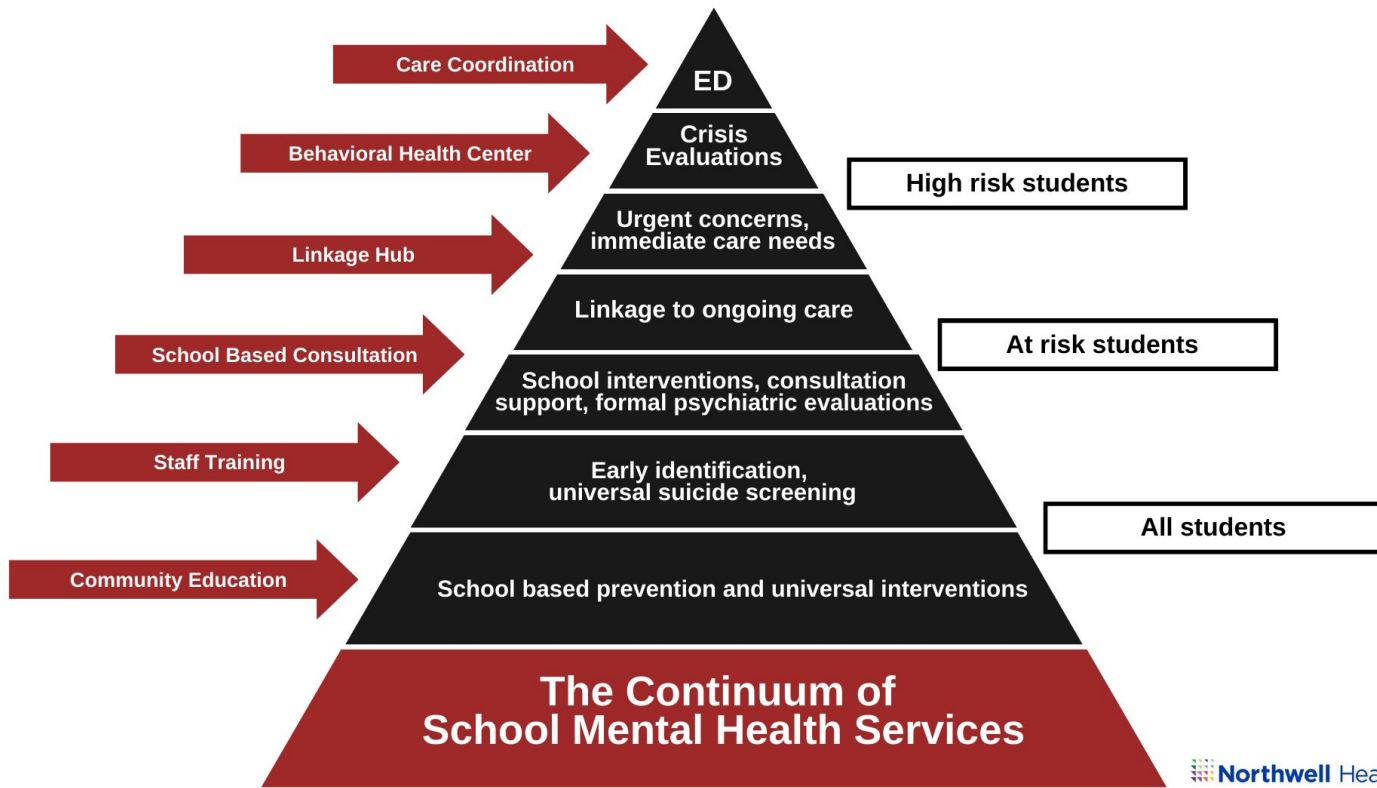
Peer Interaction/Social Skills
Social Awareness
Conflict Resolution
Effective Communication
(I-messages; Apologies; Active Listening)
Perspective Taking
Cooperative Problem Solving
Decision-Making
Peer Mediation
Empathy

Study Skills/Executive

Functioning Skills

Goal-Setting
Working Memory
Study Skills
Stress Management

A New Partnership to Support Mental Health and Social Emotional Needs: Northwell Health



MTSS GOALS 2022-2023

- Build a MTSS Module within our student data system
- Begin development of an Intervention Library to support access to interventions for all staff
- Create streamlined MTSS Intervention Notification
- Develop MTSS Quarterly Progress Reports for all student in MTSS services
- Laying the groundwork for Positive Behavior Intervention Supports (PBIS)

MTSS GOALS 2023-2024

- Turn-key MTSS documentation and communication
- Continue development of an Intervention Library to support access to interventions for all staff
- Revisit and update entry and exit criteria for MTSS support services
- Enhance Mental Health and Behavioral Supports
 - Northwell Partnership
 - Crisis Intervention Plans
 - Implement Positive Behavioral Interventions and Supports in our Elementary Buildings
 - Tier 1 Curriculum Opportunities (Bullying Prevention Program, PRO Calendar)

MTSS: Syosset's Culture of Care

Our innovative and comprehensive MTSS process is a model program for other school districts and embodies our mission to prepare students to thrive in both the future we imagine and one which may evolve in ways yet to be envisioned.

- Supportive learning through a whole-child approach
- Data-informed decision making
- High quality, research-based interventions tailored to each student's area of need
- Proactive, whole-child approach to support all aspects of student's academic, social and behavioral learning and development