

Syosset Central School District

Multi-Tiered System of Support (MTSS) Plan: A Culture of Care (CC)



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District-Wide (K-12) MTSS Framework

A. Syosset Central School District 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.

B. Our MTSS Goals:

The Syosset Central School District believes in providing a *Culture of Care* for all students, using the Multi-Tiered System of Supports (MTSS) framework. MTSS is a systemic, continuous-improvement framework in which data-based problem-solving and decision-making is practiced across all levels of the educational system for supporting students. MTSS is a framework used to provide targeted support to struggling students. The goal of MTSS is to intervene early so students can catch up with their peers. It screens students and aims to address academic and behavior challenges. The MTSS framework relies on a cultural view of learning and human development in which multiple expressions of diversity are recognized and regarded as assets for teaching and learning (NYS Ed Department, 2019).

Our goal for students: The MTSS framework allows students to be known, respected and supported across the diversity of their needs, so they may achieve success in their academics, personal relationships, and post-secondary outcomes.

Our goal for educators: Our educators see this MTSS framework as a way to support students more effectively, more easily, and more efficiently. We aim to streamline the collection and documentation of observations and student data - as well as the planning and reporting process required for differentiation and intervention, so we can enable our teachers to spend more time building relationships with their students, delivering personalized support, and experiencing professional success.

C. Guiding Principles of MTSS:

1. MTSS is for ALL students.
2. Scientific, research-based core instruction and intervention is the foundation for success.
3. Instructionally relevant, valid and reliable assessments are critical for providing proactive and reactive support.
4. Problem Solving Protocols are used to make support decisions for students on a continuum of needs.
5. Data is used to guide instructional decisions.

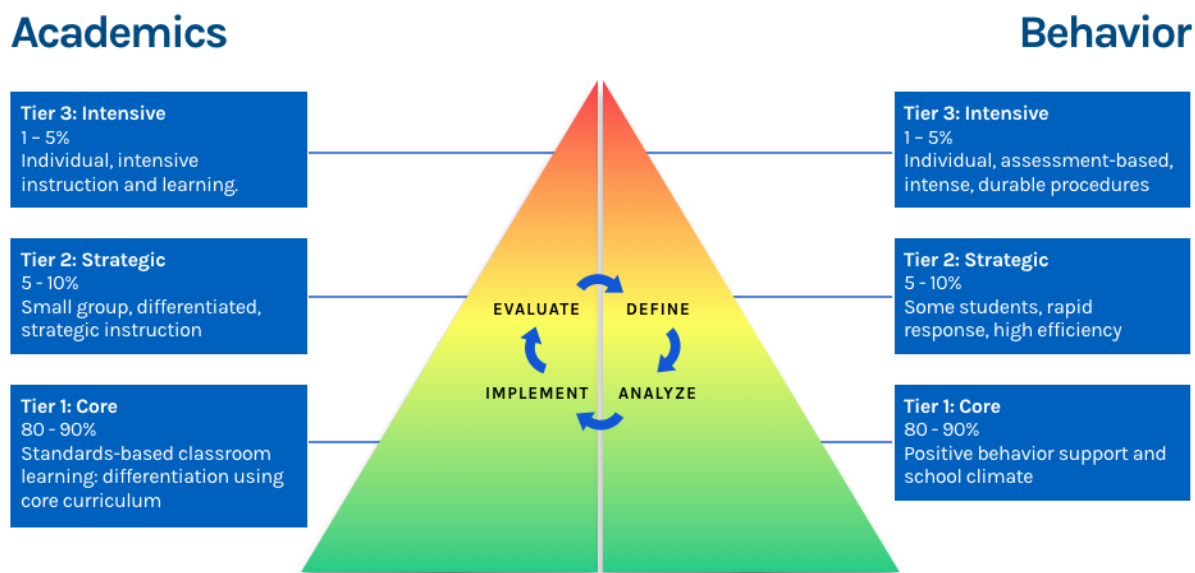
D. MTSS Problem Solving Teams: Staff, Roles, and Responsibilities

The MTSS Problem Solving teams are school-based, multi-disciplinary teams that drive the MTSS system. Problem Solving meetings within MTSS may look like a Data Team Meeting, Support Team Meeting, or MTSS Team Meeting. All problem solving teams function to identify students in need of support. The MTSS Problem Solving Teams may address system needs

by reviewing school-wide data (within grade levels and classrooms) and support individual student growth by helping to monitor progress and make intervention decisions for students. The principal designates the composition of the MTSS teams. Examples of standing members on the MTSS Problem Solving Teams may include: Principal, Assistant Principal, Dean, General Education Teacher, School Psychologist, Guidance/School Counselor, Social Worker, Developmental Learning Specialist, ENL Teacher, Special Education Teacher, Speech/Language Pathologist, Occupational Therapist, Enrichment Specialist, Interventionists, and Special Area Teachers.

E. Three-Tiered System of Service Delivery (K-12)

A three-tiered system of service delivery is a necessary structure to efficiently and effectively support all children, not just those who struggle in school. The three-tiered system of service delivery is crucial for students to achieve at high levels. The graphic below is a visual representation of this three-tiered system. According to research, the percentages displayed reflect the percent of students anticipated to require increasing levels of responsiveness. Students may move flexibly through the tiers as needed.



a. Universal Screening (K-8)

Universal screening is the process of assessing all students to identify individuals who are at risk or in need of more individualized support (Hughes & Dexter, 2008). Universal screening data are used in two ways. First, they are used to determine if core instruction is sufficient for at least 80% of students. Second, they are used to identify students who qualify for additional support. Universal Screening is used to provide parents and staff with objective data on student academic competencies, unrelated to grade-level, curriculum expectations. When administered between 1-3 times per year, universal screening tools can provide a measure of growth over time.

b. Targeted Screening (9-12)

Targeted screening is the process of assessing struggling students to identify area(s) of skill deficit for the purpose of providing interventions and/or strategies to meet students' unique academic needs. Targeted screening is administered to students identified through the MTSS problem solving protocols and provides a benchmark of student skills who are in need of support.

c. Tier 1 Core Instruction:

At Tier 1, all students receive scientific, research-based core instruction implemented with integrity and emphasizing grade-level standards and school-wide behavioral expectations (including PBIS, Positive Behavior Interventions and Supports). Instruction at Tier 1 should be explicit, differentiated and include flexible grouping and active student engagement. To ensure 80% of students' needs are met at Tier 1, high quality instruction is essential.

If Tier 1 instruction is not successful in meeting the needs of 80% of the school's population, the school team should consider possible supports (e.g., improving explicit instruction, differentiation strategies, use of flexible grouping, and maximizing active student engagement).

d. Tier 2 Targeted Group Support:

At Tier 2, students identified as being at-risk academically or behaviorally are provided scientific, research-based interventions and/or strategies in addition to the core. This could be provided through pull-out or push-in interventions. Interventions may focus on reading, writing, math, speech/language, occupational therapy, assistive technology, behavior, and social/emotional functioning (i.e. counseling). Approximately 10 to 15% of students will need additional instruction at Tier 2 to become proficient. Tier 2 interventions are implemented with groups of students demonstrating common academic skill deficits or social/emotional/behavioral risk characteristics.

e. Tier 3 Intensive Intervention:

Students who demonstrate significant academic or behavioral deficits, or have not demonstrated sufficient progress with targeted group interventions at Tier 2, may require more individualized interventions based on collected data. Compared to Tier 2, Tier 3 may consist of smaller student-teacher ratios and occur for a longer duration of time (e.g., more daily minutes or more weeks spent in intervention). About 5-10% of students will require this level of intensive support.

f. Progress Monitoring:

The purpose of monitoring progress is to determine the effectiveness of an intervention plan on student learning. When data shows the student is progressing, interventions are maintained until the student has met identified goal(s). Once the student has met identified goal(s), interventions may be discontinued. When data demonstrates the student is not progressing, a change in intervention may be necessary as determined by the building MTSS team.

Elementary (K-5) MTSS Framework

MTSS Problem Solving Protocol

	Tier 1	Tier 2	Tier 3
Process <ul style="list-style-type: none"> ● Universal Screening ● MTSS Data Meetings ● Intervention Time ● Intervention Review ● Family Communication 	<ul style="list-style-type: none"> ● NWEA MAP Assessment administered to all students, 3 times per year ● Columbia’s Teachers College (TC) Running Records administered to all students, five times a year. (Sept., Nov., Jan., March, June) ● MTSS Data Meetings occur 3 times a year to review Universal & Targeted Screening data: <ul style="list-style-type: none"> ○ NWEA MAP Scores, NYS ELA & Math, Qualitative classroom data (formative assessments, GoMath Chapter Tests, TC Running Records, etc.) ● Schedule MTSS Team meeting for any student whose data does meet the criteria for Tier 2 or 3 Intervention but a concern still exists 	<ul style="list-style-type: none"> ● MTSS Data Meetings occur 3 times a year to review Universal & Targeted Screening data: <ul style="list-style-type: none"> ○ NWEA MAP Scores, NYS ELA & Math, Qualitative classroom data (formative assessments, GoMath Chapter Tests, TC Running Records, etc.) ● Intervention Plans developed for students who will be receiving Tier 2 Interventions ● MTSS and/or MTSS Data Teams will review Tier 2 students’ progress at least three times a year to determine the need to continue or change Intervention frequency, duration, or group size. The MTSS Team may also consider changing to a new Intervention ● MTSS Team will discuss: <ul style="list-style-type: none"> ○ Intervention ○ Frequency (30-90 min/wk) ○ Group Size (3-5 students) ● Share Intervention plan with families and students (via home letter) 	<ul style="list-style-type: none"> ● Administer AIMSweb Plus Benchmark probes to students below the 21st %ile ● MTSS Data Meetings occur 3 times a year to review Universal & Targeted Screening data: <ul style="list-style-type: none"> ○ NWEA MAP Scores, NYS ELA & Math, Qualitative classroom data (formative assessments, GoMath Chapter Tests, TC Running Records, etc.) ● Intervention Plans developed for students receiving Tier 3 Interventions ● MTSS and/or MTSS Data Teams will review Tier 3 students’ progress at least three times a year to discuss the need to continue or change Intervention frequency, duration, or group size. The MTSS Team may also consider changing to a new Intervention ● MTSS Team will discuss: <ul style="list-style-type: none"> ○ Intervention ○ Frequency (120-135 min/wk) ○ Group Size (1-3 students) ● Share Intervention plan with families and students (via home letter)

<p>Progress Monitoring</p>	<ul style="list-style-type: none"> • Ongoing formative assessments are used for all students • MTSS Data Team reviews Tier 1 data alongside screening data 3 times a year 	<ul style="list-style-type: none"> • Tier 2 students may be progress monitored using Intervention-specific measures or standardized measures such as AIMSWeb Plus • DL and/or MTSS Team will review progress monitoring data for Tier 2 students bi-weekly • Student progress will be reviewed in 8-10 weeks and the MTSS Team may reconvene to review Tier 2 data 	<ul style="list-style-type: none"> • Tier 3 Students will be progress monitored using AIMSWeb Plus; Intervention-specific measures may also be used • DL/RR and/or MTSS Team will review progress monitoring data for Tier 3 students weekly • Student progress will be reviewed in 8-10 weeks and the MTSS Team may reconvene to review Tier 3 data
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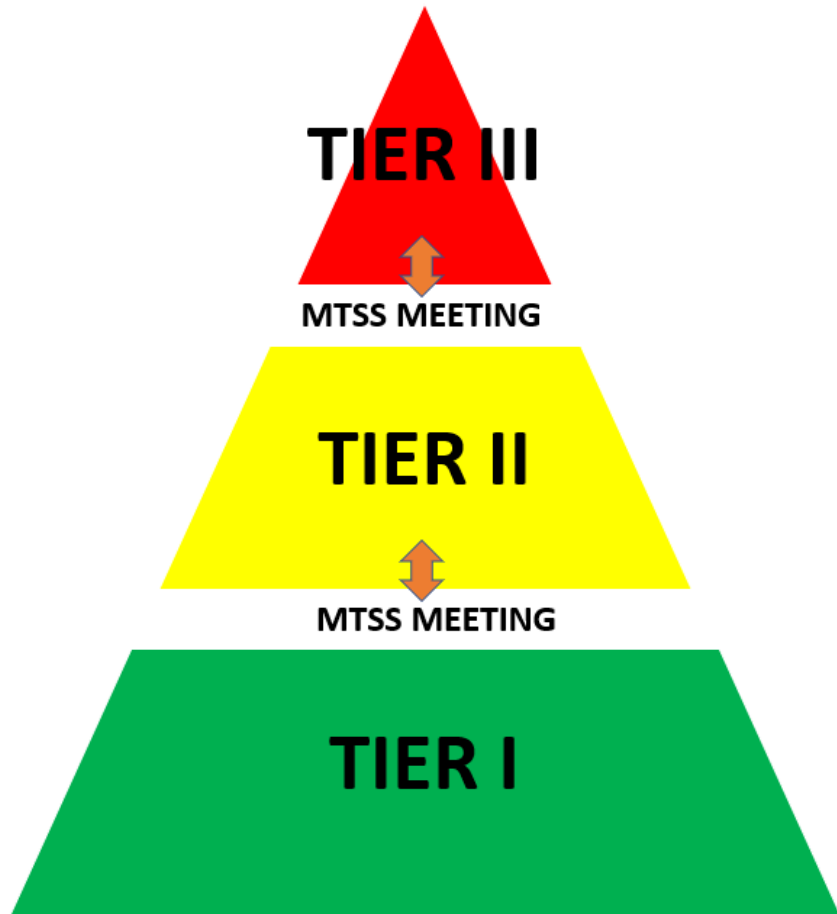
Elementary Interventions and Resources

Elementary Academic Resources

KEY: Reading Math Writing Science Additional Sources

Tier 1	Tier 2	Tier 3
<p>Teachers College Reading and Writing Project Leveled Literacy Intervention (LLI) Quick Reads Foundations Raz Kids Wilson-Fundations/Double Dose Go Math IXL- Math Go Math Personal Math Trainer Go Math Reteach/RTI Carolina Building Blocks Intervention Central Resources No Red Ink Read, Write, Gold</p>	<p>LLI Corrective Reading Quick Reads Wilson Reading System Foundations Raz Kids Wilson Fluency Orton-Gillingham Visualizing & Verbalizing Corrective Writing Wilson-Fundations/Double Dose HELPS Fluency Zaner Bloser Vocabulary Touch Math On Cloud Nine Go Math Reteach/RTI Math You See Number Worlds Read, Write, Gold</p>	<p>LLI Corrective Reading Quick Reads Wilson Reading System Foundations Raz Kids Wilson Fluency Orton-Gillingham Seeing Stars Visualizing & Verbalizing Edmark Explode the Code Expressive Writing Wilson- Foundations/Double Dose Hear Builder Phonemic Awareness HELPS Fluency Just Words LIPS Phonics for Reading Reading Triumphs Recipe for Reading Zaner Bloser Vocabulary Touch Math On Cloud Nine Go Math Reteach/RTI Number Worlds Perceptions Number Worlds Read, Write, Gold</p>

Elementary Behavior Interventions



- Intensive Individual Counseling
- Functional Behavioral Assessments
- Behavior Intervention Plans
- SPOA
- CPS
- Safety Plans
- Wrap-around Services
- Crisis Interventions
- Referral to Private or Community Services

- Health Plans
- Individual/Group Counseling
- Restorative Practices/Discipline
- Re-entry Plans
- Home Visits
- Weekly Progress Reports
- Weekly Check-ins/Check-outs
- Behavior Contracts
- Accommodation Plans
- Team Meetings
- DASA Response Protocol

- *Harmony* Curriculum
- School-wide Behavior Expectations
- Clubs
- Parent-Teacher Conferences

Elementary Data-Based Decision Making: Academic Intervention Entrance & Exit Indicators

	Tier 1	Tier 2	Tier 3
Entrance Indicators	<ul style="list-style-type: none"> ● At least 80% of students will be considered within Tier 1. ● Tier 1 Student Profile: <ul style="list-style-type: none"> ○ NWEA MAP Score > 41stile ○ 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: <ul style="list-style-type: none"> ○ MTSS Data Team may determine the need for Tier 1 Interventions 	<ul style="list-style-type: none"> ● 10-15% of students may require a Tier 2 Intervention ● Tier 2 Student Profile: <ul style="list-style-type: none"> ○ NWEA Map scores 21st-40th percentile OR ○ NWEA MAP Score below 21stile 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 	<ul style="list-style-type: none"> ● 5-10% of the students may require a Tier 3 Intervention ● Tier 3 Student Profile: <ul style="list-style-type: none"> ○ NWEA MAP Score <21stile & AIMSWebPlus Score <25thile ○ TC Running Record may be below or approaching grade level ○ Class performance may be Progressing or Not Yet Evident in most areas
Exit Indicators	<ul style="list-style-type: none"> ● MTSS Team may determine a student requires a Tier 2 or Tier 3 intervention when the Tier 1 Intervention (6-10 weeks) has not shown the expected progress 	<ul style="list-style-type: none"> ● Significant improvement on subsequent NWEA MAP Assessment and/or TC Running Record/Classroom performance, and Sufficient growth on progress monitoring measures 	<ul style="list-style-type: none"> ● Significant improvement on subsequent NWEA MAP Assessment and/or TC Running Record/Classroom performance, and Sufficient growth on progress monitoring measures

		<p>may lead to a change or reduction of Tier 2 Intervention</p> <ul style="list-style-type: none"> • Steady improvement on subsequent assessments and progress monitor measures should continue with current Tier 2 Intervention • Uncertain growth may lead to change in Intervention, frequency, or group size within Tier 2 • Insufficient growth may lead to a Tier 3 Intervention 	<p>may lead to a change or reduction of Tier 3 Intervention</p> <ul style="list-style-type: none"> • Steady improvement on subsequent assessments and progress monitor measures should continue with current Tier 3 Intervention • Uncertain growth may lead to change in Intervention, frequency, or group size within Tier 3 • Insufficient growth may lead to a building level CSE Referral
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Elementary Academic Assessments

Assessment	Areas Assessed	Benchmarking/ Screening Tool	Progress Monitoring Tool	<u>Standalone Assessment</u> vs. <u>Programmatic</u> Assessments
NWEA	Reading Writing Math	X		S
AimswestPlus	Reading Writing Math	X	X	S
Developmental Reading Assessment	Reading	X		S
Flash Writing	Writing	X	X	P
Leveled Literacy Intervention	Reading	X	X	P
Fundations	Reading	X	X	P
Running Records and Conference Notes	Reading Writing	X	X	P
Wilson Assessment of Decoding & Encoding	Reading Writing	X		P
Wilson Charting	Reading	X	X	P
WIST	Reading	X		S
Go Math!	Math	X	X	P
IXL	Math		X	P

Middle School (6-8) MTSS Framework

MTSS Problem Solving Protocol

	Tier 1	Tier 2	Tier 3
Process <ul style="list-style-type: none"> ● Universal Screening ● MTSS/Data Team Meetings ● Family Communication 	<ul style="list-style-type: none"> ● NWEA MAP Assessment is administered to all students in Grades 6-8, in both Reading and Math, three times per year. 8th grade students taking Algebra I will not take the NWEA MAP Math Assessment in the Spring. ● Potential Sources of Universal Data (Academic): <ul style="list-style-type: none"> ○ NWEA MAP ○ Standardized Testing Results (Regents, NYS Assessments, etc.) ○ Grades ○ Attendance Data ● Potential Sources of Universal Data (Behavior): <ul style="list-style-type: none"> ○ Attendance Data ○ Observational Data ○ Discipline Referrals 	<ul style="list-style-type: none"> ● Data Team Meetings are held by teacher referral, to discuss students in need of additional support. The Data Team identifies specific areas of student weakness and prescribes targeted classroom-based intervention strategies. ● Referrals to the MTSS Team can be made by teachers, support staff or the Data Team for students in need of targeted interventions outside of the classroom. ● Potential Sources of Targeted Data (Academic): <ul style="list-style-type: none"> ○ AIMSweb Plus ○ CBMs ○ TC Running Records ○ Content Area Assessments ○ Work Samples ○ Teacher Reports- qualitative ○ Running Records ● Potential Sources of Targeted Data (Behavior): 	<ul style="list-style-type: none"> ● Administer AIMSweb Plus Benchmark probes (probes used at building's discretion) to students below the 21st percentile ● MTSS Meetings are held weekly to discuss students by referral. Referrals are based on a lack of progress in response to Tier II interventions and/or significant weaknesses in performance and/or behavior concerns: <ul style="list-style-type: none"> ○ Appropriate interventions are prescribed based on student need. ○ For existing Tier II students, change/increase in intervention is prescribed based on student progress. ● Potential Sources of Targeted Data (Academic): <ul style="list-style-type: none"> ○ AIMSweb Plus ○ CBMs ○ TC Running Records ○ Content Area Assessments ○ Work Samples

		<ul style="list-style-type: none"> ○ Teacher Reports- qualitative ○ Discipline Referrals ○ Attendance Data ○ Observational Data ○ Informal Rating Scales ● Possible Tier II Interventions (Academic): <ul style="list-style-type: none"> ○ Reading Lab, Math Lab, Algebra Workshop ○ Lunch & Learn ('20-'21) ○ Instructional Support ○ Parent Communication/Meeting ● Possible Tier II Interventions (Behavior): <ul style="list-style-type: none"> ○ Truncated Schedule ○ Individual/Group Counseling ○ Skill-Building Groups ○ Instructional Support ○ Behavior Contract ○ Parent Communication/Meeting ● Share Intervention plan with families and students 	<ul style="list-style-type: none"> ○ Teacher Reports- qualitative ○ Running Records ● Potential Sources of Targeted Data (Behavior): <ul style="list-style-type: none"> ○ Teacher Reports- qualitative ○ Discipline Referrals ○ Attendance Data ○ Observational Data ○ Informal Rating Scales ● Possible Tier III Interventions (Academic): <ul style="list-style-type: none"> ○ Wilson Reading Program ○ Orton-Gillingham Reading ○ Just Words Reading ○ Instructional Support ○ 1:1 Academic Support ○ Parent Communication/Meeting ● Possible Tier III Interventions (Behavior): <ul style="list-style-type: none"> ○ Truncated Schedule ○ Individual/Group Counseling ○ Instructional Support ○ Home Visit ○ Parent Communication/Meeting ○ Share Intervention plan with families and students
Progress Monitoring		<ul style="list-style-type: none"> ● Student-Specific follow-up Meetings are convened by the Data Team after 4 weeks of intervention, to determine student progress 	<ul style="list-style-type: none"> ● Tier 3 Students will be progress monitored using intervention-specific or standardized measures ● Tier 3 students may be monitored weekly

		<ul style="list-style-type: none">● Tier 2 students may be progress monitored using Intervention-specific measures or standardized measures● Tier 2 students may be monitored biweekly● Data Team/MTSS Team may re-convene to review Tier 2 data as needed	<ul style="list-style-type: none">● MTSS Team may re-convene to review Tier 3 data as needed
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Middle School Interventions and Resources

Middle School Academic Resources

Key: Reading

Math

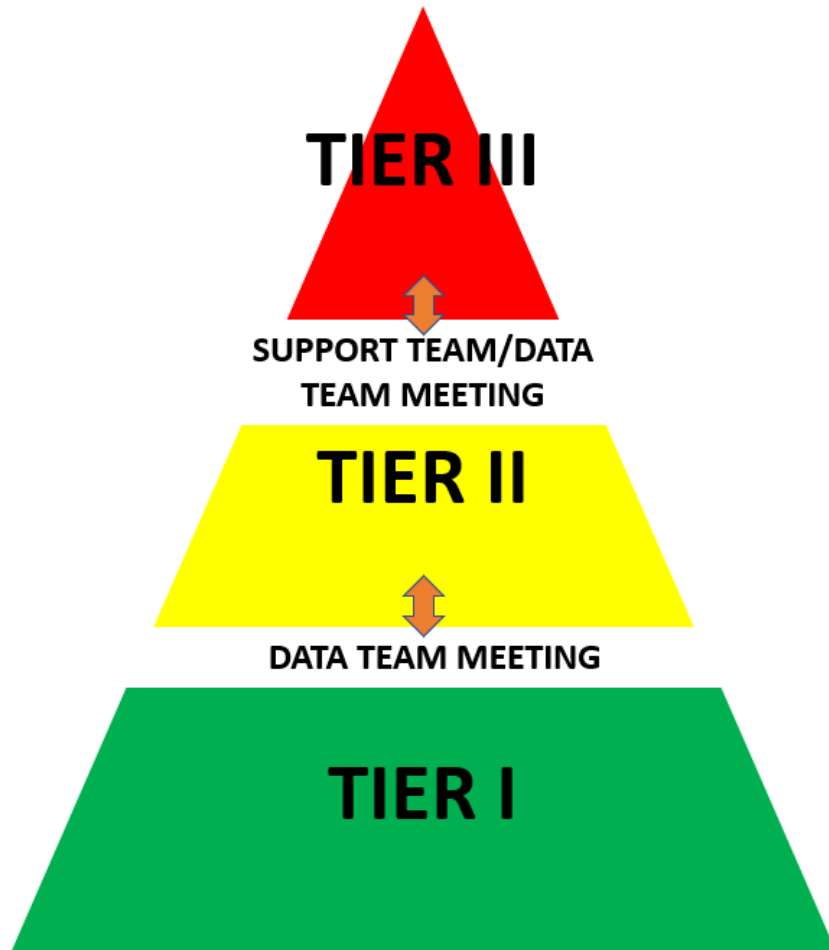
Writing

Science

Additional Sources

Tier 1	Tier 2	Tier 3
<p>Teachers College Reading and Writing Project CommonLit Go Math- Advanced Big Ideas Math ALEKS IXL Delta Math No Red Ink Teachers College (TC) Writing Conferences Explore Learning-Gizmos Intervention Central Resources</p>	<p>Corrective Reading LLI (Leveled Literacy Intervention) Running Record Wilson Reading System Just Words Orton-Gillingham Reading ALEKS</p>	<p>Corrective Reading Edmark Wilson Reading System Just Words Orton-Gillingham Reading</p>

Middle School Behavior Interventions



- Intensive Individual Counseling
- Functional Behavioral Assessments
- Behavior Intervention Plans
- SPOA
- CPS
- Safety Plans
- Wrap-around Services
- Crisis Interventions
- Referral to Private or Community Services

- Health Plans
- Individual/Group Counseling
- Restorative Practices/Discipline
- Re-entry Plans
- Home Visits
- Weekly Progress Reports
- Weekly Check-ins/Check-outs
- Behavior Contracts
- Accommodation Plans
- Team Meetings
- DASA Response Protocol

- Advisory Program
- Mental Health Education-Wellness Classes
- School-wide Behavior Expectations
- Guidance Conferences
- Clubs/Athletics
- Parent-Teacher Conferences
- Skills Class (6th Grade)

Middle School Data Based Decision-Making: Academic Intervention Entrance and Exit Indicators

	Tier 1	Tier 2	Tier 3
Entrance Indicators		<ul style="list-style-type: none"> ● NWEA MAP score 21st-40th percentile OR ● NWEA MAP Score below 21st%ile with average AIMSWeb Plus Benchmark Scores ● TC Running Record may be approaching or below grade level ● Referral by Data Team, MTSS team or teacher for academic achievement concerns 	<ul style="list-style-type: none"> ○ NWEA MAP Score <21st%ile & ○ AIMSWebPlus Score <25%ile ○ TC Running Record may be below or approaching grade level ● Referral by Data Team, MTSS team or teacher for academic achievement concerns
Exit Indicators		<ul style="list-style-type: none"> ● NWEA MAP Score >40th percentile ● Significant improvement in classroom performance ● Sufficient growth on progress monitoring measures may lead to a change or reduction of Tier 2 Intervention ● Steady improvement on subsequent assessments and progress monitor measures should continue with current Tier 2 Intervention ● Uncertain growth may lead to change in Tier 2 Intervention ● Insufficient growth may lead to a Tier 3 Intervention 	<ul style="list-style-type: none"> ● NWEA MAP Score >21st percentile ● Significant improvement in classroom performance ● Sufficient growth on progress monitoring measures may lead to a change or reduction of Tier 3 Intervention ● Steady improvement on subsequent assessments and progress monitor measures should continue with current Tier 3 Intervention ● Uncertain growth may lead to change in Tier 3 intervention ● Insufficient growth may lead to a building level CSE Referral

Middle School Academic Assessments

Assessment	Areas Assessed	Benchmarking/ Screening Tool	Progress Monitoring Tool	<u>Standalone</u> vs. <u>Programmatic</u>
NWEA	Reading Writing Math	X		S
AimswebPlus	Reading Math	X	X	S
Leveled Literacy Intervention	Reading	X	X	P
Corrective Reading- Mastery Tests	Reading	X	X	P
Corrective Reading- Vocabulary Tests	Reading		X	P
No Red Ink	Reading Writing	X	X	P
Quick Reads	Reading		X	P
Wilson	Reading	X	X	P
ALEKS	Math	X	X	P
Delta Math	Math		X	P
IXL	Math	X	X	P

High School (9-12) MTSS Framework

MTSS Problem Solving Protocol

	Tier 1	Tier 2	Tier 3
Process <ul style="list-style-type: none"> ● Data Team Meetings ● MTSS Meetings ● Universal/Targeted Data ● Possible MTSS Recommendations ● Family Communication 	<ul style="list-style-type: none"> ● Data Team Meetings are to occur three times per year to review universal and targeted student data to ensure all students in need have been referred to MTSS and/or prescribed appropriate support ● Potential Sources of Universal Data (Academic): <ul style="list-style-type: none"> ○ NWEA MAP (Incoming 9th Grade) ○ Standardized Testing Results (Regents, NYS Assessments, etc.) ○ Grades ○ Attendance Data ● Potential Sources of Universal Data (Behavior): <ul style="list-style-type: none"> ○ Attendance Data ○ Observational Data ○ Discipline Referrals 	<ul style="list-style-type: none"> ● MTSS meetings are held weekly to discuss students by referral. Referrals are based on observed and documented weaknesses in performance and/or behavior concerns: <ul style="list-style-type: none"> ○ Appropriate interventions are prescribed based on student need. ○ All MTSS cases are reviewed mid-year ● Potential Sources of Targeted Screening/Progress Monitoring Data (Academic): <ul style="list-style-type: none"> ○ NWEA (<i>Administered to students referred for Tier II Intervention in ELA & Math</i>) ○ Report Cards ○ Transcripts ○ Teacher Reports-qualitative ○ CommonLit Progress Data 	<ul style="list-style-type: none"> ● MTSS Meetings are held weekly to discuss students by referral. Referrals are based on observed weaknesses in performance and/or behavior concerns: <ul style="list-style-type: none"> ○ Appropriate interventions are prescribed based on student need. ○ For existing Tier II students, change/increase in intervention is prescribed based on student progress. ○ All MTSS cases are reviewed mid-year ○ Insufficient progress may lead to a CSE referral ● Potential Sources of Targeted Screening/Progress Monitoring Data (Academic): <ul style="list-style-type: none"> ○ NWEA (<i>Administered to students referred for Tier II Intervention in ELA & Math</i>) ○ Report Cards ○ Teacher Reports-qualitative ○ Transcripts

		<ul style="list-style-type: none"> ● Potential Sources of Targeted Screening Data (Behavior): <ul style="list-style-type: none"> ○ Attendance Data ○ Observational Data ○ Discipline Referrals ○ Teacher Reports-qualitative ● Possible Tier II Interventions (Academic): <ul style="list-style-type: none"> ○ Academic Literacy ○ Math Lab/Workshop ○ Science Workshop ○ Social Studies Workshop ○ Instructional Support Class ○ Parent Communication/ Meeting ● Possible Tier II Interventions (Behavior): <ul style="list-style-type: none"> ○ Group/Individual Counseling ○ Skill-Building Groups ○ Instructional Support ○ Parent Communication/ Meeting ● Share Intervention plan with families and students 	<ul style="list-style-type: none"> ○ CommonLit Progress Data ● Potential Sources of Targeted Screening/Progress Monitoring Data (Behavior): <ul style="list-style-type: none"> ○ Attendance Data ○ Observational Data ○ Discipline Referrals ○ Teacher Reports-qualitative ● Possible Tier III Interventions (Academic): <ul style="list-style-type: none"> ○ Academic Literacy ○ Math Lab/Workshop ○ Science Workshop ○ Social Studies Workshop ○ Instructional Support ○ Parent Communication/ Meeting ○ A-School (CASTLE) ● Possible Tier III Interventions (Behavior): <ul style="list-style-type: none"> ○ Truncated schedule ○ Group/Individual Counseling ○ Home visit ○ Parent communication/ meeting ○ A-School (CASTLE) ● Share Intervention plan with families and students
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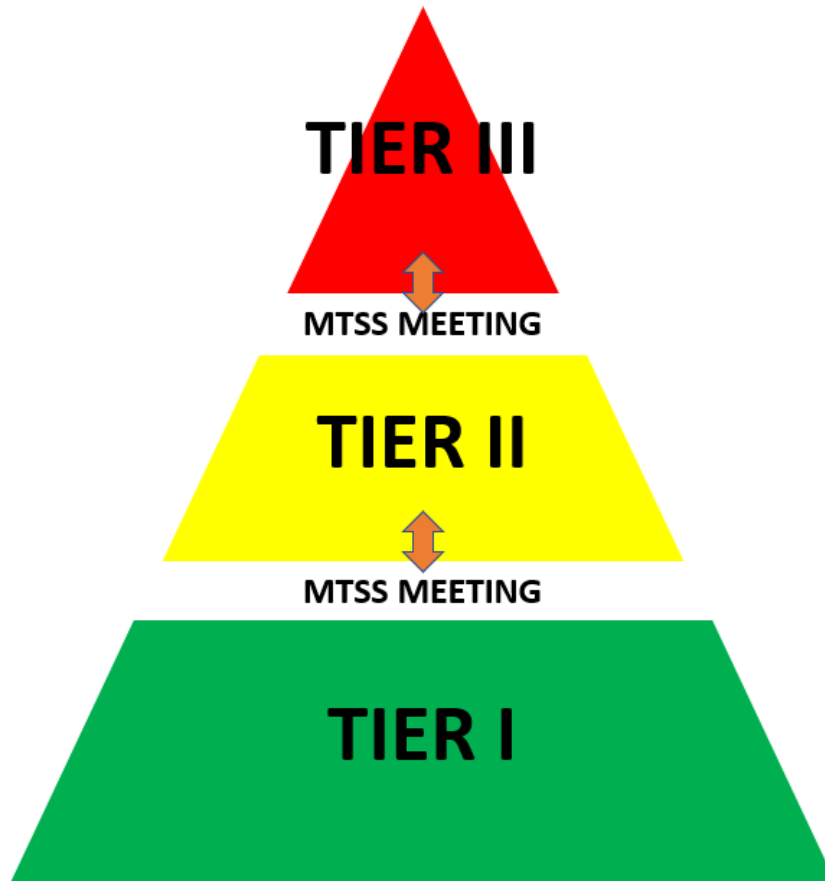
High School Interventions and Resources

High School Academic Resources

KEY: Reading Writing Math **Science**

Tier 1	Tier 2	Tier 3
Castle Learning Delta Math IXL	CommonLit Wilson Leveled Literacy Intervention Corrective Reading Just Words IXL Castle Learning	CommonLit Wilson Leveled Literacy Intervention Corrective Reading Just Words EdMark IXL Castle Learning

High School Behavior Interventions



- Intensive Individual Counseling
- Functional Behavioral Assessments
- Behavior Intervention Plans
- A-school- Alternative Education
- PINS/Court Liaisons
- SPOA
- CPS
- Safety Plans
- Wrap-around Services
- Crisis Interventions
- Referral to Private or Community Services

- Health Plans
- Mentoring Program
- Peer Mediations
- Individual/Group Counseling
- Student Support Groups
- Restorative Practices/Discipline
- Re-entry Plans
- Home Visits
- Weekly Progress Reports
- Weekly Check-ins/Check-outs
- Behavior Contracts
- Section 504 Plans, per 504 Committee Determination
- Team Meetings
- DASA Response Protocol

- Advisory Program
- Mental Health Education- Wellness Classes
- P.R.I.D.E
- Junior Day
- School-wide Behavior Expectations
- Guidance Conferences
- PAL Program
- Community Service Opportunities
- Clubs/Athletics
- Parent-Teacher Conferences

High School Data Decision-Making: Tier II Entrance and Exit Criteria

Grades 9-12: Academic Literacy Class

Academic Literacy provides additional instructional services and interventions for students in need of support to strengthen skills in English/Language Arts. These classes meet on alternating days. Eligibility for Academic Literacy may be determined following the suggested criteria below at each grade level and may be discontinued when the student meets one or more of the indicators outlined in the potential exit criteria below.

Grade	Potential Entrance Criteria	Potential Exit Criteria
<p>9 (Alternate Day): Writing about Reading: course focuses on supporting critical reading and writing skills</p>	<ul style="list-style-type: none"> - A score below the designated performance levels on the prior NYS ELA Assessment - Quarterly report cards at or below C in English - Midterm and/or Final Exam at or below a D in English - Referral by MTSS team, 8th grade English teacher, counselor, and/or a teacher for academic achievement concerns 	<ul style="list-style-type: none"> - A score at or above the designated performance levels on the NYS ELA assessment - Quarterly report cards at or above B in English - Midterm and/or Final Exam in English at or above B - Recommendation by English teacher/MTSS team/Academic Literacy teacher
<p>10 (Alternate Day): Interventions focus on reading grade-level literature and non-fiction texts</p>	<ul style="list-style-type: none"> - A score below the designated performance levels on the prior NYS ELA Assessment - Quarterly report cards at or below C in English - Midterm and/or Final Exam at or below D in English - Referral by MTSS team or a teacher for academic achievement concerns 	<ul style="list-style-type: none"> - Quarterly report cards at or above B in English - Midterm and/or Final Exam in English at/or above B - Recommendation by English teacher/MTSS team/Academic Literacy teacher
<p>11 (Alternate Day): Interventions focus on reading, and analytical and argumentative writing</p>	<ul style="list-style-type: none"> - Quarterly report cards at or below C in English - Midterm or Final Exam at or below D in English - Referral by MTSS team or a teacher for academic achievement concerns 	<ul style="list-style-type: none"> - Quarterly report cards at or above B in English - Midterm and/or Final Exam in English at or above B - Passing grade on NYS ELA Regents Exam - Recommendation by English

		teacher/MTSS team/Academic Literacy teacher
12 (Alternate Day): Interventions focus on research and writing skills	<ul style="list-style-type: none"> - A score below 65 on the NYS ELA Regents Exam - Quarterly report cards at or below C in English - Midterm and/or Final Exam at or below D in English - Referral by MTSS or a teacher for academic achievement concerns 	<ul style="list-style-type: none"> - A score of 65 or above on the NYS ELA Regents Exam - Quarterly report cards at or above B in English - Recommendation by English teacher/MTSS Team/Academic Literacy teacher

Grades 9-12: Math Lab

Math Lab provides additional instructional services and interventions that supplement regular classroom instruction designed to help students achieve the NYS Next Generation Learning Standards in Mathematics. These classes meet on alternating days, are capped at 17 students, and are taught by the same highly qualified mathematics teacher as in the regular classroom. Eligibility for math lab may be determined following the suggested criteria below at each grade level and may be discontinued when the student achieves a passing score on the NYS Regents or when the student meets one or more of the indicators outlined in the potential exit criteria below.

Grade	Potential Entrance Criteria	Potential Exit Criteria
9th Algebra Lab	<ul style="list-style-type: none"> - Referral by Math teacher/MTSS team/guidance counselor for academic achievement concerns - A score below 80 on the prior NYS Math Regents/Assessment - Quarterly report cards at or below C in Math - Midterm or Final exam at or below a D in Math - NWEA score less than 40th percentile 	<ul style="list-style-type: none"> - Recommendation by Math teacher/MTSS team/guidance counselor to cease services - A score at or above 85 on the NYS Math Regents - Quarterly report cards at or above B in Math - Midterm and/or Final Exam in Math at or above B - NWEA score greater than 40th percentile
9 th Geometry Lab	<ul style="list-style-type: none"> - Referral by Math teacher/MTSS team/guidance counselor for academic achievement concerns 	<ul style="list-style-type: none"> - Recommendation by Math teacher/MTSS team/guidance counselor to cease services - A score at or above 85 on the NYS Math

	<ul style="list-style-type: none"> - A score below 80 on the prior NYS Math Regents/Assessment - Quarterly report cards at or below C in Math - Midterm or Final exam at or below a D in Math - NWEA score less than 40th percentile 	<p>Regents</p> <ul style="list-style-type: none"> - Quarterly report cards at or above B in Math - Midterm and/or Final Exam in Math at or above B - NWEA score greater than 40th percentile
<p>10th Algebra 2 Lab</p>	<ul style="list-style-type: none"> - Referral by Math teacher/MTSS team/guidance counselor for academic achievement concerns - A score below 80 on the prior NYS Math Regents - Quarterly report cards at or below C in Math - Midterm or Final exam at or below D in Math - NWEA score less than 40th percentile 	<ul style="list-style-type: none"> - Recommendation by Math teacher/MTSS team/guidance counselor to cease services - A score at or above 85 on the NYS math regents - Quarterly report cards at or above B in Math - Midterm and/or Final Exam in Math at or above B - NWEA score greater than 40th percentile
<p>11th Precalculus Lab</p>	<ul style="list-style-type: none"> - Referral by Math teacher/MTSS team/guidance counselor for academic achievement concerns - A score below 80 on the prior NYS Math Regents - Quarterly report cards at or below C in Math - Midterm or final exam at or below D in Math - NWEA score less than 40th percentile 	<ul style="list-style-type: none"> - Recommendation by Math teacher/MTSS team/guidance counselor to cease services - Quarterly report cards at or above B in Math - Midterm in math at or above B - A score of B or above on the Syosset math final exam - NWEA score greater than 40th percentile
<p>12th AP Calculus AB Lab</p>	<ul style="list-style-type: none"> - Referral by Math teacher/MTSS team/guidance counselor for academic achievement concerns - A score below B on the Syosset Math Final Exam - Quarterly report cards at or below C in Math - Midterm or Final exam at or below D in Math - NWEA score less than 40th percentile 	<ul style="list-style-type: none"> - Recommendation by Math teacher/MTSS team/guidance counselor to cease services - A score of B or better on the Syosset final exam - Quarterly report cards at or above B in Math - NWEA score greater than 40th percentile

Grades 9-12: Science Workshop

The Science Department currently provides additional instructional services and interventions that supplement regular classroom instruction designed to help students in Earth Science, Living Environment and Chemistry. These classes meet on alternating days, are capped at 15 students, and are taught by a highly qualified content area teacher. Eligibility for these workshops may be determined following the suggested criteria below and may be discontinued when the student meets the majority of criteria outlined in the potential exit indicators below.

Course	Potential Entrance Indicators	Potential Exit Indicators
Earth Science Workshop	<ul style="list-style-type: none"> - A score below the designated performance levels on the prior NYS Math/Science Assessment - Quarterly report cards at or below C+ in Math and/or Science - Midterm or Final exam at or below a C in Math and/or Science - Referral by MTSS team and/or 8th or 9th grade Science teacher and/or counselor for academic achievement concerns 	<ul style="list-style-type: none"> - A score at or above the designated performance levels on the NYS Math/Science Assessment - Quarterly report cards at or above B in Science - Midterm and/or Final Exam in Math and Science at or above B - Recommendation by Science teacher/MTSS team to cease services - NWEA score of 40th percentile or above
Living Environment Workshop	<ul style="list-style-type: none"> - A score below the designated performance levels on the prior NYS Science Assessment. - Score below 40th percentile on selected ELA sub-areas on MAPS 6+ Growth Assessment - Quarterly report cards at or below C+ in Math and/or Science - Midterm or Final exam at or below C in Science. - Referral by teacher to MTSS team for academic achievement 	<ul style="list-style-type: none"> - Quarterly report cards at or above B in Science - Midterm and/or Final Exam in Science at or above B - Recommendation by Science teacher/MTSS team teacher to cease services - NWEA score of 40th percentile or above on select ELA sub-areas of MAPS 6+

Chemistry Workshop	<ul style="list-style-type: none"> - Score below 40th percentile on Algebra-related indicators on MAPS 6+ for Math - Quarterly report cards at or below C+ in Math and/or Science - Midterm or Final exam at or below a C in Math and/or Science - Referral by teacher to MTSS team, Science teacher and/or counselor for academic achievement concerns 	<ul style="list-style-type: none"> - Quarterly report cards at or above B in Science - Midterm and/or Final Exam in Math and Science at or above B - Recommendation by Science teacher/MTSS team teacher to cease services - NWEA score of 40th percentile or above
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Grades 9-12: Instructional Support Class

A Tier II/III support class that meets daily or alternating days. For students with a Section 504 Plan, this class may be a recommendation from the 504 Team. For students with an Individualized Education Program (IEP), this class may be recommended at a SubCSE meeting. This support would be listed under Supplementary Aides (on either formal document) with a start and end date and does not appear on a student's transcript.

Potential Entrance Indicators		Potential Exit Indicators	
Students with a 504 Plan	Students with an IEP	Students with a 504 Plan	Students with an IEP
<ul style="list-style-type: none"> - Performance deficits in: <ul style="list-style-type: none"> - Organization - Time Management - Planning - Self-Regulation - Identified and documented Health Impairment (i.e. ADD); may be in conjunction with District Nurse and/or Physician 	<ul style="list-style-type: none"> - Committee on Special Education (CSE) Recommendation for Supplemental Aids - Skill Deficits - Performance Deficits - IEP Goals - Identified and documented classification as per CSE 	<ul style="list-style-type: none"> - Based on 504 Team review meeting - Progress made in the identified deficit area(s) prior to enrolling in the class - Teacher Input - New medical documentation 	<ul style="list-style-type: none"> - Based on Sub-CSE meeting - Progress made in identified deficit area(s) - Review of progress monitoring of IEP Goals - Teacher input

High School Academic Assessments

Assessment	Areas Assessed	Benchmarking/ Screening Tool <i>U=Universal</i>	Progress Monitoring Tool	Stand-alone Assessment vs. Programmatic Assessments
NWEA (as needed)	Reading Math	X		S
CommonLit	Reading		X	P
Passport Reading Journeys (for students in Special Class 12:1)	Reading	X	X	P
Wilson Reading Program	Reading	X	X	P
Leveled Literacy Intervention	Reading	X	X	P
Delta Math	Math		X	P
IXL	Math	X	X	P

Staff Resources/References

- Chard, D. J., Harn, B. A., Sugai, G., Horner, R. H., Simmons, D. C. & Kame'enui, E. J. (2008). Core features of multi-tiered systems of reading and behavioral support. In C. R. Greenwood, T. R.
- Fuchs, D., Compton, D. L., Fuchs, L. S., & Davis, G. C. (2008). Responsiveness-to-intervention for preventing and identifying reading disabilities: A randomized control trial of the National Research Center on Learning Disabilities. *Reading and Writing: An Interdisciplinary Journal*
- Hughes, C., & Dexter, D.D. (2008). *Field studies of MTSS programs*. Retrieved from January 1, 2009, from the RTI Action Network website: <http://www.MTSSnetwork.org/Learn/Research/ar/FieldStudies>.
- Intervention Central www.interventioncentral.com
- Florida Center for Reading Research <http://www.fcrr.org/>
- New York State Response to Intervention [NYS Multi-Tier System of Supports](#)
- MTSS Action Network <http://www.rtinetwork.org/>
- Spotlight <https://www.k12solutionsgroup.com/spotlight>
- Staff Resources are available on the District Home Page - See MTSS Portal