Northbrook/Glenview School District 30
Multi-Tiered System of Support Handbook

District Mission:

The mission of the District 30 Multi-Tiered System of Supports (MTSS) is to support high-quality core instruction with interventions matched to student needs in order to promote academic, social-emotional, functional, and behavioral growth for all District 30 students.

MTSS Defined:

MTSS stands for **Multi-Tiered Systems of Support**. MTSS is a school-wide framework that includes universal screening of all students, multiple tiers of instruction and intervention, ongoing assessment and progress monitoring, and systematic collaboration and problem solving. MTSS is a fluid continuum of supports where data is used to establish multiple stages or tiers of interventions for varying degrees of educational difficulties. The goals of MTSS are to continuously provide high-quality, standards-based instruction and intervention that is matched to students' academic, social, and behavioral needs.

<u>**Key Elements of MTSS:**</u>

MTSS is not a specific curriculum. It is a proactive approach that includes the following elements:

- **Universal Screening** provides a systematic process for identifying students
- **The multi-tiered prevention system** includes three tiers of intensity for instruction, intervention, and supports
- **Progress monitoring** is used to assess students' performance, rate of improvement or responsiveness, and to evaluate the effectiveness of instruction
- **Data analysis** drives decisions about instruction, movement within the multi-level prevention system, and intensification of instruction and supports
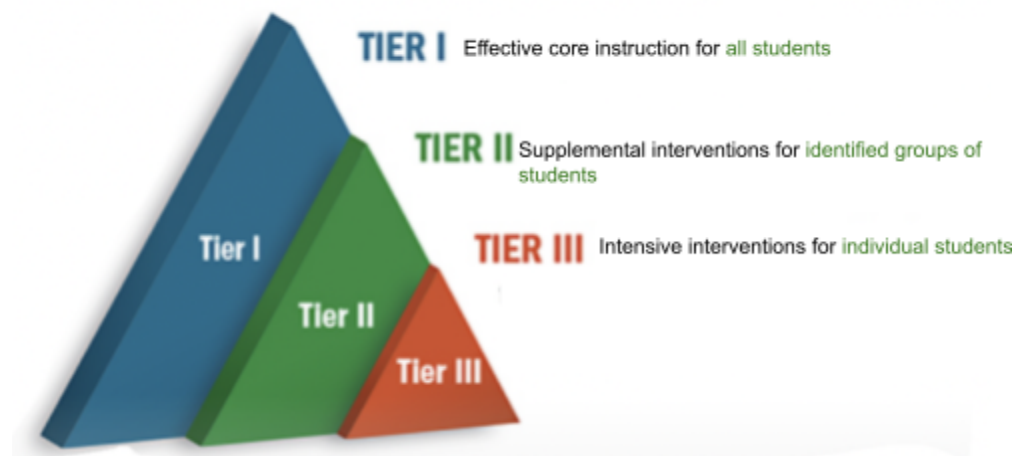
MTSS Framework:
An MTSS framework is composed of three tiers:

Tier 1 - Core Instruction

Tier 1 consists of primary interventions that typically address the needs of about 80% of the student population through high-quality core classroom instruction. This teaching approach works to support the needs and abilities of learners through best practices including differentiation, accommodations, and strategies. Tier 1 instruction is aligned with Common Core State Standards and Illinois Social Emotional Standards.

Tier 2 - Supplement to Core Instruction

In addition to supports offered for all students at Tier 1, some students may need additional interventions to bridge a gap in a specific skill, or to reduce the risk of academic or behavioral skill deficits. Tier 2 interventions are implemented to build a student's academic, social-emotional/behavioral, and/or functional skills, with the intention of supporting them becoming more responsive to Tier 1 interventions. Students receiving a Tier 2 intervention may access targeted instruction and supports delivered in small groups either inside or outside of the general education classroom. Students are progress-monitored to ensure that the intervention is appropriate and effective in closing the deficit in the shortest amount of time.

Tier 3 - Intensive Intervention

When students demonstrate ongoing academic, functional, social-emotional, or behavioral needs that are interfering with their learning and are not responding to interventions at Tier 2, a more individualized and/or intensive Tier 3 intervention may be considered. Tier 3 interventions are targeted, evidence based, and delivered with fidelity in conjunction with all components of Tier 1 core instruction. They are designed to close the identified skill deficit by addressing concerns related to factors such as the frequency, duration, and intensity. This process includes input from all relevant team members (parents, teachers, school psychologists, social workers, reading specialists, math specialists, speech pathologists, occupational therapists, and school nurses).
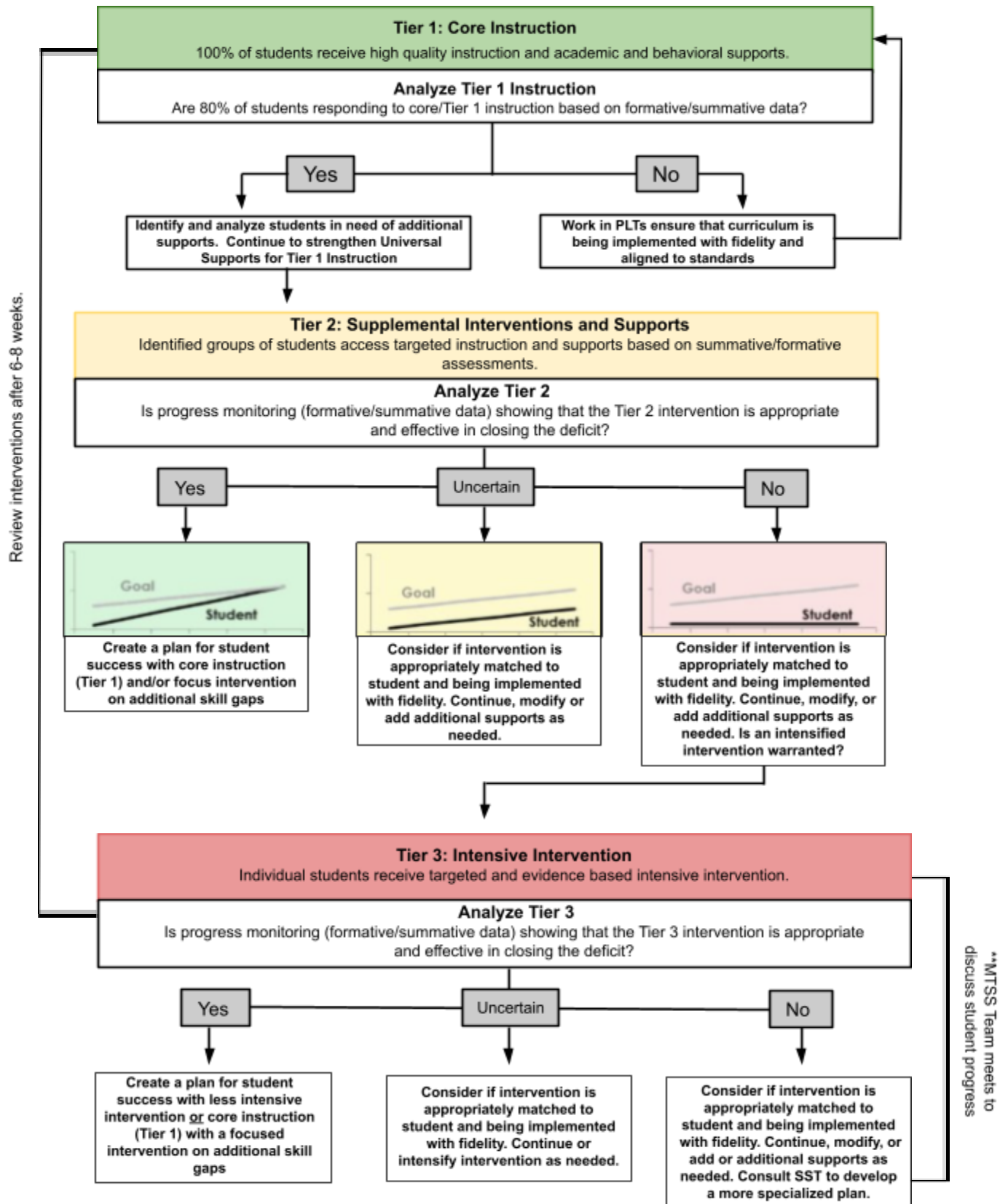
After reviewing the existing information, a short-term individualized intervention plan will be developed and implemented across relevant settings. The plan will focus on supporting the student by teaching new skills, monitoring progress, and providing consistent and ongoing feedback. Data will be collected weekly to assess the student's response to the intervention. At the end of the intervention cycle, the school team will determine next steps based on the student's individual needs and progress. If the student makes adequate progress at Tier 3, they may exit Tier 3 support or maintain Tier 2 intervention. If the student does not make adequate progress they may be referred to the school Student Services Team.

After reviewing the existing information, a short-term (6-8 week) individualized intervention plan will be developed and implemented across relevant settings. The plan will focus on supporting the student by teaching new skills, monitoring progress, and providing consistent and ongoing feedback. Data will be collected weekly to assess the student's response to the intervention. At the end of the intervention cycle, the school team will determine next steps based on the student's individual needs and progress. If the student makes adequate progress at

Tier 3, they may exit Tier 3 support or maintain Tier 2 intervention. If the student does not make adequate progress they may be referred to the school Student Services Team.

[MTSS Accommodations and Modifications](#)

District 30 Flowchart for Tiered Support and Intervention

Tier 1: Core Instruction
100% of students receive high quality instruction and academic and behavioral supports.

Analyze Tier 1 Instruction
Are 80% of students responding to core/Tier 1 instruction based on formative/summative data?

Yes

No

Identify and analyze students in need of additional supports. Continue to strengthen Universal Supports for Tier 1 Instruction

Work in PLTs ensure that curriculum is being implemented with fidelity and aligned to standards

Tier 2: Supplemental Interventions and Supports
Identified groups of students access targeted instruction and supports based on summative/formative assessments.

Analyze Tier 2
Is progress monitoring (formative/summative data) showing that the Tier 2 intervention is appropriate and effective in closing the deficit?

Yes

Uncertain

No

Goal / Student

Create a plan for student success with core instruction (Tier 1) and/or focus intervention on additional skill gaps

Goal / Student

Consider if intervention is appropriately matched to student and being implemented with fidelity. Continue, modify or add additional supports as needed.

Goal / Student

Consider if intervention is appropriately matched to student and being implemented with fidelity. Continue, modify, or add additional supports as needed. Is an intensified intervention warranted?

Tier 3: Intensive Intervention
Individual students receive targeted and evidence based intensive intervention.

Analyze Tier 3
Is progress monitoring (formative/summative data) showing that the Tier 3 intervention is appropriate and effective in closing the deficit?

Yes

Uncertain

No

Create a plan for student success with less intensive intervention or core instruction (Tier 1) with a focused intervention on additional skill gaps

Consider if intervention is appropriately matched to student and being implemented with fidelity. Continue or intensify intervention as needed.

Consider if intervention is appropriately matched to student and being implemented with fidelity. Continue, modify, or add or additional supports as needed. Consult SST to develop a more specialized plan.

Review interventions after 6-8 weeks.

**MTSS Team meets to discuss student progress

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**MTSS Team: District Administration, Content Area Specialist/Gifted Coordinator, School Psychologists, Classroom Teacher, Math Interventionist, and Reading Specialist

DISTRICT 30 MTSS - MATH

	TIER 1 - CORE INSTRUCTION	TIER 2 - SUPPLEMENTAL INSTRUCTION	TIER 3 - INTENSIVE INSTRUCTION
Universal Screening Data	● Measures of Academic Progress (MAP)	● Measures of Academic Progress (MAP)	● Measures of Academic Progress (MAP)
Instructional Resources	Bridges In Mathematics (Kindergarten) Math in Focus (1-5) Big Ideas (6-8)	Bridges in Mathematics (Fluency) Math in Focus ● Core Materials ● Reteach Differentiation Options - PLT docs Big Ideas (6-8) ● Core Materials ● Reteach & Extra Practice ● Basic Skills Handbook	Number Worlds Bridges In Mathematics
Instructional Model/Delivery	K-5 Math Workshop Big Ideas (6-8) Activities and Lessons	Small Group ● Pre-teach/Reteach ● Push-In (math rotation) ● Pull-Out (extension)	Small Group or 1:1 ● Pull-Out (extension)
Diagnostic Tools	● Measures of Academic Progress (MAP) ● Math in Focus Pre/Post Unit Assessments (1-5) ● Big Ideas Unit Quizzes and Tests (6-8)	● Measures of Academic Progress (MAP) ● Math in Focus Pre/Post Unit Assessments ● Big Ideas (6-8) Unit Quizzes and Tests	● Measures of Academic Progress (MAP) ● Math in Focus Pre/Post Unit Assessments ● Assessments within Instructional Resources (i.e. Pre/Post Unit Assessments)

DISTRICT 30 MTSS - ELA

	TIER 1 - CORE INSTRUCTION	TIER 2 - SUPPLEMENTAL INSTRUCTION	TIER 3 - INTENSIVE INSTRUCTION
Universal Screening Data	● Measures of Academic Progress (MAP) ● Curriculum Based Measures (CBM) ● Tests of Early Literacy and Numeracy (TEL/TEN) ● Concepts About Print (CAP for Kindergarten) ● Fountas & Pinnell (F&P)	● Measures of Academic Progress (MAP) ● Curriculum Based Measures (CBM) ● Tests of Early Literacy and Numeracy (TEL/TEN) ● Concepts About Print (CAP for Kindergarten) ● Fountas & Pinnell (F&P)	● Measures of Academic Progress (MAP) ● Curriculum Based Measures (CBM) ● Tests of Early Literacy and Numeracy (TEL/TEN) ● Concepts About Print (CAP for Kindergarten) ● Fountas & Pinnell (F&P)
Instructional Resources	● Jolly Phonics (Kindgarten) ● Heggerty Phonemic Awareness (K-1) ● Units of Study Phonics (K-2) ● UFLI ● Units of Study Reading & Writing (K-5) ● Guided reading texts (K-5) ● Scholastic Magazines (K-5) ● Making Meaning (1-5) ● Book Club Texts (1-8)	● Interactive Writing & Shared Reading (K-1) ● Literacy Footprints (K-3) ● Reading Mastery Transformations (K-5) ● Guided Reading Plus (1-4) ● Read Live (1-5) ● Bridge the Gap: Heggerty (2-5) ● Comprehension Focus Group (4-5) ● ThinkCirca (6-8) ● Sadlier (6-8)	● Benchmark Phonics Intervention (1-5) ● Rewards (4-6)
Instructional Model/Delivery	K-5 Literacy Studio	Small Group ● Push-in (ELA block) ● Pull-out (extension)	Small Group or 1:1 ● Pull-out (extension)
Diagnostic Tools	● Running Records with Comprehension Conversation ● Developmental Spelling Assessments ● Conferences ● OTUS Common Assessments (2-8)	● Running Records ● Word Study Assessment ● Comprehension Conversation ● AIMSweb (Letter Naming/Sounds; Nonsense Word Fluency, ORF) ● Star360	● Weekly Cumulative Assessments ● Phonics & Spelling Assessments (QPA & QSA) ● Running Records ● AIMSweb (Letter Naming/Sounds; NonsenseWord Fluency, ORF) ● Star360

DISTRICT 30 MTSS - OCCUPATIONAL THERAPY

	TIER 1 - CORE INSTRUCTION	TIER 2 - SUPPLEMENTAL INSTRUCTION	TIER 3 - INTENSIVE INSTRUCTION
Universal Screening Data *Collected in Fall and Winter*	- Fall, Winter, and Spring Fine-motor and Visual-motor Universal Screener (Pre-K, Kindergarten) - Teacher input or recommendation - Clinical Observations - Universal Accommodations - Data from whole group lessons	- Fall, Winter, and Spring Fine-motor, Visual-motor Universal Screener (Pre-K, Kindergarten) - Teacher input or recommendation - Clinical Observations - Universal Accommodations - Data from whole group lessons	- Fall, Winter, and Spring Fine-motor, Visual-motor Universal Screener (Pre-K, Kindergarten) - Teacher input or recommendation - Clinical Observations - Universal Accommodations - Data from whole group lessons - Data from small group/individual sessions
Instructional Resources	- Jolly Phonics (Pre-K/Kindergarten) - Common language and prompting for letter formation and size - Alternative Seating Options - General Accommodations and Resources	- Learning Without Tears (Formally, Handwriting Without Tears) - Get Ready - Do - Done - Specific Accommodations and Resources	- Learning Without Tears (Formally, Handwriting Without Tears) - Get Ready - Do - Done - Individualized Accommodations and Resources
Instructional Delivery / Model	Whole-class 30-minute lessons regarding developmental fine-motor, visual-motor, bilateral coordination, executive functioning, and sensory regulation skills for all Pre-K/Kindergarten students, implemented by classroom teacher and occupational therapist	Small Group - Push-In - Pull-Out	Small Group or 1:1 Pull-Out
Entrance Criteria *Using one or more of the identifiers*		- Fall, Winter, and Spring Universal Screening Data - Teacher input regarding student's fine-motor, visual-motor, bilateral coordination, self-help, executive functioning, and sensory regulation skills/performance - Clinical observations and data based on developmental skill level	- Fall, Winter, and Spring Universal Screening Data - Teacher input regarding student's fine-motor, visual-motor, bilateral coordination, self-help, executive functioning, and sensory regulation skills/performance - Data demonstrating lack of progress in Tier 2
Exit Criteria *Using one or more of the identifiers*		- Fall, Winter, and Spring Universal Screening Data - The student progressed or is able to access curriculum and environment - Needs can be met through classroom accommodations	- Fall, Winter, and Spring Universal Screening Data - The student progressed or is able to access curriculum and environment - Needs can be met through classroom accommodations

DISTRICT 30 MTSS - SOCIAL-EMOTIONAL

	TIER 1 - CORE INSTRUCTION	TIER 2 - SUPPLEMENTAL INSTRUCTION	TIER 3 - INTENSIVE INSTRUCTION
Universal Screening Data **Collected in Fall and Winter*	*Elementary* ● Student Risk Screening Scale (SRSS) / SAEBRs ● Teacher Input *Middle School* ● SISS + MH ● Teacher Input ● Erika's Lighthouse self-referrals (7th) ● Illuminate Dat Referrals ● Reminder System Data	*Elementary* ● Student Risk Screening Scale (SRSS) / SAEBRs ● Teacher Input *Middle School* ● SISS + MH ● Teacher Input ● Illuminate Dat Referrals ● Reminder System Data	*Elementary* ● Student Risk Screening Scale (SRSS) / SAEBRs ● Teacher Input *Middle School* ● SISS + MH ● Teacher Input ● Illuminate Dat Referrals ● Reminder System Data
Instructional Resources	● RULER ● ADL ● SCIP (Kindergarten) ● [Accommodations](#) *Optional/Supplement* ● Second Step ● Class Dojo ● Classwide Management System *Middle School* ● Advisory SEL lessons ● Erika's Lighthouse	● RULER ● ADL ● Second Step ● Social Thinking ● Everyday Speech ● Point Sheet ● [Accommodations](#) ● Additional materials and content determined by member of counseling team	● RULER ● ADL ● Second Step ● Social Thinking ● Everyday Speech ● Point Sheet ● [Accommodations](#) ● Additional materials and content determined by member of counseling team
Instructional Delivery / Model	● Whole-class lessons for all students, implemented by classroom teacher and/or Specialist ● Restorative conversations/circles (whole group, small group, 1:1)	Small Group ● Push-in ● Pull-out ● Check In/Check Out *Short term skill groups (4-8 weeks)	Small Group ● Pull-out ● Check In/Check Out *Longer term (8+ weeks)
Entrance Criteria **Using one or more of the identifiers*		● Fall and Winter Universal Screening Data ● Teacher input regarding student social-emotional skills/performance ● Review of school-wide data (e.g. nurse visits, reminders, attendance, RULER)	● Fall and Winter Universal Screening Data ● Teacher input regarding student social-emotional skills/performance ● Review of school-wide data (e.g. nurse visits, reminders, attendance, RULER) ● Data demonstrating lack of progress in Tier 2
Exit Criteria **Using one or more of the identifiers*		● Completion of the cycle ● Fall and Winter Universal Screening Data ● The student progressed or met the identified goal ● CICO/Point Sheet Data	● Completion of the cycle ● Fall and Winter Universal Screening Data ● The student progressed or met the identified goal ● CICO/Point Sheet Data

DISTRICT 30 MTSS - SPEECH-LANGUAGE

	TIER 1 - CORE INSTRUCTION	TIER 2 - SUPPLEMENTAL INSTRUCTION	TIER 3 - INTENSIVE INSTRUCTION
Universal Screening Data	• Fall Articulation Screening (Kindgarten, Second Grade) • Teacher input or recommendation • CELF-5 Language Screening Tool per parent/teacher referral	• Fall Articulation Screening (Kindgarten, Second Grade) • Teacher input or recommendation • CELF-5 Language Screening Tool per parent/teacher referral	• Fall Articulation Screening (Kindgarten, Second Grade) • Teacher input or recommendation • CELF-5 Language Screening Tool per parent/teacher referral
Instructional Resources	• Jolly Phonics (Pre-K/Kindergarten) • Heggerty (Pre-K/Kindergarten) • Optional/Supplement specific sounds based on norms • Accommodations	• Everyday Speech • Expanding Expression Tool • Language Lab • Visualizing/Verbalizing • Language for Learning (Pre-K/Kindergarten) • Quill • HearBuilder • Additional materials to target articulation • Accommodations	• Everyday Speech • Expanding Expression Tool • Language Lab • Visualizing/Verbalizing • Language for Learning/Thinking • Quill • HearBuilder • Additional materials to target articulation
Instructional Model/ Delivery	• Whole-class lessons regarding developmental speech sounds and/or language skills for all Pre-K/Kindergarten students, implemented by classroom teacher and/or Speech-Language Pathologist	Small Group • Push-In • Pull-Out	Small Group or 1:1 • Pull-Out
Diagnostic Tools	• District 30 Universal Screening Data (Above)	• Language for Learning Assessment (Pre-K/Kindergarten) • Articulation Accuracy Context Hierarchy • Progress Monitoring embedded within instructional resources	• Language for Learning/Thinking Assessment • Articulation Accuracy Context Hierarchy • Progress Monitoring embedded within instructional resources
Entrance Criteria		The student fails the universal articulation screening *(at least 1 sound error outside of developmental norms)* and/or language screening.	The student fails the universal articulation screening *(at least 1 sound error outside of developmental norms)* and/or language screening and/or not enough progress made in Tier 2.
Exit Criteria		***Articulation*** The student is able to independently produce the target sound at the sentence level with 80% accuracy **and/or** there is no educational impact. ***Language*** The student met their individualized goal **and/or** there is no educational impact.	***Articulation*** The student is able to independently produce the target sound at the sentence level with 80% accuracy **and/or** there is no educational impact. ***Language*** The student met their individualized goal **and/or** there is no educational impact.

Definition of Terms:

Accommodation- The purpose of an accommodation is to provide access to Tier 1 content and eliminate barriers so students can participate in general education. An accommodation adjusts how students learn by varying time, format, setting, and/or presentation of the material.

Core Instruction: Academic and behavioral instruction that all students receive.

Data-Based Decision Making - The process of making decisions about curriculum, instruction, and behavioral supports based on formal and informal data collection processes.

Intervention - The purpose of an intervention is to bridge a gap for students by providing supplementary instruction in a targeted area of identified need. An intervention is intensified to supplement instruction on a targeted skill or performance deficit with diagnostic assessments and ongoing progress monitoring.

Modification- The purpose of a modification is to alter Tier 1 content to eliminate barriers so students can participate in general education. A modification adjusts what students learn by adapting the content.

Strategy- The purpose of a strategy is to support student acquisition of skills with informal teaching practices. Strategies can be used in Tier 1, Tier 2, or Tier 3 instruction.

Universal Screening - An assessment used to provide data to identify students at risk for not having their learning needs met.

Educational Impact - A deficit that affects a student's ability to meaningfully participate in, interact with, comprehend, and/or clearly express themselves in school-based activities.

School-based Related Services Support- Targeted interventions and strategies to reduce the educational impact of a student's identified needs.

Deficit- A skill or performance discrepancy that impacts a student's ability to meet expectations.