HIGHLAND FALLS-FORT MONTGOMERY CSD
Beth Hordines, Director Pupil Personnel Services
PO Box 287, Highland Falls, NY 10928
Location: 52 Mountain Avenue
beth.hordines@hffmcsd.org
(845) 446-4083 Ext 3610

Multi-Tiered System of Support

MTSS Plan Review Committee

District	Fort Montgomery Elementary School	Highland Falls Intermediate School	James I O'Neill High School
Rachel Adelstein	Jacqueline Rodriguez	Yashira Maldonado	Thomas Breitfeller
Beth Hordines	Lisa Galu	Felecia Kelly	Sarah FitzSimmons
	Alex Hansen	Jennifer Adams	
	Jessica Sousa	Amy Quinn	
	Janeal Chertok	Caitlin Nichols	
	Jeanne Lehmphul	Trisha VanZetta	

Overview

A Multi-Tiered System of Supports (MTSS) is a framework for schools to use to provide targeted support for students. It focuses on the whole child and identifies and supports students in academic, social-emotional, behavioral and attendance areas. MTSS begins with high quality instruction and universal screenings of all students. It provides research based strategies and targeted instruction at increasing levels of intensity to meet the needs of all learners .

MTSS encompasses frequent progress monitoring, the application of student data for responsive decision-making and the adjustment of instruction or behavioral strategies based on the student's progress. The goal of MTSS as a general education initiative is to maximize the effectiveness of academic instruction and behavioral interventions for all students. It can also assist in identifying students who may benefit from special education services.

MTSS District Goals

 *Early identification of academic and behavioral concerns core and targeted instruction, behavioral supports.
 *Reduce the over-representation of diverse student groups in low academic performance, special education and alternative education programs.
 *Improve school climate and attitudes through increased prosocial behavior.
 *Decrease incidents requiring disciplinary action.
 *Reduce student absenteeism and tardiness.
 *Identify appropriate students in need of special education services.
 *Implement academic, behavioral, and attendance interventions with fidelity.
 *Increase parental involvement.

Descriptions of Tiers

The MTSS Process is a multi-tiered model that uses research-based academic and behavioral interventions. The interventions reflect increasing levels of intensity for students, based on progress monitoring and data collection. The tiers are layers of interventions responding to student needs for the purpose of preventing academic or behavioral difficulties and allowing students to progress. Tier 2 and Tier 3 supports are in addition to, and not in lieu of Tier 1 supports.

Tier 1 (Universal Interventions and High Quality Core Instruction)
Tier 1 provides high-quality instruction for *all* students. Instruction at this level is **universal, differentiated, and primarily occurs in the classroom setting**. Effective, standards-based core instruction that occurs in the general education classroom and is designed to meet the needs of a minimum of 80% of all students. The teacher uses analysis of student data, work and subject observation to create a learning goal for students. MTSS team is available to help create goals and training for eDoctrina with the classroom teacher. Behavior intervention programs are also developed to meet the needs of *all* students at this level through building plans and expectations. Students that are identified as at-risk are monitored weekly for progress. **All goals and progress is monitored and tracked using eDoctrina.**

Tier 2 (Targeted Group Interventions)
Targeted intervention and small group support with classroom teachers and could include, but does not necessarily include, MTSS specialists. When classroom interventions and progress monitoring data indicate that a student has not demonstrated adequate progress,, the student is referred for Tier 2 intervention. The referring teacher will fill out the appropriate referral form and document the Tier 1 interventions, progress monitoring results, parent communication, and further need for intervention. (See Appendix A for Forms).
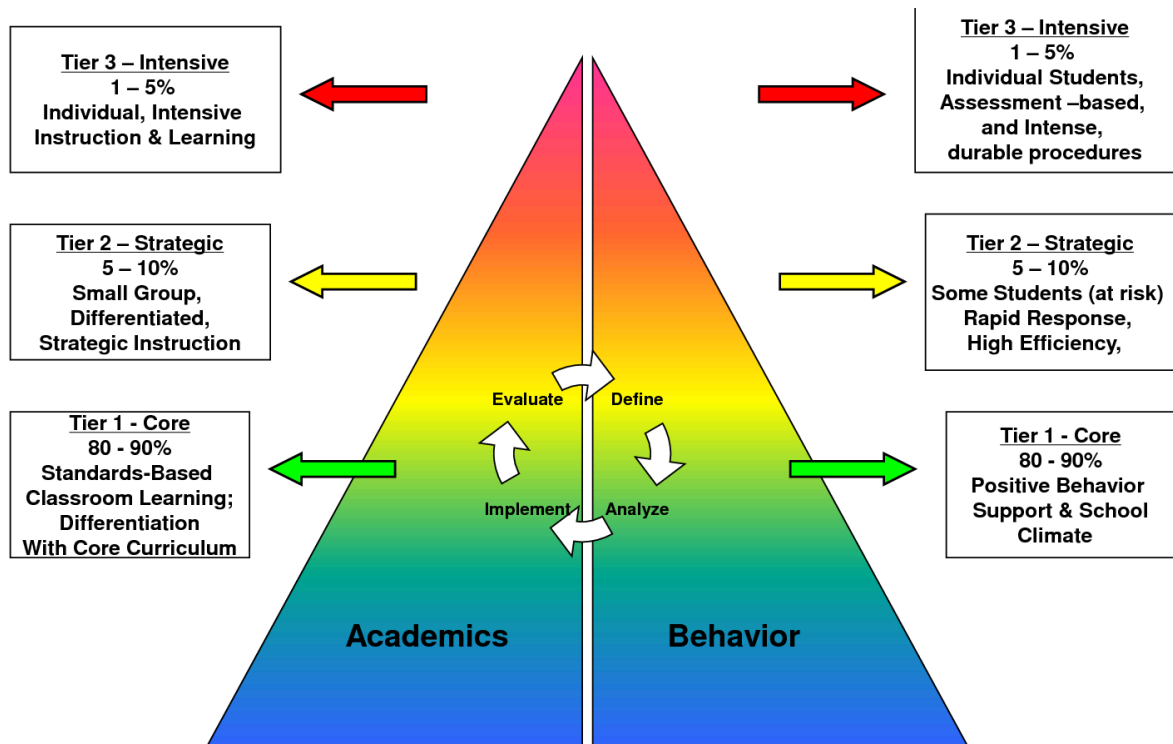
This 5-10% of at-risk students will require additional intervention tailored to their unique needs. The intervention will be evidence-based, small group instruction, that is clearly, articulated and implemented with fidelity. This intervention is in addition to and not in place of existing Tier 1 supports. Parental notification of this additional support will also be provided. At the Tier 2 level, students' ability levels and needs are continuously assessed, and specific instruction is provided in small group formats either in or out of the classroom setting. Progress is monitored in 6 to 8 week cycles.

Tier 3 (Intensive Individual Interventions)
When Tier 2 interventions and progress monitoring data indicate that a student has not made adequate gains, the student is referred for Tier 3 intervention. The MTSS Team meets to review progress monitoring data and to determine the type and frequency of the Tier 3 interventions. Typically, 1-5% of students in a class receive Tier 3 intervention provided by school personnel who are highly skilled or trained in the area of academic need. Parents are notified in writing of the inclusion of the student in Tier 3 intervention.

In cases where the student does not make adequate progress through the three tiers, a referral to the Committee on Special Education may be appropriate to determine whether a specialized instructional program by a certified special education teacher and/or service provider, is necessary and will enable the student to make meaningful gains.

Multi-Tiered System of Supports Tiers

Tier 3 – Intensive
1 – 5%
Individual, Intensive Instruction & Learning

Tier 3 – Intensive
1 – 5%
Individual Students, Assessment –based, and Intense, durable procedures

Tier 2 – Strategic
5 – 10%
Small Group, Differentiated, Strategic Instruction

Tier 2 – Strategic
5 – 10%
Some Students (at risk) Rapid Response, High Efficiency,

Evaluate | **Define**

Implement | **Analyze**

Tier 1 - Core
80 - 90%
Standards-Based Classroom Learning; Differentiation With Core Curriculum

Tier 1 - Core
80 - 90%
Positive Behavior Support & School Climate

Academics | **Behavior**

Referral to MTSS Team

Elementary and Intermediate School MTSS (Grades K-8)

When the classroom teacher identifies an area of weakness, they must communicate with the student's parent that there is a concern regarding the student's academic performance.
The teacher will then complete the Referral form. Teachers will bring the following information for the team to review:

- NYS Assessments (3-8)
- Report card grades
- Fountas and Pinnell Assessment
- Fundations
- iReady benchmarks & data
- Teacher provided data
- Noted difficulty in a specific area such as reading, writing, math, speech, sensory, or motor skills
- Documented Tier I supports that have been used and documented in eDoctrina

The MTSS team will then develop a Tier II plan. The MTSS team will communicate with the parents.

Services Provided

K-8:

- AIS ELA
- AIS Math
- Speech and language consultation and services
- OT consultation and services
- Attendance groups
- Social skills groups

<u>**Entrance Criteria**</u>

ELA 3rd-5th	Math 3rd-5th
❏ I-ready - Percentile must be in the bottom 25 % of the grade level norm ❏ Classroom Assessment**s** - performing below level 2 ❏ Classroom Assessments - performance in the bottom 25% of grade level norm in area of concern ❏ Classwork Performance (multiple tasks) - performing below level 2 ❏ F&P - One Grade level below ❏ NYS Spring Testing Watchlist (N/A 3rd grade) ❏ Teacher recommendation *Consider ENL status *Must meet 6 of the 7 *3rd grade must meet 5 of the 7	❏ I-ready - Percentile must be in the bottom 25 % of the grade level norm ❏ Classroom Assessment**s** - performing below level 2 ❏ Classroom Assessments - performance in the bottom 25% of grade level norm in area of concern ❏ Classwork Performance (multiple tasks) - performing below level 2 ❏ NYS Spring Testing Watchlist ❏ Teacher recommendation *Consider ENL status *Must meet 5 of the 6 *3rd grade must meet 4 of the 6
ELA 6th- 8th	Math 6th-9th

❏ I-ready
    ❏ Percentile must be in the bottom 25 % of the grade level norm
❏ F&P
    ❏ One Grade level below
❏ Classroom Assessment/Midterm/Final
    ❏ Performing below 70%
    ❏ Performance must be in the bottom 25 % of the grade level norm
❏ NYS Spring Testing Watchlist
	❏ I-ready
	    ❏ Percentile must be in the bottom 25 % of the grade level norm
	
	❏ Classroom Assessment/Midterm/Final
	    ❏ Performing below 70%
	    ❏ Performance must be in the bottom 25 % of the grade level norm
	❏ NYS Spring Testing Watchlist
	❏ Class average

❏ Class average ❏ Below a 70% ❏ Teacher recommendation *Consider ENL status *Must meet 5 of the 6	❏ Below a 70% ❏ Teacher recommendation *Consider ENL status *Must meet 4 of the 5

Exit Criteria

Consensus of the MTSS team after periodic review of student performance will determine if students have progressed to a level that warrants the student be exited from the Tier 2 or 3 intervention. When deciding to exit a student, that student's performance should indicate that they can be successful in the regular classroom without the support of the AIS program.

High School MTSS (Grades 9-12)

When the classroom teacher identifies an area of weakness, they must communicate with the student's parent that there is a concern regarding the student's academic performance.
The teacher will then complete the Referral form. Teachers will bring the following information for the team to review:The MTSS Team review of the following data, to determine AIS qualifications and services:

- Teacher recommendation from previous grade
- Local Final and/or Final Course Average from previous grade
- Consensus of guidance counselor and/or MTSS team after review of final averages and teacher recommendations
- Classroom performance and progress report data (10 week evaluation): Students performing below 75% class average for reasons linked to a lack of mastery in skills and content
- Scores below a 65% on English, Integrated Algebra, Global History, US History, and/or Living Environment
- New Entrants will be screened to determine qualifications for AIS

Services Provided

- After school extra help through expanded day
- AIS ELA
- AIS Math
- Athletic Study Halls
- Academic Study Halls
- Study and organization skills

- Parent/student conferences
- Referrals to guidance or MTSS not spec ed
- Progress monitoring (through Academic Eligibility Policy and teacher feedback)

Exit Criteria

The following criteria will be items considered when determining placement:

- Student performance on class work and local tests
- 75% or above on mid-term average or local final assessment
- 75% classroom performance for two consecutive marking periods
- 65% on New York State Regents Assessments in the identified subject area if all graduation requirements in subject area have been met; otherwise, must have 75% or better
- Performance of 80% or better on a department-created benchmark exam that focuses on skills and knowledge in that subject area
- Recommendation from Regular Education Teacher and AIS Provider

Universal Screening, Data Management & Progress Monitoring

All students will be screened three times a year in Literacy and Mathematics. Student progress will be monitored throughout the year. Results from the screenings and assessments will provide data to:

- Identify students at risk.
- Help individualize instruction.
- Evaluate student progress.

This information will be utilized to determine movement into other tiers for instruction based on the students' needs.

Universal Screening

Universal Screening applies to all students and will occur based on the global testing window specified below. The screening tools that will be used by HFFMCSD are benchmarks for literacy and mathematics. In addition, the DIAL-4 will be used to assess all incoming Pre-Kindergarten and Kindergarten students.

Screenings are conducted for the purpose of identifying students who are making the expected general education progress, students who are "at risk" for academic failure and who may require closer monitoring, and/or further assessment and to assess the effectiveness of the core curriculum.

Screening instruments are valid, reliable, and aligned with grade-level core curriculum based on the Common Core State Standards. Universal screening will be implemented in the area of literacy and mathematics in Kindergarten through grade eight.

Creating and Using Student Profiles

In addition to those measures identified under the Criterion for Identification, additional information may be used to help determine other specific areas of need. The Multi-Tiered System of Supports Team will include student classroom performance and additional assessments where available.

After a student's profile has been established, it will be determined which tier of intervention would be most appropriate. At that point, the parents of at-risk students will be notified via letter per District protocol (see parent involvement section of this document).

Data Management

eDoctrina, web-based data management software, will be used to support the MTSS team to: (1) prioritize state standards, (2) create curriculum maps and standards-based lesson/unit plans, (3) build standards-based paper and online assessments, (4) print answer sheets, (5) scan assessment results. (6) quickly pinpoint students who are falling behind and what standards/skills they are having trouble with, (7) manage school/district SMART goals, (8) and track student-centered goals (MTSS).

The teacher and intervention specialists track students' progress towards defined goals in each Tier. eDoctrina aggregates and displays those data in visual formats, thus allowing the team to respond in a proactive manner. The MTSS teams use data to identify students that are falling behind, monitor their progress, provide evidence-based interventions and adjust those interventions depending on a student's responsiveness. eDoctrina reports highlight students, classes, grade levels, and even individual skills/standards, allowing teachers to individually tailor intervention activities.

School-Based MTSS Team

Each school in the Highland Falls-Fort Montgomery CSD will establish a School-Based MTSS Team and outline the specific procedures to be followed according to the expectations of this policy. A district-wide meeting of the school-based MTSS teams will be held as needed to discuss implementation procedures. Each school will examine and adjust their individual plans annually, including review of forms for referral, progress-monitoring, and outcome measures, as well as sources of data to be used for progress-monitoring. Each plan will be posted on the respective school's web page.

The School-Based MTSS Team is a cooperative, problem-solving group that assists in developing solutions for concerns about individual students. The team's primary mission is to use the resources available within the school and community to provide supportive and preventive measures needed to help students be successful in the general education environment.

The MTSS Team's responsibility is to be a support and resource for the teacher. The school-based MTSS Team will include leaders and representatives from diverse subject areas/grade levels, so

that team members have varied areas of expertise. Each School-Based MTSS team will include the following as permanent members:
- Building Level Administrator
- Psychologist and/or School Counselor
- Classroom Teacher (Rotating/TBD)
- Academic Intervention Specialist
- Other Instructional Support Professional (TBD)
- Referring Teacher/Staff

Others who may be included are: Director of Pupil Services/Other Central Office Administrators, School Nurse, Special Education Teacher, ENL Teacher, and if appropriate, the parent/guardian.

The essential roles of each School Based MTSS Team include:
- Coordinator – organizes the MTSS schedule, contacts relevant personnel to be involved in the MTSS sessions, schedules follow-up meetings
- Facilitator – keeps the MTSS meeting moving, ensuring that all points of view are heard, moves the meeting through the agenda to a conclusion
- Recorder – takes notes on the meeting
- Time Keeper – keeps the conversation on task and gives each person a chance to respond
- Case Manager – assists with the follow-up of strategies, contacts relevant personnel to further collect data, coordinates the dissemination of information to other school personnel.
  *Note: More than one role can be covered by a single person

The School Based MTSS Team is responsible for the school-wide implementation of the MTSS process, as follows:
1. Develop a school implementation plan
2. Keep staff apprised of developments in MTSS research and trainings
3. Ensure that the referring teacher fills out a referral form
4. Receive and review the student referrals and set up a meeting as determined by the individual school's schedule
5. Assist in the planning of interventions
6. Review progress monitoring, ensuring the use of data in decision-making

School Based MTSS Implementation Procedures
- Appropriate Instruction - to include a strong, research-based core curriculum, evidence-based instruction, implemented with fidelity, formative assessments, and systematic teaching of behavioral expectations.
- Universal Assessments - to include informal and formal assessments, conducted throughout the year, to establish a baseline from which to measure future progress. Students identified "at-risk" receive diagnostic assessments to identify areas in academic/behavioral domains that show skill strengths and deficits.

- Participation – a teacher or member of the staff may initiate a Tier 2 referral, if there is an obvious need or serious concern, and parents will be notified if diagnostic screenings are requested to provide further indicators of growth or deficits.
- If referred by a teacher, the referring teacher will fill out a referral form which will include strategies, interventions and accumulated data on a student's academic or behavioral progress. The School-Based MTSS Team will review the student referrals and set up meetings as determined by the individual school's schedule. The referring teacher must be present at the MTSS meeting to gather the most benefit from the discussion and suggested strategies presented at the meeting.

Parent Involvement

How will parents learn about MTSS?
- Parent brochure describing what MTSS is and how it is implemented in the District
- School-based presentations by administrators, faculty, and parents
- MTSS link on district website

How will parents be involved in the model of decision-making?
- Parents/guardians and families are seen as key partners in all aspects of MTSS. The classroom teacher will contact parents/guardians about concerns related to the child.
- The service providers will regularly update parents/guardians on their child's progress.
- Each school has a documented method of informing parents/guardians about the MTSS model.
- Parents/guardians will receive a letter informing them that their child is involved in the MTSS process when a child is entering Tier 2 or Tier 3.

How will parents be informed about universal screening results and when their child receives Tier 2 or 3 services?

Parents of students who are identified as at risk and who will be provided with supplemental intervention will receive written notification, consistent with section 100.2(ii) (1) (vi) of the Regulations of the Commissioner of Education which includes:
1. Amount and nature of data that will be used to monitor student's progress;
2. Strategies to increase the student's rate of learning; and
3. Parent's right to refer the student for Special Education services.*