

FOLEY INTERMEDIATE MULTI-TIERED SYSTEM OF SUPPORT (MTSS) HANDBOOK



Mission Statement

The Foley Public Schools' mission is to bring together students, parents, staff, and community to provide a quality education with an emphasis on developing the full potential of the individual. We strongly believe in encouraging not only academic success but also personal growth. Our staff understands the importance of nurturing the whole individual, and we pride ourselves in developing our students.

Core Values

Foley Public Schools are dedicated to serving its students, employees, families, and community members with three public schools, pre-K to 12th grade. The mission of Foley Public Schools is to bring together students, parents, staff, and the community to provide a quality education with an emphasis on developing the full potential of the individual. We have adopted four **Core Values**: Achievement, Kindness, Respect, and Support.

Foley Public Schools Core Values			
Achievement	Kindness	Respect	Support
We will: • provide learning opportunities and support for all students, families, and community members. • deliver a challenging academic curriculum that enables all students to be active and engaged learners. • build the foundation for lifelong learning in a global society. • celebrate our individual and collective strengths.	We will: • be a friendly and welcoming community recognizing everyone has value. • provide a caring environment where people are connected and engaged. • proudly serve with compassion and cultural understanding. • develop the capacity to forgive ourselves and others.	We will: • value and care for ourselves and each other. • demonstrate fairness in our decisions and actions. • appreciate the opportunities and privileges afforded us. • represent a positive image of our school and community.	We will: • embrace the uniqueness of each individual. • provide a safe, caring, and personalized learning environment. • work collaboratively with the community to achieve common goals. • build lasting relationships by encouraging positive ways to contribute to the broader community.

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MTSS Task Force Members include School Principal, Social Worker, District Assessment Coordinator, School Psychologist, Reading Interventionist, Special Education Teacher, and General Education Teacher.

Multi-tiered System of Support (MTSS)

Multi-tiered Systems of Support (MTSS) is a framework of instruction that provides support to ALL students to ensure mastery of grade-level content standards. The tiers of MTSS provide varying levels of support for students who are struggling to reach mastery as well as those who exceed grade-level standards. MTSS provides a framework that incorporates screening, progress monitoring, and data-based decision making to provide effective instruction. There are four critical components that guide the MTSS framework in Foley Intermediate.

These components are Responsibility, Instruction, Assessment, and Meeting Student Needs.

1. **Responsibility:** All stakeholders believe they are responsible for ensuring that each student learns at a high level.

2. **Instruction:** The curriculum is developed based on essential standards. Personalized learning paths are developed in order for each student to attain a high level of mastery.

3. **Assessment:** The systematic use of data to determine the learning needs of each student and monitoring the effectiveness of instruction in regards to meeting those needs.

4. **Meeting Student Needs:** There is a clear process that provides each student with the support and time he/she needs in order to attain a high level of mastery.

Tiered Instruction

Tier 1 instruction, also known as core instruction, is at grade level instruction that all students receive on a daily basis. For approximately 80% of students, Tier 1 instruction will meet their academic and/or behavioral needs.

Tier 2 (Intervene/Extend) instruction is supplemental instruction in addition to core instruction for students who need additional support in learning grade level material or need additional acceleration. Tier 2 instruction is intended to be timely and coordinated with Tier 1 instruction. Approximately 20% of students will need Tier 2 instruction in the ideal MTSS framework. Tier 2 needs and interventions are identified during PLC conversations referencing the four essential questions.

Tier 3 (Intervene/ Extend) instruction is intensive support provided to students who are struggling with significant learning gaps, need academic and/or behavioral support, or provide significantly higher rigor for academic advancement. Typically these students do not have the appropriate grade level skills yet to be successful in solely Tier 1 and Tier 2 instruction. Tier 3 provides an additional level of intervention to help students develop foundational skills. Students receiving Tier 3 instruction also receive Tier 1 and 2 instruction. Students are entered into the Tier 3 interventions based on a referral to the Intervention Planning Team.

Special Education can occur across the intervention levels depending on a student's need, but is primarily due to the resources it makes available to schools to continue and further intensify individualized instructional interventions, greater amount of resources available for adapting the general education environment to provide access for students, and the “due process” protections offered to students and their families. Special Education is only available to students who have an identified disability that meets one of the thirteen educational disability categories recognized by the state of Minnesota.

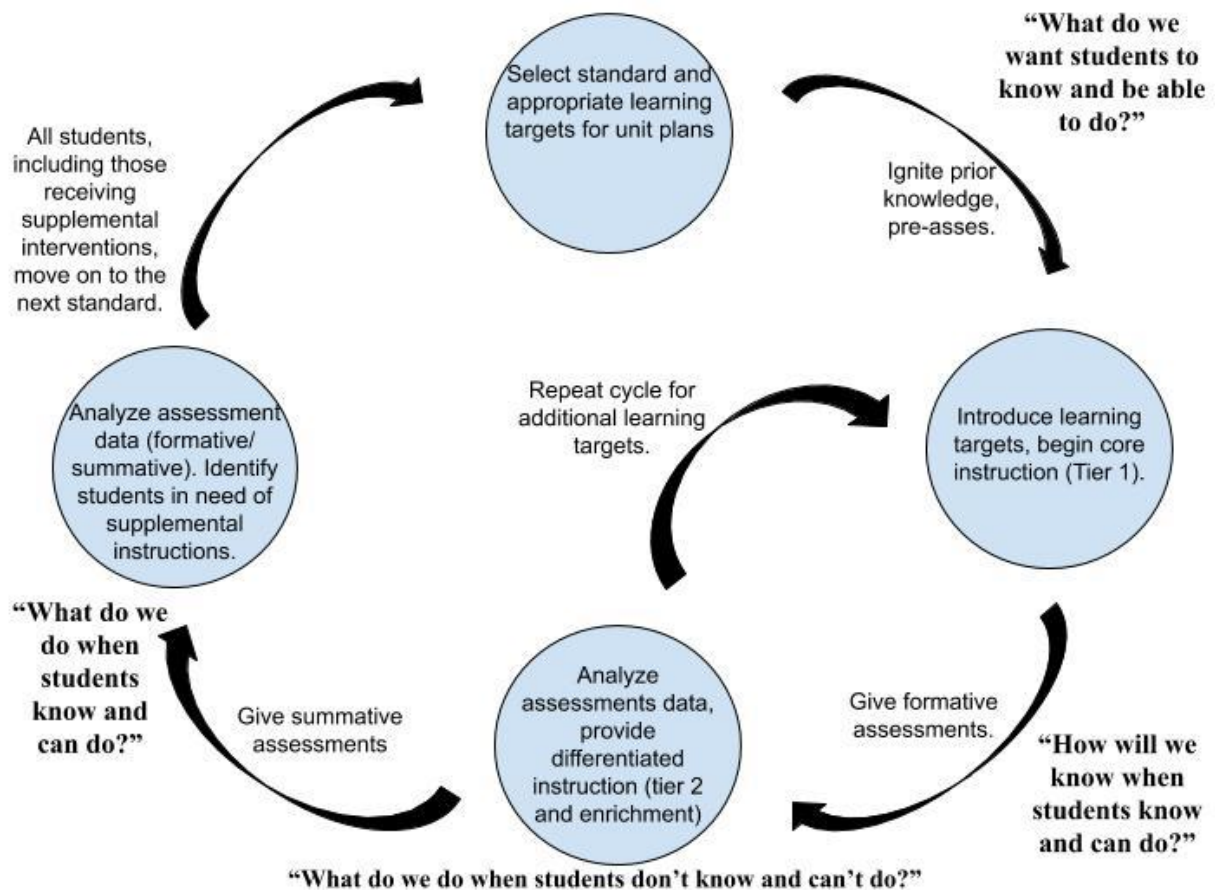
<u>TIER III: Intervene</u>	<u>TIER II: Intervene</u>	<u>TIER I</u>	<u>TIER II: Extend</u>	<u>TIER III: Extend</u>
Targeted Instruction: • 1:1 or small group • Intensive focus on skill deficit(s) * In addition to core curriculum, as much as possible	Targeted Instruction: • Small Group- Homogeneous Abilities • Curriculum segmenting • Ample opportunities to practice * In addition to core curriculum	Instruction: • Core Curriculum • Ability-Cluster • Flexible Grouping • Level Classrooms • Classroom Intervention • Curriculum Differentiation	Targeted Instruction: • Small Group Extension- Homogeneous Abilities • Curriculum Compacting or Acceleration * In addition to core curriculum	Intensive Instruction: • 1:1 • May take place in addition to or it may replace core curriculum entirely * Curriculum should differ significantly in pace, level, and complexity from age-level peers

MTSS Teams

Team	Team Purpose	Team Members	Frequency of Meetings
Teacher Teams/PLC	The team has five main functions: 1. Clearly define essential standards 2. Provide Tier 1 instruction 3. Assess student learning and effectiveness of instruction 4. Analyze data to identify students in need of additional support 5. Take lead responsibility for Tier 2 interventions	• Course/Grade Level Teams • Department teams • Content Teams	• Weekly
School Intervention Team	Primary function is to analyze various forms of data to determine how to best meet the needs of students requiring Tier 3 interventions. • Identify students' needs • Identify the cause of student need • Identify appropriate intervention • Monitor student progress • Revise intervention as needed • Identify next steps for students	• Principal • Social worker • General education teacher(s) • Special education teacher(s) • School nurse as needed • School Psychologist • Interventionist	Regularly Scheduled Meetings
Data Team	• Review Data • Identify Student and School-Wide Needs	• Principal • Social worker • District Assessment Coordinator • Interventionist • School	• Weekly

MTSS Instructional Cycle- The Work of a PLC

The following diagram illustrates the MTSS Instructional Cycle- The Work of the PLC. The Diagram shows how standards, tiered instruction, and PLC come together to provide an effective MTSS system. PLC focuses on the review and analysis of standards and how to support students.



Purpose of the Professional Learning Community (PLC)

“The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities” (DuFour & Eaker, 1998). PLCs provide educators an avenue to collaborate regarding student learning and effective instructional strategies. The three concepts of the PLC include clarifying what each student will learn and how educators will ensure the learning, building a collaborative culture because the work cannot be completed in isolation, and using various forms of data to monitor student learning and respond to the learning in effective methods. Collaboration is the key of the PLC, “the power of teachers is enhanced when teachers work collaboratively in highly effective teams” (Eaker, 2016).

The PLC discussions are guided by the four essential questions:

1. What do we want students to know and do?

- Clarifying and adding meaning to standards
- What the benchmark, if met, would look like in student work
- Common scoring/rubrics, learning targets, pacing

2. How do we know if they can know and do?

- Collaborative development and the use of common formative assessments
- Quick checks for understanding

3. What do we do for those who don't know and can't do?

- Differentiated instruction
- Systematic or tiered Interventions
- Reteaching and reassessing

4. What do we do for those who do know and can do?

- Differentiated instruction
- Enrichment
- STEP UP

Essential Standards

Essential standards are imperative for student learning and are often the foundational pieces for further learning. The essential standards are those areas of knowledge that students are expected to master within the class or grade. Students who struggle to master the standards are provided further instructions through Tier 2, and possibly Tier 3. Foley Intermediate School has currently identified Essential Standards for all content areas.

Common Assessments

Common assessments are given so we can identify specific students who do not demonstrate mastery of an essential standard. Assessments should identify students that need additional help and support. Additionally, if an assessment measures more than one essential standard, the test results must provide more than just an overall score for each student. The assessment should specifically outline which standards each student did not pass.

Essential question: Specifically which students did not demonstrate mastery?

Identify effective instructional practices: Since our teachers have autonomy in how they teach essential standards, it is vital that common assessment data help validate which practices were effective. Teachers must evaluate practices in order to ensure student progress.

Essential question: Which instructional practices proved to be most effective?

Identify patterns in student mistakes: Besides using common assessment results to identify best instructional practices, this data should also be used to determine ineffective instructional practices.

Essential question: What patterns can we identify from student mistakes?

Measure assessment accuracy: Through a careful item analysis of the assessment, a team can determine the validity of each test question. Over time, this will build a team's capacity to create better assessments.

Essential question: How can we improve this assessment?

Plan and target interventions: The ultimate goal of any PLC is to ensure high levels of learning for all students. In order to plan and implement targeted interventions to assist students, the team needs to use common assessments to identify students in need of additional support, determine effective and ineffective instructional practices, and measure the validity of the assessments used.

Essential question: What interventions are needed to provide struggling students additional support?

See Page 9-12.

Universal Screening and Assessment Calendar

The above calendar identifies the various universal screening assessments that are

given during each universal screening period, for each grade/level.

STAR Benchmark Screening		
Fall	Winter	Spring
September	January	May

Minnesota Comprehensive Assessment 2022-2023		
Science	Math	Reading
March 8th- May14th	March 8th- May 8th	March 8th- May 8th

Tier 1

Entry Criteria:

Tier 1 core instruction is provided to all students. The intensity of core instruction increases with the needs of the students. Core instruction will vary from room to room and year to year based on student need.

Instruction:

Tier 1 instruction includes, but is not limited to:

- Research-based instructional strategies
- Data-driven decision making and instruction
- District approved core curriculum
- Differentiated instruction
- Flexible grouping

Benchmarking and Assessments:

All students will be screened multiple times throughout the school year in the areas of reading and math. See Universal Screening Calendar and Assessment Matrix for specific assessment windows. Screening data is one piece of data to be considered regarding students' progress during PLC meetings. It is a piece of data for teachers to consider in PLC discussions regarding meeting individual student needs—both the needs of students who do not have the necessary skills and those who are already proficient. Students will have multiple opportunities to demonstrate their skills through common formative and summative assessments. This data should be used in PLC discussions in regards to the four essential questions.

Professional Learning Communities (PLC):

Professional Learning Communities will meet weekly to review student learning. The purpose of these meetings is to discuss the four critical questions in regard to current student learning. Teachers will identify the various students' needs and discuss how, as a team, they will work to meet the needs of all students.

Tier 2 (Intervene/Extend)**Entry Criteria:**

Tier 2 interventions are intended for students who are struggling to meet course/grade level expectations, or need additional acceleration. These interventions take place in addition to Tier 1, core instruction.

Instruction:

Tier 2 instruction includes, but is not limited to:

- Flexible grouping
- Research-based instructional strategies
- Data-driven decision making and instruction
- Differentiated instruction

Progress Monitoring:

Teachers will monitor student learning in their Tier 2 groups using appropriate tools for the specific interventions that will provide data for the PLC to monitor students' progress.

Professional Learning Communities (PLC):

Tier 2 interventions will be determined during PLC meetings. Classroom teachers will review the common assessments and other forms of data to identify students who need Tier 2 interventions. Classroom teachers are responsible to take the lead in determining Tier 2 intervention needs while utilizing the expertise of intervention teachers.

Decision-Making Process:

PLC conversations should continually include discussion regarding student success. If students continue to have difficulty learning a specific skill or are demonstrating more significant need, there should be a discussion at the PLC regarding the appropriateness of the intervention used or the fidelity of the intervention. After multiple interventions

have been unsuccessful, the PLC should discuss if a School Intervention Team referral is appropriate for a specific student.

Graduate Criteria:

- Three consecutive data points are expected above the goal line (their current course/grade level)
- Decision is based on data points; not length of intervention
- Data from FastBridge, STAR, or other sources is one piece of data to be reviewed. Teacher input, staff input, communication, etc. are essential.

Exit Criteria:

- The student leaves the district
- The parent requests Tier 2 services to be discontinued
- The two interventions are not successful and a Tier 3 referral (Intervention Planning Team Referral) is made

Tier 3 (Intervene/Extend)

Entry Criteria:

Tier 3 interventions are intended for students who have below course/grade level learning gaps, or provide significantly higher rigor for academic advancement. These interventions take place in addition to Tier 1, core instruction and Tier 2 interventions. It is not required that the students score below the 10th percentile in any standardized assessment to qualify for Tier 3 interventions. A student qualifies for Tier 3 interventions based on the recommendation of the Intervention Planning Team's review of the student's data.

Instruction:

Tier 3 instruction is specific to each student's needs and is dependent on diagnostic assessment data.

Tier 3 is:

- Small group or individual instruction.
- Increased frequency of intervention.
- Additional minutes to Tier 1 and Tier 2 instruction. Tier 3 occurs during the school day, in addition to scheduled Tier 2 intervention times, not in place of Tier 2 interventions (for example, WIN time).

Progress Monitoring:

Students receiving Tier 3 interventions will be progress monitored in a frequency based on the specific intervention being used. See Progress Monitoring Guidelines and Graduate Criteria for further details. Decisions regarding appropriate progress monitoring tools are made at the Intervention Planning Team meeting. The teacher providing the Tier 3 intervention is expected to frequently communicate student progress with the classroom/referring teacher.

Professional Learning Communities (PLC):

PLC conversations should continually include discussion regarding the student's Tier 1 and Tier 2 progress. The classroom or referring teacher will participate in the Intervention Planning Team's discussions of the student receiving Tier 3 intervention. Decision-Making Process: See Intervention Planning Team process on page 15 - 16 for more details.

Tier 3 Progress Monitoring Guidelines and Graduate Criteria Progress Monitoring:

- Typically occurs at a student's instructional level (below course/grade level when necessary).
- When a student is progress monitored at a performance level that is below course/grade level, three consecutive data points must occur above the goal line. Teachers will continue to set a new goal at the subsequent course/grade level until the student has met graduate criteria at their current course/grade level.

Progress monitoring

- Occurs at performance level
- Weekly for both math and reading
- Progress monitoring can occur more frequently based on Intervention Team discussion
- Use a tool that matches your diagnostic outcome
- After graduating a student, progress monitor for two additional months bi-monthly (every other week)

Graduate Criteria:

- Three consecutive data points are expected above the goal line (their current course/grade level)
- Decision is based on data points; not length of intervention

- The Intervention Planning Team decision is a critical component of this process; the data from FastBridge, STAR, or other source is one piece of data to be reviewed. Teacher input, staff input, communication, etc. are essential.

Exit Criteria:

- The student leaves the district
- The parent requests Tier 3 services to be discontinued

Tier 2/Tier 3 Reading Diagnostics and Interventions

Reading Diagnostics	Programs Used	Grade Levels
Phonemic Awareness	PRESS (grade level access)	4th - 8th
Phonics, Decoding, Sight Words	PRESS (grade level access) FRY 100 Word Lists	4th - 8th 4th
Fluency	Dibels Read Naturally Wonders & WonderWorks (grade level access) Easy CBM	4th - 8th 4th - 8th 4th - 6th 4th - 8th
Comprehension	STAR Wonders & WonderWorks (grade level access) Accelerated Reader Freckle Easy CBM	4th - 8th 4th - 8th 4th - 6th 4th - 6th 4th - 8th

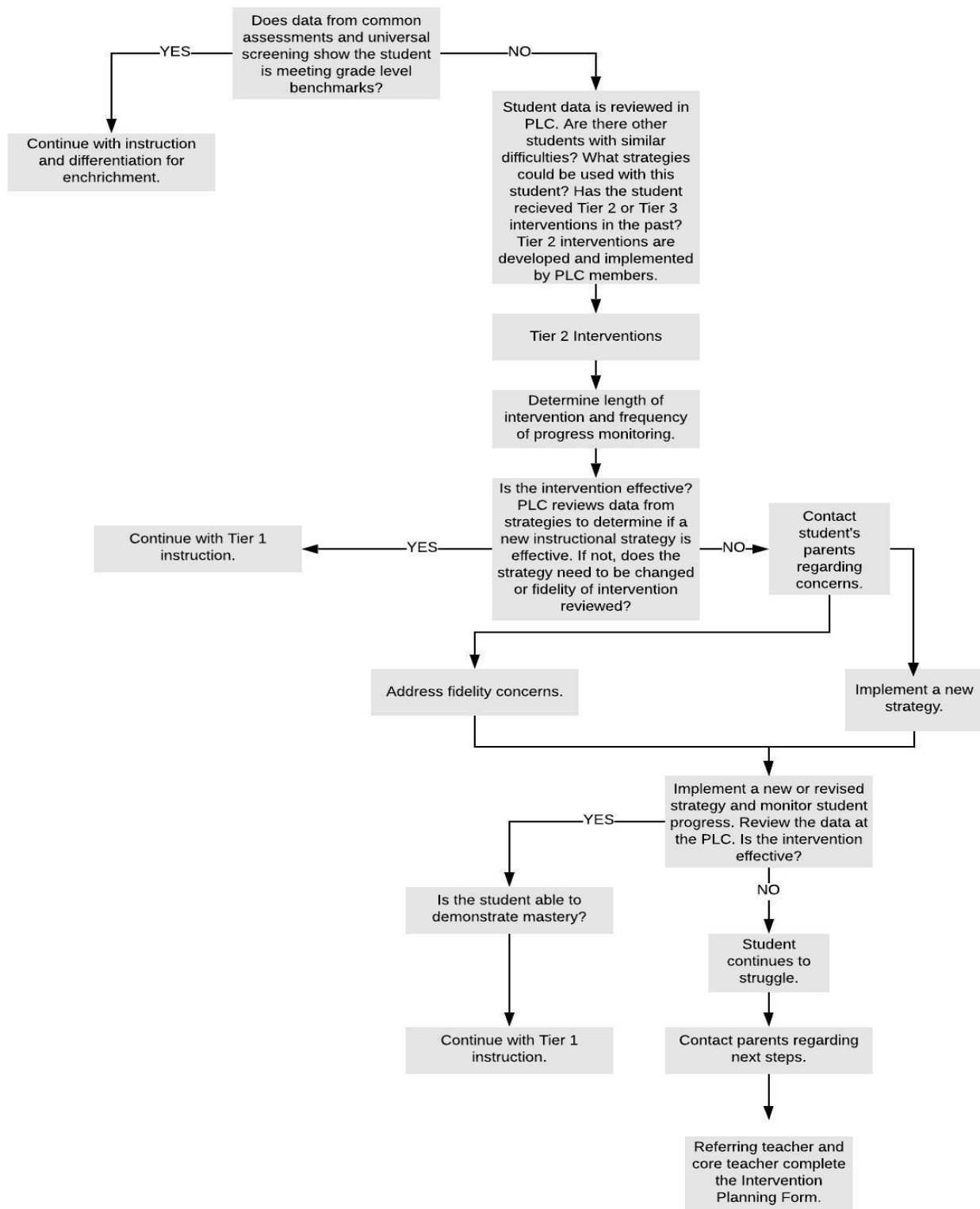
Reading Interventions	Programs Used	Grade Levels
Phonemic Awareness	PRESS (grade level access)	4th - 8th
Phonics, Decoding & Sight Words	PRESS (grade level access)	4th - 8th
Fluency	Read Naturally PRESS (grade level access) Wonders & WonderWorks (grade level access)	4th - 8th 4th - 8th 4th - 6th 4th - 8th
Vocabulary	PRESS (grade level access) Wonders & WonderWorks (grade level access) ReadWorks Quizizz Summative Assessments	4th - 8th 4th - 6th 4th - 8th 4th - 8th 4th - 8th
Comprehension	PRESS (grade level access)	4th - 8th

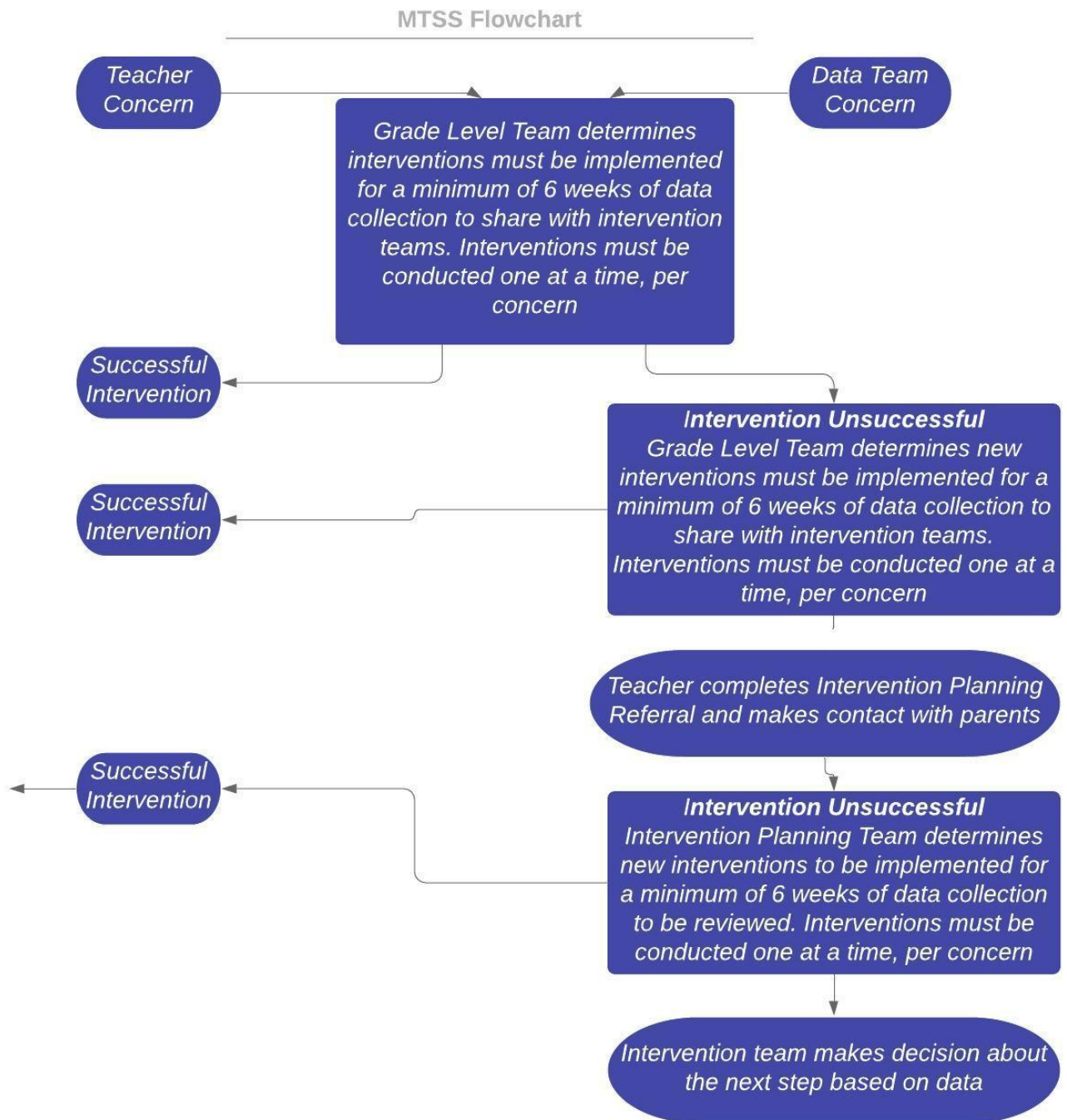
	Wonders & WonderWorks (grade level access) Summative Assessments ReadWorks Quizizz	4th - 8th 4th - 8th 4th - 8th 4th - 8th
Additional Resources	Intervention Central Evidence Based Intervention Network PBIS World	

Tier 2/Tier 3 Math Diagnostics and Interventions

Math Diagnostics	Programs Used	Grade Levels
Number and Operation	STAR Pearson SuccessNet Timed Fact Drills Summative Assessments Easy CBM	4th - 8th 4th 4th - 8th 4th - 8th 4th - 8th
Algebra	STAR Pearson SuccessNet Easy CBM	4th - 8th 4th 4th - 8th
Geometry and Measurement	STAR Easy CBM	4th - 8th 4th - 8th
Data Analysis, Probability, and Statistics	STAR Easy CBM	4th - 8th 4th - 8th

Math Interventions	Programs Used	Grade Levels
Number and Operation	XtraMath Timed Fact Drills Freckle IXL MobyMax	6th - 8th 4th - 8th 4th - 8th 4th - 8th 4th - 8th
Algebra	Freckle IXL MobyMax	4th - 8th 4th - 8th 4th - 8th
Geometry and Measurement	Freckle IXL MobyMax	4th - 8th 4th - 8th 4th - 8th
Data Analysis, Probability, and Statistics	Freckle IXL MobyMax	4th - 8th 4th - 8th 4th - 8th
Additional Resources	Evidence Based Intervention Network Intervention Central PBIS World	





Additional MTSS Processes

Suicide and Threat Risk Assessment Review

1. Suicide/Suicidal Ideation (talk)/Self Harm:
 - a. Assessed and reviewed by school social worker
 - b. Parent contact made
2. Threat
 - a. Completed by a team including school social worker, administrator, and school resource officer

Health Concerns/Concussion

1. The school nurse works with external health professionals and parents to discuss the concerns and determine the needs of the student
2. A care plan is sent as appropriate by the school nurse via email

Homeless

1. School MARSS Coordinator gathers necessary information
2. Informs principals and school social worker of status via email

Return from outside placement (such as day-treatment)

IEP Students: The student's case manager is informed and schedules an intake meeting

Non-IEP Students: School social worker serves as a temporary case manager and schedules an intake meeting

504 Coordinator

1. Parent/school staff request 504 evaluations
2. School nurse, or school social worker schedules a meeting and develops a plan if appropriate

Parent Request for Referral

Parent provides school social worker with specific concerns. The school social worker will review the request, contact parents, and initiate the process.



SUPPORT • OFFER KINDNESS • ACHIEVEMENT • RESPECT



FIS Behavior Support Flowchart



Staff/Classroom Managed Support Steps

Step 1: Acknowledge peers who are demonstrating the expected behavior. If the problem behavior stops, acknowledge the change. If not, proceed to the next level of support.
First Level Responses: pause, quiet word, prearranged signal, "the look", planned ignoring, proximity

Step 2: Privately re-teach the expected behavior to the student. If the problem behavior stops, acknowledge the change. If not, proceed to the next level of support.
Second Level Response: Redirect, re-teach, remind, private talk, logical consequence.

Step 3: Take a break if the problem behavior stops, acknowledge the change. If not, proceed to the next level of support.
Third Level Response: Conference-greet student, set a positive tone, define problem, decide on action, decide on time line, agree on consequence. Record the incident on the Minor Behavior report form.

Step 4: Take a break and back if the problem behavior stops, acknowledge the change. If not, proceed to the next level of support.
Responding to Power Struggle: Pause, take a breath, deal with allies first, speak slowly and calmly, shift responsibility, allow student to save face, end with a thank you.

Step 5: Brief Social Conference with student. If the problem behavior stops, acknowledge the change. If not, refer the student to the office for additional support and contact parents after school or on your prep time

Observe Problem Behavior Determine Level of Support Needed

Minor

- Academic Dishonesty
- Arguing
- Blurring Out
- Cheating
- Defiance
- Disrespect
- Disruptive
- Dress Code Violation
- Lying
- Non-Compliance
- Physical Horseplay
- Property Misuse
- Swearing
- Tardiness
- Teasing
- Threat/Intimidation
- Technology Misuse
- Verbal Abuse

Note: If the student does not respond to your supportive measures and the behavior is interrupting the rights of others to learn, it is time to send the student out for additional support.

*These incidents can be determined to be major based on circumstances.

Major

- Abusive Language
- Assault
- Arson
- Bullying
- Bomb Threat
- Computer Violation
- Chronic Minor Behaviors
- Defiance/Non-Compliance
- Drug/Alcohol Related
- Fighting
- Gang Activity
- Harassment
- Harmful Threats
- Physical Aggression/Contact
- Property Misuse
- Technology Misuse
- Theft
- Tobacco
- Truant
- Vandalism
- Verbal Abuse
- Weapons

Require Immediate Notification of Admin: alcohol, arson, assault (sexual), bomb threat, drugs, tobacco and related devices, weapons

The goals of the steps on this chart are to provide consistent adult response to behavioral errors and support growth toward the desired behavior. We must acknowledge movement toward that target in the same manner that we acknowledge movement toward an academic target. The student needs to feel that we believe he/she can be successful.

Independent School District No. 51
FOLEY INTERMEDIATE SCHOOL
"Where Kids in the Middle Come First"

Planning Room Managed Support Steps

Step 1: Classroom teacher sends student to Planning Room, calls PR, and submits a referral form on Infinite Campus.

Step 2: Planning Room staff have students sign in and cool down while they review recent history (reteach the behavioral expectation and formulate a plan of correction with the student).

Step 3: Consequences for the behavioral error are determined using the Code of Conduct. Planning Room staff manages conduct for minor behaviors. Admin manages conduct beyond major behaviors or chronic issues.

Step 4: Upon re-entry to the class, the Dean of Students shares corrective plan with the teacher. Referring teacher contacts the family before the end of the day to inform them of a major incident.

Step 5: Student returns to class the following session/day. Consequences are entered in Campus. For instances of chronic or severe behavior, the referring teacher will meet with the administrator and student before reentry.

Responding to PR Managed Behaviors: Follow school wide procedures, do not engage with students, remain calm, follow up with a conference.