

PATCHOGUE-MEDFORD SCHOOL DISTRICT



Patchogue-Medford School District

Where Education is Met with Excellence

2026-2027
Multi-System of Support Plan (MTSS)

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MTSS: GENERAL INTRODUCTION

Multi-Tiered System of Supports (MTSS) is a comprehensive, school-wide model that provides academic and behavioral support to at-risk students. MTSS organizes school instructional and intervention resources into three ascending levels, or ‘Tiers’. When students display significant academic or behavioral/social-emotional deficits, they are matched to the appropriate MTSS intervention. Any students who fail to respond to intervention at a particular Tier are advanced to a more intensive Tier to ensure that they receive timely, targeted, and effective support. Decisions to move students up and down the MTSS Tiers are made using objective, fair, and reliable data sources.

MTSS: ACADEMICS

MTSS for academics provides a continuum of support for learners who underperform or are struggling in school. Students with emerging academic delays can receive Tier 1 intervention support directly from their classroom teacher. Learners with more serious deficits in school skills may be placed in Tier 2 reading or math small-group interventions to identify and address off-grade-level skill gaps. Students who fail to respond to lesser academic interventions are referred to the Tier 3 MTSS Problem-Solving Team, which develops intensive, individualized intervention plans. Students are assigned to Tier 1, 2, or 3 interventions based on objective data sources, including school-wide screeners and classroom instructional information.

MTSS: BEHAVIOR

MTSS for behavior/social-emotional learning teaches positive behaviors—and provides targeted assistance to any student with significant behavioral and/or mental health needs. The starting point for MTSS-behavior is the general education classroom, where teachers explicitly teach and reinforce expected behaviors. Students with more substantial social/emotional or behavioral needs are assigned to school-wide Tier 2 interventions such as skills groups or mentoring programs. Those students who present with intensive behavioral or emotional challenges are brought to the Tier 3 MTSS Problem-Solving Team, which can conduct Functional Behavioral Assessments (FBAs) and develop individualized intervention plans. Students are assigned to Tier 1, 2, or 3 behavioral interventions based on objective data sources, including teacher referrals and office disciplinary referrals.

MTSS: Implementation

In accordance with state guidelines, a district plan has been created that establishes the services available to students as outlined by grade level below.

Academic and Social Emotional

Grades K–5

Social Emotional Supports

Tier 1

Social and emotional supports at Tier 1 are preventative and proactive. All students will receive core instruction through the district created program utilizing the Collaborative for Academic, Social, and Emotional Learning (CASEL). All students will be screened through a Universal Screener.

- All students will have access to the following supports provided by the district:
 - o Erin's Law Presentations
 - o Restorative Practices
 - o Parent Engagement Activities
 - o Access and support provided by school counselors, social workers, and psychologists
 - o Positive Behavioral Interventions and Supports (PBIS)
 - o School-wide Assemblies

Tier 2

All students that are identified through the screening process, Instructional Support Team (IST) Process, will have additional access to the following Tier 2 level supports.

- Small group support provided by school counselors, social workers, and/or school psychologists
- Parent/Teacher/Student Communication/Conference
- Positive Behavior Support Strategies with a focus on PBIS

Tier 3

All students that are identified through the screening process, IST Process or through mandates related to IEPs and 504 Plans, will have additional access to the following Tier 3 level supports.

- Individual and/or small group support provided by school counselors, social workers, and psychologists
- Home Visits as needed
- Risk and Threat Assessment
- Family Center Referral
- Referral to DASH
- Positive Behavioral Support Plans
- Behavior Intervention Plan (BIP)

Academic Supports

Tier 1

All students will receive core instruction through the district-approved curriculum.

Tier 2/Tier 3

The following criteria are used to determine a student's eligibility to receive Tier 2 or Tier 3 Services:

- a. Classroom performance and/or teacher recommendation

- b. iReady assessment results

Intervention Services Provided

1. The classroom teacher will use scientifically based research strategies that promote academic improvement for those students at Tier 2.
2. The reading and/or math support staff may provide support to students in the form of push-in/pull-out instruction, using scientifically based resources or practices.
3. Kindergarten only: small group speech/occupational therapy provided based on diagnostic assessment results.
4. Student response to intervention is monitored consistently to ensure students are making improvements in ELA and/or math. This information will be shared with the academic support staff.

Tier Transition/Exit Criteria

The classroom teachers and support staff will collaborate to determine if the student is eligible to move if the data from various sources and anecdotal evidence supports movement from one tier to the next and notify the parent/guardian.

Grades 6-8

Social Emotional Supports

Tier 1

Social and emotional supports at Tier 1 are preventative and proactive. All students will receive core instruction through the district created program utilizing the Collaborative for Academic, Social, and Emotional Learning (CASEL). All students will be screened through a Universal Screener.

- All students' academic and behavioral progress will be reviewed.
- All students will have access to the following supports provided by the district:
 - o Erin's Law Presentations
 - o Parent Engagement Activities
 - o Access and support provided by school counselors, social workers, and psychologists
 - o Participation in Restorative Circles
 - o Positive Behavioral Interventions and Supports (PBIS)
 - o School-wide Assemblies

Tier 2

All students that are identified through the screening process, IST Process will have additional access to the following Tier 2 level supports.

- Small group support provided by school counselors, social workers, and/or school psychologists
- Parent/Teacher/Student Communication/Conference
- Behavior Support Plans
- Building-specific PBIS plans
- Mentoring program

Tier 3

All students that are identified through the screening process, IST Process or through mandates related to IEPs and 504 Plans will have additional access to the following Tier 3 level supports.

- Individual targeted and/or small group support provided by school counselors, social workers, and psychologists
- Home Visits as needed
- Referral to Family Center
- Risk and Threat Assessment
- Referral to DASH
- Behavior Intervention Plan (BIP)

Academic Supports

Tier 1

All students will receive core instruction.

Tier 2/Tier 3

Students' eligibility to receive Tier 2 or Tier 3 Services is based upon, but not limited to, the following criteria:

- a) Classroom performance and/or teacher recommendation.
- b) iReady Diagnostic Assessment
- c) Results from the NYS Grade 5-7 ELA and math Assessments.
- d) The student who has not yet satisfied the exit criteria as outlined in this plan is eligible to continue in either Tier 2 or Tier 3 services from the prior year.
- e) Academic Support Center

Intervention Services Provided

1. The academic support staff provides services to identified students in grades 6-8 in the form of pull-out/push-in instruction.
2. Intensive reading services will be provided to students who qualify.
3. Student response to intervention is monitored consistently to ensure students are making improvements in ELA and/or math. This information will be shared with the support staff.

Tier Transition/Exit Criteria

The classroom teachers and support staff will collaborate to determine if the student is eligible to move if the data from various sources and anecdotal evidence supports movement from one tier to the next and notify the parent/guardian.

Social Emotional Supports (Grades 9-12)

Tier 1

All students will receive core instruction through grade level assemblies and presentations by guest speakers and/or high school staff and will be screened through the Universal Screener. Additionally, selected students identified through the screener or through concerns brought forward by school personnel will be monitored and followed by school personnel.

- All students' academic, social, emotional, and behavioral progress will be reviewed by members of the high school administration, departmental supervisors, teachers, and/or school support staff.
- All students will have access to the following supports provided by the district:
 - Erin's Law
 - Parent Engagement Activities
 - Access and support provided by school counselors, social workers, and psychologists

- Extra-curricular clubs and activities
- School-Wide Assemblies and Presentations
- PBIS

Tier 2

All students that are identified through building level meetings will have additional access to the following Tier 2 level supports.

- Small group and/or individual support provided by school counselors
- Home Visits as needed
- Mediation by staff
- Raider Academic Mentorship Program
- Restorative Practices
- Referral to Family Center

Tier 3

All students that are identified through the building level meetings and through mandates related to IEPs & 504 plans will have additional access to the following Tier 3 level supports.

- Referral to the Raider Academy
- Team meetings with parents/students/teachers
- Home visits as needed
- Mediation by staff
- Restorative Practices
- Individual targeted and/or small group support provided by school counselors, social workers, and psychologists
- Referral to DASH or other community resources
- Referral to the Risk/Threat Assessment Team
- Referral to the Family Center

Academic Supports (Grades 9-12)

Tier 1

All students will receive core instruction dependent upon their completion of prerequisite courses, in addition to the following:

- Quarterly review of report cards
- Periodic Counselor review of student caseload
- Building level meetings

Tier 2/Tier 3

The following criteria are used to determine a student's eligibility to receive additional support in ELA as well as math and/or science support classes:

- a) Classroom performance and/or teacher recommendation
- b) The results from classroom, final exam and New York State assessments
- c) Results from iReady assessments (9th grade only)
- d) The student who has not yet satisfied the exit criteria as outlined in this plan is eligible to continue in either Tier 2 or Tier 3 services from the prior year.

Identified students will be eligible to receive the following additional supports:

Tier 2

- Math/English/Science Support Classes
- Building Level Meetings
- Parent Teacher Conferences
- Meetings with School Counselor and/or other support staff
- Grade 12- At-Risk Senior intervention meetings – Deans, APs, Principal
- Grade 12- At-Risk Senior Parent Meetings – Counselors, APs, Principal

Tier 3

- All the supports listed above, plus those listed below
- Grade 12- Support sessions with At-Risk Seniors
- Raider Academic Mentorship Program

Intervention Services Provided

Student response to intervention is monitored consistently to ensure students are making improvements in ELA, science, and/or math. This information will be shared with the building level teams.

Tier Transition/Exit Criteria

The classroom teachers and support staff will collaborate to determine if the student is eligible to move if the data from various sources and anecdotal evidence supports movement from one tier to the next and notify the parent/guardian.

Key Terms and Acronyms

Academic Intervention Services (AIS): student support services, which supplement instruction provided in the general education setting, are designed to assist students in meeting proficiency with the established learning standards.

Assessment: Measurement of student growth; assessment tool choice is dependent on purpose and use of measurement results.

Behavior Intervention Plan (BIP): A behavior plan based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes students and parents. The plan includes positive behavior supports (PBS), identified skills for school success, and specific strategies for behavioral instruction.

Benchmark: Important student outcomes or goals for a grade within a particular domain (ex. reading), that students should be achieving during the course of a school year (ex. fall, winter, spring) in order to be on target for end-of-grade performance by the end of the school year benchmark assessments: assessments used to set benchmarks (according to local norms) and/or determine whether students are achieving grade level standard.

Core Curriculum: A course of study deemed critical and usually made mandatory for all students of a school or school system. Core curricula are often instituted at the primary and secondary levels by school boards,

Departments of Education, or other administrative agencies charged with overseeing education. Core curricula must be scientific and research based.

Data Teams: Teams of educators that are responsible for data analysis and decision making and that function at the level of the district, school, and grade (or content area) as well as across grade levels in the same content area (i.e., vertical teams); they include as members school administrators, school psychologists, grade/content area general educators, various specialists and other behavioral/mental health personnel.

Differentiated Instruction: Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials.

Explicit Instruction: Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools' research merged with behavior analysis; essential components of well -designed explicit instruction include a) visible delivery features of group instruction with a high level of teacher and student interactions and b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.

Formative Assessment: Classroom/curriculum measures of student progress; monitors progress made toward achieving learning outcomes; informs instructional decision making.

Individualized Education Plan (IEP): A written down document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

Intensive Interventions: Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with narrowest tier of an RTI tiered model; also referred to as tertiary interventions.

Intervention: The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

Instructional Support Team (IST): A group of education professionals coming together to consider student-specific data, brainstorm possible strategies/interventions, and develop a plan of action to address a student-specific need.

Modifications: Alterations that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications can negatively impact grade level achievement outcomes. Modifications in statewide assessments may invalidate the results of the assessment.

Progress Monitoring: A scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an

entire class.

Remediation: Instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously.

Research-based Instruction/Intervention: A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice. In the absence of evidence, the instruction/ intervention must be considered "best practice" based on available research and professional literature.

Response to Intervention (RTI): Practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals and applying child response data to important educational decisions.

Small Group Instruction: The ability for students to move among different groups based upon their performance and instructional needs.

Summative Assessment/Evaluation: Comprehensive in nature, provides accountability, and is used to check the level of learning at the end of a unit of study.

Universal Screening: A check of all students' current levels of performance in a content or skill area. This is administered three times a year.

Table: Elements of the Patchogue Medford School District Three-Tier RTI/MTSS Model

Elements	Tier 1 Core Curriculum and Instruction	Tier 2 Supplemental Instruction (May be provided by classroom teacher and/or an academic support specialist)	Tier 3 Increased Levels of Supplemental Instruction (provided by an academic support specialist)
Size of Instructional Group	Whole class grouping	Small group instruction	Individualized within small group instruction
Mastery Requirements of Content	• Relative to the designated performance level identified on universal screening measures and continued growth as demonstrated by progress monitoring • Approaching grade level on i-Ready Diagnostic • Formative and summative assessments from district-approved curriculum	• Relative to the designated performance level identified on universal screening measures and continued growth as demonstrated by progress monitoring • One to two grade levels below on i-Ready Diagnostic • Formative and summative assessments from district-approved curriculum	• Relative to the student's level of performance and continued growth as demonstrated by progress monitoring. • Three or special grade levels below on i-Ready Diagnostic • Formative and summative assessments from district-approved curriculum
Type of Instruction and/or Intervention: <i>English Language Arts</i>	• Core Curriculum/Tier 1 curriculum • Differentiated Instruction • Extra Help • Informal Consultation with specialists • i-Ready My Path	Core + targeted intervention (in addition to Tier 1 curriculum) prescribed to the following deficits: • Phonemic Awareness • Phonics • Fluency • Comprehension • Vocabulary	Core + targeted intervention (in addition to Tier 1 curriculum) prescribed to the following deficits: • Phonemic Awareness • Phonics • Fluency • Comprehension • Vocabulary

Type of Instruction and/or Intervention: <i>Mathematics</i>	Core curriculum • Guided Math • Differentiated instruction • Extra help • Systematic and explicit instruction • Visual representation of functions and relationships, such as manipulatives, pictures, and graphs • Ongoing, formative assessment • Conferencing-data chats, goal setting • District created fluency sprint books • I-Ready My Path	Core curriculum + targeted intervention (in addition to Tier 1 curriculum) prescribed to the following deficits: • Number and Operations • Algebra and Algebraic Thinking • Measurement and Data • Geometry	Core curriculum + targeted intervention (in addition to Tier 1 curriculum) prescribed to the following deficits: • Number and Operations • Algebra and Algebraic Thinking • Measurement and Data • Geometry
Frequency of Progress Monitoring	Students will be monitored to ensure performance is aligned to core instruction expectations. Students may be provided with a supplemental intervention later if collected data suggests it is required. • i-Ready diagnostics are administered Fall, Winter, and Spring to all students K-8 • Chapter and Unit Assessments • Reading Fluency Checks • Literacy Benchmarks • ENIL/IRLA in bilingual programs	In some cases, students may be strategically monitored to ensure performance is aligned to core instruction expectations. Students may be provided with a supplemental intervention later if collected data suggests it is required. • Passing of teacher assigned and My Path i-Ready lessons (ELA & Math) • Math: K-5 standards-aligned measuring tool	In some cases, students may be strategically monitored to ensure performance is aligned to core instruction expectations. Students may be provided with a supplemental intervention later if collected data suggests it is required. • Passing of teacher assigned and My Path i-Ready lessons (ELA & Math) • ELA: K-5 standards aligned measuring tool • Math: K-5 standards-aligned measuring tool
Frequency of Intervention Provided	NA	Suggested: 2-3 times per week	Suggested: 3-5 times per week

Duration of Intervention	NA	Based on student progress	Based on student progress
Parent Notification	• i-Ready for Families Report • Report Cards • Grade 6-8 Progress Reports	• i-Ready for Families Report • Report Cards • Grade 6-8 Progress Reports • Parent Notification	• i-Ready for Families Report Cards • Grade 6-8 Progress Reports • Parent Notification
Data Source	All student data as indicated in Board Policy 5130	All student data as indicated in Board Policy 5130	All student data as indicated in Board Policy 5130