

MR238

District MTSS Plan

2019-2020

Multi-Tiered System of Support: MTSS

"MTSS is a process, not a program"

MTSS is a process for *efficiently integrating* instruction and supports that address students' academic achievement, attendance, and social-emotional learning (SEL)

Each student in the Monmouth-Roseville school district will be instructed by highly qualified personnel utilizing research-based methods matched to student need as determined through assessment data. When data indicates additional instruction is needed, students will participate in interventions. Progress will be consistently monitored and additional data will be collected. Tiered support systems that effectively address student needs will have a significant influence on graduating all students prepared for college, career, and citizenship.

A Multi-tiered System of Support (MTSS) is the term used to describe a cohesive, tiered system of education that utilizes results-focused, problem-solving techniques to integrate standards-based instruction, behavioral instruction, intervention, acceleration, and extension. The MTSS framework is based on a continuum of increasingly intense, evidence-based supports designed to meet the academic, social/emotional, attendance, and behavioral needs of diverse learners using universal screening, progress monitoring, and data-based decision making. (Adapted from Holcomb MTSS Committee)



VISION of MTSS

Empowering students to take the next step.

A three-tiered model for instruction and intervention is based on the principle that academic, language, attendance, and social-emotional supports are first provided at a core or universal level to effectively address the needs of all students in a school (**Tier 1**). However, not all students will respond equally to the same curricula and teaching strategies. As a result, some students with identified needs receive supplemental or targeted instruction and intervention (**Tier 2**). Finally, typically less than 5% of students with the most significant needs receive intensive and individualized behavioral and/or academic support for either extension or intervention (**Tier 3**). Individual students are not “placed” in a tier; rather services and interventions are identified at each tiered level of support that targeted to each student’s specific needs. Regardless of whether a child is receiving other services such as special education or English Language Learner services, any challenge (academic, social-emotional, attendance, medical, language, etc.) that are impeding the success of the student should be addressed by a multi-tiered system of supports.

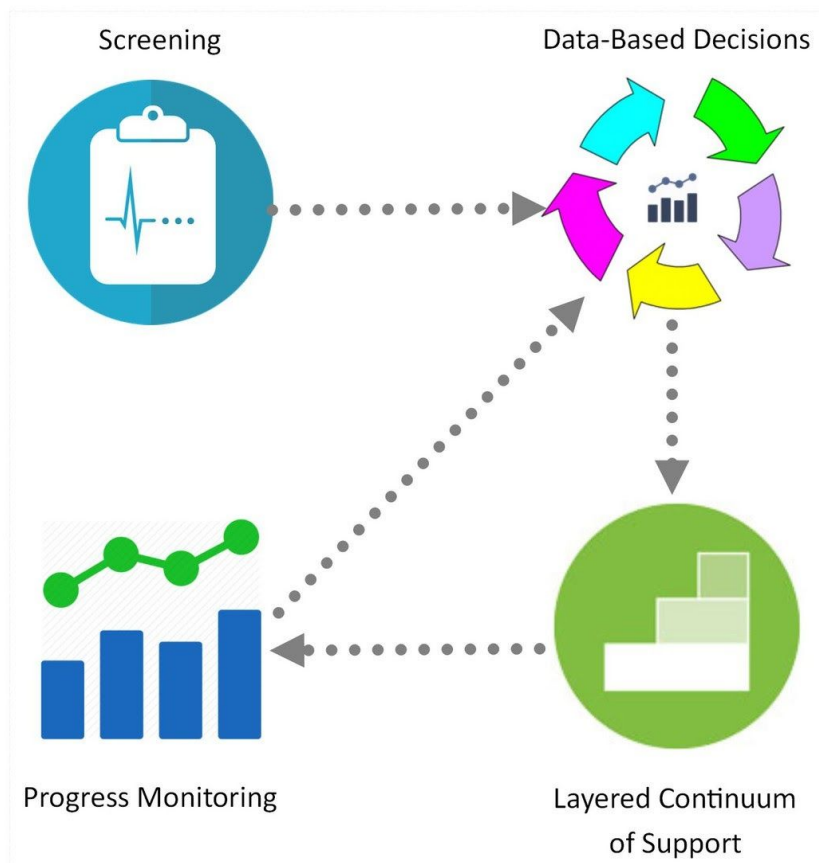
Key Components:

- ❑ **Curriculum & High-Quality Instruction:** A guaranteed and viable curriculum, high-quality standards-based classroom instruction, school-wide positive behavior supports, and committed educators whose beliefs and behaviors reflect that all students can learn and succeed at high levels.
- ❑ **Assessment:** A responsive teaching model that utilizes a balanced assessment system to effectively monitor student progress in relation to meeting national and state standards, and in turn support effective, results-focused instructional decisions that accelerate learning.
- ❑ **Culturally Responsive:** Targeted, culturally responsive, differentiated instruction to provide students access to core instruction that is aligned to standards at a level of intensity that is responsive to the needs of each student.
- ❑ **Collaboration:** Collaborative teams that are positive and productive to ensure effective problem solving and decision making.
- ❑ **Leadership & Professional Learning:** Effective, distributed leadership is crucial for guidance and sustainability. Ongoing professional learning and collaboration for all members of the school community are valued and supported to build capacity and sustain progress.

MTSS PROCESS

The key is that each School MTSS Team (with input and commitment from school staff) will determine the Tier 1 practices. It is a *Whole School* effort to set up a school environment that is predictable and consistent.

The graphic below shows the ongoing cycle of the layered supports:



ACADEMIC DECISION-MAKING GUIDELINES

Tier 1 (80% of the population)

- The student is functioning within the average range of the classroom and meeting identified standards as indicated by the report card.
- Progress monitoring data indicates scores above the 25th percentile
- Progress monitoring data indicate steady progress and a minimum of 3 consecutive data points on or above the aim line at grade level
- Rate of Improvement is average or above.
- Team agreement

Criteria to move to Tier 2

- The student is not meeting identified standards as indicated by the report card and progress monitoring data
- Classroom data indicates the student is functioning in the bottom quarter of the grade level
- Benchmarking and progress monitoring data and other standardized testing indicates scores between the 11th - 24th percentile
- Parents are contacted about the student's progress and the MTSS process is explained
- Team agreement

Tier 2 (15% of the population)

- Clearly articulated evidence-based intervention implemented with fidelity (in each area of concern)
- Focuses primarily on providing increased opportunities to practice and learn skills taught in the core
- Intervention occurs outside the time dedicated to core instruction, (minimum 20 minutes, 3 days each week; 30 minutes 2 days each week) in groups of 5-8 students.
- Students are progressed-monitored every other week.
- The goal of Tier 2 is to remediate academic skill deficits with the idea that in doing so, students will be successful in the Tier 1 program without support.
- Parents are updated on student progress

Criteria to move to Tier 3

- The student must receive 6 weeks of Tier 2 intervention.
- At a minimum of 10 weeks (5 data points), complete data analysis.
- There should be a minimum of one revised Tier 2 intervention, or increased duration, and/or frequency
- Progress monitoring data indicates a minimum of 3 consecutive data points below the aim line.
- Progress monitoring data must be at or below the 10th percentile
- Intervention is implemented with fidelity
- The student has received 80-100% of the interventions
- It is anticipated that this student will not benefit from Tier 2 intervention only
- Parents are updated on the child's progress and the MTSS/Tier 3 process is explained
- Team agreement

Tier 3 (5% of the population)

- ❑ Clearly articulated evidence-based intervention implemented with fidelity (in each area of concern)
- ❑ Intervention encompasses more explicit instruction which focuses on the remediation of skills.
- ❑ Intervention occurs outside the time dedicated to core instruction, (on a daily basis for 20-30 min.) in groups of 1–3 students
- ❑ Students are progressed-monitored weekly.
- ❑ Parents are updated on student progress.

Criteria for movement to Special Education

- ❑ The student must receive a minimum of 6 weeks of Tier 3 intervention (in addition to previous Tiered interventions)
- ❑ There should be a minimum of one revised Tier 3 intervention, or increased duration and/or frequency
- ❑ Progress monitoring data indicates a minimum of 3 consecutive data points below the aim line
- ❑ Progress monitoring data is at or below the 10th percentile
- ❑ Intervention is implemented with fidelity
- ❑ The student has received 80-100% of the interventions
- ❑ Team agreement:
- ❑ Parents are contacted and updated on the student's progress. A meeting will be set up to start the referral process
- ❑ The School Psychologist and/or Social Worker responds to the special education referral process as outlined by KWSED
- ❑ ***Interventions must continue while the special education referral process is being implemented

ACADEMIC CRITERIA

Tier 1: **100% of students in a school receive this instruction. It should meet the needs of at least 80% of students.**

Criteria: **K-8 students who are above 25% according to STAR benchmarks, progress monitoring, and classroom performance data.**

Enrichment: **K-8 students who are above 75% according to STAR benchmarks.**

Actions	Frequency	Person/Committee Responsible
All teachers will implement the core curriculum.	Daily	Classroom Teachers
All K-8 students will benchmark using STAR.	3 times a year Fall, Winter, Spring	Teachers
Grade level teams will meet once a month during “Early Release Friday” to discuss Tier 1 data.	Monthly	Lead Teachers/Instructional Coaches

Tier 2: About 15% of students will need additional teaching or support. These students receive Tier 1, plus we layer on additional support or instruction. The goal is to remediate academic skill deficits so students will be successful in Tier 1 without support.

Entry Criteria: K-8 students who fall below the 24% according to STAR benchmark and progress monitoring data, classroom performance data aligned to the grade-level standards.

Exit Criteria: Progress monitoring data indicate steady progress and a minimum of three consecutive data points on or approaching aim/goal line. The data points should be above 24%.

Actions	Frequency	Person/Committee Responsible
Implement Core Curriculum that is aligned to grade-level standards in Tier 1. Provide supplementary Instruction for students identified as Tier 2 in Reading, Math, Writing.	Daily 20-30 minutes/day 2-3 times a week (60 minutes weekly) *Writing 50 minutes	Classroom Teacher Teachers/Interventionists
The person providing the interventions will Complete Intervention Documentation Sheet	2-3 times a week based on the Interventions.	Classroom Teacher/ Academic Interventionist
Progress Monitoring using STAR (K-8) K-1 will also utilize common assessments	Bi-Weekly in area of need. If both subjects are below, alternate each week.	Classroom Teacher/ Academic Interventionist
Make sure to set a goal for progress monitoring in STAR. *See Appendix.	3 consecutive progress monitoring data points at or above the 25% before they can be considered Tier 1 OR 3 consecutive	Classroom Teacher/ Academic Interventionist

<p>Students must receive <u>6 - 8 weeks</u> of interventions before discussing the movement to another Tier.</p>	<p>data points below the aim/goal line to be considered Tier 3.</p>	
<p>The classroom teacher must contact the parent via phone or conference to provide an update on the student's progress and involvement in Tier II.</p> <p>Add to Tyler Parent Contact Log.</p>	<p>Whenever a student qualifies for Tier II.</p>	<p>Classroom Teacher</p>

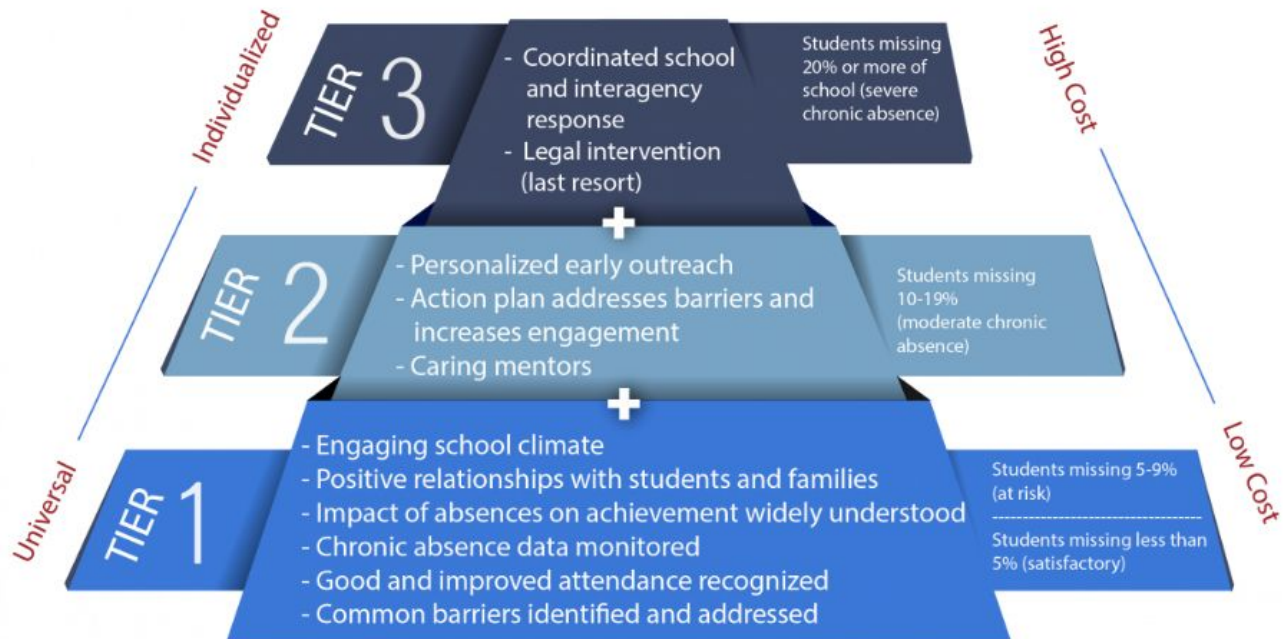
Tier 3: When Tier 1 and 2 are effective, we can expect about 5% of students will need another layer of support that is more intense.

Entry Criteria: Students who are below the 9% according to STAR benchmark, progress monitoring, and classroom performance data.

Exit Criteria: Progress monitoring data indicate steady progress approaching the aim/goal line. Progress monitoring data indicates 3 consecutive data points between 10% and 25%.

Actions	Frequency/TimeLine	Person/Committee Responsible
Implement Core Curriculum . Plus Tier 2 Supplementary Instruction Plus more Supplementary Instruction	Daily Tier 2: 20-30 minutes/day 2-3 times a week (5-8 students per group) Tier 3: 30 minutes a day 5 times a week. (1-3 students per group) 6-8 Weeks	Classroom Teacher Teacher/Interventionists Teacher/Interventionists.
Students will complete progress monitoring	Weekly	Classroom Teacher/ Academic Interventionist
Make sure a goal is set in STAR.	3 Consecutive Data Points	Classroom Teacher/Interventionist
The teacher will complete the Documentation - Needs Assessment	When a student qualifies for Tier 3	Classroom Teacher
The teacher will contact the family to provide an update on the student's movement to a new Tier.	When a student qualifies for Tier 3	Classroom Teacher
There should be a minimum of one revised Tier 3 intervention, or increased duration and/or frequency before a referral is made by the MTSS Team.	6-8 Weeks	Classroom Teacher/ Curriculum, Assessment and Instruction Committee.

ATTENDANCE CRITERIA



Tier 1: Criteria: (90% or above according to Tyler/Pulse attendance data) 95% for incentives...

Actions	Frequency/TimeLine	Person/Committee Responsible
Implement at least a quarterly incentive	Quarterly	Family Community Engagement
Quarterly attendance data is visually displayed- possible ways include bulletin board, social media, slide show.	Quarterly	Family Community Engagement/Office Staff
Create and distribute a calendar with each quarterly incentive.	Beginning of Year	Family Community Engagement
Provide end of the year acknowledgment for students who are in Tier 1 for attendance.	End of Year Assembly	Family Community Engagement

***Optional: Perfect attendance incentives will be at the discretion of individual buildings**

Tier 2: Criteria: (80-89%) or above according to Tyler/Pulse attendance data)

Actions	Frequency/TimeLine	Person/Committee Responsible
Facilitating attendance circles to create a sense of belonging and educating students about the importance of attendance.	Weekly	Student Support Specialist
Connecting mentors with students in this Tier.	Daily	Student Support Specialist
Identifying students in Tier 2 for attendance.	Monthly	Student support specialist / Administration / Counselor will meet to discuss attendance
A list will be created by the Student Support Specialist and be given to the building administrator.	Monthly	Student Support Specialist
The team will prioritize and make parent contact.	Monthly	Administrator, Student Support Specialist, Counselor, and Teachers

Tier 3: Criteria: (79% below according to Tyler/Pulse attendance data)

Actions	Frequency/TimeLine	Person/Committee Responsible
Secretaries will go through Tier 2 checklist to make sure all interventions were completed prior to a student entering Tier III.	Monthly	Secretaries/Student Support Specialist
Meet with the student to create goals and incentives to improve attendance.	Weekly	Student Support Specialist
Problem Solving Meeting	As needed	Principal/Staff/Counselor/Principal
Conduct home visits.	As needed	Student Support Specialist/Other Staff Members

The ROE process will be implemented.	Monthly	Principal, ROE Staff Members, and Student Support Specialist
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*[Regional Office of Education Referral Process](#)

SOCIAL EMOTIONAL LEARNING CRITERIA



Tier 1: **100% of students in a school receive this instruction.**
It should meet the needs of at least 80% of students.

Committee: School Culture and Climate & Professional Development

Actions	Program/Strategies	Data & Resources
Whole School Commitment The school employees will be trauma-informed so that they can help students become resilient learners.	Trauma-Informed Organization Training	Assessing Resiliency in Our Schools Survey
Set Clear and Consistent Boundaries	Create school-wide expectations as a staff and model expectations for students. Provide clearly stated, regularly communicated	K-8 Positive Behavioral Supports the office managed vs. teacher managed.

	and widely supported expectations.	
Teach Life Skills	Integrating goal setting, conflict resolution, cooperation, communication, problem-solving, and coping strategies into the classroom instruction.	K-1 Weekly SEL guidance lessons 2-3 Monthly SEL guidance lessons 4-6 Quarterly SEL guidance lessons 7-12 Advisory
Provide Caring and Support	Create a school that creates a sense of belonging for all students. Provide incentive/recognition programs all students can access. Create a positive and caring school climate.	K-6 Morning Meetings 4-6 House System
Set and Communicate High Expectations	Adopt a philosophy that all students can succeed. Celebrate achievements. Emphasize goals and educational outcomes. Eliminate labeling and tracking.	District Staff model a <i>growth mindset</i> in all areas of the school building. All school buildings have incentive programs highlighting positive student character traits. K-12 Master Schedules that reflect high expectations for all learners.
Provide Opportunities for Meaningful Participation	Implement peer to peer learning and service programs. Provide a lot of activities for students to participate	4-6 After School Programs. 7-8 VOICE 5-12 - Band 7-12 Extra-Curricular Activities and

	in throughout the school year.	Clubs 9-12 Peer Mentoring
Increase Bonding	Emphasize caring relationships. Prioritize family-school connections.	K-6 Family Engagement Nights K-6 Watch D.O.G.S K-6 - PTC Carnival

Tier 2: About 15% of students will need additional teaching or support. These students receive Tier 1, plus we layer on additional support or instruction. The goal is to remediate SEL skill deficits so students will be successful in Tier 1 without support.

Entry Criteria: 2 Office Discipline Referrals or MTSS Team Decision based on concerns.

Exit Criteria: Student meets 80% of their goals for the month. Student has not received any new office referrals for 4 weeks.

Actions	Program/Strategies	Data/Resources
<p>Schoolwide: School provides short-term targeted support for students who have difficulty demonstrating appropriate SEL skills</p> <p>Behavior accountability and frequent feedback in class and out of class.</p> <p>Provides emotional support and positive adult connection</p> <p>.</p>	<p>Teacher recommendation for Mentoring only.</p> <p>Progress monitoring daily weekly/monthly.</p> <p>Intervention Groups w/ Counselor & Student Support Specialist</p> <p>Individual Counseling</p> <p>Parent contact.</p>	<p>1st Step: K-12: Mentoring: -4 Weeks or more.</p> <p>2nd Step: School-wide expectations CICO w/ chosen adult (6-8 weeks)</p> <p>3rd Step: Antecedent, Behavior, Consequence (ABC) Chart to help establish more specific goals for the CICO chart</p> <p>4th Step: Functional Behavior Assessment</p> <p>Possibility: Behavior Contract</p>

Tier 3: When Tier 1 and 2 are effective, we can expect about 5% of students will need another layer of support that is more intense.

Entry Criteria: Lack of progress after 2 or more evidence-based Tier 2 interventions have been implemented with fidelity and approved by the MTSS team.

Exit Criteria: After 6-8 weeks, the student has no new office discipline referrals and a 50% reduction in the identified problem behavior. Student earns 80% on his CICO data.

Actions	Programs/Strategies	Data/Resources
<p>Schoolwide: Students with the highest level of need receive highly structured individualized interventions and wrap-around supports.</p>	<p>Progress Monitor Daily with more targeted goals that are aligned to the FBA.</p> <p>Individual Counseling.</p> <p>School Team Problem Solving Meeting</p> <p>Parent Meeting</p> <p>Intervention Groups w/ Counselor & Student Support Specialist</p> <p>Referral to and/or collaboration with community agencies- Wrap around support to provide a network of interventions</p> <p>Consult with KW</p>	<p>BIP - Behavior Intervention Plan</p> <p>Possibility: Behavior Contract Behavior screening scales</p>

TIER 2 Form

Intervention Documentation Form

To be completed by the Interventionist in Tier 2 and Tier 3

Student: _____
Tier: _____

Teacher: _____
Group Size Ratio: _____

Interventionist: _____

Date Range	Monday				Tuesday				Wednesday				Thursday				Friday				Total # of Weekly Minutes
	T	P	F	#	T	P	F	#	T	P	F	#	T	P	F	#	T	P	F	#	

<p>T - Time (Minutes Per Session) P - Program F - Focus # - Lesson Number (if applicable) AB - Absent</p> <p>Please note any changes to the intervention plan (e.g. time, program, focus, ratio, etc.) in the date range column.</p>	<p>Focus</p> <p><i>A-Attendance Circles</i> A-Articulation F-Fluency L-Language V -Vocabulary P-Phonics C- Comprehension CS- Counseling W- Writing MC-Math Computation MA-Math Applications B- Behavior SS -Social Skills</p>	<p>Program (Create your own legend for program name)</p> <p>_____ = _____</p> <p>_____ = _____</p> <p>_____ = _____</p> <p>_____ = _____</p>
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Tier 3 Form

- Instructions for the teaching making the referral:
 -Fill out this form for each student you refer to the MTSS team.
 -Bring the student's [Intervention Documentation Worksheet](#)

MTSS Meeting Information			
Student:	Birthdate:	Grade/Teacher:	Meeting Dates:
Parent Name:	Parent Contact (type and date):		
Meeting Attendees:			
Academic Achievement Factors			
Academic Strengths and Interests:			
Academic Challenges:			
Attendance Percentage from Tyler and Potential Reasons:			
Past Attendance History:			
Aspirations/Motivation:			
Is the student an English Language Learner (ELL)?			
Is the student a <u>former</u> ELL? If so, when did the student exit?			
Learning Environment & Instructional Factors			
Classroom Accommodations (with date range):			
Are at least 80% of the students in your classroom responding to Tier 1 instruction?			
ELL Services (e.g. ESL, Bilingual, or Refusal):			
Is the ELL placement appropriate/responsive?			

MTSS Criteria Sign-off Sheet

These will be completed by the team during MTSS meetings and principals will bring to monthly Ad-team meetings.

Criteria to move to Tier 2 and Tier 3

The student is not meeting identified standards as indicated by the report card, attendance data, and SEL screener, and progress monitoring data

- What standards are not being met as indicated by report card and progress monitoring data?

Data indicates the student is not functioning within the Tier 1 guidelines. (Attendance, Academics, Social-Emotional)

- What data was used to make this determination?
- What percentile is the student currently functioning in as indicated by the data?

Parents are contacted and a conversation has taken place about the student's progress and the MTSS process is explained.

- How many times were the parents contacted regarding their child and your academic/behavioral/attendance concerns you have for him/her?
- Were parents invited to the MTSS team meeting?

Student Name: _____

Teacher Name(s): _____

Principal's Signature _____

Date _____

Questions to Consider for Grade Level Team Discussions Early Release Friday /Data Meetings

Tier 1

Problem Identification “What is the problem?”

1. What do we want our students to know and do as a result of instruction?
Sources for expectations:
 - CCSS/State of Work completion and quality (e.g., grades)
 - Classroom Rules
 - School-wide behavior expectations
 - Teacher expectations
2. Do our students meet or exceed these expected levels?
Options for “screening”:
 - Academic tests
 - Work completion & quality (e.g., grades)
 - Attendance/tardies
 - ODRs
 - Classroom Behaviors
 - Social/Emotional Screeners
3. How sufficient are core instruction and related supports?
 - Analyze % of total students meeting vs. not meeting content-area specific expectations.
 - If ~80% or more are meeting expectations, focus on remaining students as possible Tier 2 or 3 candidates
 - If <80% meeting expectations, engage in Tier 1 problem-solving. Establish content-specific goals for improving Tier 1 (ex.: x% of the student will meet or exceed performance expectations in reading/behavior/math as measured by...)
 - Are there groups from whom Tier 1 is not sufficient?
 - Disaggregate student data and apply sam analysis for evaluating core sufficiency.
 - Is there evidence of disproportionality?
 - Engage in Tier 1 problem solving specific to each population.

Problem Analysis “Why is the problem occurring?”

4. If the core is not sufficient for either a “content area” or group of students, what systemic barriers may be preventing large % of students from reaching their goals?
Hypothesis generating options:
 - School climate
 - Curriculum mismatch with instruction
 - Curriculum materials insufficient
 - Fidelity of Tier 1 instruction practices
 - Dosage of Tier 1 instruction insufficient
 - Gaps in student prerequisite skills/mismatch with instruction.

Plan Development and Implementation: “What are we going to do to solve the problem?”

5. What strategies or interventions will be used based on the analysis of the Tier 1 problem?
6. What resources and supports are needed to ensure the implementation of the plan?
7. How will student response to Tier 1 planned services be measured?

8. How will the effectiveness of Tier 2 services be evaluated and used to determine the next steps?
 - What % of students are responding positively?
 - Progress monitoring data

Plan Evaluation: “Is our plan working?”

9. Have planned improvements to core been effective?
 - If successful, how will Tier 1 improvements be maintained?
 - If unsuccessful for most, determine why.
 - If unsuccessful for some, will you consider supplemental interventions

Tier 2

Problem Identification: “What is the problem?”

1. Based on Tier 1 problem data, are there groups of students for whom the intensity of the problem warrants supplemental instruction/intervention?
2. Are there groups of (fewer = < 20%) students who have not responded adequately to effective Tier 1 general instruction or Tier 1 improvement plans?

Problem Analysis: “Why is the problem occurring?”

3. For students who require additional instruction/interventions based on the intensity of Tier 1 problem, what common barriers are preventing students from reaching Tier 1 goals?
 - a. How will students be “grouped for Tier 2 services and based on what data?
4. For each group of students (grouping at this point based on similar content/skills concerns identified in Tier 1 which options will be used to refine specific groupings for assignments to match interventions to student need?

5. Using Problem Analysis options:

Hypothesis generating options:

- Degree of access to effective Tier 1 instruction? (attendance, low Tier 1 instruction fidelity, missed instruction due to office referral visits/suspensions, etc.)
- 1 content area concern vs. multiple content concerns
- Common pre-req skill instruction needed (basic academic skills, social skills, attendance)
- Common engagement barriers, low self-monitoring, goal setting, preferred vs. non-preferred activities
- motivation/reinforce access
- peer-peer or student-teacher relationships

Plan Develop and Implementation “What are we going to do to solve the problem”.

6. Based on problem analysis results, what will be the intervention target(s)?
7. What evidence-based strategies or interventions will be used to address the specific target(s) for Tier 2 supports?
 - Are the selected intervention(s) matched to student need (i.e, match function of behavior, skill deficit, etc.)?
8. What resources and supports are needed to ensure the implementation of the plan?
9. How will the effectiveness of Tier 2 services be evaluated and used to determine the next steps?
 - What % of students in the intervention group are responding positively?

Plan Evaluation “Is our plan working?”

15. Have planned improvements to Tier 2 been effective?
 - If students are reaching Tier 2 target goals, are they demonstrating increases with Tier 1

goals?

- If yes, can Tier 2 services be faded and supported in Tier 1 setting?
- If no, what additional barriers might be targeted to help the student reach Tier 1 goals?
- If students are not reaching Tier 2 goals, use decision rules established in Step 3 to determine if:
 - More time and dosage of Tier 2 intervention
 - Increase fidelity supports
 - Modify the Tier 2 instruction plan
 - Return to problem-solving to design a new plan.

Monitoring Student Progress

District 238 Primary Monitoring Tools

- *STAR Early Literacy (K-1)*
- *STAR Reading and Math (2-8)*
- *IAR (3-8)*
- *PSAT (8-11)*
- *SAT (11)*
- *High School Early Warning System (9-12)*
- *ACCESS for English Language Learners (K-12)*

STAR (K-8)

STAR is a benchmark and progress monitoring system for reading and math based on direct, frequent and continuous student assessment.

- Benchmark - Assess all students three times per year for universal screening (early identification), general education progress monitoring, and AYP accountability.
 - Three times a year: **fall, winter, and spring.**
- Strategic Monitor - Assess “on-watch” (blue) students monthly and evaluate the effectiveness of instructional changes.
- Progress Monitor - Assess “intervention” (yellow and red) students bi-weekly to determine the effectiveness of the intervention. When a student is active in the problem-solving process with the MTSS team, assess weekly.

IAR(3-8)

Partnership for Assessment of Readiness for College and Careers measures whether students are on track to be successful in college and careers. This assessment is taken once a year in the Spring.

Early Warning System (9-12)

The high school uses an [early warning system](#) that monitors students’ grades, attendance, and discipline. The administration, counselors, and student support specialist meet monthly to review data and identify students for intervention. ‘

ACCESS for English Language Learners

An English language proficiency assessment administered annually to Kindergarten through 12th-grade students who have been identified as English language learners (ELLs). It is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

CORE CURRICULUM AND INTERVENTION PLAN

See the “[Research-Based Strategies and Intervention Resources](#)” document. This can be found on the district website (under Staff dropdown, then RTI link)

PARENT INVOLVEMENT

Parents will be contacted on a regular basis throughout the Response to Intervention - Problem Solving Process. Contact may be by phone or through active participation at meetings. Parents will be contacted at a minimum at the following times:

- To notify parents of participation in a Tier II intervention.
- To initiate the Individual Problem Solving process
- As part of the data collection process
- To seek input and explain the Intervention Plan
- To review and report progress monitoring data

Contact with parents will be positive and stress the desire to assist the child to be successful in school.

STAR Reminders

STAR 360

Setting goals is STAR:

1. Intervention Name: Must be the name of the program being used.
 - a. Note: All interventions must be researched based.
2. End Date: Should be set for the last day of spring benchmark.
3. Goal Type: Catch-Up/Keep-Up should be used (Moderate for Early Literacy).

Deactivating a STAR test:

The **only** condition a STAR test will be deactivated is due to an emergency. Medical, weather, or technology issues (loss of internet, hardware malfunction) and safety emergencies are the only exceptions for a STAR test to be deactivated. This should be done with the RtI coach and Administration agreement. Please see STAR Proctoring Reminders or speak with your building RtI Coach if you have any questions.

Benchmarks and Progress Monitoring:

A student may only take one STAR test per subject area during any benchmark window. Progress Monitoring is not allowed during any benchmark window. This will skew the data. We need to keep the integrity of the benchmarks fair for all students. If a student does not do as well as they/you thought, you may progress monitor, but that has to be after the benchmark window is closed.

Proctoring Reminders

1. When the “monitor password” comes up, teachers **MUST** type in “admin” for the student. **Students can NOT type in admin.** The purpose for teacher typing “admin” is so the teacher can cross-check the name at the top of the screen to make sure the student is taking their test. We’ve had students taking other students’ tests because username and passwords were similar AND pausing the test on purpose.
2. **Students need to have the username and password somewhere in front of them.** It can be on an index card, sheet with other usernames, taped to the computer, etc. Whatever works best for the individual class. But it needs to be in front of the student.
3. **Students have to stay seated at the computer and read a book.** They may not go travel around the room and read, nor may they play a game on the computer. Not only is this a distraction, but it appears to be more fun than sitting in front of a computer taking an assessment. We don't want the students rushing to get through the assessment.
4. A **sign needs to be placed outside the testing room** so that there are NO interruptions.
5. Please be cognizant that if there are **2 proctors in the room, that they are NOT talking with one another.** Proctors should be circling the room making sure students are on task. Teachers should only be on the computer to check the progress or completion of students taking the test.
6. **Math test should be given first.** Students should be encouraged to use scratch paper.
7. Scratch paper is not used for the reading test. **DO NOT read the reading test** or any part of the test to the students.
8. Before leaving the lab or closing out of a testing session, **CHECK THE SUMMARY REPORT!** Make sure the only students that haven’t completed the test are absent students or students that are tested in a smaller group. We’ve had some situations where students took the test but didn’t register on the summary report. If this happens, just let your RtI Internal Coach know.

Goal Setting – Creating SMART Goals

Setting Goals in STAR

Before starting this process you must have an actual “goal end date” which comes from your STAR Assessment building administrator or MTSS team. Also, you **CAN NOT** progress monitor a student during the Benchmark Windows. To get more information on Goals.....Access “Setting Goals in STAR” by clicking on ‘Resources’ under any STAR assessment on the Homepage

- STAR Home Page
 - hover over the test button... Early Literacy, Reading, or Math
 - Click on Screening, Progress Monitoring & Intervention
 - you will see two tabs, make sure that “Progress Monitoring” tab is selected

STAR Early Literacy
Home > Screening, Progress Monitoring & Intervention

Return to Home

Setup
View Screening Dates
View Benchmarks
Manage Groups

Reports
Screening
Progress Monitoring
Longitudinal
More Reports

Screening, Progress Monitoring & Intervention
Select Screening Status to preview results by grade; or select Progress Monitoring & Goals to set up interventions

Screening Status | Progress Monitoring & Goals

Search for a student to set up Goals for Progress Monitoring and Intervention
School: Lincoln Early Childhood School

Search for Student

First Name ID
Last Name Grade **Grade 1** 1. select appropriate grade
Class **First Grade, .., 2015-2016** 2. select your name
Search 3. Hit this button to generate names below

Student	Percentile Rank (PR)	Goal	Target Date
B. [redacted]	63 PR	716 SS (5.8 SS/week)	4/29/2016
Ch [redacted], L [redacted]	31 PR		
[redacted], Ma [redacted]	33 PR		
[redacted], Gi [redacted]	78 PR		
H [redacted], E [redacted]			
H [redacted], A [redacted]	74 PR		
L [redacted], A [redacted]	89 PR		
L [redacted], T [redacted]	64 PR		
L [redacted], C [redacted]	40 PR	648 SS (5.4 SS/week)	4/29/2016
L [redacted], T [redacted]	45 PR	717 SS (5.7 SS/week)	4/30/2016
M [redacted], J [redacted]	51 PR		

4. select child's name in blue to create PM

Home > Screening, Progress Monitoring & Intervention > Student Detail

Student Detail
View or edit intervention and goals

School: Lincoln Early Childhood School
Student: C [redacted] L [redacted]

Current Goal - (No Goal Set) Edit Goal | Delete Goal

Latest Test	Score	Goal
9/1/2015	578 SS / 31 PR	Add Goal

Recent Tests

Date	Activity	Details
9/1/2015	Test	578 SS / 31 PR

Click here

Done | Generate Progress Report

Definition of Intervention

- Focus on a specific targeted area of need that is identified through assessments
- Involves teaching of a skill/strategy that increases student's performance in the targeted area
- Provided teaching & reteaching with multiple opportunities for guided practice and immediate corrective feedback
- Systematic & explicit
- In addition to whole group instruction and provided to a smaller group
- Are **NOT** accommodation (e.g. Preferred seating, visual timer, copy of notes, etc) OR a modification (e.g. Fewer questions, etc.)

Selecting a Goal

- For student's needing progress monitoring, select the goal type indicated below
 - **Catch Up Keep Up** – Students in Red or Yellow.
 - **Moderate** – Students in Blue or Green

When pulling up a report using the Annual Progress Report

STAR Early Literacy
Home > Screening, Progress Monitoring & Intervention > Student Detail > Manage Goals

Manage Goals

Define an intervention and set a goal

School: **Lincoln Early Childhood School**
Student: **A**

Latest Test	Score	Goal
9/9/2016	406 SS / 2 PR	--

Intervention Details

Intervention Name
Appears in report details

Goal End Date
Used for SS/week calculation

Starting test: 9/9/2016 - 406 SS / 2 PR
(Sets intervention line; starts trend and goal lines)

Goal
Expected growth rate and score

Select a goal type (based on students who scored similarly*)

- Moderate: 50 SGP = (press Calculate Goal button)
- Moderately Ambitious: 66 SGP = (press Calculate Goal button)

Or define a custom goal:

- Scaled Score [dropdown] [input]

*National growth score history for the "Moderately Ambitious" rate.

Click here to Learn More

Cancel Calculate Goal Save

Interpretation & Guidance

for anyone below the 40%ile

1. Enter the name of your intervention examples: reteaching M Heggerty, Jolly Phonics, Tyler, Florida Center of Reading Research, etc

2. Use calendar button to enter end date.

3. hit this button to generate a goal score for each category

4. Set Goal.

5. Finish by hitting here!

Resources for MTSS Interventions

Academic	Attendance	SEL
Menu of Academic Interventions Reading and Math Academic Interventions	Attendance Works	ISBE SEL RESOURCES Behavior Interventions PBIS World Tier 2 Interventions Tier 3 Interventions