

Rea View MTSS/Intervention Handbook

2019-2020



[School Mission/Vision]

Overview

NC MTSS (North Carolina Multi-Tiered System of Support) is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

MTSS is broken into six critical components: leadership, data-based problem solving, data evaluation, three tiers instruction/intervention, building capacity/infrastructure for implementation and communication and collaboration

At Rea View, all students are included in the MTSS process using the Standard Treatment Protocol (STP). Students are selected for tiers using our Universal Screening Process which is based on multiple forms of data. Students are allowed throughout tiers based on their progress. The MTSS team makes the final decision on when and how students move (when needed) throughout tiers.

The MTSS team will lead the school through this process, but it involves input from the entire staff. Using this model includes the participation from staff, parents, stakeholders and community members.

**Rea View MTSS Team
2018-2019**

Team Member	Position
Jeni Parker	Principal
Kate Anderson	Assistant Principal
Liz Pecora	Counselor
Michelle Dougherty	Grade Level Rep
Rene Mills	Grade Level Rep
Dana Munoz	Grade Level Rep
Keri Stout	Grade Level Rep
Mary Grace Stoner	Grade Level Rep
Brady Pyfer	Grade Level Rep
Tiffany Adcox	Staff Representative
Leesa Martins	Staff Representative
Jeni Jacobus	School Psychologist

Critical Components

North Carolina's MTSS Critical Components Leadership Leadership is key to successful implementation of any large-scale innovation. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem solving.

Building the Capacity/Infrastructure for Implementation

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually include ongoing professional development and coaching with an emphasis on data-based problem solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem solving.

Communication and Collaboration

Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to a lack of consensus, lack of feedback to implementers to support continuous improvement, and not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained. Data-Based Problem Solving The use of data-based problem solving to make education decisions is a critical

Data-Based Problem Solving

The use of data-based problem solving to make education decisions is a critical element of MTSS implementation. This includes the use of data-based problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school-wide implementation of MTSS. While several models for data-based problem solving exist, the four-step problem solving approach includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for implementing evidence-based strategies to attain goals, and 4) evaluating the effectiveness of the plan.

Three-Tiered Instructional/Intervention Model

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction all students get; Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small group or individual interventions for students showing significant barriers to learning the skills required for school success. It is important to consider both academic and social-emotional/behavioral instruction and interventions when examining this domain.

Data Evaluation

Given the importance of data-based problem solving within an MTSS model, the need for a data and evaluation system is clear. In order to do data-based problem solving, school staff need to understand and have access to data sources that address the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes for improving MTSS implementation.

Universal Screening Process

In order to maintain a standard system of identifying students for the proper tier, Rea View uses a Universal Screening Process. Data is collected from multiple sources to assist with determining which students might need an academic or behavioral/social-emotional intervention.

Data Sources

Academic Data	Behavioral Data	Attendance
EOG	Office referrals	# of absences
iStation Reading Levels	Counselor referrals/sessions	# of tardies
F&P	Social Worker referrals/sessions	
District Assessments	Educator's Handbook Minors	
iReady Diagnostic		
Grades		
Classroom Assessments		
NC Check-ins		

Data Decision Rules

Below are the Data Decision Rules for reading, math and behavioral interventions.

	Intervention Entry Rules	Intervention Exit Rules	Intervention Intensity Increase Rules
Literacy	<p>(1-5) 1 year behind in reading level.</p> <p>(1-2) – and Report Card's consistently showing a level 1.</p> <p>(3) – and BOG score of 1</p> <p>(4-5) – and must have scored a 1 or 2 on EOG</p> <p>(3-5) – and consistently 69% or below on grade level/formal classroom assessments</p> <p>(K) Beginning with Mid-Year Assessments, ½ year behind in reading level, and a report card grade of a 1.</p>	<p>(1-5) Student's reading level is on grade level.</p> <p>(K-2) – Report Card's consistently averaging a level 3.</p> <p>(3-5) – Consistently averaging 70% or above on grade level/formal classroom assessments.</p>	<p>Based on data collected through the student's intervention and goal, inconsistent data or lack of growth will increase tiered support levels.</p>
Math	<p>(1-2) – Report Card's consistently showing a level 1.</p> <p>(3-5) – Consistently 69% or below on grade level/formal classroom assessments</p> <p>(4-5) – and must have scored a 1 or 2 on EOG</p> <p>(1-5) – and Student's iReady Diagnostic is Red/2 or more levels below</p>	<p>(K-2) – Report Card's consistently averaging a level 3.</p> <p>(3-5) – Consistently averaging 70% or above on grade level/formal classroom assessments.</p>	<p>Based on data collected through the student's intervention and goal, inconsistent data or lack of growth will increase tiered support levels.</p>
Behavior/ Social-Emotional	<p>Discipline Referrals: If the student gets 2 referrals for similar-type behaviors within 9 weeks, students will be referred to the Tier II Team.</p>	<p>Student shows 4 weeks without concerning behavior with support. If the student can then do 4 more weeks without the support,</p>	<p>Based on data collected through the student's intervention and goal, inconsistent data or lack of growth</p>

		they will be removed.	will increase tiered support levels.
--	--	-----------------------	--------------------------------------

UCPS Independent Reading Level Benchmarks

mark level is NOT the sole indicator for the end of the marking period. Please use all sources of data, such as the Reading Continuum by Fountas and Pinnell

Nine-Week Benchmarks

		1 st	2 nd	3 rd	4 th
Kindergarten	4 Above 3 Expected 2 Below 1 Well Below	4 = B or higher 3 = A 2 = RB 1 = PC	4 = C or higher 3 = B 2 = A 1 = PC or RB	4 = D or higher 3 = C 2 = B 1 = A	4 = E or higher 3 = D 2 = C 1 = B or lower
Grade 1		4 = F or above 3 = E 2 = C or D 1 = B or below	4 = H or above 3 = G 2 = E or F 1 = D or below	4 = J or above 3 = I 2 = G or H 1 = F or below	4 = K or above 3 = J 2 = H or I 1 = G or below
Grade 2		4 = L or above 3 = K 2 = I or J 1 = H or below	4 = L or above 3 = K 2 = J 1 = I or below	4 = M or above 3 = L 2 = K 1 = J or below	4 = N or above 3 = M 2 = K or L 1 = J or below
Grade 3		4 = O or above 3 = N 2 = L or M 1 = K or below	4 = O or above 3 = N 2 = M 1 = L or below	4 = P or above 3 = O 2 = N 1 = M or below	4 = Q or above 3 = P 2 = N or O 1 = M or below
Grade 4		4 = R or above 3 = Q 2 = O or P 1 = N or below	4 = R or above 3 = Q 2 = P 1 = O or below	4 = S or above 3 = R 2 = Q 1 = P or below	4 = T or above 3 = S 2 = Q or R 1 = P or below
Grade 5		4 = U or above 3 = T 2 = R or S 1 = Q or below	4 = U or above 3 = T 2 = S 1 = R or below	4 = V or above 3 = U 2 = T 1 = S or below	4 = W or above 3 = V 2 = T or U 1 = S or below

Standard Treatment Protocol for Interventions Reading, Math, Behavior/Social-Emotional, Attendance

Literacy

https://drive.google.com/open?id=1181OiwKV6mKL3ONchAL8DEd3s57b_hb6bxY7oLnAw1M

Math

<https://drive.google.com/open?id=1KvntH8NwktVwZMIUZdsHito7keEeZSDzERsMyJGwidw>

Behavior

https://drive.google.com/open?id=1H_1kG-Pz6tU2E3bzjWM8NfSUVy9PjMCRoVCE827Ik78

Reading

- Students will receive small group instruction 3 times a week for 15 minutes in groups of no more than 4-5 students.

Math

- Students will meet with a teacher for 2-3 times a week for 15 minutes of groups of no more than 4-5 students, plus continued support through iReady.

Behavior/Social-Emotional

- Check-In/Check-Out - Students will work with a mentor to check in and out each day.
- Behavior Points Chart - Students will complete an individual points chart working towards their own personal goal. Goals and rewards will be based on individual interests. Students will receive the reward each time to earn their goal.

Attendance

- Student will create individual plan with the guidance counselor.

Data Process and Evaluation

Interventions at Rea View are completely data driven. As students move throughout tiers, the support they receive is layered. Below is the data process for each tier. Data is collected over time, evaluated by our MTSS team and along with the student's teacher(s), a decision is made.

Tier 1 (Core Instruction)- In Tier 1 or Core Instruction, students receive academic instruction based on state standards. Teachers utilize the gradual release of responsibility framework in order to produce academic proficiency in the majority of students. Rea View has also adopted common school-wide behavior expectations. These common behavior expectations are explicitly taught to all students. If at least 80% of all students (in all subgroups) are meeting academic or behavior benchmarks, this instruction is effective. If less than 80% of students are successful with this instruction, teachers must evaluate the effectiveness of core instruction.

Foundational core plans for literacy and math are written by PLCs as a part of Tier 1.

Tier 2 (Supplemental)- In Tier 2 or Supplemental Instruction, approximately 20% of students, receive supplemental supports in addition to core instruction. This layer of support is given in small groups and based on standard treatment protocol. Supplemental instruction is designed to close the gap between current performance and desired performance. If at least 75-80% of students receiving supplemental instruction are improving at a rate sufficient to close the gap, the intervention is considered effective. If below 75% percent of students are improving at a rate sufficient to close the gap, fidelity of intervention must be examined.

Throughout this tier, progress monitoring data is collected at a minimum of 1-2 times per month over a period of 6-10 weeks.

Teachers and MTSS team will review the data to determine if a student should remain in the intervention, be exited from the intervention, or be moved to Tier 3/Intensive Instruction.

Tier 3 (Intensive)- In Tier 3 or Intensive Instruction, approximately 5% of students, receive intensive supports in addition to supplemental and core instruction. Like Tiers 1 and 2, these supports are also evidence-based practices and research-based programs designed to improve performance.

The MTSS team will use the data from Tier 2 in conjunction with our universal screening process and standard treatment protocol to decide on the Tier 3 support the student will receive. Tier 3 support is tailored to the unique needs of the student and typically delivered one-to-one. At this level, the student will now receive support from all three tiers.

Throughout this tier, progress monitoring data is collected at a minimum of 1-2 times per week over a period of 6-10 weeks.

Teachers and MTSS team will review the data to determine if a student should remain in the intervention, be exited from the intervention and moved back to only Supplemental Instruction, or be possibly considered for eligibility in the exceptional children's program.

TIER 3

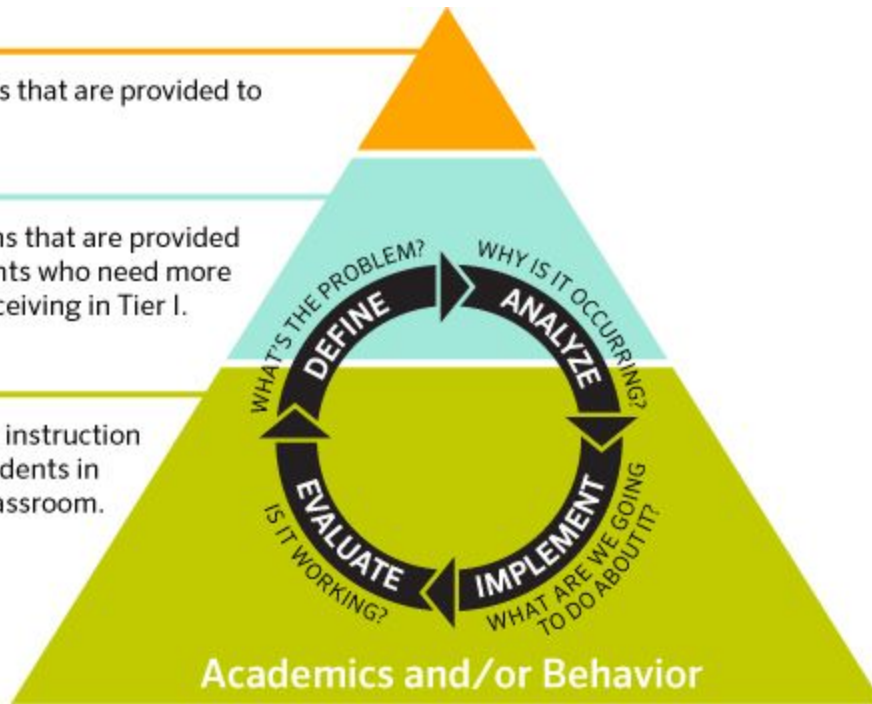
refers to the interventions that are provided to individual students.

TIER 2

refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier I.

TIER 1

refers to the high quality instruction that is provided to all students in the general education classroom.



What do the tiers look like at Rea View Elementary?

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none">• Balanced Literacy• Guided Reading/Small group reading instruction• Dreambox• MyOn• The 3 E Model for Math Instruction• School wide rules/PBIS• LLI (if applicable)• Guidance Support for behavior and attendance	<ul style="list-style-type: none">• iReady• Orton-Gillingham (if applicable)• Florida Center for Reading Research• Skill/behavior Groups• Mentoring for attendance	<ul style="list-style-type: none">• Math Intervention Small Groups/1-on-1• Reading Intervention Small Groups/1-on-1• FBA/BIP (Behavior)

UCPS MTSS Flowchart

<https://drive.google.com/open?id=1TOUHGFapgPF78mZcx4arZfSfv-BLmOtMpQ9HtzKf8Ho>

UCPS MTSS Forms

<https://www.ucps.k12.nc.us/site/default.aspx?PageID=5980>