A close up of a sign

Description automatically generated

**Multi-Tier Systems of Support**

**(MTSS) Manual**

**2019-2020**

**Mission Statement**

**B**uild a community of stakeholders who

**V**alue education and graduate

**S**tudents who are college/ career ready and

**D**edicated to life-long Learning

Empowering all students to make meaningful contribution to the world!

**Blacklick Valley Elementary Center**

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**Overview of the Blacklick Valley Elementary Center’s MTSS Model**

Blacklick Valley Elementary Center has designed and implemented a Multi-Tiered Systems of Support (MTSS).

1. Utilizes AimswebPlus as the universal screener in reading for all students kindergarten through third grade
2. Analyzes data to align resources including all staff, services, time, and materials
3. Assesses tier 1 effectiveness in meeting 80-85% of students’ strengths and weaknesses
4. Delivers tier 2 and tier 3 interventions based on data collected through the universal screening and diagnostic assessments
5. Frequently monitors and records students response to interventions and adjusts the intervention accordingly

**Universal Screener**

Blacklick Valley uses AimswebPlus as the universal screener, a progress monitoring tool, and a data collection system for reading in grades K - 3. The AimswebPlus program provides users with an online data collection system, benchmarking materials, progress monitoring materials, and reporting tools.

**Benchmarking**

AimswebPlus Benchmarking occurs in September, January, and May. Along with AimswebPlus, teachers and the Reading Specialist administer the Developmental Reading Assessment 2 (DRA2) , Sight Word Inventory, and Concepts of print. See Appendix A for the Benchmark Proficiency chart and Appendix B for Assessment Schedule.

**Data Analysis**

After each benchmarking, grade levels meet for data analysis. The reading specialist provides classroom performance sheets to each teacher (see appendix E). First teachers look at the amount and percentage of students scoring Well Above Average, Above Average, Average, Below Average, and Well Below Average. Secondly, the reading specialist list the cutline (within 5 percent of becoming Below Average) students. From this point, teachers set a goal for the next benchmarking. They list the students they anticipate moving to Average, then determine their goal percentages.

With goals set, grade level teachers along with our MTSS team create groups based on the assessment data. Teachers will list students with specific skill deficits. As we analyze the data, any specific skill area that contains 20% or more of students we list that skill area as a Tier 1 deficit and create a plan to adjust the curriculum as needed.

The groups set the foundation for the alignment of our resources. Based on the Aimsweb Plus scores, students are assigned to a Tier 3 group (minimum of 40 minutes), Tier 2 groups (minimum or 30 minutes), or a watch group (progress monitored bi-monthly). A progress monitoring schedule is then created where Tier 3 students are monitored once every week and Tier 2 students are monitored every other week. The final step is matching the skill deficit to the research based intervention (Appendix H). Once all is complete, an entrance letter is sent home to the parents of the students receiving tier 2 or 3 interventions (Appendix I). Meetings a set with parents for beginning into the MTSS program for both Tier 2 and 3. Monthly meetings will occur for Tier 3 students.

Between each benchmarking, we meet again for data analysis at the end of the first and third nine weeks. During these meetings, teachers talk about and analyze the progress of their specific students and the Tier 1 needs of their classroom. Reviewing Tier 1 common assessments and ROI graphs, Tier 1 curriculum and interventions are adjusted as needed. Teachers also reflect on their benchmarking goals.

**Monthly MTSS and Grade Level Teacher Meetings**

Our MTSS team and grade level teachers have common planning time. Once a month, they meet to discuss the specific progress, or lack of progress, for students and align the necessary resources according to the data. At these meetings, groupings of students are also discussed and any necessary changes can be made.

**Core Team Meetings**

Students who show a lack of improvement despite Tier 2 or Tier 3 interventions are referred for a Core Team meeting. Teachers are required to complete the referral form Appendix G. Individual students are recommended for referral to Core Team during monthly meetings or, by parent request throughout the MTSS process. The collaborative Core Team may include professionals who work directly with the student, including the reading specialist, classroom teacher, and related service providers, as well as the building principal, director of special education, guidance counselor, and parent. Student-specific information, including strengths, needs, observations, and progress monitoring data (Appendix F) are shared with the group. The team uses this time to gather additional information, to brainstorm changes to current interventions, or to recommend additional interventions. At this time, additional assessments and/or a referral for Special Education eligibility determination may be recommended by the group. Documentation of all MTSS Team meetings for each student is maintained by staff.

**Referral for Special Education**

Referrals for a multidisciplinary evaluation to determine special education eligibility are made by the Guidance Counselor. This referral is based on the review of data and after an intervention has been implemented and monitored for a sufficient amount of time within the Tier 3 framework. In addition, a parent has the right to request a multidisciplinary evaluation at any time. If a verbal or written parental request is made, the Director of Special Education should be made aware of this request immediately.

**MTSS Calendar**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Sept** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **March** | **April** | **May** |
| **Benchmarking** | 1st  Bench-marking |  |  |  | 2nd  Benchmarking |  |  |  | 3rd  Benchmarking |
| **Data Analysis** | 1st  Data  Analysis |  | 2nd  Data  Analysis |  | 3rd  Data  Analysis |  | 4th  Data  Analysis |  | 5th  Data  Analysis |
| **MTSS and Grade Level Meetings** | Once  per  month | Once  per  month | Once  per  month | Once  per  month | Once  per  month | Once  per  month | Once  per  month | Once  per  month | Once  per  month |
| **Problem-Solving** | Meet as  Needed | Meet as  Needed | Meet as  Needed | Meet as  Needed | Meet as  Needed | Meet as  Needed | Meet as  Needed | Meet as  Needed | Meet as  Needed |
| **Progress Monitoring** | On-going | On-going | On-going | On-going | On-going | On-going | On-going | On-going | On-going |
| **Parent Conferences** | Once per month | As needed | As needed | As needed | Once per month | As needed | As needed | Once per month | As needed |

**Tier I**

* Research-based core curriculum
* Includes all students
* Universal Screening (AimswebPlus) 3 times, yearly

**Tier II + Tier I**

* Strategic Interventions (30 mins daily)
* Research based supplemental curriculum in addition to core
* Small group instruction
* Target to skill deficits
* Bi-weekly progress monitoring
* Parent communication

**Tier III + Tier I**

* Intensive Interventions (45 mins daily)
* Research based interventional in addition to core
* Small group instruction
* Target to skill deficits
* Weekly progress monitoring
* Diagnostic Assessment as needed
* Ongoing parent communication

**MTSS Flowchart**

Discussion Point: Continue TIER II or move to TIER III after a minimum of 5 data points

If adequate progress towards meeting benchmark is made, team may decide to continue interventions or return student back to TIER I.

If rate of improvement is slow or inadequate to achieve benchmarks MTSS team will determine if new intervention and/or increased intensity is needed.

MTSS/Grade Level Teams Review

Notify parent using Parent Information Letter and include the MTSS brochure.

Teams consider need for TIER II Interventions

If student is falling short of grade level benchmarks, the Grade Level Team and Data Team meet to conduct a comprehensive review and discuss differentiation strategies.

If student is at or near benchmarks continue with TIER I instruction

If <80% are at or near benchmark, Grade level teams meet with Data team to review and evaluate effectiveness of core curriculum and fidelity of instructional practices. If >80%, proceed to review of individual at risk students

Learning Support will be notified of referral. MTSS data will be used to determine the need to begin the evaluation process.

MTSS team reviews progress data. If all available interventions are unsuccessful (student will not meet benchmark at present rate of learning) consideration for an MDE referral.

MTSS team reviews progress data. If ROI is nearing benchmark, MTSS team may decide to continue interventions or return student to TIER I or TIER II.

**MTSS Procedures**

**Multiple Tiers of Research Based Instruction**

**Tier I**

**Core Curriculum for All Students**

1. The general education reading core curriculum is research and standard based and delivered with fidelity.
2. Students receive systematic and explicit instruction following BVEC’s Framework for Teaching.
3. The research based reading instruction and curriculum emphasizes the big 5 in reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).
4. The core reading program occurs for at least 90 minutes daily.
5. Interventions include differentiated instruction. Teachers also use AimswebPlus data to create flexible instructional groups for reading.
6. School and district printed materials reference the MTSS process where appropriate.

**Tier II**

**Strategic and Targeted Interventions for At-Risk Students**

1. Tier 2 interventions begin as soon as possible after identification of those not responding adequately to differentiated Tier 2 instruction.
2. A process is in place to notify parents and request their input and support as students enter the intervention process, which is managed by the MTSS team.
3. In addition, to Tier 1 instruction, students receive Tier 2 interventions for at least 30 minutes a day.
4. Classroom teachers, special education teachers, reading specialist, and other related service personnel collaborate to effectively implement high quality research based instruction/curricula in general education under the overall direction of the instructional leadership of the principal.
5. The pacing of the instruction matches each student’s skill level and gives students multiple opportunities to respond.
6. Student interventions are standardized (see Appendix G of a list of approved interventions and Appendix J for Intervention Decision Making Guidelines).
7. Regular, remedial, and special education resources are used flexibly.

**Tier III**

**Intensive Intervention for Low Performing Students**

1. Standard protocol interventions are utilized in accordance with guidelines stated in Appendix I.
2. Size of instructional groups is no more than 1:3 instructor to student ratio.
3. In addition to the 90 minute core Tier 1 curriculum, students will receive at least 40 minutes of additional intensive interventions from Tier 2 and/or 3 each day.
4. Regular, remedial, and special education resources are used flexibly.

**Universal Screenings**

1. BVEC utilizes a team approach when conducting universal screenings of critical reading skills in grades K-3.
2. The school uses AimswebPlus as a universal screening measure.
3. These screening practices are predictive of performance on standards, efficiently administered, and sensitive to growth.
4. Screenings are administered to all students in grades K-3 at the beginning, middle, and end of year (September, January, and May), and are maintained in the AimswebPlus database.
5. Reading Specialist produce grade-level and classroom reports that are used at the Core team and grade level data meetings (Appendix E & F).

**Core Team Across Tiers 1, 2, and 3**

1. After each universal screening (beginning, middle, and end of year), Core Team meets to analyze data.
2. The Building Level Team consists of the principal, reading specialist, grade level teachers, and guidance counselor (See Table 1).
3. The team reviews data on student performance to identify well above, above, average, below, or well below average students according to AimswebPlus guidelines.
4. The team develops measurable goals for each grade-level and individual classroom based on the current percentage of students.
5. After identifying students in need of Tier 1, 2, or 3 support, the team develops skill groups and strategies for supporting students in the classroom.
6. Data is tracked on a single document for use during follow-up meetings (Appendix D).

**Grade Level Data Teams Across Tier 2 and Tier 3**

1. Grade Level Data Teams meet between universal screenings to analyze and monitor Tier 2 and 3 student growth and progress.
2. Grade Level Data Teams consist of the principal, reading specialist, grade level teachers, and guidance counselor (See Table 1).
3. The team refers to Rate of Improvement (ROI) graphs, types of interventions, classroom data and assessments, and Study Island data.
4. The team uses this data to collaboratively design individual intervention strategies for students to be implemented in the general education classroom.
5. Based on data, the team makes decisions on Tier 2 students in need of Tier 3 support.
6. The team can refer Tier 3 students to the Special Education Department if adequate progress is not being made.
7. The team uses the Intervention and Decision Making Guidelines throughout this process (Appendix J).

**Parental Involvement**

1. Parental involvement is a key component in the MTSS system.
2. All parents receive information on MTSS each school year.
3. A section of our school website is devoted to MTSS by providing useful information and strategies for parents.
4. Parents receive ongoing feedback through parent letters and meetings (see Appendences D, E, F, I).
5. Parents are actively encouraged to participate in meetings in an atmosphere in which they are welcomed, supported, and their input is valued.
6. Parents are made aware of the right to request a Multidisciplinary Evaluation to determine Special Education eligibility at any time.

**Table 1. MTSS Team Structure**

|  |  |  |
| --- | --- | --- |
| **Who** | **What** | **When** |
| **Core Team**   * Principal * Reading Specialist * Guidance Counselor | * Collect and analyze universal screening data * Identify strengths and areas of need * Develop measurable classroom and grade-level goals * Monitor fidelity of implementation of MTSS | * September * January * May |
| **Core Team and Grade Level**   * Principal * Grade Level Teachers * Reading Specialists * Guidance Counselor | * Monitor student progress in tiers 2 and 3 * Design and implement effective interventions for at-risk students * Analyze and design classroom strategies * Refer students not making adequate progress for possible evaluation | * Monthly |
| **Core Team, Teacher, & Parents**   * Principal * Guidance Counselor * Reading Specialist * Classroom teacher | * Review student progress in tier 3 * Discuss interventions * Review strategies used * Answer questions or concerns | * September * January * May |

**Tier 2: Strategic Progress Monitoring (bi-weekly)**

1. School staff strategically monitors the progress of individual students.
2. Data are collected and entered biweekly by intervention specialists to determine the effectiveness of interventions and make adjustments.
3. Intervention specialists use ROI graphs to enter and track student progress as it relates to expected and attained growth.  Interventions are also tracked on this same document and shared with all team members.
4. Classroom teachers use benchmark and progress monitoring data to strategically group students in the general education classroom.
5. Progress monitoring data is analyzed and discussed during our Grade Level meetings.
6. Individual progress monitoring information is shared with parents on a regular basis
7. Students who make acceptable progress in Tier 2 (26th percentile or higher) are exited to Tier 1.
8. Students failing to make acceptable progress (below the 11th percentile) at Tier 2 are moved to Tier 3 interventions.

**Tier 3: Intensive Progress Monitoring (weekly)**

1. Reading Specialist strategically monitors the progress of individual students.
2. Data are collected and entered weekly by Reading specialist to determine the effectiveness of interventions and make adjustments.
3. Reading specialist use ROI graphs (Appendix F) to enter and track student progress as it relates to expected and attained growth.  Interventions are also tracked on this same document and shared with all team members.
4. Progress monitoring data is analyzed and discussed during our Core team meetings and Grade Level meetings.
5. Individual progress monitoring information is shared with parents on a regular basis.
6. Students who make acceptable progress (above the 11th percentile) in Tier 3 are returned to Tier 2 supports.
7. Students failing to make acceptable progress (6-8 data points of discrepant growth) in Tier 3 are referred to the Special Education Department.

|  |  |  |  |
| --- | --- | --- | --- |
| **Tier Level Programming** | **Tier 1** | **Tier 2** | **Tier 3** |
| **What**  (Core Program) | Wonders and Heggerty | Wonders and Heggerty | Wonders and Heggerty |
| Intervention | Differentiated Instructional Strategies | Strategic Reading Interventions | Intensive Reading Interventions |
| **Who**  (Intervention) | Classroom Teacher | Interventionist | Interventionist |
| **Where**  (Intervention) | General Education Classroom | Pull Out | Pull Out |
| **Teacher to Student Ratio** |  | 1:6 maximum | 1:3 maximum |
| **How Long**  (Duration) | Benchmark  Period | Until goals are met | Until goals are met |
| **How Long**  (Time/day) | 90 minutes daily | 40 minutes daily in addition to Core Instruction minimum 4x/week | 40 minutes daily in addition to Core Instruction  4x/week |
| **Assessment**  (Universal) | AimswebPlus, DRA | AimswebPlus, DRA | AimswebPlus, DRA |
| **Assessment**  (Intervention) |  | AimswebPlus biweekly progress monitoring | AimswebPlus weekly progress monitoring |

**Table 2 BVEC MTSS Grid**

Appendix A

**Blacklick Valley Elementary Center**

**Benchmark Assessment Proficiencies**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pre-K | | |  |  |  |
| **Aimsweb** |  | **Other** | **Fall** | **Winter** | **Spring** |
| Letter ID (F,W,S) | 26% or higher | DRA |  |  |  |
|  |  | Concepts of print | 3-4 | 5-15 | 16-17 |
| Kindergarten | | |  |  |  |
| **Aimsweb** |  | **Other** | **Fall** | **Winter** | **Spring** |
| Initial Sound (F,W) | 26% or higher | DRA | A-1 | 3-4 | 4-8 |
| Letter Naming Fluency (F, W, S) | 26% or higher | Concepts of print | 12-19 | 18-19 | 20 |
| Letter Word Sounds (F,W,S) | 26% or higher |  |  |  |  |
| Nonsense Word Fluency (W,S) | 26% or higher |  |  |  |  |
| Phoneme Segmentation (W,S) | 26% or higher | Sight words | 20-22 | 41-44 | 83-87 |
| 1st grade | | |  |  |  |
| **Aimsweb** |  | **Other** |  |  |  |
| Phoneme segmentation (F) | 26% or higher | DRA | Fall  4-8 | Winter  10-12 | Spring  12-16 |
| Nonsense words (F, W, S) | 26% or higher | Sight Words |  |  | 41 by EOY |
| Word Reading Fluency (W, S) | 26% or higher |  |  |  |  |
| Oral reading (W,S) | 26% or higher |  |  |  |  |
| 2nd grade | | |  |  |  |
| **Aimsweb** |  | **Other** |  |  |  |
| MAZE (F, W, S) | 26% or higher | DRA | Fall  14-16 | Winter  18-24 | Spring  28-30 |
| Oral Reading (F, W, S) | 26% or higher |  |  |  |  |
| Vocabulary (F, W, S) | 26% or higher |  |  |  |  |
| Reading Comprehension(F, W, S) | 26% or higher |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3rd grade | | |  |  |  |
| **Aimsweb** |  | **Other** |  |  |  |
| MAZE (F, W, S) | 26% or higher | DRA | Fall  28-30 | Winter  30-34 | Spring  34-38 |
| Oral Reading (F, W, S) | 26% or higher | CDT | ELA  741-955 | Math  822-984 |  |
| Vocabulary (F, W, S) | 26% or higher |  |  |  |  |
| Reading Comprehension(F, W, S) | 26% or higher |  |  |  |  |

    F – Fall   W – Winter S – Spring

Appendix B

**Blacklick Valley Elementary Center**

**Benchmark Assessment Schedule**

|  |  |
| --- | --- |
| Pre-K | |
| **Aimsweb** | **Other (Sept/Jan/May)** |
| Letter Naming Fluency (F,W,S) | Concepts of print |
| Kindergarten | |
| **Aimsweb** | **Other (Sept/Jan/May)** |
| Initial Sound (F,W) | DRA |
| Letter Naming Fluency (F, W,S) | Concepts of print |
| Letter Word Sounds (F,W,S) | Sight words |
| Nonsense Word Fluency (W, S) |  |
| Phoneme Segmentation (W, S) |  |
| 1st grade | |
| **Aimsweb** | **Other (Sept/Jan/May)** |
| Phoneme Segmentation (F) | DRA |
| Nonsense Word Fluency (F, W, S) | Sight Words |
| Word Reading Fluency(W, S) |  |
| Oral reading (W,S) |  |
| 2nd – 3rd  grade | |
| **Aimsweb** | **Other (Sept/Jan/May)** |
| MAZE (F, W, S) | DRA (F, W, S) |
| Oral Reading (F, W, S) | CDT- 3rd Only (F, W, S) |
| Vocabulary (F, W, S) |  |
| Reading Comprehension (F, W, S) |  |
| 4th – 6th grade |  |
| **Aimsweb** | **Other (Sept/Jan/May)** |
| n/a | CDT- (F, W, S) |

**F – Fall August 1 – November 30**

**W – Winter December 1 – March 15**

**S - Spring March 16 – June 1**

Appendix C

Blacklick Valley Elementary Center - MTSS Referral Form

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher referring: \_\_\_\_\_\_\_\_\_\_\_\_\_

Date submitted: \_\_\_\_\_\_ **Give to Mrs. Dorsch at least 1 week prior to MTSS grade level meeting**

**Please note: - Initial referrals cannot be made until the first week of October**

1 – What are the challenges that the student is facing? (please attach examples of classwork – tests, assignments, etc) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2 – What are the accommodations in place and how has instruction been differentiated to meet student needs?  (please attach examples or explain how it is being done) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3 – Parents have been made aware of these concerns (please list at least 2 dates of contacts with parents and the results) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4 – Are you aware of any other services being provided to the student at this time? (example – Speech, OT, PT, Counseling) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please see reverse of form for data collection

Appendix C

Benchmark Data: (please fill in chart where applicable with scores)

|  |  |
| --- | --- |
| Kindergarten | |
| **Aimsweb** | **Other** |
| Letter Sound Fluency | DRA |
| Letter ID | Concepts of print |
| Phoneme Segmentation | Sight words |
| 1st grade | |
| **Aimsweb** | **Other** |
| Letter Sound Fluency | DRA |
| Letter ID |  |
| Phoneme segmentation |  |
| Nonsense words |  |
| Oral reading |  |
| 2nd – 6th grades | |
| **Aimsweb** | **Other** |
| MAZE | 2-3 - DRA |
| Oral Reading | 3-6 - CDTs |

Please provide progress monitoring data is student fell into the orange or yellow category on AimsWeb assessments. (printed chart from the program)

MTSS Team use

Assign student to:  \_\_\_\_\_\_\_ Tier 2   \_\_\_\_\_\_\_ Tier 3 \_\_\_\_\_\_\_\_\_\_ N/A

Appendix D

*MTSS:  Progress Monitoring & Intervention Alignment Tool*

Blacklick Valley School District – Kindergarten

Student:  Sample Student     Teacher:\_Homeroom Teacher

|  |  |  |
| --- | --- | --- |
| **Data Analysis** | | |
| **AimsWeb**   |  |  |  |  | | --- | --- | --- | --- | |  | Fall | Winter | Spring | | Initial Sounds |  | **x** | **x** | | Letter Naming Fluency |  |  |  | | Letter Word Sounds |  |  |  | | Nonsense Word Fluency | **X** |  |  | | Phonemic Segmentation | **X** |  |  |   National Percentages - colors coordinate with Aims Web charts  Orange -  1% to 10%  Yellow – 11% to 25%  Green – 26% to 75%  Blue – 76% to 100% | **Letter Name ID** \_\_\_\_/52  **Letter Sound ID** \_\_\_/26    **Vowel Sounds**   |  |  |  | | --- | --- | --- | |  | Long | Short | | A |  |  | | E |  |  | | I |  |  | | O |  |  | | U |  |  | | **Concepts of Print**  \_\_\_\_/20  (note deficit areas below)  **Sight Word List** (if app.)  # of words\_\_\_\_\_\_\_\_\_  **DRA Benchmark**  (Use most current scores)    **DRA Level: \_\_\_\_**    **Notes:** |

**The Intervention**

|  |  |
| --- | --- |
| Targeted Area of Need (skill) :  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will receive intervention in the reading area of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to focus on the skill of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The intervention strategies of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will be used to target this deficit skill, in a group with \_\_\_\_\_\_\_\_ other students, \_\_\_\_\_\_\_\_\_ days a week for \_\_\_\_\_\_\_\_\_\_ minutes per session. |

**Monitoring the Intervention**

See progress monitoring chart attached.

|  |  |
| --- | --- |
| **Participant Name** | **Participant Signature** |
| Mr. Ron Rhoades – Principal |  |
| Mrs. Maribeth Dorsch – Counselor |  |
| Mrs. Krystyn Farabaugh – Reading Specialist, Title I |  |

Appendix D

*MTSS:  Progress Monitoring & Intervention Alignment Tool*

Blacklick Valley School District – First Grade

Student:  Teacher:

|  |  |  |
| --- | --- | --- |
| **Data Analysis** | | |
| **AimsWeb**   |  |  |  |  | | --- | --- | --- | --- | |  | Fall | Winter | Spring | | Phonemic Segmentation | 35 | **X** | **X** | | Nonsense Words |  |  |  | | Oral Reading | **X** |  |  | | Word Reading Fluency | **X** |  |  |   National Percentages - colors coordinate with Aims Web charts  Orange -  1% to 10%  Yellow – 11% to 25%  Green – 26% to 75%  Blue – 76% to 100% | **Letter Name ID**  **Letter Sound ID**    **Vowel Sounds**   |  |  |  | | --- | --- | --- | |  | Long | Short | | A |  |  | | E |  |  | | I |  |  | | O |  |  | | U |  |  | | **Sight Word List** (if app.)    **DRA Benchmark**  (Use most current scores)    **DRA Level:**    **Notes:** |

**The Intervention**

|  |  |
| --- | --- |
| Targeted Area of Need (skill) :  Phonics/phonemic awareness | \_\_\_ will receive intervention in the reading area of phonics and phonemic awareness to focus on the skill of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The intervention strategies of small group instruction focusing on above skills will be used to target this deficit skill, in a group with \_\_\_\_other students, 5 days a week for 40 minutes per session. |

**Monitoring the Intervention -** See progress monitoring charts attached.

|  |
| --- |
| **Accommodations:** |

|  |  |
| --- | --- |
| **Participant Name** | **Participant Signature** |
| Mr. Ron Rhoades– Principal |  |
| Mrs. Maribeth Dorsch – Counselor |  |
| Mrs. Krystyn Farabaugh – Reading Specialist, Title I |  |

Appendix D

*MTSS:  Progress Monitoring & Intervention Alignment Tool*

Blacklick Valley School District – 2nd Grade

Student:  Sample Student     Teacher:\_Homeroom Teacher

|  |  |
| --- | --- |
| **Data Analysis** | |
| **AimsWeb**   |  |  |  |  | | --- | --- | --- | --- | |  | Fall | Winter | Spring | | Maze |  |  |  | | Oral Reading |  |  |  |   National Percentages - colors coordinate with Aims Web charts  Orange -  1% to 10%  Yellow – 11% to 25%  Green – 26% to 75%  Blue – 76% to 100% | **DRA Benchmark**  (Use most current scores)    **DRA Level: \_\_\_\_**    **Notes:** |

**The Intervention**

|  |  |
| --- | --- |
| Targeted Area of Need (skill) :  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will receive intervention in the reading area of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to focus on the skill of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The intervention strategies of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will be used to target this deficit skill, in a group with \_\_\_\_\_\_\_\_ other students, \_\_\_\_\_\_\_\_\_ days a week for \_\_\_\_\_\_\_\_\_\_ minutes per session. |

**Monitoring the Intervention -** See progress monitoring chart attached.

|  |
| --- |
| **Accommodations:** |

|  |  |
| --- | --- |
| **Participant Name** | **Participant Signature** |
| Mr. Ron Rhoades – Principal |  |
| Mrs. Maribeth Dorsch – Counselor |  |
| Mrs. Krystyn Farabaugh – Reading Specialist, Title I |  |

Appendix D

*MTSS:  Progress Monitoring & Intervention Alignment Tool*

Blacklick Valley School District – 3rd Grade

Student:       Teacher:

|  |  |
| --- | --- |
| **Data Analysis** | |
| **DRA Benchmark**   |  |  |  | | --- | --- | --- | | **Fall** | **Winter** | **Spring** | |  |  |  |   **Notes:** | **CDT**   |  |  |  |  | | --- | --- | --- | --- | |  | **Fall** | **Winter** | **Spring** | | **ELA** |  |  |  | | **Math** |  |  |  | | **Writing** |  |  |  |   **Notes:** |
| **AimsWeb**   |  |  |  |  | | --- | --- | --- | --- | |  | Fall | Winter | Spring | | Maze |  |  |  | | Oral Reading |  |  |  | | Vocabulary |  |  |  | | Reading Comprehension |  |  |  |   National Percentages - colors coordinate with AimsWeb charts  Orange -  1% to 10%  Yellow – 11% to 25%  Green – 26% to 75%  Blue – 76% to 100% | |

**The Intervention**

|  |  |
| --- | --- |
| Targeted Area of Need (skill) : | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will receive intervention in the reading area of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to focus on the skill of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The intervention strategies of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will be used to target this deficit skill, in a group with \_\_\_\_\_\_\_\_ other students, \_\_\_\_\_\_\_\_\_ days a week for \_\_\_\_\_\_\_\_\_\_ minutes per session. |

**Monitoring the Intervention -** See progress monitoring chart attached.

|  |
| --- |
| **Accommodations:** |

|  |  |
| --- | --- |
| **Participant Name** | **Participant Signature** |
| Mr. Ron Rhoades – Principal |  |
| Mrs. Maribeth Dorsch – Counselor |  |
| Mrs. Krystyn Farabaugh – Reading Specialist, Title I |  |

Appendix E

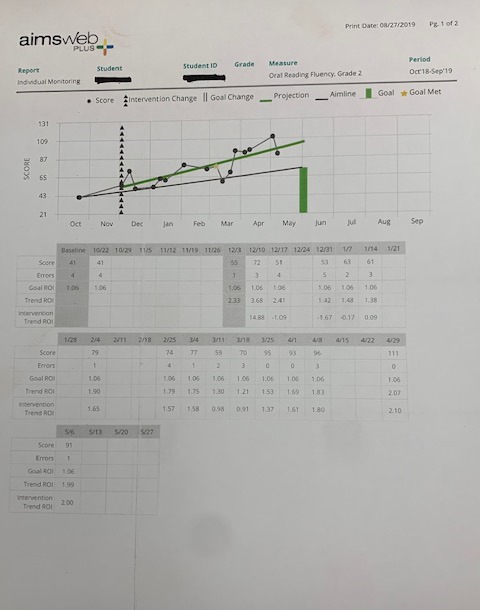
**AimswebPlus Benchmark Report**

**A screenshot of a computer

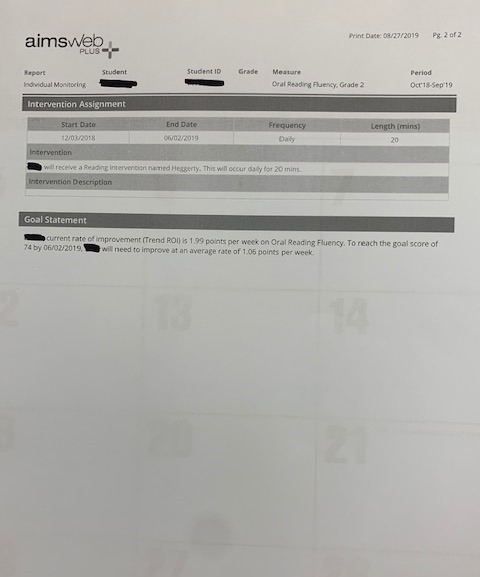
Description automatically generated**

Appendix F

**AimswebPlus Progress Monitoring Report**

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Appendix F



Appendix G

Blacklick Valley Elementary Center

MTSS Reading Interventions/Assessments

|  |  |  |
| --- | --- | --- |
| **Grade Level** | **Benchmark Assessments** | **MTSS Interventions** |
| **Pre-Kindergarten** | **Aimsweb**  *-Letter Naming Fluency* | n/a |
| **Kindergarten** | **AimsWeb**  *-Initial Sound*  *-Letter Naming Fluency*  *-Letter Word Sounds*  *-Nonsense Word Fluency*  *-Phoneme Segmentation*  **DRA**  **Concepts *of Print*** | Heggerty  Early Reading Intervention (ERI)  LLI  Read Naturally  Wonder Works  Sonday  Sounds in Action  Stepping Stones |
| **First** | **AimsWeb**  *-Phoneme Segmentation*  *-Nonsense Word Fluency*  *-Word Reading Fluency*  *-Oral Reading Fluency*  **DRA** | LLI  Read Naturally  Wonder Works  Sonday  Sounds in Action  Stepping Stones |
| **Second** | **AimsWeb**  *-Maze*  *-Oral Reading Fluency*  **DRA** | LLI  Read Naturally  Wonder Works  Sonday  Rave-O |
| **Third** | **AimsWeb**  *-Maze*  *-Oral Reading Fluency*  *-Vocabulary*  **DRA**  **CDT** | LLI  Read Naturally  Wonder Works  Rave-O  Sonday |

**Additional Assessments:**

* Comprehensive Test of Phonological Processing, Second edition (CTOPP-2)
* Kaufman Brief Intelligence Test (KBIT)
* Wechsler Individual Achievement Test, Third edition (WIAT III)
* Process Assessment of the Learner, Second edition (PAL- II)
* Phonological Awareness Skills Test (PAST)
* 95% group Phoneme Substitution Screener

Appendix H

**Blacklick Valley Elementary Center (Grades K-3) Interventions**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Program** | **Area of Instruction** | **Research Based** |
| **Tier 2/ 3**  **Interventions** | **RAVE-O** | **Comprehensive Review of Basic Skills to build Automaticity**  (Phonological Awareness, Beginning Decoding, Basic Grammar and Sentence Structure, Basic Comprehension) | **Yes** |
| **Leveled Literacy Intervention** | Fluency, Comprehension, Vocabulary, Phonics & Writing | **Yes** |
| **Sounds in Action** | Phonological Awareness |  |
| **Sonday** | Phonics, Reading & Writing Fluency, Vocabulary, Comprehension | **Yes** |
| **Read Naturally** | Fluency and Comprehension | **Yes** |
| **Phonemic Awareness (Heggerty)** | Phonological Awareness | **Yes** |
| **Wonder Works Intervention** | Follows Core Curriculum Wonders at a much lower level | **Yes** |
| **Stepping Stones to Literacy** | Phonological Awareness | **Yes** |
| **Early Reading Intervention (ERI)** |  |  |

**Progress Monitoring Aligned Interventions**

|  |  |  |
| --- | --- | --- |
| **Monitoring Probe** | **Skill** | **Aligned Intervention** |
|  |  |  |
| **Kindergarten** |  |  |
| Initial Sound | Phonological Awareness | Stepping Stones |
| Letter Naming Fluency | Phonics | Early Reading Intervention |
| Letter Word Sounds | Phonics | Early Reading Intervention |
| Nonsense Word Fluency | Phonics |  |
| Phoneme Segmentation | Phonological Awareness | Heggerty |
|  |  |  |
| **First Grade** |  |  |
| Phoneme Segmentation | Phonological Awareness | Heggerty |
| Nonsense Word Fluency | Phonics |  |
| Word Reading Fluency | Phonics/Reading Fluency |  |
| Oral Reading Fluency | Reading Fluency | Read Naturally |
|  |  |  |
| **Second/Third Grade** |  |  |
| \*Oral Reading Fluency | Reading Fluency | Read Naturally |
| \*MAZE | Comprehension | \*Leveled Literacy Intervention |

Appendix I

**Entrance Letter into MTSS Tier 3**

September 3, 2019

Dear Parents/Guardians,

This school year, the elementary center is operating the Multi-Tiered System of Support (MTSS) program. Along with team planning and teacher collaboration, part of the MTSS process is to incorporate tiered levels of instruction into the school day. During this 40-minute time frame, students will be placed into flexible groups based upon identified needs for additional practice, remediation, or enrichment.

Currently, your child is receiving Tier III Interventions as part of the MTSS program. This means that during the MTSS time, he/she is receiving additional practice with academic concepts aligned with core standards at his/her grade level. Because these interventions are being provided during the MTSS time, your child will remain involved with core subject instruction with their homeroom class. Our hope is to provide all students with the instruction and skills they require to meet academic proficiency and ultimately become life-long learners.

We will be in contact soon to schedule a meeting with you to discuss this program further. If you have any questions or concerns regarding MTSS or this instructional time, please do not hesitate to contact Mrs. Dorsch or myself at (814) 749-9211. As always, I thank you for your support and cooperation.

Sincerely,

Ron Rhoades

Principal

Appendix I

**Entrance Letter into MTSS Tier 2**

September 3, 2019

Dear Parents/Guardians,

This school year, the elementary is operating the Multi-Tiered System of Support (MTSS) program. Along with team planning and teacher collaboration, part of the MTSS process is to incorporate tiered levels of instruction into the school day. During this 40 minute time frame, students will be placed into flexible groups based upon identified needs for additional practice, remediation, or enrichment.

Currently, your child is receiving Tier II interventions as part of the MTSS program. This means that during the MTSS time, he/she is receiving additional practice with academic concepts aligned with core standards at his/her grade level. Because these interventions are being provided during the MTSS time, your child will remain involved with core subject instruction with their homeroom class. Our hope is to provide all students with the instruction and skills they require to meet academic proficiency and ultimately become life-long learners.

If you have any questions or concerns regarding MTSS or this instructional time, please do not hesitate to contact Mrs. Dorsch or myself at (814) 749-9211. As always, I thank you for your support and cooperation.

Sincerely,

Ron Rhoades

Principal

Appendix J

**BVEC’s Framework for Teaching**

**Essential Question**

What ***concept*** do you want your students to learn in this ***unit*** of study? Can the student or observer tell what this is based upon your instruction? Is it stated and demonstrated?

**Objective for the Day**

What information, skill (or part of a skill) do you want students to know and understand by the end of this lesson? How does the student or observer know your objective for the lesson? Is it stated, written, or simply obvious in your instruction?

**Anticipatory Set**

Quick, engaging, thought-provoking activity to focus students, activate prior knowledge

Ex. bellringer. ticket out the door, Please Do Now

**Instruction:** Whole or small group

**Avoid:**

* All-lecture lessons
* Copying PowerPoint notes
* Worksheet overload/busy work
* Unrelated movies/whole movies
* Teaching from one location in the room
* Gradual release of responsibility from teacher to students
* Teacher as facilitator
* Differentiation
* Higher-level questioning
* Rigor in work
* High expectations
* Engaged students
* Productive struggle: Students working through problems with the tools supplied by teacher and peers

**During the entire lesson:**

* Meaningful use of instructional time
* Using formative assessment
* Behavior management
* Meaningful feedback
* Engaged students
* Meaningful work
* Grouping purposefully: Grouping strategy is not random
* Collaboration among teacher and students
* Variety of instructional strategies within lesson and unit

**Closure**

* + Reconnection to the objective and/or essential question
  + Formative assessment for teacher feedback

**Intervention and Decision Making Guidelines**

**Use of Guidelines -** The following information is to be used as guidelines. Some students may not be a match for the recommendations; therefore, the MTSS will need to utilize flexible thinking in choosing an intervention for students not fitting into the various categories.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tier** | **Goal** | **Indicators of Progress Towards the Goal** | **Next Step if Progress is Made** | **Next Step if Progress isn’t made** |
| **1** | Read proficiently based on grade level norms | Benchmark on grade level Aimsweb PlusAssessment | Maintain Tier 1 curriculum | Administer reading digging deeper assessments |
| **2** | Read proficiently based on grade level norms | Increasing slope on student’s progress monitoring chart that is on or above the aimline at identified weakest area of instructional need  Increasing slope on ROI | Return to the Tier 1 protocol after a reasonable amount of data points meeting the student’s goal | Adjust or change the intervention or allotted intervention time after three negative growth points on ROI  Move to Tier 3 instruction when there is repeated, consistent lack of growth |
| **3** | Read proficiently based on grade level norms | Increasing slope on student’s progress monitoring chart that is on or above the aimline at identified weakest area of instructional need  Increasing slope on ROI | Move to the Tier 2 protocol after achieving individual goal(s) returning the student to monitoring at grade level, but not at benchmark | Referral to the MTSS team to determine course of action |

**MTSS Team Roles and Responsibilities:**

Mr. Rhoades -

Ensures assessments, data collection and reporting, and Tier interventions and programs are being done accurately and efficiently by staff to best serve students. Attends grade level and Tier 2 and 3 parent meetings and participates in the decision making. Collaborates with Mrs. Farabaugh and Mrs. Dorsch to ensure all students needs are met by providing appropriate materials and programs in small groups by qualified teachers and/or paraprofessionals.

Mrs. Farabaugh –

Sets up, collects, and brings all data across all grade levels (CDTs, AimsWeb, DRA) to meetings, provides suggestions for instructional methods, materials and interventional programs and completes additional assessments available, based on data for Tier 2 and Tier 3 groups as determined at grade level and individual meetings. Provides Tier 3 instruction in grades K to 4, and does weekly progress monitoring of those students. Also does additional assessments on students as needed to provide team with more specific data. Collaborates with Mrs. Dorsch to update all student data spreadsheet to keep current. Attends grade level meetings to examine progress monitoring data for students and determine need for any additional interventions or change in placements.

Mrs. Dorsch -

Receives referrals for MTSS students and processes paperwork for team. Collaborates with staff, parents, agencies, etc. in order to ensure all needs are met for students across all Tiers (academically, behaviorally and socially) Sets up meetings for both Tier 2 and Tier 3 students, creates files and documents used for data collection at meetings and organizes papers and records from Tier meetings. Collaborates with Mrs. Farabaugh to update all student data spreadsheet to keep current. Attends grade level meetings to examine progress monitoring data for students and determine needs for any additional interventions or change in placements.  Provides data and records to Special Education department should MDE be recommended by team.

Tier group leaders -

Leaders provide instruction and/or interventions to students placed in Tier 2 or Tier 3 groups. Leaders work with these students daily and progress monitor as appropriate (Tier 3 - weekly, Tier 2 - biweekly)

Classroom Teacher -

Classroom teachers provide core curriculum instruction to all students in all Tiers. They do benchmark assessments and work with the MTSS team to discuss all students progress and needs.  They specifically provide additional data and student work samples as needed for grade level and Tier 2 or 3 parent meetings.