Multi-Tiered System of Supports (MTSS) Plan

Includes Academic Intervention Services (AIS) and Response to Intervention (RTI)

Spring Bluff R-XV School District
Multi-Tiered System of Supports Plan

2023-2024

A multi-tiered system of supports (MTSS) is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students. The MTSS framework is comprised of four essential components: screening, progress monitoring, multi-level prevention system, and data-based decision making. Depending on state law, MTSS data may also support identification of students with learning or other disabilities.

Universal Screening uses a systematic process for identifying students who may be at risk for poor learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness outcomes. Screening data can also be used to identify schools that need support due to large numbers of struggling students. The universal screening process depends on access to and use of data connected to reliable and valid indicators of the desired outcome within the selected grade level.

Data analysis and decision making occur at all levels of MTSS implementation, from individual students to the district level. Teams use screening and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, intensification of instruction and supports, and identification of students with disabilities (in accordance with state law). Teams use implementation data to evaluate the extent to which their assessments, interventions, and supports have been implemented as intended and identify areas of improvement.

The Spring Bluff R-XV School District strives to meet the individual learning needs of each child through a rigorous but differentiated academic program. At times, however, some students demonstrate a need for additional support in order to meet the grade level standards. As a result, the District provides targeted academic support through a collaborative process to help students succeed. The following plan outlines the multi-tiered system of supports (MTSS), a framework which includes Academic Intervention Services (AIS), Response to Intervention (RTI), and behavior supports to meet the unique needs of every student.

A multi-tiered system of supports (MTSS) is a framework to provide targeted and tiered interventions to students struggling to meet academic and behavioral standards. MTSS uses various screening and progress monitoring tools to determine if students are meeting the standards, and provides a tiered intensity to the levels of support, depending on student needs.

MTSS FRAMEWORK: ACADEMIC AND BEHAVIORAL TIERS OF SUPPORT

The <u>left side</u> of the MTSS framework lists the academic tiers of support, which is our RTI model. The <u>right side</u> of the MTSS framework lists the behavioral tiers of support, which is our PBIS model.

Multi-Tiered System of Supports Plan

ACADEMICS	MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)	BEHAVIORAL
All students receive high-quality curriculum and instruction in the classroom through differentiation.	**TIER 1**	All students are explicitly taught positive behavioral expectations. The teacher uses a consistent approach to classroom management.
The school provides supplemental instruction and remediation of skills, with progress monitoring, for students not meeting the academic standards.	**TIER 2**	The school provides supplemental targeted behavioral skill interventions, with progress monitoring, often in small groups.
The school provides intensive skill-specific interventions with frequent progress monitoring outside the classroom setting for students falling significantly below standards.	**TIER 3**	The school provides customized interventions with frequent progress monitoring in collaboration with administration, specialists and families.

RESPONSE TO INTERVENTION (RTI): ACADEMIC SUPPORT

Academic support is provided through a model called response to intervention (RTI.) RTI is provided in a multi-stage model depending on the level of intensity of support needed by the student. The student's needs are determined through universal screening, interim assessments, summative assessments, and progress monitoring.

Spring Bluff R-XV SCHOOL DISTRICT
Multi-Tiered System of Supports Plan
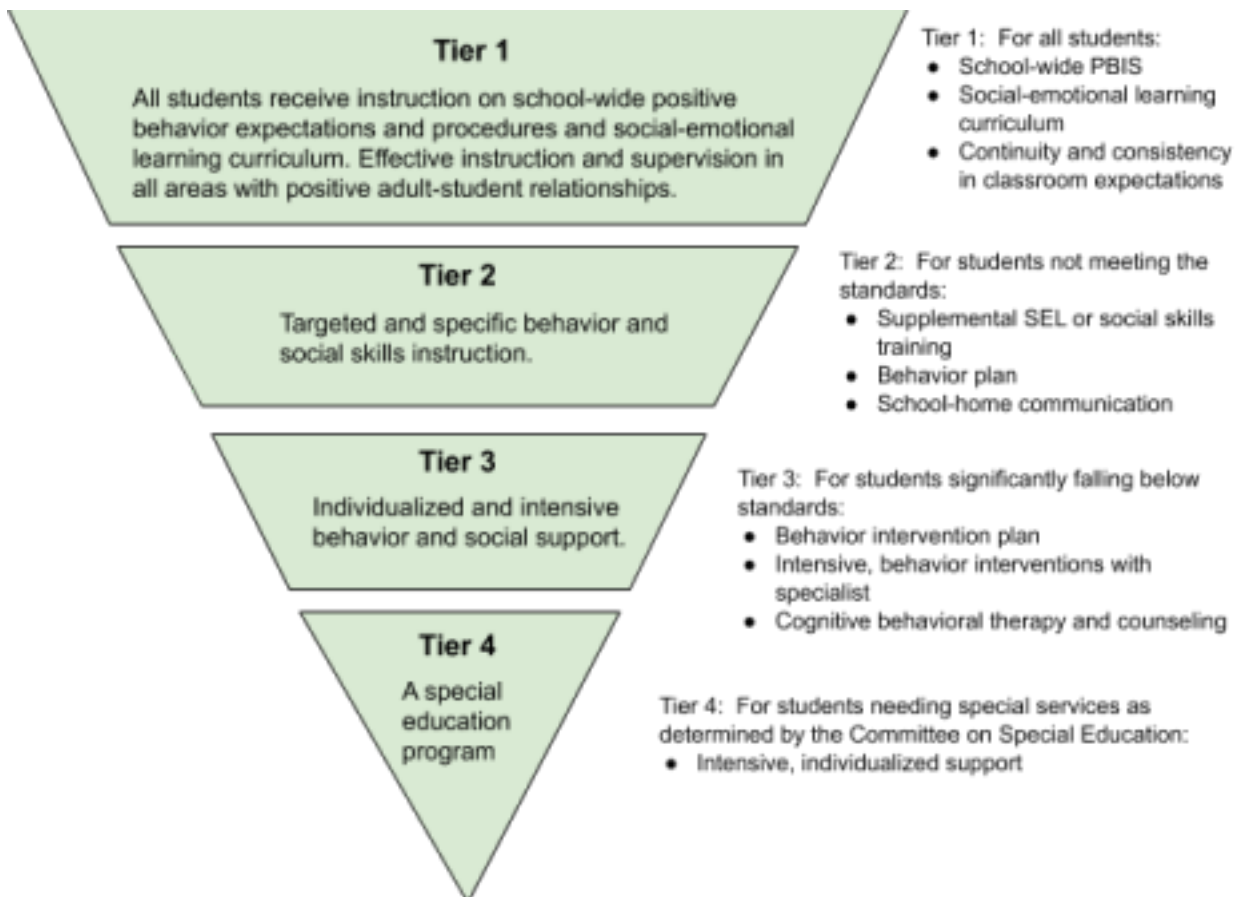
RTI IMPLEMENTATION

In general, the table below shows a guideline for what RTI looks like for students within each tier.

	INTERVENTION PROGRAM			Teacher to Student Ratio	Teacher of Intervention
	Frequency	*Session Length*	*Duration*		
TIER 1	Differentiation and small group instruction in the classroom.				Classroom teacher
TIER 2	1 to 5 times per week	20 to 45 minutes	4 to 8 weeks	1:4, 1:5 or 1:6	Classroom teacher, Title I, Counselor, Special education teacher
TIER 3	4 to 5 times per week	40 to 60 minutes	6 to 8 weeks	1:1, 1:2 or 1: 3	Classroom Teacher, Title 1, Special Education Teacher

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Positive behavioral interventions and supports (PBIS) is a framework for using evidence-based prevention and intervention practices along a continuum that supports students' academic, social, emotional, and behavioral competencies. The PBIS framework is described as follows:

As with academic support, the District provides a system of support for student behavior as well. The model below shows the tiered support for behaviors.

Tier 1

All students receive instruction on school-wide positive behavior expectations and procedures and social-emotional learning curriculum. Effective instruction and supervision in all areas with positive adult-student relationships.

Tier 1: For all students:
- School-wide PBIS
- Social-emotional learning curriculum
- Continuity and consistency in classroom expectations

Tier 2

Targeted and specific behavior and social skills instruction.

Tier 2: For students not meeting the standards:
- Supplemental SEL or social skills training
- Behavior plan
- School-home communication

Tier 3

Individualized and intensive behavior and social support.

Tier 3: For students significantly falling below standards:
- Behavior intervention plan
- Intensive, behavior interventions with specialist
- Cognitive behavioral therapy and counseling

Tier 4

A special education program

Tier 4: For students needing special services as determined by the Committee on Special Education:
- Intensive, individualized support

HIGH QUALITY CURRICULUM AND INSTRUCTION

A key ingredient to student success is a high quality, research-based curriculum. Curriculum and programs are selected by a committee of administrators and teachers. When possible, curriculum materials are piloted and assessment data is analyzed to determine the impact on student learning. Additionally, research-based instructional techniques are utilized to support student access to the learning goals. Monitoring of student learning throughout the instructional process provides teachers with valuable information regarding student learning in order to apply appropriate interventions as needed. Various techniques are utilized to differentiate the curriculum and instructional practices to ensure that all students meet and exceed the learning goals and content standards.

PROFESSIONAL LEARNING AND COLLABORATION

Highly collaborative environments increase students' academic achievement. Teachers receive ongoing professional learning in content-specific areas, instructional techniques, assessment design, and other research-based strategies. Learning is supported during the school day, after school, and through workshops in the summer.

School faculty engages in dialogue with the full instructional team to maintain knowledge of support strategies for students.

COLLABORATION WITH PARENTS AND FAMILIES

Successful schools work closely with parents and families to support the students. Parents have many opportunities to get involved in their child's school and the District. A student's academic progress will be communicated several times throughout the year, through parent-teacher conferences, report cards, and other interim reports. The schools' administration and guidance counselor will maintain contact with families as needed.

ACADEMIC INTERVENTION SERVICES (AIS)

Students receive Academic Intervention Services (AIS) in the core academic subjects, English language arts, mathematics, science, or social studies, when they are at risk of not meeting proficiency levels on STAR assessments and/or making sufficient progress in grade level curriculum.

The services, which are in addition to the regular instructional program and special education services, may be provided during the regular school day or in an extended day program. Students may receive services based upon the school's Response to Intervention (RTI) plan as outlined above. The RTI process provides students with strategies and supports by classroom teachers or additional school personnel based upon students' needs as identified by the Instructional Support Teams.

ELIGIBILITY CRITERIA

Students are eligible for support services if they are not making adequate progress toward the learning goals or the content standards in the core academic subjects, or if they are at risk of not meeting proficiency standards on the Missouri Assessment Program (MAP) assessments, or not meeting the behavioral expectations.

SCREENING, ASSESSMENTS, AND PROGRESS MONITORING

Various tools are used to screen students, monitor progress, and assess their learning and behavior. Some of the tools include:
- STAR assessments in ELA & math
- Student report card data
- Classroom assessments and grades
- Freckle
- STAR Phonics
- CBM progress monitoring

EXPLANATION OF SERVICES

The level of services is determined by the classroom teacher and the school-based instructional support teams using the MTSS, RTI, and PBIS models described above. Duration of services is based on the rate at which the students demonstrate proficiency as determined by the progress monitoring data, classroom performance, and/or STAR assessments.

INTERVENTIONS

Examples of the academic and behavioral interventions are noted in the descriptions of RTI and PBIS above. Each building administration reviews the success of appropriate interventions with the instructional support teams and makes appropriate changes or additions as necessary.

EXIT CRITERIA

Students are exited from support services based upon a demonstration of appropriate progress toward meeting the grade level learning and behavioral goals and expectations using progress monitoring data, classroom performance and recommendations from the instructional support teams.

PARENT NOTIFICATION

The school will notify parents of students who require support services upon commencement of the support program. The support strategies and interventions, estimated duration of the services, and exit criteria from the services will be outlined. Parents will be notified when services are no longer necessary.

Communication regarding a student's progress will be given through regular school monitoring systems and/or report cards. Additional communications regarding student progress may be provided as needed. Parents are encouraged to remain in contact with the classroom teachers and the support teachers regarding their child's academic progress.

ELIGIBILITY CRITERIA K-5

- Lack reading readiness / literacy skills
- At risk of not achieving grade level proficiency on STAR Reading & math
- Lexile levels
- Lack appropriate behaviors that promote learning

EXPLANATION OF SERVICES

- Consultation - Classroom teacher collaborates with Title I teacher and Instructional team

- Tier 1 - Classroom teacher provides small group support for identified skills

- Tier 2 - Classroom teacher and Title I teacher provides push in or pull out instruction as identified by the team

- Tier 3 - Classroom teacher and Title I teacher provides intensive small group instruction with increased frequency

The level of services will be determined by the teacher in consultation with the Instructional Support Team (IST).

DURATION OF SERVICES

Duration of services is based on student success rate as per progress monitoring data and classroom performance.

EXIT CRITERIA

The exit criteria are based upon progress monitoring data, classroom performance and recommendation from the IST.

STUDENT DATA

1. Cumulative Data File (K-5)
2. Student Work Samples and anecdotal data (reading, writing, math, conferring notes, parent information, observations)
3. Local Assessments (math and ELA)

IST MEETING

Agenda is generated based upon completion of IST forms. Students are discussed and follow-up actions are determined and recorded. Follow-up notes are then electronically shared with all faculty members who work with the child.

- Follow-up Notes may include: Tier 1-3 intervention strategies and a follow-up date to return to the team (as needed) to discuss progress of interventions.

ELIGIBILITY CRITERIA

- Students are eligible for Academic Intervention Services in the academic subjects, English language arts and mathematics. Any student scoring below the grade level proficiency will be considered for academic intervention services for the corresponding academic subjects.

The possible services include:
- Pull-out services by an academic support teacher (Title) as determined by the IST.
- Progress monitoring of classroom achievement
- Other services as deemed appropriate by the IST

The level of services will be determined by the administrator in consultation with the IST.

EXIT CRITERIA

The student will exit from academic intervention services upon reaching grade level proficiency on 2-3 data points after being assessed using the STAR assessment in the subject for which services were provided. EOY state assessment data will also be considered.

For other support services, and where no state assessment exists, the exit criteria are based upon progress monitoring data and recommendations from the CST. Support services may be reduced or eliminated, based on the data.

EXPLANATION OF SERVICES FOR ACADEMIC SUPPORT [(MTSS Checklist)](#)

A variety of services may be offered to support students' academic needs:
- Pull-out services by an academic support teacher (Title)
- Push-in services by academic support teacher (Title)
- Progress monitoring of classroom achievement
- Consultation with school guidance counselor
- Participation in a special instructional course as necessary to target areas of need
- Other services as deemed appropriate by the IST

Student Name: **Grade:**

Previous Student Support Meeting: ☐ Yes ☐ No   **504:** ☐ Yes ☐ No

2022-2023 Teacher: **2023-2024 Teacher:**

Concerns				
Student Strengths	☐ Positive attitude	☐ High expectations for self	☐ Transitions easily	☐ Has leadership qualities
	☐ Works well in groups	☐ Organized	☐ Takes pride in appearance	☐ Creative
	☐ Trustworthy	☐ Good sense of humor	☐ Athletic	☐ Responsible
	☐ Hard worker	☐ Cooperates	☐ Musically talented	☐ Artistically inclined
	☐ Respectful of authority	☐ Motivated	☐ Works well independently	☐ Other:
Suggested Tier II interventions	☐ Instructional accommodations	☐ Small-group instruction	☐ Assistive technology	☐ Positive behavior supports
	☐ Modified curriculum	☐ Tutoring	☐ Daily guided reading	☐ Time out
	☐ Materials modification	☐ Assigned seating	☐ English as a second language support	☐ Attendance monitoring
	☐ Alternative materials	☐ Problem-solving conference	☐ Daily behavior chart	☐ Parent conference
Suggested Tier III interventions (Behavior)	☐ One-on-One skill teaching	☐ SEL/Small Group	☐ Mentor Program	☐ Behavior Contract
	☐ Parent Training	☐ Academic Support	☐ Need-a-break Card	☐ First/Then Cards
	☐ School-Home Note	☐ CICO	☐ Self-Monitoring	☐ Social Stories
	☐ What am I working for Cards	☐ Peer Tutoring	☐ Sensory Breaks	☐ Teach coping skills
Suggested Tier III interventions (Academic)	☐ Small group reading instruction	☐ Differentiate math level	☐ Modify amount of homework	☐ Modified benchmark
	☐ Small group math instruction	☐ Differentiate language arts level	☐ Modify level of homework	☐ Peer Tutor
Comments				