

VISION, DEFINITION, OUTCOMES

MULTI-TIERED SYSTEM OF SUPPORT

Vision

The Okaw Valley School District will provide a positive comprehensive school wide system of supports to meet student needs, monitor student progress, and evaluate outcomes.

Definition of Multi-Tiered System of Support (MTSS)

Multi-Tiered System of Support (MTSS) /Response to Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs and using data to facilitate educational decision-making. MTSS provides an improved process and structure for school teams to design, implement, and evaluate both daily instruction and specific interventions. MTSS is a process that focuses on student growth.

Outcomes

- MTSS systematizes the school improvement process and coordinates with other district initiatives
- The district curriculum will be aligned to common core standards and will be consistent across the district
- MTSS will focus on prevention, early intervention, and data based decision making
- Interventions are evidence based, systematic, and documented
- MTSS will increase and improve all student learning
- MTSS will provide ongoing support and monitoring for all students
- As a part of the MTSS teaming process, interventions are implemented and monitored
- The school culture will promote trust, collaboration, and a shared responsibility for student learning

TEAM STRUCTURE

District Level Team – District Leadership Team

Role

- Provide leadership and build commitment
- Review district wide data to determine if the district is meeting identified standards. Identify trends in the curricular and instructional program. Assess needs.
- Analyze the data to determine the effectiveness of academic and behavioral/social emotional learning
- Facilitate continuous district improvement planning based on the ongoing analysis of district wide data and district needs
- Coordinate District initiatives
- Review and analyze the Multi-Tiered System of Support (Response to Intervention System) at least annually and revise the process based on analysis of the data and identified needs. Revise the written plan as needed
- Identify professional development needs and goals
- Communicate results of the district wide analysis with all stakeholders

Configuration

The District Leadership Team will include the superintendent, representatives from the administrative team, representatives from the teaching staff, a parent, and other staff as needed.

Logistics

The District leadership team will meet monthly at a time that is mutually convenient. A calendar will be established at the beginning of each school year.

Building Based Team –Building Leadership Team

Role

- Review school wide data to determine if the building is meeting identified standards. Identify trends in the curricular and instructional program. Assess needs.
- Facilitate continuous school improvement planning based on the ongoing analysis of school wide data and building needs
- Coordinate building initiatives
- Review and analyze the Multi-Tiered System of Support (Response to Intervention System) at least annually and revise the process based on analysis of the data and identified needs. Revise the written plan as needed.
- Identify professional development needs and goals
- Communicate results of the school wide analysis with all stakeholders

Configuration

The Building Leadership Team will include the principal, representatives from the teaching staff, and other staff as needed.

Logistics

The Building Leadership Team will meet monthly at a time that is mutually convenient. A calendar will be established at the beginning of each school year.

Tier 2 Team

Role

- Identify students in need of intervention and enrichment
- Analyze data and identify grade level curriculum and/or instructional needs
- Analyze data and identify Tier I and Tier II interventions and enrichment for individual students
- Group students to receive intervention and enrichment
- Monitor student progress
- Determine if additional intervention is required

Okaw Valley Elementary

Configuration: The Tier 2 Team will include the principal or their designee, the Title 1 teacher, the RtI Coach, representative general education teacher, special education teacher, and others as needed.

Logistics: The Tier 2 Team will meet twice a month for the morning. A calendar will be developed prior to the beginning of the school year.

Okaw Valley Middle School

Configuration: The Tier 2 Team will include the grade level teachers, interventionists , and coaches.

Logistics: The Tier 2 team will meet every four to six weeks on early out Wednesday. A calendar will be developed prior to the beginning of the school year.

Okaw Valley High School

Configuration: The Tier 2 Team will include the Principal, a general education teacher, the special education teacher, school psychologist, and the counselor.

Logistics: The Tier 2 Team will meet monthly at a time that is mutually convenient to the team members. A calendar will be developed prior to the beginning of the school year.

Tier 3 Team - Individual Problem Solving Team/Solutions Team

Role

- Utilize the problem solving process to identify individual student needs
- Develop an individual intervention plan that includes intensive intervention
- Monitor student progress
- Determine if a consideration for special education is required

Okaw Valley Elementary

The Tier 2 team will also serve as the Tier 3 Team. The configuration and logistics are the same as indicated above. The school psychologist will attend the Tier 3 Team meetings.

Okaw Valley Middle School

Configuration: The Tier 3 Team will include the principal, RtI coaches, special education teacher, counselor, psychologist, and others as needed.

Logistics: The Tier 3 Team will meet every four to six weeks at a time that is mutually convenient to the team members.

Okaw Valley High School

The Tier 2 team will also serve as the Tier 3 Team. The configuration and logistics are the same as indicated above.

Coaching

The District will identify external and internal coaches. The external coach will support the implementation of the multi-tiered system of supports (MTSS) at the district level by providing support to building level coaches and teams. The external coach will provide professional development, technical assistance, and coaching.

An internal coach or coaches will be identified at each building. The internal coach will support school personnel and grade level teams in the implementation of the multi-tiered system of supports (MTSS) at the building level. The primary goal of the internal coach is to build internal capacity within the school building for staff to implement and sustain MTSS best practices.

PROCEDURES FOR IMPLEMENTATION OF MULTI-TIERED SYSTEM OF SUPPORT

1. Implement scientifically research-based instructional core curriculum with differentiated instruction.
2. Complete benchmark assessment three times per year (Fall, Winter, Spring) utilizing agreed upon screening tools. (See assessment grid and early warning system)
3. Teams will meet and review benchmark assessment data/early warning system data.
4. Teams will complete the following activities related to the benchmark assessment data:
 - Analyze screening data to determine if the core curriculum is meeting the needs of the majority of the students. If needed, develop a whole class (tier 1) intervention plan.
 - Analyze data to identify students not meeting standards.
 - Identify students in need of tier 2 interventions based on the Decision Making Guidelines.
 - Select small group interventions for students based on identified needs and develop written intervention plans utilizing agreed upon forms. Forms will be completed by the interventionist or the classroom teacher.
5. Implement small group interventions for tier 2 students based on written intervention plans. Tier 2 intervention will be provided 15'– 45' daily by identified interventionists.
6. The interventionist or others, as needed, will complete the progress monitoring for the tier 2 students every other week using identified progress monitoring tools.
7. Teams will review progress monitoring data for Tier 2 students every four to six weeks at team meetings. The team will review the progress monitoring data and determine one of the following utilizing the Decision Making Guidelines:
 - Initiate whole class intervention
 - Discontinue intervention
 - Continue intervention
 - Change intervention
 - Initiate Tier 3/individual problem solving
8. Initiate Tier 3/ individual problem solving based on the identified criteria and as recommended by the grade level team. The classroom teacher will notify parents that individual problem solving and tier 3 interventions will be initiated.
9. The grade level team will review existing data and identify any additional data that needs to be collected. Additional data may include: diagnostic assessment, functional analysis, baseline of behaviors, contact with parents, etc. The school

- psychologist will facilitate additional data collection and initiate the problem solving process. The problem will be identified, defined, and analyzed.
10. All problem analysis data will be shared with the problem solving team prior to the development of the individual intervention plan.
 11. A problem solving team meeting will be held to develop the individual intervention plan utilizing the agreed upon forms. A task list, assignments, and time lines will be determined. A method of evaluating and monitoring the interventions will be established.
 12. The individual intervention plan will be implemented and monitored. The student will receive targeted intervention based on the individual problem solving plan 45'-60' daily. Members of the team may model interventions or assist in the implementation. The school psychologist or others as identified in the intervention plan will monitor progress on a weekly basis.
 13. Individual problem solving teams will meet every six to eight weeks to review and discuss student progress. The individual problem solving team will review the progress monitoring data and determine one of the following:
 - Discontinue intervention
 - Continue intervention
 - Change intervention
 - Add area of concern
 - Discontinue Tier3/individual problem solving and initiate Tier 2 intervention
 - Initiate evaluation for special education

Entitlement for Special Education

1. The required special education procedures will be utilized to consider entitlement for special education.
2. The student will continue to receive intervention and progress monitoring as identified in the individual intervention plan until the evaluation is complete.

Scheduling

Tier 2 interventions will be provided during a thirty minute intervention block that is scheduled by grade level. During the thirty minute intervention block, identified students will be provided intervention based on their written intervention plan while other students will participate in reinforcement or enrichment activities. This time will not be utilized to provide core curriculum instruction. Additional intervention time (more than thirty minutes) will be determined and scheduled on an individual basis based on the needs of the student and as indicated in the student's intervention plan.

Interventionists will include grade level teachers, title teachers, and title aides. Special education teachers, additional aides, and other personnel may be utilized during the intervention period as they are available.

DECISION MAKING GUIDELINES

Tier I – 80% of student population

Grade level learners

Targeted Tier I

Criteria for participation in Targeted Tier I Group

- Benchmarking data indicates scores between the 25-50% on national norms
- Student is performing at the “At Risk for Off Track” level (one risk factor) on the Early Warning System
- Team agreement

Criteria for movement to Tier II

- Student must receive a minimum of 6-9 weeks of Targeted Tier I intervention
- Progress monitoring data indicates a minimum of three consecutive data points below the aim line
- Classroom data indicates student in functioning in the bottom quarter of the class
- Student is performing at or above the “Off Track” level (two or more risk factors) on the Early Warning System
- Team agreement

Criteria for movement to Tier I

- Progress monitoring data indicates scores at or above the 50% on national norms
- Student is functioning within the average range of the classroom
- Team agreement

Tier II - 15% of student population

Criteria for participation in Tier II Group

- Benchmarking data indicates scores at or below the 25% on national norms
- ISAT/PSAE data indicates a level “below standards” or “academic warning”
- Student is performing at or above the “Off Track” level (two or more risk factors) on the Early Warning System
- Team agreement

Criteria for movement to Tier III

- Student must receive a minimum of 6-9 weeks of Tier II intervention
- Progress monitoring data indicates a minimum of three consecutive data points below the aim line
- Progress monitoring data must be at or below the 10% on national norms
- A minimum of one revised intervention
- Rate of improvement is below average
- Intervention must be administered with integrity – Consider progress monitoring data alongside integrity data
- Team agreement

Criteria for movement to Targeted Tier I

- Progress monitoring data indicates steady progress and a minimum of three consecutive data points on or approaching the aim line
- Rate of improvement is average to above average
- Team agreement

Tier III – 5% of student population

It is our general practice that all students will participate in Tier II intervention before Tier III intervention.

Criteria for participation in Tier III Group

- Benchmarking data level at or below the 10% on national norms
- ISAT/PSAE data indicates a level “below standards” or “academic warning”
- Student is currently participating in individual problem solving
- Student is performing at the “Extreme Off Track” level (four or more risk factors) on the Early Warning System
- Team agreement

Criteria for movement to Entitlement

- Student must receive a minimum of 6-9 weeks of individual problem solving and Tier III intervention
- A minimum of one revised individual intervention
- Progress monitoring data indicates a minimum of three consecutive data points below the aim line
- Progress monitoring at or below the 10% on national norms
- Student demonstrates a gap analysis of 2.0 or more based on progress monitoring data
- Rate of improvement is below average
- Student is performing at the “Extreme Off Track” level (four or more risk factors) on the Early Warning System
- Team agreement

Criteria for movement to Tier II

- Progress monitoring data indicates steady progress approaching the aim line
- Progress monitoring data indicates scores between the 10% and the 25% on national norms
- Rate of improvement is approaching average or average
- Student is performing at the “Off Track” or “At Risk” level (one or two risk factors) on the Early Warning System
- Team agreement

PARENT INVOLVEMENT

A statement explaining the Multi-Tiered System of Support (Response to Intervention System) will be included in the District/Building Handbook. In addition, a parent brochure will be developed that provides information regarding the Multi-Tiered System of Support (Response to Intervention System).

Parents will be contacted on a regular basis throughout the Multi-Tiered System of Support (Response to Intervention). Contact may be by phone or through active participation at meetings. Parents will be provided with information at parent teacher conferences regarding the results of the benchmark screening data. In addition, parents will be notified when their child is participating in a Tier II intervention. Progress monitoring graphs will be shared with parents. An additional contact will be made with the parent as a student moves to Individual Problem Solving/Tier III.

Parents will also be contacted at the following times:

- To initiate the Individual Problem Solving process
- As part of the data collection process
- To seek input and explain the Individual Intervention Plan
- To review and report progress monitoring data