PRE-K – 5th Grade

**Instructional Master Schedule:** Each school will develop a master schedule to accommodate the instructional needs of all students. Reading and writing interventions are “sacred” times that should take place each day with fidelity. Daily instruction is based on the grade-level student evidence outcomes in our District Reading, Writing and Communicating Frameworks - not seasonal, holiday, project, or thematic based activities. Reading, writing, math, and intervention have priority on the schedule. When instructional time is shortened, these content areas have priority.

**Instructional Groups:** Students are placed in flexible instructional groups based on assessment data – not labels (eg. ESL, IEP, 504). Students with an IEP or ESL designation (NEP, LEP, FEP) receive services in the least restrictive environment. Students with an ESL designation (NEP, LEP, FEP), identified as ESL, IEP, 504, are not automatically placed in the resource room for instruction or sent back to a previous grade level for instruction.

All teachers consult and collaborate to address individual student needs. Again, student needs, determine placement – not labels. **Students with an IEP or ESL designation do not automatically receive instruction from SPED or ESL teachers. Students are placed in universal instructional groups. ALL students must receive universal instruction.**

**Reading and Writing Universal Instruction**

**Reading:** All students will have 90 minutes universal, differentiated reading instruction daily using current reading support materials. Universal reading instruction will incorporate the five components of reading (phonics, phonemic awareness, vocabulary, fluency, and reading comprehension) using grade-level pacing guides.

- **All** students will receive universal grade-level phonics instruction as defined in grade-level student evidence outcomes. This is an essential instructional component that cannot be skipped. Students will receive additional phonics intervention based on data. Higher level groups may spend less time on a phonics lesson but will not skip the lesson entirely. Teachers of these groups address additional spelling features based on student progress.
- Instructional reading groups and individual student instructional needs cannot be determined by single data scores (PALS, NWEA, teacher judgment). Teachers need to triangulate data and determine instructional needs based on team discussions.

**Writing:** Universal writing instruction addresses the writing products in our RE-1 Developmental Writing Chart (see Appendix B). Instructional writing groups and individual student instructional needs shall be determined by student performance on the RE-1 Valley Developmental Writing Chart. Each grade level will develop a pacing guide addressing group and individual student writing skills needs. District purchased support materials will be implemented with fidelity to address Framework grade-level evidence outcomes.
Reading and Writing Interventions - All reading and writing interventions are layered on top of universal instruction.

Reading Interventions: K-3 students with SRD based READ Plans will have 30 minutes of daily intervention based on PALS assessment data. Teachers will utilize the PALS Scope and Sequence by Set (see PALS website). K-3 students with Alpine READ Plans, ESL designation, SPED/504 Plans will receive interventions within their universal instructional group. A student's instructional day should be considered when developing the master schedule to avoid fragmented instructional blocks of time. Student progress information and entrance and exit dates must be documented in Alpine.

Grade 4 and 5 students with Alpine Read Plans, continuing READ Plans, ESL, SPED, 504 plans will receive interventions within their instructional group based on need. A student's instructional day should be considered when developing master instructional and intervention schedules to avoid fragmented instructional blocks of time. Students enter/exit interventions based on the team’s collaborative decision using benchmark exit criteria. Progress, entrance and exit dates, and relevant information must be documented in Alpine. Interventions for ESL/SPED students do not have to be delivered by ESL or SPED teachers.

Math Interventions: K-3 students with Alpine Math Plans will have 30 minutes of daily intervention based on assessment data. K-3 students with Alpine Math Plans, ESL designation, SPED/504 Plans will receive interventions within their universal instructional group. A student’s instructional day should be considered when developing the master schedule to avoid fragmented instructional blocks of time. Student progress information and entrance and exit dates information must be documented in Alpine.

Grade 4 and 5 students with Alpine Math Plans, ESL, SPED, 504 plans will have 30 minutes of daily intervention based on assessment data. Grade 4 and 5 students with Alpine Math Plans, ESL designation, SPED/504 Plans will also receive interventions within their universal instructional group. A student’s instructional day should be considered when developing the master schedule to avoid fragmented instructional blocks of time. Student progress information and entrance and exit dates must be documented in Alpine.

Math Expressions is a research-based program. Trust the spiral of the program and keep moving! Success is dependent on students receiving the beginning and developing experiences of each lesson.

- All elements of each lesson are non-negotiable! Teachers should not skip any component of the lesson including: Math Message, Math Reflex, Vocabulary, Part 1 and 2, and Home Links. Follow the pacing guide suggested by EDM curriculum or grade level pacing guide. Universal instruction includes: Explorations, Routines, Games, Math Boxes, Projects, and Journals.

- All lessons, experiences, and skills need to be taught – we cannot just isolate the standards for our grade. Utilize guided instruction strategies for beginning and developing skills – especially for struggling students. Do not supplant Math Expressions with other instructional resources and materials. The only exception would be materials identified as an individual student’s documented learning plan.

- Games should be implemented as they are presented in the Math Expressions lesson regardless of what day of the week the lesson is being taught. Teachers should be actively working with small groups during games to reteach or extend the week’s lessons. This is time for teachers can use to close learning gaps.
**ST Math:** ST Math is a conceptually based universal intervention which helps students to master difficult math concepts and multi-step problem solving. It is a visual approach that gives students experiences with unique spatial-temporal math games. If we implement ST Math with fidelity, students are STEM ready. Each grade level (not individual teachers) will determine ST Math interventions; grade level of intervention if above/below; and schedule.

- ST Math can be used as an intervention during the math block if implemented with fidelity and additional minutes are available to extend the math instruction block. It cannot supplant *Math Expression* instruction. Check with your administrator concerning ST Math.
- Minimum of 60 minutes weekly – no exceptions. Two 30 minute sessions should be scheduled rather than four, 15-minute sessions to maximize time and reduce transitions.
- Teachers need to monitor and adjust instructional modules (drag to reorder on the curriculum tab) to align with *Math Expression* unit of study or a student’s individualized targeted instructional need. ST Math isn’t spiraled. If modules aren’t rotated (different order), students will become frustrated as the developmental level of each module increases in difficulty. Adjust the modules at least every two-three weeks to align with instruction or intervention.
- The majority (80%) of students should work on grade level ST Math content. Placement of students below or above grade level should be a collaborative decision made by the grade level team. Building administrators must be notified. Documentation and placement should be communicated to next year’s grade level coaches for planning purposes. Only students with a MTSS SIP with math interventions should be considered to work below grade level. Students may be placed one grade level above if they have an NWEA score 15 or more points above grade level. Challenge modules should be omitted. When a student gets to challenge, he/she should be moved to the next grade level.

**Science and Social Studies, Handwriting, and Other:** Science and Social Studies concepts are embedded in the reading and writing curricula in grades K-3. No students are without science and social studies instruction. Instruction in grades K-3 needs to be focused on reading nonfiction texts, vocabulary, and applying reading strategies to nonfiction text including written responses based on the District Science and Social Studies Frameworks. Reading, writing, intervention, and math instruction minutes have a higher priority on the schedule. Teachers should not teach thematic units or science/social studies topics outside the District Science and Social Studies Frameworks.

**Itinerant and Support Services:** (LLI, Reading Recovery, Speech, OT, Counseling, Social Emotional Learning Support, Etc.): No K-3 SRD students can be pulled from universal reading-writing instruction or the 30 minute PALS intervention time. These students cannot afford to miss a block of universal instruction. Support Services could be an option during independent work time while the teacher is working with small groups. This makes it a challenge; however, to maximize the impact of universal instruction, we must make it a priority. Push-in support during universal instruction is an option as long as fidelity is maintained. Students can be pulled from science/social studies/PE/music (involve parents in decision) or before and after school.
K-5 ASSESSMENTS

PALS: PALS is an intervention based initiative and assessment. It is an assessment used to inform and drive universal and intervention level instruction. PALS data primarily informs universal instruction. PALS data also informs instruction by interventionists, to support what is happening in the classroom.

PALS should be administered with fidelity and according to the administration guide in the PALS kit. The PALS Assessment and all PALS Quick Checks should be administered by the teacher providing universal reading instruction which is typically the classroom teacher. Interventionists or other teachers will not ‘pull’ students to test them during the assessment windows or to administer Quick Checks. Only PALS trained classroom teachers can administer the assessment.

- Assessment Windows:
  - All K-3 students will be tested during the fall assessment window.
  - All SRD identified students and Kindergarten students will be tested during the winter and spring assessment windows.
    - No other 1st - 3rd grade students will be tested during the winter and spring assessment windows.
  - All K-3 students shall be tested within 30 student contact days of enrollment.
  - In the fall, PALS is a school-wide assessment for all children in grades K-3. Therefore, all students should be screened including IEP students. No students in Re-1 Valley shall be marked exempt. Teachers with a unique situation should consult the building administrator, Director of Special Education, and Assistant Superintendent.
  - A complete PALS assessment will be administered during the winter and spring for students IDENTIFIED ‘SRD’ by the PALS assessment in the fall or upon enrollment. Keep in mind that the winter testing window is a time to assess growth – students are only IDENTIFIED during the fall or upon enrollment.
    - All students will be administered the PALS spelling assessment during the winter and spring testing windows. The information gained from the spelling assessment will drive instruction.
      - 1st Grade: #1-28 2nd & 3rd Grades: #1-40
      - Note: Spelling scores are required to be entered on the PALS website for students identified SRD in the fall. Entering other student scores is optional.
    - All teachers must administer all of the required tasks for the student’s grade level via the online assessment wizard on the PALS website. The wizard will prompt teachers on which task needs to be completed next. This prompt will not happen during the winter window.
      - Additionally, all First-Grade students will be assessed on Level B: Alphabets and Level C: Phonemic Awareness.
● K-3 teachers will administer the assessment and record corresponding data on the PALS website. This includes Quick Checks for all students. For IDENTIFIED students, it will also be recorded within the READ Plan embedded in the student’s MTSS Student Intervention Plan on Alpine Achievement.

● Teachers should only administer the Oral Reading in Context task prompted by the assessment wizard. PALS is NOT a reading text-level assessment or comprehension assessment. Word recognition and decoding competence are precursors to any measurable reading achievement. Reading comprehension is possible after decoding skills have become automated, thus freeing cognitive resources for understanding text. (LaBerge & Samuels, 1974).

● Teachers need to stay focused on the construct being measured. Example: If you hear evidence of segmenting or blending during a word recognition task – the student should not get credit for the word. The word recognition subtest is a measure of automaticity. PALS instruction should focus on: sounds; spelling patterns; and position. Work with high frequency words is beneficial.

● K-5 Significant Reading Deficiency (SRD) Identified Students: CDE defines a student at-risk for a significant reading deficiency (SRD) as: any K-3 student who does not reach the PALS grade level summed score cut point in the fall or spring assessment window; or within 30 days of enrollment. All students within 1-5 points of grade-level summed score cut point are considered high risk bubble kids and should be considered for targeted phonics (PALS driven) intervention and Quick Checks.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>28</td>
<td>71</td>
<td>83</td>
</tr>
<tr>
<td>1st</td>
<td>39</td>
<td>65</td>
<td>35</td>
</tr>
<tr>
<td>2nd</td>
<td>35</td>
<td>44</td>
<td>54</td>
</tr>
<tr>
<td>3rd</td>
<td>54</td>
<td>65</td>
<td>65</td>
</tr>
</tbody>
</table>
**PALS Quick Checks and Progress Monitor:** PALS Quick Checks are mandatory progress monitoring for all K-3 students unless they have met the criteria to be identified as having earned High Benchmark status. (See High Benchmark Status Criteria.) PALS Quick Checks are brief measures administered track student progress in essential literacy skills which provides feedback about the cumulative effects of classroom instruction and supplemental, layered reading interventions.

- Spelling-Phonics Feature Quick Checks will be completed every **four weeks** for all students unless they have met the criteria to be identified as having earned High Benchmark Status.
  - Classroom teachers (or the teacher providing the majority of universal reading instruction) will administer the Quick Check the first Wed. Of every month. Teachers will begin Spelling Quick Checks based on the PALS Spelling Phonics Feature Report from the fall assessment. (Remember, all students will do the full spelling test during the winter and spring assessment windows. 1st: #1-28 2nd & 3rd: #1-40)
  - Quick Checks will be recorded on the PALS website for ALL students. SRD students will also have Quick Checks recorded in the student's READ Plan on Alpine.

- Word Recognition Quick Checks will be completed at the end of 1st and 3rd quarters for students identified SRD during the fall assessment windows. (Not 2nd quarter due to mid-year assessment in January and not 4th quarter due to end-of-year assessment).
  - It is a requirement to use the online assessment wizard when conducting the Word Recognition assessments and quick checks every time the assessment is given.

- Student fluency rates will be monitored throughout the school year utilizing resources such as Fresh Reads for Fluency from *Reading Street* along with running records. Students should be at or above the grade fluency word per minute (wpm) cut points during the fall, winter, and spring assessment windows with a fluency rating of 3. Universal targeted intervention small groups along with building interventions will address students with fluency needs.
  - First: Fall – not yet measured  Winter – 23 wpm    Spring – 53 wpm
  - Second: Fall - 51 wpm  Winter – 72 wpm    Spring – 89 wpm
  - Third: Fall - 71 wpm  Winter – 92 wpm    Spring – 107 wpm

**High Benchmark Status Criteria:** The High Benchmark designation exempts students from future monthly Spelling Quick Checks. Students are eligible for High Benchmark Status in the fall of second and third grades. All of the following criteria must be met on the PALS fall assessment:

- Meet (or exceed) Total Spelling Benchmark Score for grade level
- Read 15 or more words on the grade level word list or higher
- Read the grade level passage (or higher) with 95% or greater accuracy
- Read the grade level passage (or higher) with a fluency rating of 3

Note: Grade level is the actual grade level in which the student is currently enrolled. For example, a 2nd grade student must achieve 15 on the 2nd grade word list, read the 2nd grade passage, etc.
**NWEA:**  
**K – 2:** NWEA Primary  
**Grades 2-5:** NWEA MAP

**Note:** Teachers and proctors will administer and monitor NWEA tests. Teachers should remain with their class during the assessment.

<table>
<thead>
<tr>
<th>NWEA Cut Points</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Mid-Year</td>
</tr>
<tr>
<td><strong>K</strong></td>
<td>138</td>
<td>150</td>
</tr>
<tr>
<td><strong>1st</strong></td>
<td>161</td>
<td>172</td>
</tr>
<tr>
<td><strong>2nd</strong></td>
<td>175</td>
<td>184</td>
</tr>
<tr>
<td><strong>3rd</strong></td>
<td>188</td>
<td>196</td>
</tr>
<tr>
<td><strong>4th</strong></td>
<td>198</td>
<td>204</td>
</tr>
<tr>
<td><strong>5th</strong></td>
<td>206</td>
<td>210</td>
</tr>
</tbody>
</table>

**NWEA Interpretation Guide:** Based on 2015 Comparative Data to Inform Instructional Decisions, June 2015, www.nwea.org

- **Universal:** Meets or exceeds grade level cut point
- **Targeted:** 1 RIT band or less below grade level expectation
- **Intensive:** 2 or more RIT bands below grade level expectation

All students will take the NWEA assessment corresponding to his/her grade level. Special consideration: NWEA 2-5 is designed to assess students as low as the primer level. NWEA 6-12 is designed to assess students as low as the 3rd grade level. If a student has an IEP or intensive MTSS plan and he/she is performing below the level that NWEA assesses for the specific grade level the student is in, the grade level SIT or staffing team may determine that the student should be assessed using a lower level of the assessment. This cannot be an individual decision made by a teacher. It should be noted in the student’s plan. This should be about 1% of a student population.

NWEA recommends the use of multiple measures and methods to evaluate whether or not students can read without the need for audio support, and are therefore ready to participate in the MAP Growth 2-5 assessments. For example, if a student is performing far below a given “benchmark” for fluency measure, along with classroom information, observation, and/or an individualized education plan that indicates the student is not reading independently, the MAP Growth K-2 with audio supports may be more appropriate. This would likely be the case for grade 2 students who have been identified via other measures of early literacy skills as needing intensive reading intervention and support. Because of the need to make strong growth comparisons Fall to Spring, we recommend students take the same test within year; that is, students should not switch tests mid-year.
Ayres K-2

Kindergarten:
Every Kindergarten teacher will be using the Handwriting without Tears curriculum (Kindergarten level) to teach handwriting the first quarter. Modeling of one word and one sentence will begin during the first quarter, using the ECAW targets as a guideline. There will be a focus on proper handwriting techniques. In addition, there will also be explicit instruction and focus on the procedures and routines that would be conducive to small groups running smoothly. During the 2nd quarter, all kindergarten teachers will enter in the One Word PVP. After the first PVP is entered, every six weeks, thereafter, PVPs entry will align with the six-week pacing of Reading Street.

Interventions: When student performance data indicates that a student is not making adequate growth through universal instruction, the grade-level Student Intervention Team, including interventionists, will meet to discuss the student’s needs. The team will determine appropriate intervention.

- Each grade level will maintain an up-to-date master spreadsheet (by teacher) tracking all students in an intervention including beginning and ending dates, type of intervention, and interventionists, beginning/ending dates, and progress monitoring scores.
- Moby Max: Moby Max/Path Blazer will be utilized at Ayres as an universal differentiation instructional tool in the general education classroom. Teachers will utilize the program to identify and fill holes in students’ math and reading skills while increasing core knowledge. While students are engaged in Moby Max modules, the teacher will work with small groups for differentiated universal instruction. Although all students may have access to Moby Max for differentiation and support of learning, it is not considered an intervention for every student.
- Layer 2 and 3 Kindergarten Interventions: Early Reading Intervention
- Layer 2 and 3 First & Second Grade Interventions will consist of either My Sidewalks or PALS Phonics intervention. If staffing and needs permit, LLI may be utilized as an intervention.
- All students identified SRD in the fall will be placed in a PALS Phonics Intervention.
  - If a student scores 6 or more points above the grade-level summed score on the winter PALS assessment, he/she will continue to receive progress monitoring through PALS Quick Checks, however they will not automatically continue to receive intervention. (Students do not go on or off a READ Plan or change SRD status as a result of winter testing.)
- Reading Plus will be utilized by Second Grade as a differentiation tool for more advanced readers.

Progress Monitoring: General education teachers will utilize strong, research-based instructional strategies, often with the use of individual accommodations and differentiation strategies, to increase student achievement.

Curriculum Based Progress Monitoring: Classroom teachers will monitor student growth and progress utilizing Reading Street weekly assessments; Reading Street unit assessments; Math Expression unit assessments; RSA; and ST Math.
**Intervention-Based Progress Monitoring:** Students on READ Plans or those receiving intervention for academic concerns will receive additional progress monitoring to determine the appropriateness of the intervention which may include but is not limited to: PALS Quick Checks (every four weeks in areas listed on the READ Plan as goals – recorded on both the PALS website and in the student’s READ Plan); foundational reading skills as determined by the teacher; running records; *Fresh Reads for Fluency; Math for Today*; and computation quick-checks. This data will guide the grade level team in determining whether an intervention continues, is discontinued, or is modified.

Depending on the number of intervention slots available, it is the goal to provide interventions for all students who do not reach grade-level cut points on universal assessments. Highest priority for reading interventions will be given to students identified SRD by PALS in the fall. Intervention groups will be formed based on the common student needs. Note: If a student scores 6 or more points above the grade-level summed score on the winter PALS assessment, interventions may continue, or the student may be discontinued based on the needs of the grade level. (Remember: Students do not go on/off of a READ Plan or change SRD status as a result of winter testing.)

At any point in time during the implementation of a specific intervention, the grade-level SIT Team may meet to discuss student progress and growth. Because of this analysis and review, the SIT Team may decide to continue or discontinue the intervention; modify the intervention, or request a building level CORE Team meeting to discuss the student. All discussions and decisions will be data-based.

**MTSS Plans:** Grade-level educational teams will meet on an ongoing basis to analyze student data and discuss growth. In addition to the grade-level data sheets and the interventionists’ data sheets, a formal Student Intervention Plan (SIP) will be written in Alpine using the following guidelines:

- If a student scores 6 or more points above the grade-level summed score on the winter PALS assessment, he/she will continue to receive progress monitoring through PALS Quick Checks, however they will not automatically continue to receive intervention. (Students do not go on or off of a READ Plan or change SRD status as a result of winter testing.)

- Tier 2 Student Intervention Plans are written when:
  - The student requires an individualized behavior plan
  - The school and/or teachers have ongoing involvement with the family or an outside agency regarding the student
  - The student’s lack of academic growth indicates an ongoing concern for the team. Typically, these students could be in the lowest 15\textsuperscript{th} percentile using the individual’s RIT score on NWEA.

- Tier 3 Student Intervention Plans are written when:
  - The student requires a READ Plan (Identified SRD on PALS Assessment during the fall or spring window)
  - The student’s lack of growth indicates the need for a Layer 3 Intervention

- The student’s NWEA RIT score falls in the 5\textsuperscript{th} percentile or lower

- Attendance Student Intervention Plans: SIP Plans may be written for attendance concerns if deemed appropriate after meeting with the Special Education Support Team during the monthly staffing day.
## Kindergarten – First – Second Grades Menu of Interventions

<table>
<thead>
<tr>
<th>MTSS Layer</th>
<th>ACADEMIC Interventions</th>
<th>Social Emotional Behavioral Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Universal Core Instruction</strong></td>
<td>• Core curriculum lessons</td>
<td>• School-wide PBIS</td>
</tr>
<tr>
<td></td>
<td>• Instructional Guided Reading Group</td>
<td>• Classroom behavior system with student feedback and positive recognition / reward system that aligns with school</td>
</tr>
<tr>
<td></td>
<td>• Independent Reading &amp; Writing</td>
<td>• Daily tracking of classroom behaviors – points; color; etc.</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary Development</td>
<td>• Weekly RAK embedded lessons</td>
</tr>
<tr>
<td></td>
<td>• Colorado standards-based instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Homework is meaningful; relevant; connects to classroom; timely; and <em>differentiated</em> to meet the needs of all learners</td>
<td></td>
</tr>
<tr>
<td><strong>Layer 2 Targeted Instruction</strong></td>
<td><strong>Layer 2 Targeted Intervention:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>PALS Intervention:</strong> Spelling Features (Layer 2 or 3 depending on feature)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <em>Levelled</em> Guided Reading Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Phonics for Reading</strong> (Layer 2 or 3 depending on gap)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>My Sidewalks</strong> Literacy Group (double dipping)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reading Plus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Moby Max</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ST Math (one level below)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Homework support beyond differentiation</td>
<td></td>
</tr>
<tr>
<td><strong>Layer 3 Intensive Intervention</strong></td>
<td><strong>Layer 3 Intensive Intervention:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>PALS Intervention:</strong> Spelling Features (2/3 depending on feature)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Literacy Group (w/ Specialist) or LLI Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Phonics for Reading</strong> (Layer 2 or 3 depending on gap)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>My Sidewalks</strong> Literacy Group (as universal core program)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ST Math (2 grades below grade level)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Moby Max – Pathblazer (Layer 2 or 3 depending on focus skills)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Highly specialized or individualized instructional plan for learning or behavioral needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CAMPBELL 3-5

Interventions: When student performance data indicates that a student is not making adequate growth through universal instruction, the grade-level team, including interventionists, will meet to discuss the student’s needs. The team will determine appropriate intervention.

- Each grade level will maintain an up-to-date master spreadsheet tracking all students in an intervention including beginning and ending dates, names of intervention, etc.
- Moby Max: Moby Max will serve a two-fold purpose at Campbell.
  - First, it will be used as a universal differentiation instructional tool in the general education classroom. Teachers will utilize the program to identify and fill holes in students’ math and reading skills while increasing core knowledge. While students are engaged in Moby Max modules, the teacher will work with small groups for differentiated universal instruction. Although all students may have access to Moby Max for differentiation and support of learning, it is not considered an intervention for every student.
  - Second, it will be used as a Tier 2 or Tier 3 intervention for identified students. When used as an intervention, performance data will be used to identify the most critical needs for a student. Then, the teacher will assign corresponding Moby Max modules to meet the student’s specific needs. Progress monitoring will be implemented as set forth in the program.

Progress Monitoring: Campbell’s primary prevention is universal instruction utilizing the core curriculum. General education teachers will utilize strong, research-based instructional strategies, often with the use of individual accommodations and differentiation strategies, to increase student achievement.

Curriculum Based Progress Monitoring: As part of universal instruction, teachers will maintain student performance data on an ongoing basis to monitor student growth. (Student is making progress toward achieving proficiency on the grade-level standards.) Teachers should constantly be using curriculum-based student performance data to answer this crucial question – “Is universal instruction producing satisfactory growth in my students?” If the answer is no, teachers should look to their instruction to ensure they are using research-based instruction; teaching with fidelity; and differentiating instruction to meet the needs of their students.

- Reading & Writing: Reading Street Weekly Assessments; Reading Street Unit Assessments; Constructed Response scores
- Math: Unit assessments; Write About Math responses; Problem Solver samples

When student data from universal progress-monitoring identifies that a student is at-risk or indicates inadequate growth, the student becomes the focus of additional progress monitoring to provide more data. Teachers will use more specific curriculum-based measures to gather data, and thoughtfully analyze the student’s learning needs. Data and ongoing records from student performance are required. A systematic sampling of skills and student performance will be utilized by the teacher to obtain data.

- Reading: Oral Reading Fluency checks; Running Records; Spelling-Phonics feature Quick-Checks; Fresh Reads for Fluency
- Math: Math for Today; Computation Quick-Checks
- Observations: Teachers will carefully observe student’s performance during instruction. As they instruct, teachers will ask themselves questions: Are students demonstrating growth during the lesson? Do some students struggle with some aspects of the lesson? Which
parts?

After performance data, observations, and formative assessment scores beyond universal means are gathered and analyzed, and a teacher continues to observe inadequate growth, a meeting will then be held with the grade level team and/or interventionists to discuss the data. Team decisions will be made based on this specific data.

**Intervention-Based Progress Monitoring:** The purpose of intervention-based progress monitoring is to determine whether a student’s learning, in response to the small group intervention, is effectively addressing the student’s needs. Intervention-based progress monitoring data will guide the team in deciding if an intervention ends, continues, or if a more intensive intervention is needed. To distinguish whether the intervention provided is meeting the child’s needs and helping accelerate his or her rate of learning sufficiently; data cut-points related to the specific intervention’s progress monitoring system are required.

- Interventionists will maintain up-to-date progress monitoring records aligned with the intervention they are providing.
- Moby Max (as a Tier 2 & 3 Intervention): The educational team will identify the two most critical modules for the student to work on. Progress monitoring will be implemented as recommended by the program.

At any point in time during the implementation of a specific intervention, the grade level team, along with interventionists, may meet to discuss the student’s progress and determine next steps for the student in terms of their instructional program. For example, the team may decide to continue or discontinue the intervention, modify the intervention, or request further information through a formal special education evaluation.

**MTSS Plans:** Grade-level educational teams will meet regularly to analyze student data and discuss growth. In addition to the grade-level master spreadsheet recording student supports, a formal Student Intervention Plan (SIP) will be written in Alpine using the following guidelines:

- **Tier 2 Student Intervention Plans** are written when:
  - The student requires an individualized behavior plan
  - The school and/or teachers have ongoing involvement with the family or an outside agency regarding the student
  - The student’s lack of academic growth indicates an ongoing concern for the team. Typically, these students could be in the lowest 15th percentile.

- **Tier 3 Student Intervention Plans** are written when:
  - The student requires a READ Plan
  - The student’s lack of growth indicates the need for a Layer 3 Intervention
  - The student’s NWEA RIT score falls in the 5th percentile or lower
  - Attendance Student Intervention Plans: Specific Student Intervention Plans will not be written for attendance concerns. However, attendance concerns will be addressed during the monthly staffing days with the SPED team. If a student already has an active Tier 2 or 3 Student Intervention Plan, attendance concerns will be documented in the plan.
# Third – Fourth – Fifth Grades Menu of Interventions

<table>
<thead>
<tr>
<th>MTSS Layer</th>
<th>Interventions</th>
<th>Social Emotional Behavioral Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Universal Core Instruction</strong>&lt;br&gt;Includes differentiation and typical classroom-based interventions</td>
<td>● Core curriculum lessons&lt;br&gt;● Independent Reading &amp; Writing&lt;br&gt;● Vocabulary Development&lt;br&gt;● Colorado standards-based instruction</td>
<td>● School-wide PBIS&lt;br&gt;● Classroom behavior system with student feedback and positive recognition / reward system that aligns with school-wide&lt;br&gt;● Daily tracking of classroom behaviors – points; color; etc.&lt;br&gt;● Weekly RAK – social skills lessons</td>
</tr>
<tr>
<td><strong>Layer 2 Targeted Intervention</strong>&lt;br&gt;*occurs simultaneously with universal&lt;br&gt;Intensity, group size, teacher expertise depends on student need.</td>
<td><strong>Layer 2 Targeted Intervention:</strong>&lt;br&gt;● <em>PALS Intervention:</em> Spelling Features (Layer 2 or 3 depending on feature)&lt;br&gt;● <em>Phonics for Reading</em> (Layer 2 or 3 depending on gap)&lt;br&gt;● Path Blazer - Moby Max (Layer 2 or 3 depending on focus skill)&lt;br&gt;● ST Math (one level below)&lt;br&gt;● Content Support – pull out or push in</td>
<td><strong>Layer 2 Targeted Intervention:</strong>&lt;br&gt;● Check-in &amp; Check-Out&lt;br&gt;● Check &amp; Connect with specific adult(s)&lt;br&gt;● Small group social skills instruction / counseling&lt;br&gt;● Structured positive reward program based on student behavior data&lt;br&gt;● Targeted interventions based on behavioral needs</td>
</tr>
<tr>
<td><strong>Layer 3 Intensive Intervention</strong>&lt;br&gt;*occurs simultaneously with universal&lt;br&gt;- Intensity, group size, teacher expertise depends on student need.&lt;br&gt;Students on an IEP are served in the least restrictive environment based on student performance data.</td>
<td><strong>Layer 3 Intensive Intervention:</strong>&lt;br&gt;● <em>PALS Intervention:</em> Spelling Features (Layer 2 or 3 depending on feature)&lt;br&gt;● <em>My Sidewalks</em> Literacy Group (as universal core program)&lt;br&gt;● ST Math (2 grades below grade level)&lt;br&gt;● LTRS Small Group&lt;br&gt;● Content Support – pull out or push in&lt;br&gt;● Highly specialized or individualized plan for learning or behavioral needs (Individual schedule; early release/late start; specific environment; etc.)</td>
<td><strong>Layer 3 Intensive Intervention:</strong>&lt;br&gt;● Check-in &amp; Check-Out (increased frequency)&lt;br&gt;● Individual behavior plans based data&lt;br&gt;● Daily/weekly feedback regarding behavior functioning&lt;br&gt;● Time out / chill out zone available&lt;br&gt;● Staff team support&lt;br&gt;● Use of resource room or other setting to support emotional/behavioral functioning</td>
</tr>
</tbody>
</table>
Grades 6 - 12

STERLING MIDDLE SCHOOL, CALICHE JR.-SR. HIGH SCHOOL, & STERLING HIGH SCHOOL

Multi-tiered System of Supports (MTSS) includes academics, behavioral, and social emotional learning. It is a framework for instruction and intervention that includes a layered approach of support and interventions. We understand that MTSS must look different in our middle school and high schools than it does in our elementary schools. At the secondary level (grades 6-12), our work in supporting ALL students is fluid and ongoing. We continue to analyze, evaluate, and revise the MTSS model, integrating the same essential components of RE-1 Valley’s MTSS model, while giving special consideration to scheduling, credits, college classwork, ages / stages of students, etc. for successful implementation. This document will be revised and updated frequently as we move forward with MTSS at the middle school and high school levels.

ACADEMIC GUIDE FOR DELIVERY AND INSTRUCTION IN GRADES 6 - 12

The RE-1 Valley District Reading-Writing Frameworks are based on the Colorado Academic Standards and have been reviewed and edited by the District Reading/Writing Curriculum Committee to ensure that we have comprehensive grade-level evidence outcomes as well as vertical alignment. The Frameworks, along with the adopted reading/writing support materials, drive literacy instruction in our district. Teachers are responsible for following all assessment and progress monitoring guidelines as set forth by the District MTSS Committee.

- Parents play an active role in their child’s education. It is essential that teachers work to involve parents when appropriate and as much as possible. Communication and teamwork are key to positive parent interactions.
- Infinite Campus data including grades; assessments; attendance records; behavior reports; and programming schedules are considered to be a formal component of a student’s SIP plan. Teachers are expected to keep grades and data current and up-to-date.
  - At a minimum, once a week, classroom grades should be updated to reflect current academic progress of a student.
- Alpine Achievement (www.myalpine.com ) is the online portfolio and data warehouse used by RE-1 Valley. Assessment data is stored at this location, and teachers are expected to keep it current.

6-12  Assessment & Progress Monitoring Guidelines

Progress Monitoring in grades 6-12 requires a body of evidence including: curriculum assessments and summative assessments.

NWEA NWEA will be administered during the District assessment windows as the universal assessment for all students 6th – 10th. (Option: At-risk students will also be progress monitored during the winter window.) Students in grades 11th – 12th who are below a RIT score of 222 Reading / 235 Math will all take NWEA until that score is achieved.
NWEA Cut Points: *Based on Sept. 2015 Comparative Data to Inform Instructional Decisions [www.nwea.org](http://www.nwea.org)

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Fall</th>
<th>Mid-Year</th>
<th>Spring</th>
<th>Grade</th>
<th>Fall</th>
<th>Mid-Year</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td></td>
<td>211</td>
<td>214</td>
<td>216</td>
<td>9th</td>
<td>220</td>
<td>221</td>
<td>222</td>
</tr>
<tr>
<td>7th</td>
<td></td>
<td>214</td>
<td>217</td>
<td>218</td>
<td>10th</td>
<td>221</td>
<td>221</td>
<td>221</td>
</tr>
<tr>
<td>8th</td>
<td></td>
<td>217</td>
<td>219</td>
<td>220</td>
<td>11th</td>
<td>222</td>
<td>222</td>
<td>222</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>Fall</th>
<th>Mid-Year</th>
<th>Spring</th>
<th>Grade</th>
<th>Fall</th>
<th>Mid-Year</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td></td>
<td>218</td>
<td>222</td>
<td>225</td>
<td>9th</td>
<td>230</td>
<td>232</td>
<td>233</td>
</tr>
<tr>
<td>7th</td>
<td></td>
<td>223</td>
<td>226</td>
<td>229</td>
<td>10th</td>
<td>230</td>
<td>232</td>
<td>233</td>
</tr>
<tr>
<td>8th</td>
<td></td>
<td>226</td>
<td>229</td>
<td>231</td>
<td>11th</td>
<td>233</td>
<td>234</td>
<td>235</td>
</tr>
</tbody>
</table>

**NWEA Interpretation Guide:**  
*Note: Teachers – not proctors / tech – will administer & monitor NWEA tests. Sometimes proctors and teachers will jointly monitor.*  
**Universal:** Meets or exceeds grade level cut point

**Targeted:**  
- 6th – 7th: 1 RIT band or less below grade level expectation  
- 8th – 12th: 1-2 RIT bands below grade level expectation

**Intensive:**  
- 6th – 7th: 2 or more RIT bands below grade level expectation  
- 8th – 12th: 3 or more RIT bands below grade level expectation

All students will take the NWEA assessment that corresponds with the grade level he/she is currently in. Special consideration: NWEA 2-5 is designed to assess students as low as the primer level. NWEA 6-12 is designed to assess students as low as the 3rd grade level. If a student has an IEP or intensive MTSS Student Intervention Plan and he/ she is performing below the level that NWEA assesses for the specific grade level the student is in, then the grade level SIT or staffing team may determine that the student should be assessed using a lower level of the assessment. This cannot be an individual decision made by a teacher. It should be noted in the child’s plan. This should be about 1% of a student population.
**ST Math Intervention:** ST Math helps students to master difficult math concepts and multi-step problem solving. It is a visual approach that gives students experiences with unique spatial-temporal math games. Check with your building admin to see about using ST Math.

- Minimum of 60 minutes weekly – no exceptions
- Teacher interaction and small group intervention/instruction should occur simultaneously with ST Math computerized intervention which provides a layered model.
- Teachers need to monitor and adjust instructional modules (drag to reorder on the curriculum tab) to align with *Math Expressions* unit of study or a student’s individualized targeted instructional need. ST Math isn’t spiraled. If modules aren’t rotated (different order), students will become frustrated as the developmental level of each module increases in difficulty. Adjust the modules at least every two-three weeks to align with instruction or intervention. Teachers will also consistently assign, monitor, and adjust homework component.
- Teachers should pull up the teacher reports on a computer upon entering the lab to review a range of issues that students might be having. (Low time on task; unaddressed hurdle, etc.) The first priority is for teachers to give assistance to address these issues at the beginning of each ST Math session. Then, teachers should begin targeted group instruction (no more than 4-5 minutes at the table at a time being careful not to pull the same student from ST Math each session) after student issues have been addressed. When students log out, students should exit only as far as the blue daily report screen. Teachers should monitor levels accomplished; puzzles solved; and hurdles addressed. This goes a long way in holding students accountable for their time and effort.
- All students should work on grade level content on ST Math. Placement of students below grade level should be a collaborative grade level decision, and notification should be made to the building administrator. Only students with a MTSS SIP with intensive math interventions should be considered. Students should not be placed above grade level without completing all grade-level modules. (Challenge modules should be omitted.)

**MTSS Student Intervention Teams:**

All certified staff will participate in the MTSS process, meeting to discuss at-risk students on an ongoing, scheduled basis. These meetings are different than staff meetings, department meetings, etc. They are specific meetings designated to monitor and review student growth. Please refer to the specific roles and duties of SIT membership, as previously state in this document.

*Note: All 6-12 students who need support for academics (at-risk or giftedness), behavior, or social-emotional will have a Student Intervention Plan in Alpine written by a Student Intervention Team. Each building is responsible for planning who, how, and when these teams will meet to consider the student’s needs. Coaching and other extra-curricular responsibilities do not excuse a certified teacher from actively participating on Student Intervention Teams. When discussing a student, the SIT meeting must be scheduled during a time when all teachers who work with the student can attend.*
**Sterling Middle School:** All Tiger Time Teachers at SMS will have a group of students they will support through MTSS. Tiger Time Teachers will be responsible to monitor student attendance, grades and behaviors monthly and will initiate Grade Level MTSS meetings as appropriate. Teachers are organized into grade level teams, creating a group of teachers with information on each student. Tiger Time Teachers, along with grade level teachers, are responsible for all Alpine and/or IC documentation related to their students. If teachers notice their students are slipping, they should meet with the student to discuss their concerns, and provide supports needed for improvement. Conversations will be documented. (Student Contact Log, Promotion/Retention form, team meeting minutes, etc.)

- For students with ongoing concerns, a Grade Level MTSS meeting will be called by the Tiger Time Teacher to include all the teachers the student has as well as the counselor (if applicable). Strategies and meeting notes will be documented in Alpine on the student’s MTSS plan. Parents and the students may be included in this meeting. For attendance concerns, the Assistant Principal and/or Student Services Coordinator will be included in the meeting.

- The SMS MTSS Core Team will consist of 2 teachers from each grade level (1 being the grade level SPED teacher), 1 Unified Arts Teacher, and counselor. When discussing a particular student, the student’s Tiger Time Teacher and one teacher that currently has the student will be required to attend. Additional members may include the SMS Principal, SMS TOSA, Student Services Coordinator, ESL teacher, Life Skills teacher, Director of SPED, parent liaison or others as determined by the team. The Building MTSS Core Team will discuss concerns, support needed and then make recommendations to continue in the current program or place in a different program.

**Caliche Jr. – Sr. High School:** All teachers at Caliche Jr. – Sr. High school will support students through MTSS and ICAP. Teachers will be responsible to monitor student attendance, grades and behaviors monthly and will initiate MTSS meetings as appropriate. The advisor is responsible for all Alpine and/or IC documentation related to their students.

- The entire 7-12 staff will meet weekly on Tuesday mornings at 7:30 AM. Two – three MTSS students will be discussed each week with the meeting notes documented. Additionally, the first hour of early release Fridays is also used for MTSS meetings. Note: At the beginning of the year, the staff will be split into two teams with representation on each team from all content areas. This will enable the staff to discuss and plan for a greater number of students.

**Sterling High School:** Advisors will monitor student attendance, grades and behaviors and make referrals as necessary. Additionally, advisors will communicate with students and parents/guardians regarding plan specifics and progress on goals.

- Teachers will be organized on Student Intervention Teams (SIT) by department and will meet twice a month during common planning time. Four or five students of concern (15-20 minutes per student) will be discussed at each meeting. Discussion will focus on student progress and response to layer 1 and 2 interventions. The team will determine next steps. Students and parent/guardians may be invited. Meetings will be documented in the established student intervention plan (Alpine).

- SIT teams will refer students who are not making progress to the Building MTSS Team to determine layer 3 and 4 interventions which may include program changes and referrals to outside agencies. The Building MTSS Team will include at least three of the student’s teachers, the advisor, the intervention coordinator, a counselor, and an administrator. District itinerant staff and agency representatives will be included as appropriate. Students and parents/guardians will be invited. The MTSS Team will meet as needed.
MTSS STUDENT INTERVENTION PLANS

MTSS Student intervention plans will be created in Alpine as outlined in this manual. Meeting notes, student progress, strategies and plan decisions will be documented. In general, whenever staff members meet to discuss the student’s lack of response to the universal behavior, social-emotional, or academic instruction, an MTSS plan will be written to document the discussion, plan to address the student’s needs, and how progress will be monitored.

Please refer to the MTSS Student Intervention Plan section of this handbook for more information.

TARGETED Layer 2 plans: Layer 2 (Targeted) MTSS Student Intervention Plans with academic below goals (at-risk) for students in grades 6-12 will not be created in Alpine Achievement – unless MTSS meetings are needed to discuss the student. Rather, the student’s academic programming (student’s schedule) documented in Infinite Campus will serve as the students Student Intervention Plan for Layer 2 (academic below only). Infinite Campus will document student progress and intervention (remedial) courses as well. A semester length intervention class is a Layer 2 Targeted Intervention, and does not require an intervention.

Note: All students identified as Gifted or in the Talent Pool are required to have a MTSS Student Intervention Plan. This can be housed in Alpine or ICAP in grades 6-12.

INTENSIVE Layer 3 plans: Students that demonstrate a significant gap between their performance and summative cut points will have a Student Intervention Plan (SIP) written on Alpine Achievement. A full year length intervention class is a Layer 3 Intensive and requires a plan in Alpine.

- The whole student needs to be considered when writing an intervention plan. Ask, “What academic, behavioral, and/or emotional supports does this child need? How can the teacher meet those needs through differentiation? What needs will require an intervention to be met?”

- Only one plan is created per student per calendar year. A single plan can have multiple goals including academics, behavior, attendance, or gifted/talented. If no plan is started, then a new plan for the current school year is created. If another teacher has already started a plan during the current school year, then the next teacher only needs ‘edit’ the plan and add a new goal. Note: We are no longer copying plans from the previous year. Previous plans are frozen for review and documentation of prior interventions. It is up to the MTSS SIT to review historical data.

- An academic goal on the Student Intervention Plan is required for any student who does not reach the assessment cut points or demonstrates adequate lack of growth. Note: Individual Education Plans (IEPs) remain as separate and independent documents from a Student Intervention Plan – even when a student has reading goals. Targeted Plans are not written – documentation of scheduling is recorded in Infinite Campus.

- A behavior goal on the Student Intervention Plan is required for any student on an individual behavior plan or who has a modification to the school wide PBIS plan. When the school-wide PBIS plan does not support a student’s behavioral needs, a SIT meeting must be held. The team works together to determine what steps need to be taken to support the student, and, if needed, develop an alternate behavior plan.
● An attendance goal on the MTSS Student Intervention Plan is required when a student has been tardy or absent for 15 or more days within an academic year (Sept.-May) or calendar year (Jan.-Dec.), the advising teacher will create a MTSS Student Intervention Plan with attendance goal (intensive) on Alpine with the Student Intervention Team. (Targeted attendance plans are optional at the discretion of the Student Intervention Team and/or attendance officer.) Intensive plans are required for 15 or more absences (excused/unexcused). Teachers will record background information; contacts made with parents; and other relevant information prior to the SIT Meeting. MTSS attendance plans are optional only if extenuating circumstances exist AND a team decision is made and documented. The goal of an MTSS Student Intervention Attendance Plan is to document issues, meetings, discussions, and interventions.

● Any discussions, meetings, or changes made regarding a student’s education need to be documented on Alpine Achievement as an additional meeting. It is the responsibility of the referring/lead teacher to verify and update ALL information in the plan. Don’t rely on the previous teacher’s data.

Academic Course Placement:

During the pre-registration process in the spring, students in need of intervention will be identified by grade level teachers. Cut scores will be determined and students will be placed in courses according to need. Students and parents will be notified before or at registration with the student’s schedule if intervention courses have been scheduled. Students placed in intervention courses will require documented MTSS plans.

NWEA RIT Scores for Math’s Mates when used as a Teaching Tool – Sterling Middle School

<table>
<thead>
<tr>
<th></th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>224 and below</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue</td>
<td>225-232</td>
<td>230 and below</td>
<td></td>
</tr>
<tr>
<td>Green</td>
<td>233-238</td>
<td>231-238</td>
<td>234 and below</td>
</tr>
<tr>
<td>Mauve</td>
<td>239-250</td>
<td></td>
<td>235-243</td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td>244-256</td>
</tr>
</tbody>
</table>

● Time will be spent in class directly teaching and reviewing grade level standards. Students will be placed in their grade level Math’s Mate book or above according to their NWEA RIT score.

● Rarely should students be assigned Math’s Mates that are more than two grade levels ahead. Students will still have the challenge they need by staying within two grade levels.
## MTSS Layer

### Universal Core Instruction
- Core curriculum lessons
- Vocabulary Development in every content area
- Colorado standards-based instruction
- Responsive, intentional differentiation
- Classroom based interventions
- Programming / schedule advisement

Includes differentiation and typical classroom-based interventions

### Layer 2 Targeted Instruction
- Supplemental Curriculum
- Reading Plus or Reading Intervention Class – semester
- ST Math or Math Intervention Class – semester
- Advisement correction (2nd semester)
- Remedial academic skills
- 1-1 weekly check-in conference with staff member
- Peer tutor / tutor
- Homework support / Adapted Homework
- Content push in / pull out

*occurs simultaneously with universal

Intensity, group size, teacher expertise depends on student need.

### Layer 3 Intensive Intervention
- Reading Plus or Reading Intervention Class – full year
- ST Math or Math Intervention Class – full year
- Supplemental Curriculum (Aleks, Phonics for Reading, etc.)
- 030 / 060 / 090 Math, Reading, Writing
- Edgenuity – My Path
- Content push in / pull out (less than 1:3)
- *Any layer 2 intervention can be an intensive intervention if the frequency and intensity increase to the greatest degree possible
- Highly specialized or individualized instructional plan for learning or behavioral needs (Individual schedule; early release/late start; specific environment; etc.)

*occurs simultaneously with universal

Intensity, group size, teacher expertise depends on student need.

Students on an IEP are served in the least restrictive environment based on student performance data.

<table>
<thead>
<tr>
<th>MTSS Layer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Core Instruction</td>
</tr>
<tr>
<td>Includes differentiation and typical classroom-based interventions</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

## Social Emotional Behavioral Interventions

- School-wide PBIS
- Classroom behavior system with student feedback and positive recognition / reward system that aligns with school-wide
- Daily tracking of classroom behaviors – points; color; etc.
- Weekly RAK embedded lessons – social skills

### Layer 2 Targeted Intervention:
- Check-in & Check-Out (beginning and end of the day)
- Check & Connect with specific adult(s)
- Small group social skills instruction / counseling
- Structured positive reward program based on student behavior data
- Targeted interventions based on behavioral needs
- Home rewards linked to school

### Layer 3 Intensive Intervention:
- Check-in & Check-Out (increased frequency)
- Individual behavior plans based behavior data
- Daily/weekly feedback regarding behavior functioning
- Time out / chill out zone available
- Multi-disciplinary team support (staffing team)
- Use of resource room or other educational setting to support emotional/behavioral functioning
ATTENDANCE – Additional Information:

- The school principal is responsible for maintaining the integrity of the attendance systems for their building and will establish a procedure for identifying and documenting absentee and tardy students. School staff/teachers will utilize daily Infinite Campus to record & monitor student attendance information.

- Automated Contact/Office Notifications: Parents will be responsible for calling the school each day when it is necessary for a student to be absent. If the parents do not contact the school, the automated call system will be used to notify the parents of the child’s absence and request that they contact the school.

- Targeted: A MTSS meeting is scheduled to discuss attendance issues at TARGETED Layer. This first meeting could be by grade level; department level; team level; or multi-grade teams if siblings are involved. Parents and/or students should be invited or have the opportunity for input. Their input can be made via a phone contact or the liaisons. The following people should be in attendance: teachers involved with the student; counselor/Dean of Students; School Attendance Officer; and the Parent Liaison. Optional attendees: District Counselors/Psychologist/Social Worker/Support Services personnel;
  
  o Discuss & document attendance issue – Please use the Discussion Guide and/or the Attendance Concern Checklist & Response Form to facilitate this meeting so that all aspects of a student’s life are considered. (Resource section of this document or school website) Relevant information from the discussion will be documented in Alpine.

- Intensive: A Building MTSS Team meeting is scheduled to discuss ongoing/significant attendance issues at INTENSIVE Layer. This would be, at a minimum, the second MTSS meeting held to discuss the child’s attendance (and documented in Alpine). Building MTSS Team members along with relevant teachers/staff from initial meeting(s) should be included. Other individuals who should be contacted to attend: District Counselors/Psychologist/Social Worker/Support Services personnel; Parent Liaisons; School Attendance Officer. Schools should contact the buildings where the siblings (if any) attend to verify if this is a family issue or individual issue. If relevant, personnel from the other schools should be invited to attend.

- Special Ed Support Team: On scheduled staffing days, the Special Education Team will have two slots available to discuss students. Building staff members along with the Staffing team will meet to look at data, share information, and establish a plan to support the student. Each building will determine a method on how they will prioritize students whose needs would benefit from input from the SPED team. This is also a time set aside to discuss students who need additional support when a school has exhausted all resources; the school-based strategies are not effective; and/or community collaboration has not met the needs of the student/family. Additionally, any time there is a need for more than one community support (i.e. mental health AND transportation), this time slot can be utilized. The District Social Worker will work with each school to determine a plan for the upcoming school year.