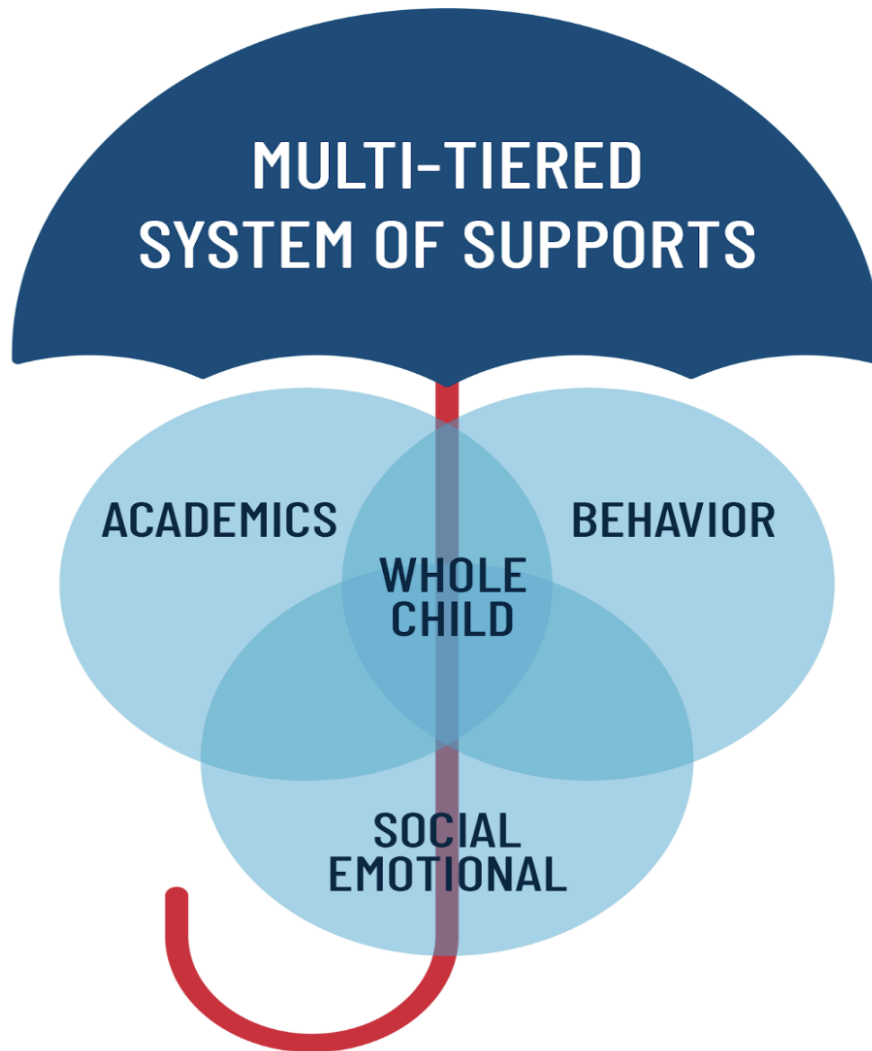




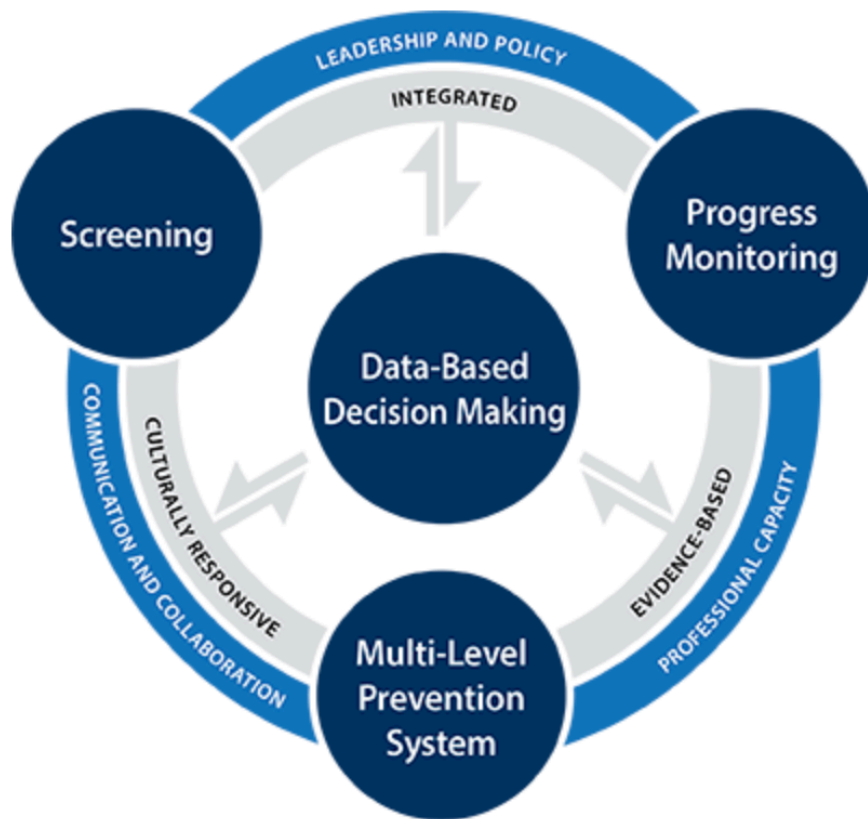
Multi-tiered Systems of Support

Learning & Growing Together!



Multi-tiered Systems of Support (MtSS)

Multi-tiered Systems of Support (MtSS) is a framework for continuous improvement that is systematic, prevention-focused, and data-informed, providing a coherent continuum of supports responsive to meet the needs of ALL learners (Illinois MtSS Network). As an umbrella framework, MtSS combines other frameworks and skills in order to view and support the whole child.



Universal Screening

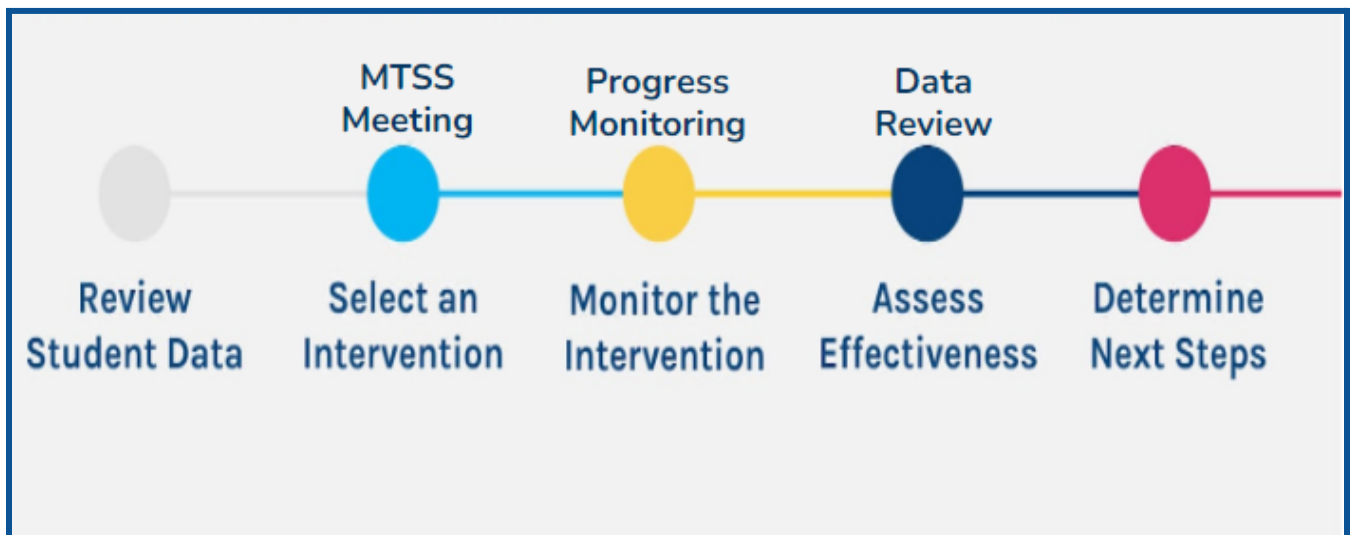
Schools use screening data to identify students at risk for poor learning outcomes and to evaluate the effectiveness of core instruction.

Progress Monitoring

A system for monitoring student progress and the effectiveness of the supports provided to students.

Data-Based Decision Making

Data-based decision making occurs at all levels of MtSS implementation and all levels of instruction.



MtSS Teaming Structures

District Leadership MtSS Team Meetings

The goal of the District Leadership MtSS Team is to understand the health of the district-level MtSS practices by analyzing the percentage of students who are adequately being served by the core, the equity of instruction across schools and demographics, and improvement in student outcome measures since the last screener assessment. These metrics are used to evaluate the quality of practice across all tiers of support.

MtSS Building Analysis Team Meetings

The goal of the MtSS Building Analysis Team Meeting is to understand the health of the school-level MtSS practices by looking at the percentage of students who are adequately being served by the core, the equity of instruction across grade levels and demographics, and improvement in student outcome measures since the last screener assessment. These metrics are used to evaluate the quality of practice across all tiers of support and guide school improvement plans. This can take place at a PLC coach meeting.

MtSS Student Analysis Team Meetings

The goal of the MtSS Student Analysis Team Meeting is to understand the strengths, progress and student needs of those students not yet progressing appropriately with classroom differentiation and Tier 2 support. The team, including the classroom teacher, develop a plan that includes progress monitoring, classroom support and parent communication. Team members are defined below.

Members of MtSS Meetings:

Team Members will commit to collective agreements made by the team and will not make additional service recommendations that have not been approved.

Team Member	Responsibilities	When to Attend
School Psychologist	<ul style="list-style-type: none"> • Data Coordination • Multi Domain Structure Team Member • Build the agenda 	All Meetings
Student Family	<ul style="list-style-type: none"> • Share insight into their child 	As invited
Reading Specialist, Math Specialist	<ul style="list-style-type: none"> • Single Domain Team Member • Data Collector/Provider 	All Meetings
Administrator	<ul style="list-style-type: none"> • Administrative presence • Secures translators as requested 	All Meetings
Student Services Coordinator	<ul style="list-style-type: none"> • Administrative presence • Connection to services available 	If needed
Classroom Teacher	<ul style="list-style-type: none"> • Brings progress monitoring data • Shares strengths of the child • Connector of intervention to classroom application 	For students they instruct
Social Worker/Counselor	<ul style="list-style-type: none"> • Single Domain Team Member • Data Collector/Provider 	If area of concern
Speech-Language Pathologist	<ul style="list-style-type: none"> • Single DomainTeam Member • Data Collector/Provider 	If area of concern
Special Education Teacher	<ul style="list-style-type: none"> • Perspective of student strengths and instructional goals 	If needed
EL Teacher	<ul style="list-style-type: none"> • Provide Language context, knowledge, suggestions, and input with use of ACCESS scores and WIDA Can Do Descriptors 	If needed
Nurse	<ul style="list-style-type: none"> • Provide health context, knowledge, suggestions, and input 	If needed
Occupational Therapist	<ul style="list-style-type: none"> • Provide health context, knowledge, suggestions, and input 	If needed

Universal Screening Information

Students in Grades K-8 will be universally screened throughout the year. These screenings are designed to measure critical skills shown to be strong indicators of student performance. Screening results provide a benchmark against which a student's skill level can be gauged relative to local and/or national criteria. Screening assessments provide one source of information on student achievement and are triangulated with other available data, including teacher recommendations and qualitative data.

Reading	Math	SEL
<ul style="list-style-type: none">● Measure of Academic Progress (MAP) K - 8● NWEA MAP Fluency (K-5)● Fasttrack Reading (6-8)	<ul style="list-style-type: none">● Measure of Academic Progress (MAP) K - 8● Fasttrack Math (2-8)	<ul style="list-style-type: none">● Panorama (3-8)● Multiple data sources (attendance, nurse visits, discipline referrals)

Questions to consider when reviewing overall Universal Screening Data

- Are at least 80% of our students at or above proficiency standards with our universal instruction?
 - What is the equity of the core academic and SEL instruction?
- Are there grade levels or particular classes with higher levels of need, and how do we best utilize our resources to address those needs?
- What patterns are we seeing with students not meeting expectations based on our universal screener?
 - Have we considered:
 - English Language Development
 - Social Emotional Factors (Trauma, Life Disruptions)
 - Consistent Engagement within Instruction
- What are we doing for our students who are exceeding expectations based on our universal screener and other data?

Tiers of Instruction and Intervention in the MtSS Framework

There are Best Practice guidelines and suggestions for interventions at each Tier of Support. However, due to many factors, such as schedules, number of students needing intervention, and number of intervention teachers, these guidelines may need to be adjusted accordingly. This is done around the MtSS table and requires administrative approval.

TIER 1

Tier 1 should be effective for 80% of students

The provision of core or universal practices. These practices apply to all students in all settings and are preventative and proactive.

What it is:

- Core curriculum and practices used for all students
- Universal Screenings
- Differentiated instruction to enhance learning
- Universal accommodations to ensure all students have access to the instructional program. Accommodations change how a student learns the material, as opposed to modifications which cannot be provided to all students because they change what a student is taught or expected to learn.
- Universal practices that are culturally and linguistically responsive. This involves purposeful consideration of the cultural, linguistic, and socioeconomic factors that may have an impact on students' success or failure in the classroom. Attention to these factors, along with the inclusion of cultural elements in the delivery of instruction, will help make the strongest possible connection between the cultural expectations of the school and the culture(s) that students bring to the school.

Expectations & Procedures:

- All students receive instruction in an standards-based core curriculum.
- Classroom teachers are responsible for the execution of the core curriculum and differentiated classroom instruction.
- Classroom teachers are responsible for the execution of a responsive and proactive classroom management system supporting positive student behavior.
- Problem solving around the core curriculum and SEL practices must continually take place at Tier 1.
- The district identified screening assessments and processes will be used to identify students in possible need of Tier 2 and tier 3 supports as well as to monitor student growth.
- Classroom teachers should be supported by grade level teams and school-based teams that discuss and analyze data, brainstorm strategies, and support flexible groupings that will address the needs of all learners.

Tier 2

Tier 2 is 5-10% of the student population

The provision of supplemental, targeted assessment and instruction for students where core and differentiated instruction alone was not yet sufficient to drive meaningful progress.

What it is:

- Targeted instruction for students not showing sufficient growth in the Tier 1 setting.
- Focused team decisions around
 - What is the student(s) already able to do?
 - What does the student most need to achieve next?
 - What will the instruction be like?
 - What will the goal and progress monitoring be?
 - [Question Slide](#)
 - [Planning template](#)

Expectations & Procedures:

- Teachers gather all relevant pieces of assessment data using this optional [think sheet](#) and classroom evidence to reference during a PLC meeting.
- Keep in mind language acquisition and like peer comparisons.
- Students with similar needs receive intervention in a small group (1:6 max) setting for a minimum of 8 weeks with a minimum of 3 progress monitoring data points.
- *Academic* Instruction is delivered around 60 minutes a week. Teacher discretion on the break up of the time (2x a week 30 min; 4x a week at 15 minutes).
- Classroom teacher will contact the students' parents and send home as needed [Family MtSS Communications](#)
- Decision guidance outlined later in this handbook.
- *Academic* Instruction is delivered around 60 minutes a week. Teacher discretion on the break up of the time (2x a week 30 min; 4x a week at 15 minutes).
- The provision of Related Services interventions are determined and communicated by the provider.

Tier 3

Tier 3 is 1-5% of the student population

Tier 3 is a problem-solving, team approach through which students with significant needs are identified, measurable targeted goals are collaboratively planned, intensive interventions are developed, and student progress is continually monitored.

What it is:

- Intensive assessment and instruction is added for students for whom Tier 1 and Tier 2 are not yet sufficient to drive meaningful educational progress.
- Focused team decisions around
 - What is the student already able to do?
 - What does the student most need to achieve next?
 - What will the instruction be like?
 - What will the goal and progress monitoring be?

Expectations & Procedures:

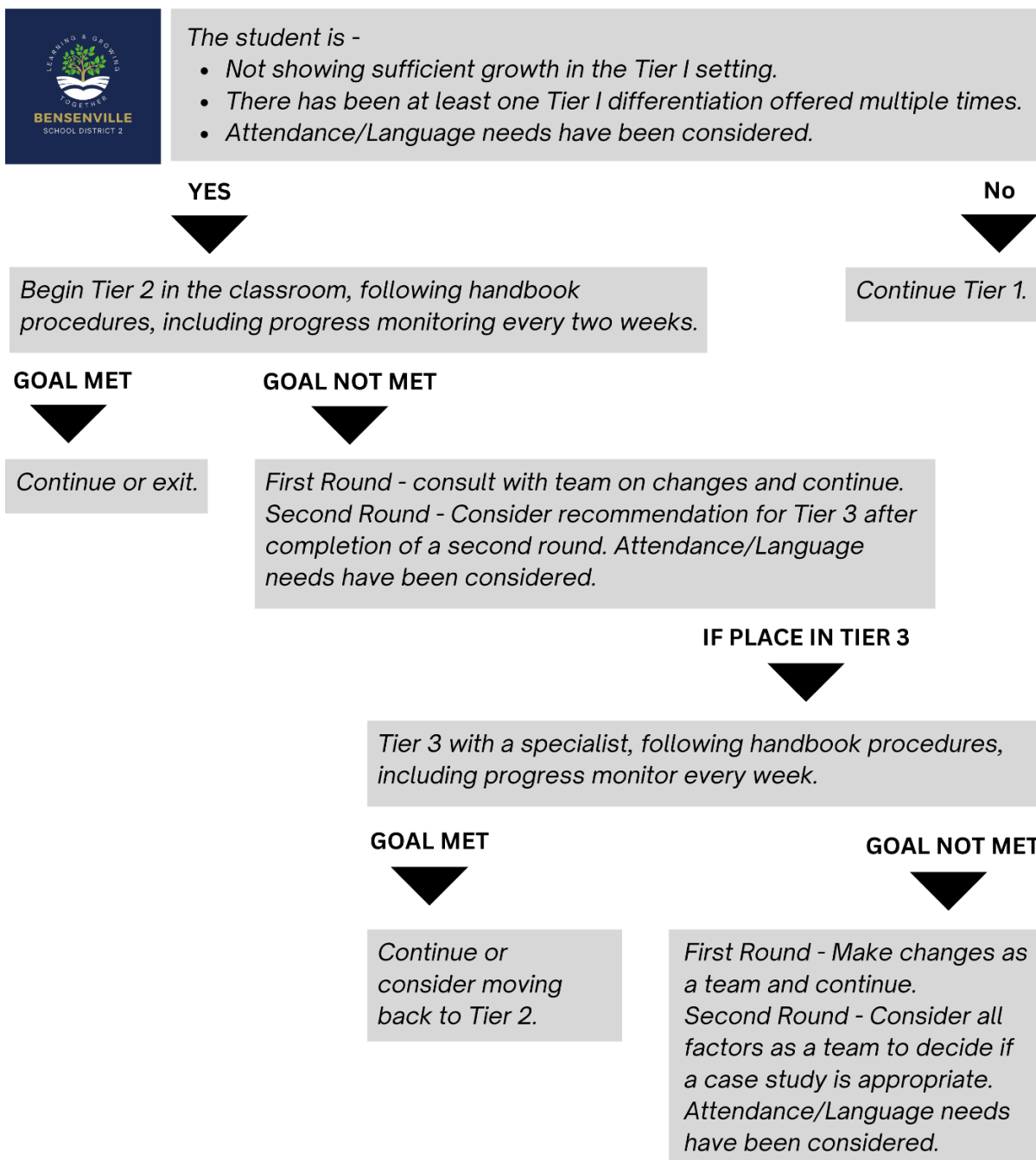
- Teachers gather all relevant assessment data and classroom evidence to reference.
- BSD2 MtSS Intake Form [here](#). Form brought to building-level school psychologist.
- Keep in mind language acquisition and like peer comparisons.
- Teacher-to-student ratio is no more than 1:3.
- Interventions are delivered a minimum of 4 days per week for a minimum of 30 minutes. Environment is pull-out or in the classroom on the student goal.
- Progress will be monitored weekly with a norm-referenced progress monitoring tool identified by the team and entered into Unified Insights by the intervention provider. N
- One Tier 3 intervention cycle is minimally 8 weeks with a minimum of 8 data points.
- Changes are made to the student's intervention based upon his/her data and progress toward a specific goal(s). Tier 3 can involve a change in intervention, but it can also mean increasing the intensity (frequency, session length, group size) of an existing intervention.
- Classroom teacher (or Related Services) will contact the students' parents and send home [Family MtSS Communications](#)
- Parents are to be invited to the student's Tier 3 Team Meeting.
- The student will be scheduled for review at the Mtss Team Meeting
- At these meetings, one of the following may be decided
 - Continue/Discontinue intervention
 - Change intervention
 - Add/Remove area of concern
 - Fade support to Tier 2
 - Initiate evaluation for a IEP/504 plan

Decision Guidance

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> Core instruction for all students. At times, students might need differentiated support in the classroom, but students do increase proficiency with these supports. 	<ul style="list-style-type: none"> When reviewing classroom data and NWEA data, the student is performing below national norms or grade level expectations. Has there been at least one Tier 1 differentiation offered multiple times? Attendance & language needs have been considered. 	<ul style="list-style-type: none"> It is the BSD2 general practice that students will participate in Tier 2 before Tier 3 interventions. When reviewing classroom data and NWEA data, the student is performing below national norms or grade level expectations, or Team Consensus with new students, using available data, that the student will not benefit from Tier 1 and Tier 2 interventions only. Student has met Tier 2 criteria. Students must receive a minimum of 8 weeks of Tier 2 intervention in two rounds (16 total weeks) with progress monitoring data (at least 6 data points). T2 to T3 Instruction and Data Sample Students achieving goals and closing the grade gap can be considered to move to Tier 2. This can be a phased process (for example, reduce the intensity of Tier 3 first).

MtSS Decision Making Flowchart (K-8)

MtSS Decision Making Flowchart



Special Considerations to Make

- Students in Special Education and/or EL services must have access to all tiered interventions.
- Students with an IEP/504 would participate in the MtSS process in any area of need not currently addressed within the IEP.
- Students are entitled to State Mandated Services
- Language learning is considered an asset to a child's overall learning. Language learning is not an intervention. Consideration reflections are below:
 - Language acquisition is a 5-7 year process
 - Consider schooling history, home/classroom language allocation and student school/social connections.
 - Discuss what language learning strategies have been used (SIOP, Comprehensible Input, TPR, cross-linguistic connections). Reference the WIDA Can-Do descriptors.
 - Inquire about the student performance in comparison to like peers

Tier 3 Meeting Family Invitation Guidance

- The invitation is always with the purpose of best meeting the child's needs.
- The school psychologist leads the team in determining who will contact the family to invite them to the Tier 3 Meeting.
 - *Example A: Charlie is in grade 2 and will be starting Tier 3 intervention services in math. The classroom teacher has been in communication with the family on their work in math. The team determines the classroom teacher will contact the family for invitation.*
 - *Example B: Liz is in grade 7 and will be starting Tier 3 intervention services in reading and math. Liz has an older sibling who has worked closely with the reading specialist at the school. The reading specialist is in regular communication already with the family. The team determines that the reading specialist will contact the family for invitation.*
- The family contact will include:
 - Sharing of the date/time. If a family requests a different date/time, communicate that there is a tight schedule that all must adhere to.
 - Sharing of location and format. Google Meets/Zoom/Telephone are all options
 - Determine if any translating is needed. If so, communicate with building administration to secure translation services.
 - Please make at least one to two attempts to contact the family

MtSS Decision Making Flowchart (Pre-K)

Pre-K MtSS Decision Making Flowchart

