

## Kiski Area School District

### A Parent's Guide to Multi-Tiered System of Supports (MTSS) in the Primary Schools (K-4)



#### ***What is Multi-Tiered System of Supports (MTSS)?***

A Multi-Tiered System of Support (MTSS) in Pennsylvania represents a broad set of evidence-based practices that are used to help students succeed in school both academically and behaviorally. MTSS provides varying levels of support to children based upon their individual needs. Needs are identified through daily monitoring of student progress. Adjustments to instruction and student behavior are based on the students' performance and rate of success. Services are provided to all students in general, gifted, and special education. MTSS was previously referred to as Response to Intervention (RTI).

#### **Key Principles of MTSS**

- Intervene early
- Use a multi-tiered model of service delivery
- Match instruction to the learners' needs
- Use progress-monitoring data to change instruction within each tier
- Use research-based interventions and instruction
- Monitor student-progress frequently
- Employ practices to ensure that interventions are implemented consistently and correctly
- Document and encourage parental-involvement in all steps of the process

***Multi-Tiered System of Supports (MTSS)*** is defined as a comprehensive system of supports that in Pennsylvania includes:

- universal screening
- data-based decision-making
- standards-aligned, culturally responsive, high quality core instruction
- tiered services and supports (more on this below)
- parental engagement
- central/building level leadership
- professional development

#### **Potential Benefits of MTSS**

- Improves education for ALL students
- Eliminates the "wait to fail" situation that prevents at-risk students from receiving services earlier rather than later

- Provides instructionally relevant, easily understood information through progress-monitoring techniques
- Allows us to know what works NOW to improve students' skills
- Encourages collaboration among educators, families and community-members

**ELA Universal Screener** \*Administered three times per year: Fall/September, Winter/January, and Spring/May

- Fountas and Pinnell Benchmark Assessment (K-4)
- Kotmeyer (1-4)
- High frequency words (K-4)
- Sentence dictation (K-1)
- ELA curriculum based benchmark assessments (K-4)\* Administered quarterly

**Math Universal Screener** \*Administered three times per year: fall/September, winter/January, and spring/May

- Acadience Math (Formerly Dibels Math)
- Math curriculum based benchmark assessments (K-4) \*Administered quarterly

## **A Three-Tier Model of Supports – Academic Systems**

At all stages of the MTSS process, the focus is on discovering how to make the student more successful rather than focusing on the student's lack of success.

|             | <b>Tier 1 Core Instruction</b>  | <b>Tier 2 Supplemental Instruction</b>   | <b>Tier 3 Intensive Instruction</b>  |
|-------------|---|--|--|
| <b>Who</b>  | ALL students  | Students not making adequate progress toward grade level benchmarks in core curriculum (approximately 15%)   | Students not making adequate progress toward grade level benchmarks in core curriculum (approximately 5%)  |
| <b>What</b> | <p>*All students receive high-quality, research based instruction in academic, behavioral and social-emotional</p> <p>*Students are screened universally to identify those students not achieving expected benchmarks in academic, behavioral and social-emotional</p> <p>*Evidence based practices and programs demonstrated to produce good academic and behavior outcomes for the majority of students</p> | <p>*Small group supplemental instruction in addition to core instruction</p> <p>* Instruction, strategies and programs designed to enhance and support core instruction</p> <p>* Teachers monitor progress frequently using multiple assessments</p> <p>* Evidence based practices and programs demonstrated to improve academic and behavioral performance in core (Tier I)</p> | <p>*Instruction customized to specifically meet the individual needs of students extending beyond core and supplemental levels of support</p> <p>* Progress monitoring is completed more frequently</p> <p>* Evidence-based practices and programs demonstrated to improve academic and behavioral performance in identified skill areas</p> |

## ENGLISH LANGUAGE ARTS (ELA)

### **Tier 1: Core Instruction (All Students)**

Evidence-based core curriculum and instruction is differentiated based on data and provided to ALL students in the general education classroom. K-4 students receive 80-120 minutes of core instruction per day and 40 minutes of guided reading per day. **Journeys (Houghton Mifflin Harcourt, 2011)**

### **Tier 2: Strategic Interventions (Approximately 10%- 15% of students)**

Students who are not making expected progress in Tier 1 are provided with research-based interventions in addition to core instruction. This additional instruction is delivered in a small group of 5-10 students. Students may be instructed by a variety of different individuals. These include, but are not limited to: classroom teachers, intervention specialists, and learning support teachers. This strategic intervention occurs 3-5 days per week. Progress is monitored on a monthly basis. Tier 2 interventions utilized in KASD include:

Wilson Foundations is a systematic approach offering repetition and feedback to students. The program is multi-sensory, hands-on, and motivating to the students. Students receive a systematic program in critical foundational skills, emphasizing:

- Phonemic awareness
- Phonics/ word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

Journeys Literacy Toolkit: An intervention for tier 2 primary grade students in which students receive lessons in key reading skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students apply skills they are learning as they read included leveled text.

Journeys Write-in Reader: These lessons correspond with lessons taught in the core Journeys reading program. Lessons may be used to pre-teach or re-teach weekly core skills: phonics, fluency, vocabulary, and comprehension.

### **Tier 3: Intensive Interventions( Approximately 5% of students)**

Tier 3 is designed for students who are significantly behind established grade-level benchmarks and are not making adequate progress in Tier 2. Intensive intervention is provided each day by someone other than the classroom teacher in small groups of 3-5 students. Students in grades K-4 will receive focused lessons every day for 30 minutes for approximately 18-20 weeks. Tier 3 interventions utilized in KASD:

Early Reading Intervention (ERI): The goal of Scott Foresman's Early Reading Intervention (ERI) program is to increase students' alphabetic principle, phonemic awareness and early phonics (decoding) skills so they are able to begin reading by the end of Kindergarten or the middle of first grade. Learning Letter Names and Sounds; Segmenting, Blending, and Integrating; Word Reading; and Sentence Reading are the areas addressed..

Leveled Literacy Intervention (LLI) : Fountas and Pinnell Leveled Literacy Intervention System is a small-group intervention program designed to be used with small groups of young children who need intensive support to achieve grade-level competency.

## Mathematics

### **Tier 1: Core Instruction (All Students)**

Evidence-based core curriculum and instruction is differentiated based on data and provided to ALL students in the general education classroom. K-4 students receive at least 200 minutes of core instruction per four day rotation. **My Math (McGraw-Hill 2018)**

### **Tier 2: Strategic Interventions**

Students who are not making expected progress in Tier 1 are provided with research-based interventions in addition to core instruction. This additional instruction is delivered in a small group (5-10 students). Students may be instructed by a variety of different individuals. These include, but are not limited to: classroom teachers, intervention specialists, and learning support teachers. Progress is monitored on a monthly basis. Tier 2 interventions utilized in KASD include:

Touch Math: TouchMath is a multisensory math program that makes critical math concepts appealing and accessible for students who struggle to understand grade-level content. TouchMath:

- Bolsters already strong skills and lays a foundation that students will build upon leading to academic and personal success.
- Results in a deeper and richer understanding of mathematical concepts through a multisensory approach, going from the concrete to the representative, then to the abstract.
- Helps students represent numbers and develop number sense quickly and prepares students for future success in mathematics.
- Has been proven successful in raising site-based math AYP scores by as much as 20%.

IXL: IXL breaks every math skill or concept into critical MicroSkills, which serve as the building blocks for larger topics. This provides an unprecedented level of differentiation as you can have students practice exactly the skills they need to solidify foundational concepts. And, with access to all grades, as well as an ability to hide grade levels, learners working below grade level can focus on the skills they need.

### **Tier 3: Intensive Interventions**

Tier 3 is designed for students who are significantly behind established grade-level benchmarks and are not making adequate progress in Tier 2. Students may be instructed by a variety of different individuals. These include, but are not limited to: classroom teachers, intervention specialists, and learning support teachers. This intensive intervention is delivered in a small group of 3-5 students) and occurs on a daily basis. Progress is monitored on a weekly basis.

RedBird Mathematics: A digital personalized learning tool.

What does it do?

- It guides students through stems based lessons based on their understanding
- It is responsive to individual student needs
- Stem professionals introduce each project through a video
- Students use tools to design, code, and simulate projects

Results:

- Positively impact K-8 student achievement in mathematics across the board, regardless of pre-existing student skill levels or demographics.
- Help institutions identify and support learners who may need intervention or specialized attention.
- Significantly improve student achievement on standardized tests.
- Help identify potential systemic issues and accurately predict future student performance.

## **Behavior Systems**

### **Tiered Services and Supports – Behavioral Systems**

Behavioral support is addressed in a similar manner to academic support in the MTSS model:

#### ***Tier 1: Universal Behavioral Programs***

Tier 1 represents school-wide behavioral initiatives. This is the primary level of prevention, and it involves setting school-wide expectations and interventions for student behavior. Typically, 80 percent of students will be successful with Tier 1 interventions solidly in place.

- Schoolwide PBIS “**Building a Cavalier**” which incorporates the following:
  - Kiski Cares curriculum
  - Building-wide incentive program
  - Classroom behavior management system

#### ***Tier 2: Strategic Interventions***

Tier 2 represents interventions for about 15 percent of students—those who need a bit more assistance beyond the school-wide interventions. Tier 2 interventions are designed for students who have received three to five discipline referrals for behavioral issues. Interventions may include:

- Referral to Student Assistance Program (SAP)
- Referral to the Elementary Behavior Specialist
- Check in/check out
- Reflection/think sheet
- Behavior chart/report
- Behavior contract
- Focus Group run by the counselor or behavior specialist
  - Social skills lessons
  - Anger management/coping skills instruction
  - Problem solving skills
  - Motivation

- Resilience

***Tier 3: Intensive Interventions***

Students who do not respond to tier 2 interventions are assigned to tier 3. Tier 3 reflects the most intensive interventions for students with the highest level of need. Generally, Tier 3 interventions are used with about 5 percent of the school population. The students at Tier 3 require focused one-on-one interventions to learn expected school behaviors. Interventions include:

- Individual behavior support plan
- Functional Behavior Assessment
- Individual Mental Health Counseling
- Community Agency Involvement
- Elementary behavior specialist
- Coordination of services