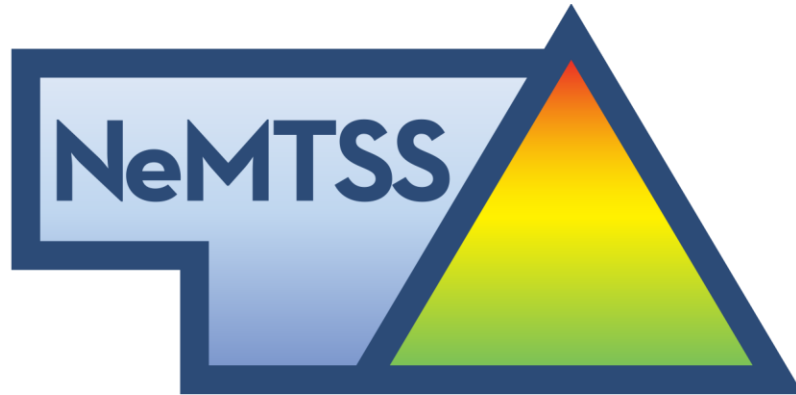


## **Rti Process**

- \*Administer AIMSweb benchmark probes (fall, winter, spring)
- \*Print reports, then identify all students who fell below 'target' on any probe. Print MAP scores for those students, as well.
- \*Meet with their classroom teachers to identify which students really do need extra interventions.
- \*Send letters to parents of all students who will receive interventions.
- \*Progress monitor (weekly) all students who fell below 'target' on any probe. May dismiss those who show great increase over the course of a few weeks.
- \*Send letters and progress monitor graphs home monthly, only for students receiving interventions.
- \*SAT meets bi-weekly to monitor progress of students receiving interventions. If little/no progress is being made, may switch intervention, add more, evaluate, etc.).
- \*Repeat at each benchmark.



**NEBRASKA MULTI-TIERED**  
SYSTEM OF SUPPORTS

MTSS Implementation Plan  
Academics

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## MTSS Process

### Rationale for implementation of MTSS in our district

- All committees and initiatives are aligned with student achievement/growth
- While we are closing gaps across the school year, students are falling typically below benchmark in the Fall, resulting in teachers chasing the gap each year.
- NeSA scores, the majority were not meeting standards in Reading for 2017. More specifically, 3rd 77% below, 23% were on target; 4th 69% were below, 31% on target; 5th grade 44% below, 55% on target; 6th 70% below, 30% on target. For 2016 3rd grade 38% below, 62% at target; 4th 0% below, 100% meeting target; 5th 20% below, 80% meeting; 6th 29% below, 71% meeting. For 2015 3rd grade 11% below, 88% meeting; 4th 22% below, 88% meeting; 5th 29% below, 71% meeting; 6th 27% below, 73% meeting
- aimsweb data for 2017 (Spring) in the area of reading shows K=100% met benchmark, 1st=75% met benchmark 2nd= 88% met benchmark, 3rd=80% met benchmark, 4th=69% met benchmark, 5th=69% met benchmark, 6th=100% met benchmark by the end of the school year
- SPED significantly below state average with students meeting benchmark on NeSA
- Students who are Free and Reduced Lunch often were below state average in meeting benchmark on NeSA. More specifically, the State is 66% to 68% meeting benchmark, while Allen Consolidated School fell at 39% meeting benchmark (3<sup>rd</sup> through 6<sup>th</sup> grade).

### Purpose of this document

- This document outlines the procedures of the MTSS process in Allen Consolidated School Consolidated school district. The MTSS team monitors implementation of our procedures throughout the year and evaluates the procedures at the end of the school year.

### Vision for MTSS in our district

- Teachers explicitly instructing and collecting data to make informed decisions
- Improve student achievement through use of evidence based materials, instructional practices, coaching support for teachers and interventionists, and data decision making.

### MTSS Team Membership

#### District Implementation Team:

Position
Administrator: Mike
School Psych: Bobbi
Classroom Teacher: Chris Blohm/Carla Dickens
Interventionist: Ryan Miller
SPED: Stacie Kingsbury

#### Building Implementation Team(s):

Position
Administrator: Mike

School Psych: Bobbi
Classroom Teacher: Chris Blohm/Carla Dickens
Interventionist: Ryan Miller
SPED: Stacie Kingsbury

## **MTSS Team Responsibilities**

### District Team Responsibilities

- Establish and communicate the rationale and a clear vision for MTSS with a sense of urgency to improve supports for teachers that lead to improved learning outcomes for students
- Limit and align initiatives to maintain a long-term focus on deep implementation of those initiatives
- Determine key areas of MTSS for consistent implementation across all buildings and develop standardized expectations, support for meeting those expectations, and process for monitoring accountability to the expectations. Use this Implementation Plan to outline and update the procedures based on information gained through evaluation of the MTSS process
- Determine areas of MTSS building customization and support buildings in development of building-specific expectations/procedures in those areas
- Follow a data-based decision making process to guide allocation of resources (i.e., funding, professional development, coaching, staffing, materials, etc.) for the district and individual buildings based on need
- Develop district master calendar outlining key MTSS tasks and timelines
- Ensure that all aspects of MTSS are implemented with fidelity and are operating efficiently and effectively
- Analyze systems-level data to monitor and evaluate the effectiveness of supports and MTSS implementation, identify accomplishments for celebration with staff, problem-solve areas of need, and provide on-going communication regarding MTSS Implementation
- Ensure implementation of effective programs/practices with high level of fidelity by providing professional development and ongoing coaching support for staff

### Building Team Responsibilities

- The focus for Building Implementation Teams is to support teachers and staff as they implement MTSS at the building level. Support teachers in use of effective instructional and assessment programs/practices and data-based decision making procedures in their daily interactions with students
- Establish building-specific procedures for MTSS and follow district procedures
- Ensure use of data-based decision making to provide supports to students and intensification of supports as data indicate
- Evaluate student and implementation data to examine the effectiveness implementation of MTSS district- and building-level procedures for continuous improvement

### Team Meeting Procedures

- District and building teams will use agendas for team meetings. Teams will use pre-established agendas for specific types of meetings (e.g., screening data review meetings, intervention data review meetings, etc.) for which those agendas are available.
- Running district and building team meeting notes will be kept in our MTSS folder on Google Drive
- Teams will use data and research to inform decisions and decisions will be made by consensus.

### Team Meeting Procedures

- Every week meetings from 3:30 to 4:15
- Clear agenda followed with the majority of the team members present
  - Bring technology to each meeting
  - Documentation of meetings using an Agenda. This will include what data are needed, topics, decisions needed and decision-making method to be used, review of open items/tasks from previous meetings assess status of items, and communication plan for recording decisions
- Meeting Topics will be placed on a Google Doc in the Allen Consolidated School's MTSS folder, the team will review and place all activities that occur each year on regular basis

### Calendar of Meeting Topics and MTSS Tasks

MTSS team uses a calendar to outline key implementation milestones. The team visits the calendar at each team meeting to ensure tasks are completed and plan for upcoming tasks

	Training/Coaching/Tasks	Assessment	Collection of Fidelity Data	MTSS Team Meeting and Responsibilities	Communication
August	Universal Screening	MAP/aimsweb plus		Administrator/Title/School Psych	Ability to log onto MAP and aimsweb to analyze/access the data
	Looking at new interventions to accommodate students	MAP/aimsweb plus; placement testing for students		Review screening data and apply decision rules to determine intervention	School Psych/Administrator meets with new staff
	Professional Development opportunities				ESU/Administrator will share what is available statewide
September	Professional Development opportunities				ESU/Administrator will share what is available statewide
	MTSS Day #1				
	Inservice Day	Aimsweb/MAP			

October	EIR Training at ESU			Stacie Kingsbury and Ryan Miller	
	Wonders Training			Chris Blohm	
January	Inservice Day	Aimswab/MAP/NSC AS			
	Universal Screening	MAP/aimswab plus		Administrator/Tittle/ School Psych	Ability to log onto MAP and aimswab to analyze/access the data
February		ELPA			
March	Outcome	NSCAS		Administrator	Findings shared with staff once available
April	Universal Screening	MAP		Administrator/Tittle/ School Psych	Ability to log onto MAP to analyze/access the data
	Outcome	ACT		DAC	
May	Universal Screening	aimswab plus		Administrator/Tittle/ School Psych	Ability to log onto aimswab to analyze/access the data

### Planning and improvement process

- Every five years Allen Consolidated School goes through a school improvement cycle. Within those five years teachers and administrators are constantly reviewing data to ensure standards are being taught and students are mastering those standards. This is done through professional development days that are data driven, specifically scheduled after the benchmarks are completed with aimswab and MAP.
- This is done as a whole group and not with individual grade levels.
- For SAT/Intervention a google folder stores all data and decision-making (intervention selection).





## Instruction within MTSS

### Instructional materials, instructional model, and expectations for instruction

Our district has adopted the following materials for core and intervention instruction. District expectations for instruction (APL) are shared with all staff members by building administrators at the beginning of each school year

CORE: Expectations for use of materials and instructional delivery model					
Grade Level	Content area	Materials/Programs and Instructional Methods/Practices	Schedule (whole and small group time)	Small group expectations (# of groups, size, data used to form groups, group frequency, etc.)	Pacing guide
K	Reading	Wonders	90 minute block (30 minute whole group and 60 minute small group)	Small groups for all students each day  Groups formed based on screener data using the grouping reports (see attached) and in-program data (ongoing basis)	10 Units to
	Math	Saxon			
1 <sup>st</sup>	Reading	Wonders	90 minute block (30 minute whole group and 60 minute small group)	Small groups for all students each day  Groups formed based on screener data using the grouping reports (see attached) and in-program data (ongoing basis)	6 Units to
	Math	Saxon			
2 <sup>nd</sup>	Reading	Wonders	90 minute block (30 minute whole group and 60 minute small group)	Small groups for all students each day  Groups formed based on screener data using the grouping reports (see attached) and in-program data (ongoing basis)	6 Units to
	Math	Saxon			
3 <sup>rd</sup>	Reading	Wonders	90 minute block (30 minute whole group and 60 minute small group)	Small groups for all students each day  Groups formed based on screener data using the grouping reports (see attached) and in-program data (ongoing basis)	6 Units to
	Math	Saxon			
4 <sup>th</sup>	Reading	Wonders	90 minute block (30 minute whole group and 60 minute small group)	Small groups for all students each day  Groups formed based on screener data using the grouping reports (see attached) and in-program data (ongoing basis)	6 Units to
	Math	Saxon			
5 <sup>th</sup>	Reading	Wonders	90 minute block (30 minute whole group	Small groups for all students each day	6 Units to

			and 60 minute small group)	Groups formed based on screener data using the grouping reports (see attached) and in-program data (ongoing basis)	
	Math	Saxon			
6th	Reading	Wonders	90 minute block (30 minute whole group and 60 minute small group)	Small groups for all students each day  Groups formed based on screener data using the grouping reports (see attached) and in-program data (ongoing basis)	6 Units to
	Math	Saxon			

*{Describe the materials to be used in your district for intervention and the expectations for intervention (e.g., schedule, group size, pacing/lesson progress targets, minimum dosage (duration & frequency), etc.)}*

INTERVENTION: Expectations for use of materials and instructional delivery model						
Level	Materials/Programs and Instructional Methods/Practices*	Skills Targeted	Group size	Pacing guidelines	Expected duration	Frequency of intervention
	Early Intervention in Reading (EIR)	Decoding	1-3	4 lessons/5 days	22 minutes	Daily
	Sound Partners	Decoding	1-3	4 lessons/5 days	22 minutes	Daily
	Incremental Rehearsal	Letter Naming/Number Identification	1-3	4 lessons/5 days	22 minutes	Daily
	REWARDS	Decoding	1-3	4 lessons/5 days	22 minutes	Daily
	Six Minute Solutions	Fluency	1-3	4 lessons/5 days	22 minutes	Daily
	Read Naturally	Fluency	1-3	4 lessons/5 days	22 minutes	Daily

**Process for selection of materials/program/practices**

- The **approval process for incorporating materials into the reading and/or math block** includes:
  - Teacher(s) submits a request for incorporating materials into the reading block
  - District MTSS Team reviews requests using the reading block materials decision making criteria
  - Team talks with the teacher regarding decision about incorporating the materials

- If the request is approved, team will proceed with implementation plan for the new program/practice/materials
- **The process for selection of new core or intervention materials**
  - District develops criteria for key components (e.g., explicit instruction, adequate practices, checks for learning) that should be present in the program/materials
  - District selected potential programs are compared to criteria for key components.
  - District makes selection based on results of comparison, selecting program meeting the most critical components.

**Documentation of intervention lesson data**

- Interventionists at Allen Consolidated School will use the district **Allen Consolidated School Intervention Documentation** forms for each group with which they work to document which students are in their groups, student attendance in the intervention, exact duration of each intervention lesson, difficult activities/skills for the group and/or individual students and behavior issues during intervention and mastery of activities within each lesson
- Interventionists will also document student performance on in-program assessments using the **Mastery Test Summary** ([link](#)) forms
- Intervention data will be reviewed weekly by interventionist, school psych, building administrator to identify any potential concerns with intervention dosage (attendance, duration of lessons, number of intervention sessions occurring each week), lesson progress, student placement in intervention lessons, behavior, etc. and plan for addressing the concerns. Teams use the process outlined in the **Intervention Data Review Meetings Agenda** ([link](#))

**Schedule**

<b>Elementary Schedule</b>	
<b><u>Intervention Schedule – Title I</u></b>	<b><u>Reading Schedule</u></b>
8:25-9:10 2 <sup>nd</sup> Grade	K: 8:30-9:30 Reading Groups (Joy/Micky) 9:15-10:00 Language for Learning (Joy)
9:15-10:00 3 <sup>nd</sup> Grade	
10:00-10:45 Kindergarten	1st: 9:30-10:30 Reading Groups (Carla/Mick) 10:15-10:35 Language for Learning (Carla)
10:30-11:15 Aims Web Prep	
11:15-12:00 6 <sup>th</sup> Grade	2nd: 10:30-11:30 Reading Groups (Joy/Mick) 9:45-10:15 Language for Learning (Joy)
1:00-1:45 1 <sup>st</sup> Grade	
2:00-2:45 4 <sup>th</sup> Grade	3rd: 10:45-11:30 Reading Groups (Chris B./Mick) 8:15-9:00 Reasoning and writing (Chris B.)
2:45-3:30 5 <sup>th</sup> Grade	
<b><u>4<sup>th</sup>/5<sup>th</sup>/6<sup>th</sup> Grade Block Time</u></b>	<b><u>Micky’s Math Time</u></b>
8:15-9:25 (70 Min)	12:45-1:15 2 <sup>nd</sup> Grade Room
10:10-11:15 (65 Min)	1:15-1:45 Kindergarten Room
12:50-2:00 (70 Min)	1:45-2:15 1 <sup>st</sup> Grade Room
	3:00-3:25 3 <sup>rd</sup> Grade Room

<u>PE/MUSIC</u>	<u>Lunch</u>	<u>Recess</u>
9:15-9:40 2 <sup>rd</sup>	K: 12:05-12:31	K-3: 11:30-12:00 (Joy, Joy, Carla, Mi 4-6: 12:15-12:50 (Stacie, Chris E., Ba Ryan, Drew)
9:40-10:05 4 <sup>th</sup>	1 <sup>st</sup> : 12:04-12:29	
10:05-10:30 3 <sup>rd</sup>	2 <sup>nd</sup> : 12:02-12:27	
10:35-11:00 1st	3 <sup>rd</sup> : 12:00-12:25	
11:00-11:25 K Grade	4 <sup>th</sup> : 11:50-12:15	
1:55-2:45 5 <sup>th</sup> and 6 <sup>th</sup> Grade	5 <sup>th</sup> : 11:52-12:17	
	6 <sup>th</sup> : 11:53-12:19	

Within this schedule it will be up to the individual teachers (K-3) to find the 70-90 minutes of math instruction time, not necessarily block of time, but instruction time.

<u>Weekday</u>	<u>Technology Schedule</u>	<u>Library Schedule</u>
Monday	1 <sup>st</sup> 11:00-11:30	K 2:45-3:25
Tuesday	4 <sup>th</sup> 8:20-8:45 K 1:15-1:45	1 <sup>st</sup> 2:45-3:25
Wednesday	3 <sup>rd</sup> 1:15-1:45	2 <sup>nd</sup> 2:45-3:25
Thursday		3 <sup>rd</sup> =2:45-3:25
Friday	2 <sup>nd</sup> 1:15-1:45	4 <sup>th</sup> =2:45-3:25
*No Technology or Library for 5 <sup>th</sup> and 6 <sup>th</sup>		

<u>Weekday</u>	<u>Guidance (K-4 - 25 Minutes 5-6 )</u>	<u>Art Schedule (5/6 M</u>
Monday		4 <sup>th</sup> 11:15-11:45
Tuesday	2 <sup>nd</sup> Tuesday 2:00-2:30 3 <sup>rd</sup> Tuesday 3:00-3:25	3 <sup>rd</sup> 2:00-2:30
Wednesday	K Wednesday 2:00-2:25 4 <sup>th</sup> Wednesday 3:00-3:25	1 <sup>st</sup> 11:00-11:30
Thursday	1 <sup>st</sup> Thursday 2:00-2:25	2 <sup>nd</sup> 2:00-2:30
Friday	5 <sup>th</sup> and 6 <sup>th</sup> Guidance Friday 2:00-2:25	K 2:00-2:30

Will be scheduled by Desiree for grades K-4

## MTSS Professional Learning and Coaching Plan

### District process/criteria for selecting or planning Professional Learning (PL) experiences

- The MTSS team will make decisions about holding PD experiences and/or sending people to attend PD
- The MTSS team will examine PD experiences the district is considering by comparing it to criteria that includes: does it match the district focus, do the trainers have successful experience training where measurable improvements have occurred, training on instructional delivery will include practicing 70% or more of training time, there is follow-up coaching/training available, and there is a fidelity plan that will provide monitoring of the practices

### Training to support MTSS in our district

- The following table outlines the PD provided in our district to support the MTSS process

- Each May, the MTSS District Team meets to evaluate implementation of MTSS and plan PD for the following year. The PD plan includes training topic, trainer, dates, materials needed, etc.

Intended Participants	Training Topics
Teachers	Wonders
Administrators	MTSS Implementation Training
Interventionists (Paraeducators, Title I, and SPED)	EIR
Coaches	MTSS Implementation Training
Individual student problem solving team members	MTSS Implementation Training
Building and district MTSS team members	MTSS Implementation Training
Assessment team	MTSS Implementation Training

### **District process for provision of professional development and coaching**

Allen Consolidated School district and building MTSS Teams are committed to achieving deep implementation of effective instructional (core & intervention) practices to support the students in our district. To fulfill this commitment, our district uses the following systematic process of using data to guide our professional development and coaching supports:

- Plan and provide trainings based on data and research
  - Set and share expectation for use of the skills, techniques, programs learned at the training
  - Establish and share indicators of fidelity to implementation of the skills, techniques, programs learned at the training
  - Conduct fidelity checks to monitor indicators of use of skills, techniques, programs learned at the training
- If training involved multiple strategies, skills, technique, we focus on implementation of 1 at a time -- only rolling out an additional strategy when teachers/interventionists, etc. were consistently implementing the 1st one
  - For individual strategies, targeted fidelity observation forms are used
    - Summarize fidelity data to determine if indicator is met
  - If indicator is met, the next strategy, technique, etc. is rolled out and teachers not consistently implementing will receive support on the first strategy

- If indicator is not met, data are used to identify need for group support (a majority of teachers are not consistently implementing) or support for individual teachers
  - Provide coaching support (group and/or individual) using our district coaching process (see below)
  - Conduct additional fidelity observations of those receiving support to see if they are now implementing consistently
- Continue support and observation process until those receiving support reach consistent implementation on targeted fidelity checklists
  - When all indicators have been implemented consistently, a fidelity check form including all skills, techniques, strategies are used to further identify group and individual needs for professional development and coaching support and the process of providing coaching support and targeted observation continues

This process was used to roll out our initial implementation of explicit instruction in Allen Consolidated School and is used with all new staff to achieve deep implementation of our instructional practices/programs.

**Fidelity Checks/Performance Assessment**

[Rationale for fidelity checks/performance assessments](#)

*Fidelity indicators for Core and Intervention*

- There is a district-wide expectation in Allen Consolidated School Consolidated School that the explicit instruction strategies in the tables below (Core Instructional Fidelity Indicators for Teachers and Intervention Fidelity Indicators) are used during core and intervention instruction
- At the June meeting each year, the MTSS team sets the Quarterly goals for implementation the following year. During the year, the district team monitors progress with implementation compared to our goals and evaluates the PD and coaching supports we are providing

Core Instructional Fidelity Indicators for Teachers					
Explicit Instruction of Critical Content	End of 1 <sup>st</sup> Quarter	Goal	End of 2 <sup>nd</sup> Quarter	Goal	End of 3 <sup>rd</sup> Quarter
<b>Organizational Items</b>					
District adopted materials are used for core					
Classroom is organized for instruction					
Following schedule					
<b>Instructional Delivery Items</b>					
Lesson progress (5 lessons in 6 days core)					
Eliciting high quality unison responses					
Error Correction					
High quality <u>partner</u> response					
High quality individual responses					
Vocabulary routines					
Small Group (SG) -- Unison responding					
SG -- Error correction					
SG -- High quality <u>partner</u> response					
SG -- High quality <u>individual</u> responses					
SG -- Story reading					

Comprehension routine					
Advanced error correction -- Scaffolding					
Written Responses (1st grade and up)					
Teaching to Mastery (discussed from beginning, monitored starting 2nd quarter)					

Yellow - Current items

Green – Goal met and items implemented and sustaining

White - Items to come

Intervention Fidelity Indicators					
	End of 1 <sup>st</sup> Quarter	Goal	End of 2 <sup>nd</sup> Quarter	Goal	End of 3 <sup>rd</sup> Quarter
Following Scripts (including systematic modifications) in the district adopted materials are used for intervention		100%		100%	
Organized for instruction		100%		100%	
Lesson progress (5 lessons in 5 days intervention)		100%		70%	
Following schedule		100%		70%	
Use of student/teacher game effectively		70%		80%	
Eliciting high quality unison responses		70%		80%	
Error Correction					
High quality <u>individual</u> responses					
Appropriate use of mastery assessments in the program					
High quality <u>partner</u> response					
Advanced error correction -- Scaffolding					
Teaching to Mastery					

Green – Items implemented and sustaining

Yellow - Current items

White - Future items

### Collection of fidelity data

Form used	With whom	Who conducts observations	Frequency
<b>Full fidelity check form</b> ( <a href="#">Link</a> )	All teachers and interventionists	Building and district administrators	Twice per Calendar)
<b>Targeted fidelity check forms</b> ( <a href="#">Link</a> )	Any staff member receiving coaching support	Coaches and building administrators	As needed

### Use of fidelity data to guide professional development and coaching supports

- Fidelity data are summarized using the **Observation Data Summary Spreadsheet** ([Link](#))
- District and building administrators review the observation summary data to identify targets for PD and coaching support for teachers using the **Meeting Agenda: Using observation data to plan PD and coaching supports** ([Link](#))
- Building administrators share the instructional focus with building staff
- Coaches plan and provide group coaching and initiate the coaching process with individuals as determined by the data

*Allen Consolidated School Consolidated School coaching process*

- A core belief at Allen Consolidated School Consolidated School is that all educators can learn and grow. Therefore, participation in coaching supports is not optional in our district. The type, intensity, and amount of coaching may vary, but everyone receives coaching support
- Coaches provide both group and individual coaching support as determined by data

Group coaching supports

- Group coaching is used when instructional data indicate a need for more than 20% of teachers to receive support in a particular focus area; after new learning for all; when re-tooling a key practice/strategy/program we don't have deeply implemented yet
- Coaches use a variety of group coaching strategies (e.g., mini-sessions briefly reviewing content on a key practice/strategy/technique with ample opportunity for teachers to practice; lesson demonstration with a group; videotape review with a group; co-observation with a group)
- Ongoing group support is provided for teachers and interventionists through weekly grade level meetings

Individual coaching supports

Our coaches follow a coaching process that involves:

- Initial meeting with teachers and interventionists to review data from instructional observations plan for in-classroom coaching visit
- Provide in-classroom coaching supports using a variety of coaching strategies (e.g., instructional planning, observation with feedback, side-by-side coaching, use of videotape, lesson demonstration, shadow/mirror coaching, co-observation) as outlined in our **Coaching Protocols** ([Link](#))
- Debriefing and reflection meeting to follow-up on the in-classroom coaching, practice, set next steps together

*Planning for coach time*

- The goal at Allen Consolidated School is for our coaches to spend time in direct coaching activities (i.e., meeting with teachers, in-classroom coaching) with the majority of that time in classrooms; the remainder of their time is spent meeting with development of coaching plans, summarization of observation data, development of coaching plans, and preparation for in-classroom coaching and coaching meetings

*Documentation of coaching supports*

- Coaches document the coaching supports they provide using the **Coaching Documentation Spreadsheet** ([Link](#))

Date	Staff member	Focus of coaching support	Who provided coaching	Coaching strategy used (feedback, side by side, etc)	Follow-up plan (observation, practice session, etc.)

*Evaluation of coaching supports*

- The coaches and building administrators meet on a regular basis to discuss coaching supports. Coaches always discuss with teachers ahead of time any specific information they will share with the administrator
- District and building administrators evaluate the effectiveness of coaching supports quarterly during the review of fidelity indicator data. Administrators will review the progress of teachers/interventionists in becoming more consistent with implementation as determined by examining observation data and student progress data for those receiving



coaching support. If progress is not as expected, administrators will review the documentation of coaching support and work with the coaches to refine coaching plans

- When data indicate, coaches may receive additional PD and/or coaching support

## MTSS Comprehensive Assessment Plan

### Collection of assessment data

MTSS Assessment Data Collection Guidelines							
Grade	Assessment tool	Purpose of the assessment	Administration schedule	Administered to whom	Who administers the assessment	Plan for reliability checks	D m s
K-10	MAP	Screener/ Guiding instruction	3 times a year	All Students	DAC	Administer walk throughs during testing	M
K-8	Aimsweb	Screener/ Progress Monitoring Tool	3 times a year/ PM weekly	All Students	School Psychologist, Title Interventionist, and DAC	Walk throughs for group; refresher training	A
3-8	NSCAS	Outcome	1 time a year	All Students	DAC	Walk throughs	M
11	ACT	Outcome	1 time a year	All Students	DAC	Walk throughs	A

### Use of student assessment data for decision making

- **Universal screening** data will be used to determine for multiple purposes. The MTSS team will use universal screening data as part of the MTSS evaluation to examine the effectiveness of core, intervention, and SAT supports and to identify which students need intervention and examine the effectiveness of instructional supports. Universal screening data will also be used to form small groups for core instruction
- **Progress monitoring** data will be used to examine the effectiveness of intervention supports and guide decision making for student intervention plans
- **Placement test** data are used to determine at which level and lesson to begin students in intervention
- **Mastery test/in-program test** data are collected as indicated by the intervention programs to assess student learning of skills and concepts being taught and are used to

maintain proper placement of students in the intervention, identify intervention groups and individual students who may need reteaching and/or additional support. Building administrators and coaches review mastery test day bi-weekly using the **Meeting Agenda: Intervention Data Review** ([Link](#)) to guide decision making. Based on the data review, students may be regrouped, interventionists may receive additional PD and coaching support, and additional supports may be built into the intervention time

- **Diagnostic assessment** data are used to identify specific skills individual students have mastered and not mastered to assist with planning and strengthening intervention. Though diagnostic assessments may be used for any student, our district will rely mostly on placement and mastery test data to determine student needs within the intervention program (for Coneflower and Goldenrod Interventions). Diagnostic assessments are used most often for students within the Individual Student Problem Solving Process to identify targets for problem solving and intensification planning

**Decision rules for using Universal Screening data to identify students for intervention**

Decision rules for READING intervention			
FALL: Students who meet the following criteria in the Fall, will receive intervention *Students who received intervention the previous year and haven't exited out per the intervention response decision rules continue to receive			
Grade	Assessment Used & Criteria for determining need	Intervention Support (e.g., program, min/week)	Date by when su
K	Below 26 <sup>th</sup> %ile on composite (LNF)		
1	Below 26 <sup>th</sup> %ile on composite (LWSF, ORF) -OR- Below 26 <sup>th</sup> %ile on LWSF		
2-3	Below 26 <sup>th</sup> %ile on composite (ORF)		
4-8	Below 26 <sup>th</sup> %ile on composite (VO, RC, SRF) -OR- Below 26 <sup>th</sup> %ile on RC or SRF		

WINTER & SPRING: Students who formerly were not receiving intervention, but who meet the following criteria in the Winter, will receive  
 \*For students already receiving intervention who haven't exited out per the intervention response decision rules, they will continue receiving

Grade	Assessment Used & Criteria for determining need	Intervention (e.g., program,
K	Below 26 <sup>th</sup> %ile on composite (LNF, LWSF, PS) -OR- Below 26 <sup>th</sup> %ile on LWSF	
1	Below 26 <sup>th</sup> %ile on composite (ORF)	
2-3	Below 26 <sup>th</sup> %ile on composite (ORF)	
4-8	Below 26 <sup>th</sup> %ile on composite (VO, RC, SRF) -OR- Below 26 <sup>th</sup> %ile on SRF	

Decision Rules for MATH Intervention

Fall: Students who meet the following criteria in the Fall, will receive intervention  
 Students who received intervention the previous year and haven't exited per the intervention response decision rules, continue to

Grade	Assessment Used & Criteria for determining need	Intervention Sup program, min/w
K	Below 26 <sup>th</sup> %ile on composite (NNF/QTF/CA)	
1	Below 26 <sup>th</sup> %ile on composite (NCF-P/MFF-ID/CA)	
2-8	Below 26 <sup>th</sup> %ile on composite (NSF, CA)	

Decision Rules for MATH Intervention

WINTER & SPRING: Students who formerly were not receiving intervention, but who meet the following criteria in the Winter, will receive  
 \*For students already receiving intervention who haven't exited out per the intervention response decision rules, they will continue receiving i

Grade	Assessment Used & Criteria for determining need	Intervention Support (e.g., program, min/week)
K	Below 26 <sup>th</sup> %ile on composite (NNF, QTF, CA, QDF)	
1	Below 26 <sup>th</sup> %ile on composite (NCF-P/MFF-ID/CA/MFF-T)	
2-8	Below 26 <sup>th</sup> %ile on composite (NSF, CA)	

**Grouping students for intervention**

- Within 1 week after students have been identified to receive intervention, coaches conduct placement tests
- Placement test results are summarized in the *Placement Test Results Spreadsheet* ([Link](#))
- Building MTSS Teams meet following collection of Placement test data and use the *Guidelines for Using Placement Testing Information to Group Student for Intervention* ([Link](#)) to create intervention groups
- Students are placed in intervention groups with other students at the same level and lesson number. If a student(s) does not fit into a group (i.e., only student at a particular lesson number), s/he will be placed with the next lowest group

**Progress monitoring and goal setting**

The MTSS team from each building will determine on which measure(s) to monitor the student progress using the following:

Progress monitoring and goal setting guidelines for Reading			
	Fall	Measure (Goal)	Winter
K	Below benchmark on FSF	FSF (30 by mid-year)	Below benchmark on both PSF <b>and</b> NWF
			Below benchmark on NWF (not PSF)
1	Below benchmark on either NWF-CLS or NWF-WWR	NWF-CLS (58) & NWF-WWR (13)	Below benchmark on both NWF (CLS or WWR) <b>and</b> DORF
			Below benchmark on NWF (CLS or WWR) but benchmarked on DORF
			Below benchmark on DORF but benchmarked on NWF (CLS and WWR)

2	Below benchmark on NWF (CLS or WWR) <b>and</b> below benchmark DORF	NWF-CLS/WWR (58/13) & DORF (87)	NWF (if below goal based on intervention response rules) and below benchmark on DORF
	Below benchmark on DORF (but above on NWF)	DORF (87)	Below benchmark on DORF (but above on NWF)
3	Below benchmark on DORF	DORF (100) and an accuracy rate of 97%	Below benchmark on DORF
4	Below benchmark on DORF	DORF (115) and an accuracy rate of 98%	Below benchmark on DORF
5	Below benchmark on DORF	DORF (130) and an accuracy rate of 98%	Below benchmark on DORF

**Progress monitoring and goal setting guidelines for MATH**

	Fall	Measure (Goal)	Winter	Measure
K	Below benchmark on Number & Operations	Number & Operations (13 by winter)	Below benchmark on Number & Operations	Number
	Below benchmark on Geometry	Geometry (14 by winter)	Below benchmark on Geometry	Geo
	Below benchmark on Measurement	Measurement (12 by winter)	Below benchmark on Measurement	Mea
1	Below benchmark on Number & Operations	Number and Operations ( 15 by winter)	Below benchmark on Number & Operations	Number
	Below benchmark on Geometry	Geometry (14 by winter)	Below benchmark on Geometry	Geo
	Below benchmark on Number, Operations, and Algebra	Number, Operations, and Algebra (12 by winter)	Below benchmark on Number, Operations, and Algebra	Number
2	Below benchmark on Number & Operations	Number & Operations (12 by winter)	Below benchmark on Number & Operations	Number
	Below benchmark on Measurement	Measurement (10 by winter )	Below benchmark on Measurement	Measu
	Below benchmark on Number, Operations, & Algebra	Number, Operations, and Algebra (12 by winter)	Below benchmark on Number, Operations, & Algebra	Number
3	Below benchmark on Number & Operations	Number and Operations (11 by winter )	Below benchmark on Number & Operations	Number
	Below benchmark on Geometry	Geometry (13 by winter)	Below benchmark on Geometry	Geo

	Below benchmark on Number, Operations, and Algebra	Number, Operations, and Algebra)(12 by winter)	Below benchmark on Number, Operations, and Algebra	Number
4	Below benchmark on Number & Operations	Number & Operations (12 by winter)	Below benchmark on Number & Operations	Number
	Below benchmark on Measurement	Measurement (13 by winter)	Below benchmark on Measurement	Measu
	Below benchmark on Number, Operations, & Algebra	Number, Operations, & Algebra (13 by winter)	Below benchmark on Number, Operations, and Algebra	Number
5	Below benchmark on Number & Operations	Number & Operations (12 by winter)	Below benchmark on Number and Operations	Number
	Below benchmark on Geometry, Measurement, & Algebra	Geometry (13 by winter)	Below benchmark on Geometry, Measurement, & Algebra	Geometr
	Below benchmark on Number Operations and Algebra	Number Operations and Algebra (13 by winter)	Below benchmark on Number, Operations and Algebra	Number

*\*\*Math progress monitoring: Monitor progress in lowest skill until goal is met then move to next skill*

## MTSS Intervention Response Rules

### Overview of the intervention process

- An overview of the basic steps in the district intervention process is included in Appendix R ([Link](#))

### Decision making for students receiving intervention

- The MTSS teams from each building meet 2 times per month to review in-program mastery data and fidelity data for students receiving interventions, develop coaching plans, and determine if there are any placement issues and make adjustments using the **Meeting Agenda: Intervention Data Review**
- The MTSS teams meet in November, February, and May of each year to apply the following decision rules (continue, discontinue, fade, intensify). At that time, teams develop intensification plans for students needing intervention intensified and determine if resource allocations need to change (staff, time, materials, etc.)

#### Data needed for review

Student Data	Intervention Implementation Data
<input type="checkbox"/> Student Graph (at least 5 points needed for short-term decisions; at least 8 data points needed to examine trend line)	<input type="checkbox"/> Written intervention plan (including who for intervention delivery)
<input type="checkbox"/> Peer comparison data (class average and data from others in the same intervention group)	<input type="checkbox"/> Fidelity/observation check data
<input type="checkbox"/> Mastery test data (SSMM)	<input type="checkbox"/> Lesson progress data
<input type="checkbox"/> Student attendance (at intervention)	

### Step 1: Determine if the student has met the goal (level of progress)

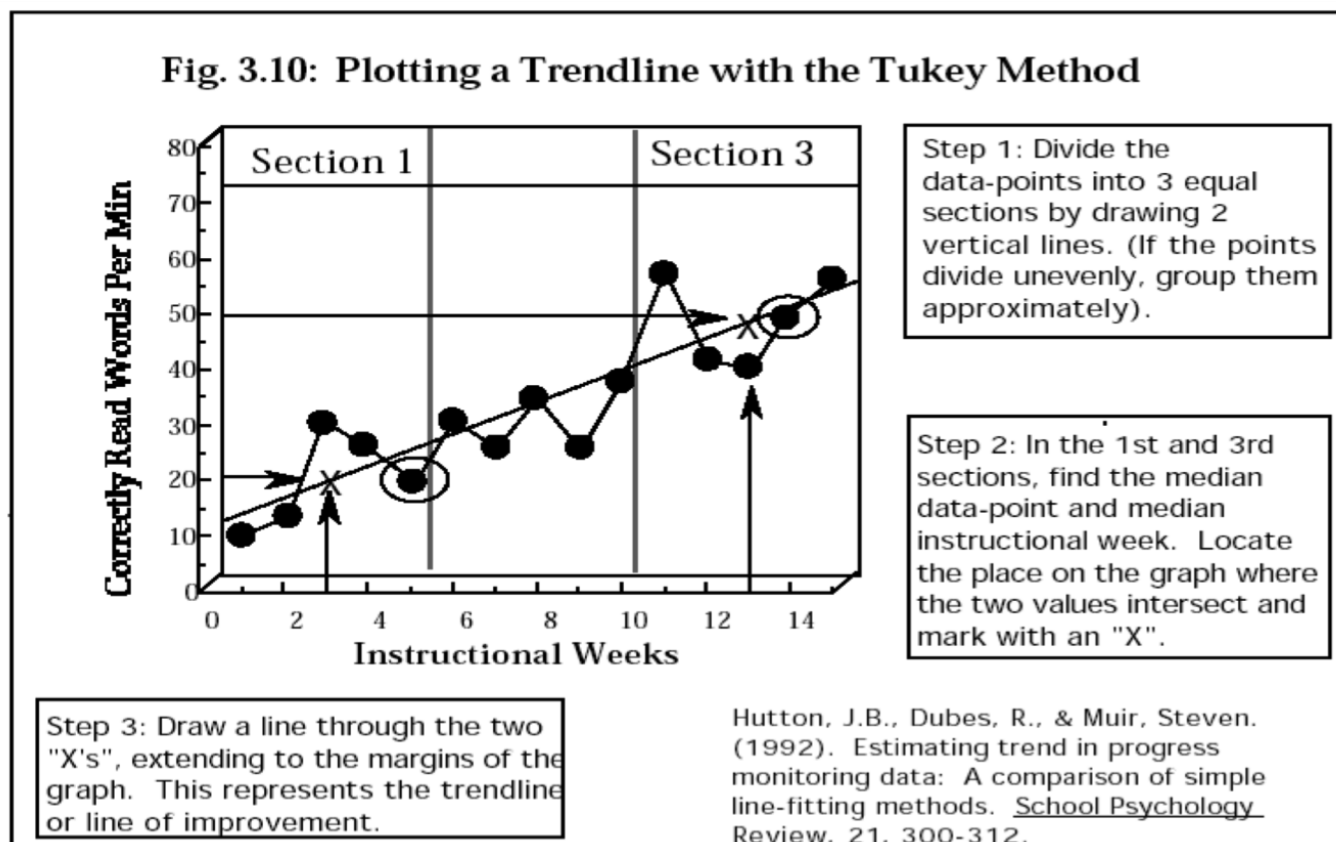
Procedure: Find the median of the last three points on the progress monitoring graph	
If the median score is <i>equal to or greater than</i> the benchmark ( <i>on the appropriate grade level skill</i> ) (adequate level/goal met)	Student has met the goal, <b>discontinue the intervention</b> (continue PM) or fade the intervention (only if the student is ready)
If the median score is <i>less than</i> the benchmark (on the appropriate grade level skill) (inadequate level/goal not met)	Student has not met the goal, <b>continue to Step 2</b>

### Step 2: Determine if the student is making adequate rate of progress

Procedure: Use the 4/5 point decision rule by <i>comparing the five most recent, consecutive data points to aimline</i>	
5 most recent, consecutive data points <b>lie above the aimline</b> or are <b>tightly clustered above and below the aimline</b> (adequate rate to meet goal by goal date)	<b>Continue the intervention as planned</b> (continue to monitor progress and review data)
5 most recent, consecutive data points <b>lie below the aimline</b> (inadequate rate; not likely to meet goal by goal date)	<b>Continue to Step 3</b> (Need to examine additional data) and intervene. **If all points are <i>significantly</i> below the aimline, may want to "step up" and compare to the ambitious growth rate to determine the level of intervention and if you need to add off-grade level PM ( <b>Step 2b</b> )
Points <b>fluctuate greatly above and below the aimline</b> (Unable to determine adequacy of progress)	Need to analyze the trend using the Tukey Method ( <b>Continue to Step 2a</b> )

#### Step 2a: Trend line analysis

Use the following to draw the trend line (must have *at least* 8 data points before examining)



Procedure: *Compare the trendline to the aimline*



Trendline is <b>steeper than the aimline</b> (Adequate progress)	Continue intervention as is  Determine when the student is likely to meet the goal and plan time
Trendline is <b>parallel to</b> or <b>flatter than</b> the aimline (inadequate rate)	<b>Continue to Step 3</b> (Need to examine additional data) and i

### Step 2b: Calculate growth rate

Procedure: <ul style="list-style-type: none"> <li>• Determine number of weeks of intervention</li> <li>• Find median score of the last 3 intervention data points and median score of the first 3 intervention data points</li> <li>• Subtract the median of the first 3 from the median of the last 3 and divide by the number of weeks (This gives you a per week growth rate)</li> <li>• Compare the calculated growth rate to the ambitious growth rates</li> </ul>	<b>“Ambitious” Standards For Weekly Growth Rates</b> <table border="1"> <thead> <tr> <th>Grade</th> <th>Reading (correct words/min.)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3.0</td> </tr> <tr> <td>2</td> <td>2.0</td> </tr> <tr> <td>3</td> <td>1.5</td> </tr> <tr> <td>4</td> <td>1.1</td> </tr> <tr> <td>5</td> <td>0.8</td> </tr> <tr> <td>6</td> <td>0.65</td> </tr> </tbody> </table>	Grade	Reading (correct words/min.)	1	3.0	2	2.0	3	1.5	4	1.1	5	0.8	6	0.65
Grade	Reading (correct words/min.)														
1	3.0														
2	2.0														
3	1.5														
4	1.1														
5	0.8														
6	0.65														
If calculated growth is <b>lower than the ambitious growth rate</b>	Significant intensification of the intervention is needed to reach grade level PM. <b>Continue to Step 3 and intensify</b>														
If calculated growth is <b>at or above the ambitious growth rate</b>	Determine how long it may take to catch up. <b>C</b>														

### Step 3: Examine instructional data and additional student data

Are the following criteria being met for the student’s intervention group? <ul style="list-style-type: none"> <li>• Lesson progress data (5 lessons in 6 days; within 3 lessons of expected lesson progress goal)</li> <li>• Fidelity (average 80% or higher 2’s)</li> <li>• Engagement (average 80% or higher)</li> <li>• Intervention duration (average 28 minutes)</li> <li>• Percent of mastery tests the students is passing on first attempt (80% or higher)</li> <li>• The majority of students in the group are meeting goals or making adequate progress</li> </ul>	
If <b>all criteria are met</b>	Examine attendance and intensify intervention (if needed) (review intensified intervention plan) Schedule a meeting in 10 weeks to re-evaluate intensification
If all criteria are met AND there have been 2 rounds of intervention (1 initial round and 1 with intensification (~16-20 weeks)) AND the student is in the intensive range (significantly below the benchmark)	Initiate Individual Student Problem Solving (ISPS) (16-20 weeks) and continue intervention as developed through SAT
If <b>any criteria are not met</b>	Plan support for the interventionist and student (monitor fidelity to intensified intervention) Schedule a meeting in 10 weeks to re-evaluate intensification

### Considerations for planning to support interventionist and/or address potential concerns

Issue	Examples/options to consider
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If you need to further examine fidelity		<ul style="list-style-type: none"> <li>● Gathering more observation data</li> <li>● Checking lesson progress</li> <li>● Checking fidelity on effective instructional practices (# of 2's or number of items)</li> <li>● Examine actual time in intervention</li> <li>● Check engagement, accuracy, correct level of difficulty, error correction, wait time</li> </ul>
If interventionist needs additional support		<p>Examples of potential support for interventionist</p> <ul style="list-style-type: none"> <li>● Observation with feedback</li> <li>● Additional training</li> <li>● Help with planning and preparation of planning</li> <li>● Use of targeted fidelity checks for specific instructional practices</li> <li>● Practice sessions for delivery</li> <li>● Modeling part of a lesson then interventionist practicing delivery of same part of lesson</li> <li>● Videotaping of interventionists delivering program and then reviewing video for fidelity on specific instructional practices</li> <li>● Side by side coaching</li> </ul>
Attendance is an issue	Motivation to come to school	<ul style="list-style-type: none"> <li>● Assigning an adult to the student to check in with them when they get to school</li> <li>● Providing an incentive that student is motivated to earn for certain number of correct responses (example extra recess, computer game time, etc.)</li> <li>● Finding a positive peer mentor to assign to student with attendance problems</li> </ul>
	Schedule	1. If tardy to intervention schedule may need to change
	Adult issue - not getting child to school	1. Schedule time to problem solve with parents
Engagement is an issue	Motivation	<ol style="list-style-type: none"> <li>1. Add incentive to the Student/Teacher Game for the group</li> <li>1. Add incentive for improved engagement (for student)</li> </ol>
	Not enough opportunities to respond	<ol style="list-style-type: none"> <li>1. Add varieties of ways to respond for example boys, girls, etc.</li> <li>1. Add use of partner responses               <ol style="list-style-type: none"> <li>1. Provide additional individual turns for the student</li> </ol> </li> </ol>
	Need for increased positive reinforcement	<ol style="list-style-type: none"> <li>1. Using affirmation after correct responses</li> <li>1. Increasing positive to negative ratio (specific praise)</li> </ol>

### *Some considerations for intensifying intervention*

Area for intensification	Examples/options to consider
Increase explicitness	<ul style="list-style-type: none"> <li>● Provide more opportunities to do it with the student (We do it) before having them do it</li> <li>● Increase opportunities to respond</li> <li>● More precise error correction; keep track of specific errors and practice the correct response at the beginning of the next session</li> <li>● Add flashcard procedure for sight words, sounds, concepts</li> </ul>
Increase Dosage	<ul style="list-style-type: none"> <li>● Increase the amount of time in the intervention (duration)</li> <li>● Increase number of sessions per week or per day</li> <li>● Provide extended instruction (e.g., after/before school)</li> <li>● Eliminate/decrease independent work time and replace with additional teaching</li> </ul>
Improve match of instructional level (attention to mastery)	<ul style="list-style-type: none"> <li>● Get more precise with amount of new information being taught (90/10)</li> <li>● Adjust placement level based on in-program assessment data (appropriate)</li> <li>● Break tasks down into smaller steps</li> <li>● Add more wait time before requesting response</li> </ul>
Intervention environment	<ul style="list-style-type: none"> <li>● Decrease group size to allow for more individual responses</li> <li>● Consider change of environment (e.g., if in a space with multiple groups of students)</li> </ul>
Self monitoring	<ul style="list-style-type: none"> <li>● Include students in monitoring of progress toward goals</li> </ul>

### **Progress Monitoring after exiting intervention**

When an intervention is discontinued, continue to monitor progress at least every other week for a at least 2 months and review this progress monitoring data to ensure the student remains at or above benchmark level. If a student drops below benchmark on 2 consecutive progress monitoring points, consider re-entry in intervention

## Individual Student Problem Solving Process (SAT)

Individual student problem solving at Allen Consolidated School Consolidated School is used for students when they are not responding to Interventions and the students are performing at least one grade level below peers in the same grade.

### *Individual Student Problem Solving Team*

SAT teams will be formed for each student referred to SAT

- Team members should include:
  - Individual(s) knowledgeable of student's instruction and intervention and progress (teacher, interventionists)
  - Individual knowledgeable about effective instructional practices and content area in which student is being monitored (reading specialist, literacy coach, interventionist)
  - Individual(s) who have knowledge of data analysis (school psychologist, reading coach)
  - Individual(s) who have knowledge of behavior intervention (counselor/behavior specialist, school psychologist), if there are behavior concerns as well as academic concerns
  - Administrator – individual with the authority to make decisions about provision of resources (time, training, funds, etc.)
  - Parent/guardian/family members
  - Any additional personnel who work with student or can provide additional information about student performance and behavior

### *Initiating Individual Student Problem Solving*

- SAT will be initiated by the MTSS team for students who are performing one or more grade levels below peers and not making adequate progress to meet their progress monitoring goal after receiving one round (8-10 weeks) of intensified intervention
- Systems wide issues must be ruled out before referring students for individual student problem solving
- Once a student is referred for SAT the SAT team will meet within 2 weeks to determine what data is needed and who will collect it so that a clear problem identification statement can be developed

### *Data Collection for Individual Student Problem Solving*

The following data are to be collected for each student in the SAT process:

Required Data Sources for SAT	
Intervention data history: what interventions received, length received, response to intervention	Behavior data including office referrals
Progress monitoring data: growth rates/ROI	Attendance data: school attendance and intervention attendance
Peer data: progress monitoring data for peers in group; growth rates/ROI	<b>Teacher interview/questionnaire of academic skills</b> ( <a href="#">link</a> )
In-program data: mastery test results	<b>Student SAT Observation form</b> ( <a href="#">link</a> ): conducted during intervention, core, and any other time of day or a time that is successful for the student, teacher, interventionist, other staff as being a successful time of day or a time that is successful for the student
Lesson progress data for intervention group	

Fidelity data for intervention group	Diagnostic assessment data
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- Additional data may be collected based as determined by the SAT team (may include student interviews, student reinforce assessments, parent interviews/questionnaires, etc.)

### SAT Process

- Each SAT team will follow a systematic problem solving process to develop an operational definition of the student's concern, analyze why the concern may be occurring, develop a plan to address the concern, and evaluate the effectiveness of that plan

Systematic Process for Individual Student Problem Solving
<b>PROBLEM IDENTIFICATION: What is the problem?</b>
Review Data <i>Overall concern/description of problem</i>
Define Target Behavior: <i>identify discrepancy between actual and desired/expected behavior</i> <i>peer level performance</i> <i>prioritize if more than one problem exists</i>
Collect Baseline Data: include data for target behavior <i>student's current performance</i>
Writing a Problem ID Statement: operationally define (concrete, observable, measurable, alterable, positively stated)
Desired Replacement Behavior and Goal Setting (measurable, observable, related to target behavior) <i>What is the desired behavior?</i> <i>Set reasonable goals (are incremental steps needed?)</i>
Is there enough information to complete Problem Identification? <i>If yes, continue</i> <i>If no, meeting is discontinued. Identify information/tasks needed and Reschedule meeting</i>
<b>PROBLEM ANALYSIS: Why is this problem occurring?</b>
Review Data (observations, intervention, testing, interview, questionnaire, etc.)
Analyze Problem <i>How do the data sources help determine why the problem may be occurring?</i> <i>What variables contribute to the problem?</i>
Form Hypothesis: why is desired behavior not occurring? ( <u>    </u> is happening because <u>    </u> ) <i>What variables may be contributing factors? (instruction, curriculum, environment, conditions)</i> <i>Eliminate reasons which you cannot change</i> <i>Is there data to support this hypothesis?</i>
<i>What is a predictable result of actions to be taken?</i> Based on analysis of the problem situation, ( <u>specific behavior to change</u> ) occurs because ( <u>hypothesis</u> ).
Is there enough information to complete Problem Analysis? <i>If yes, continue</i> <i>If no, meeting is discontinued. Identify information/tasks needed and Reschedule meeting</i>
<b>SAT PLAN DEVELOPMENT AND IMPLEMENTATION: How do we address the problem?</b>
Identifying Replacement Behaviors and Set Goals (measurable, observable, related to target behavior) ( <i>from above</i> ) <i>What is the desired behavior?</i> <i>Set reasonable goals; expected level of performance (are incremental steps needed?)</i> <i>What progress monitoring data need to be collected to determine if the intervention is working?</i>
Identify Steps to Address Problem <i>What will be done?</i> <i>How will it be done?</i> <i>Who will implement?</i> <i>Timeline for implementation</i>

*How will implementation be recorded?*

*How progress towards goal will be monitored/recorded*

Develop the intervention script and fidelity check form (Using the ***Guidelines for Developing Intensification Plans & Fidelity Checks*** ([li](#)))

*What are the specific steps necessary to carry out the intervention?*

*Who will collect fidelity data, when, when will it be reviewed?*

**SAT PLAN Evaluation: Was the plan implemented as designed and did the plan work?**

Apply intervention response rules to determine if the student met the goal and/or is making adequate progress

*If the student is not making adequate progress, review fidelity to the SAT plan and recycle through the SAT process*

### *Documenting SAT decisions*

- SAT teams will complete a Allen Consolidated School Consolidated School **SAT documentation form** ([link](#)) for each student in the SAT Process
- Teams will give a written definition of the problem, describe the hypothesis, provide a written description of the intensification plan, create the intensification script and fidelity check
- The **SAT documentation form** will also be used to document decision making for the student in addition to recording decisions on the **Intervention Decision Tracking Form**

### *Training and fidelity checks for SAT*

- Training will be provided to interventionist regarding the intensification of interventions. Fidelity data will be collected and frequent coaching will be provided to interventionists delivering intensified interventions when fidelity data indicates a need
- Fidelity checklists will be created for fidelity to intensification of the interventions that the students in Individual Student Problem Solving receive

### *Plan evaluation (applying intervention response decision rules for students in SAT)*

- The response rules (same as response rules that are described in the intervention section) will be applied for students in Individual Problem Solving following 8-10 weeks of intensified intervention
- At this time if student is not making adequate progress towards reaching grade level expectations the student may be considered for a referral for a Special Education evaluation or if the student is making adequate progress but the amount of resources needed for this student to maintain this progress is too much to maintain without the use of special education resources the student should be referred for a special education evaluation
- Whether the student is referred for Special Education or not, the SAT team recycles through the problem solving process to continue to try to find an intervention that will be successful for the student

### *Evaluation of SAT*

The implementation and effectiveness of SAT will be evaluated as part of the end of the year evaluation. The implementation of the SAT process will be evaluated by completing the SAT indicators. The effectiveness of SAT will be evaluated reviewing the progress of students in the Individual Student Problem Solving process

## Evaluation of the MTSS Process at Allen Consolidated School

- Our district has identified criteria for successful implementation of MTSS based on student outcome data and implementation indicators (see Flowchart below)
- Each year after spring data have been collected, the MTSS District and Building Teams evaluate the overall effectiveness of our MTSS implementation for the year, identify successes for celebration, and identify areas of need for improvement
- At the evaluation meeting, we update our MTSS procedures, plan PD for the following year, and complete an action plan to address the areas in need of improvement
- Allen Consolidated School Consolidated School MTSS building and district Teams use the following process to evaluate MTSS effectiveness:

### Step 1: Teams gather the following data for evaluation meeting

Data from Universal Screener	NeSA data	Imple
<ul style="list-style-type: none"> <li>• SPRING %age of students at benchmark (disaggregated by subgroup for SPED &amp; F/R; disaggregated by ELL, Ethnicity if subgroup of 10 or more per grade level) for each grade level</li> <li>• %age of students who were meeting benchmark/grade level expectations at the beginning of the year who remain at benchmark/grade level expectations at the end of the year for each grade level</li> <li>• Percent/number of students receiving intervention who moved up a "risk category" (i.e., from at risk to some risk; from some risk to low risk)</li> <li>• Percent/number of students receiving intervention who met benchmark or met exit criteria</li> <li>• Fall to spring growth for students receiving intervention in 2<sup>nd</sup> grade or up</li> </ul>	<input type="checkbox"/> %age of students meeting proficiency standard (disaggregated by subgroup for SPED & F/R; disaggregated by ELL, Ethnicity if subgroup of 10 or more per grade level) for each grade level	1. C 2. C 3. F n

**Step 2:** Student data (from above) are summarized into tables (as below) using the *MTSS Student Data Summary for Evaluation* (



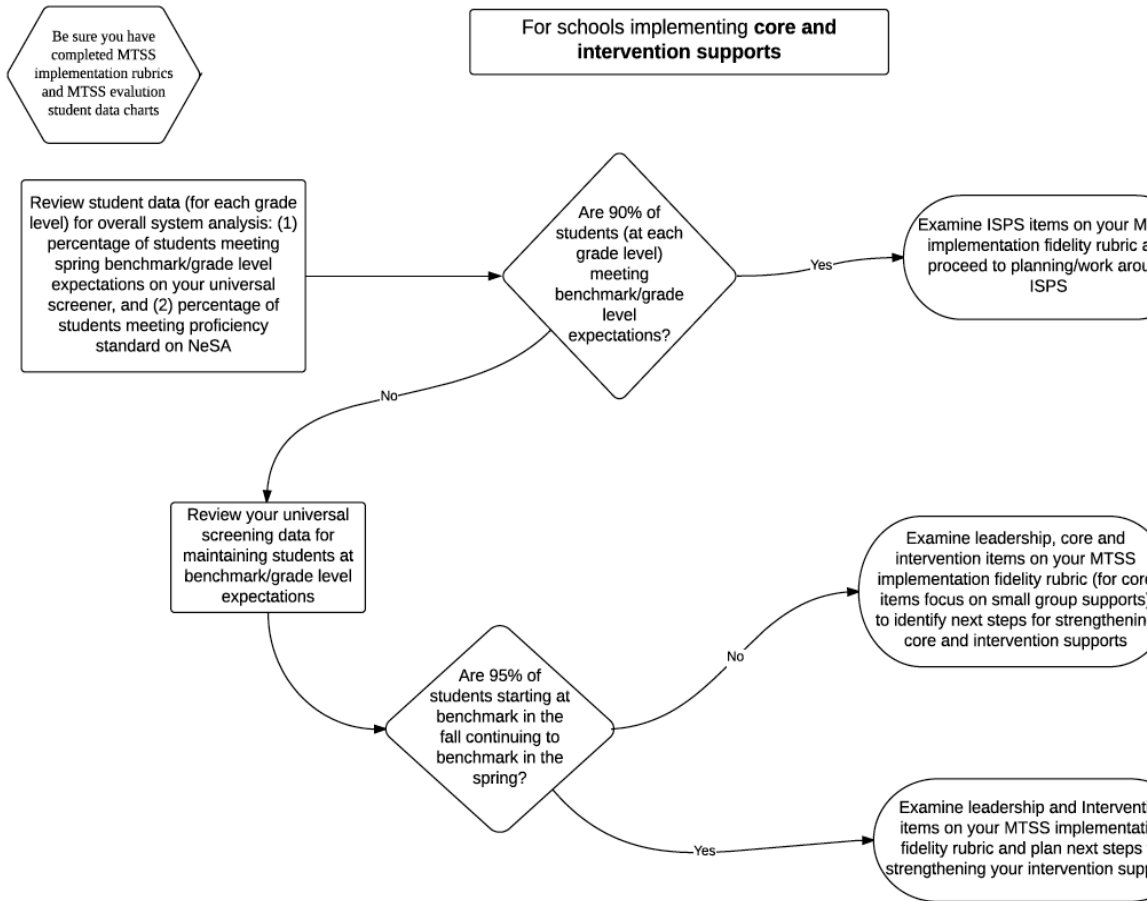
Core Data	
Universal Screening Data	
	% of students who were at benchmark in the fall and continued to benchmark in spring
K	
1	
2	
3	
4	
5	

Intervention Data					
	#/% of students receiving intervention	#/% of students decreasing risk (moving out of risk category)	#/% of students who met spring benchmark	#/% of students who met exit criteria	Avg. Fall to Spring growth
K					
1					
2					
3					
4					
5					

**Step 3:** The MTSS Teams complete the *MTSS implementation fidelity rubric*

**Step 4:** The MTSS Teams Follow *MTSS Evaluation Flowchart* (as below) to guide next steps for planning





**Step 5:** Update Implementation Plan Procedures and develop action steps for following year to address any implementation issues