



Community School District 208

Multi-Tiered System of Support (MTSS)
District Plan & Implementation Guide

Created November 2023

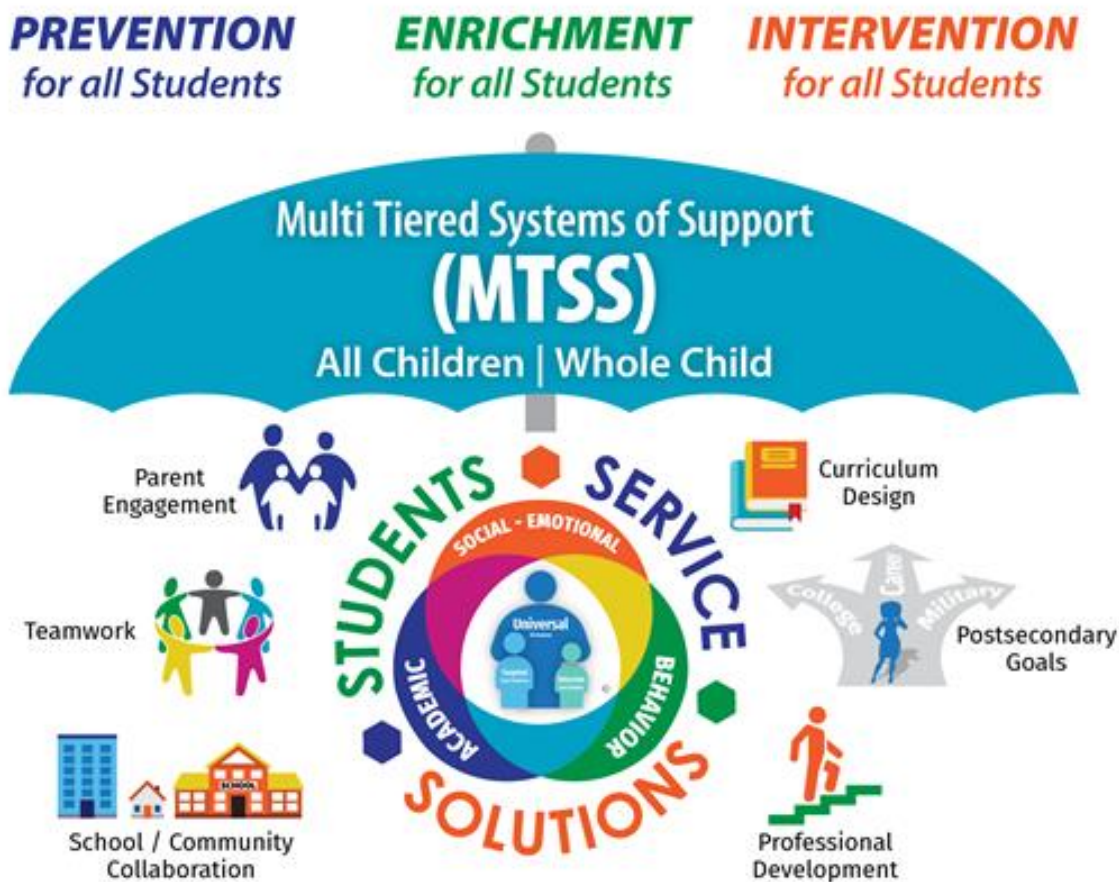
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WHAT IS MULTI-TIERED SYSTEMS OF SUPPORT?

Multi-Tiered System of Support (MTSS) is a framework that provides a clear definition of how to deliver high quality, differentiated instruction to all grade levels, which allows for educators to quickly assess students and match them with the supports they need to be successful. Support can be provided for students struggling with academics, behaviors, and or social-emotionally.

Student supports are provided by targeted interventions to students who are struggling to meet academic, behavior, and or social-emotional standards. The graphic below shows the many components of MTSS that combine to help students achieves success in all aspects of their academic careers.¹ Each of these components will be discussed further within this plan.



¹ Texas Education Agency. (2022). *Multi-Tiered System of Supports*. | Texas SPED Support. <https://www.esc11.net/Page/8512>

GUIDING PRINCIPLES FOR ROWVA MTSS

At ROWVA, we have taken on the unique definition of student success as shown to the right. We believe that all students can achieve a high level of success in and out of the classroom. Through ROWVA MTSS, we will work to ensure that all students have the support they need to gain the necessary knowledge and skills for lifelong success.

To provide all students with the necessary support, we believe our students need a multi-tiered system of support (MTSS). It is with this type of framework that we can focus on meeting the holistic needs of all students. As can be seen in our view of student success, we understand that there are many areas of a student's life that impact their ability to demonstrate their level of understanding while in the classroom.



Implementation of MTSS allows us to identify students who are not responsive and/or slowly responding to universal supports and provide them with both tools and resources to be successful in and out of the classroom. Supports are organized into the three main categories of Academic, Behavioral, and Social-Emotional.

All decisions made throughout ROWVA MTSS will be research-based and data driven best practices. It is through the gathering and analyzing of a variety of student data that we, as a school district, can collectively improve student success. MTSS will be the instrument to help gather, analyze, and provide student support at all grade levels.

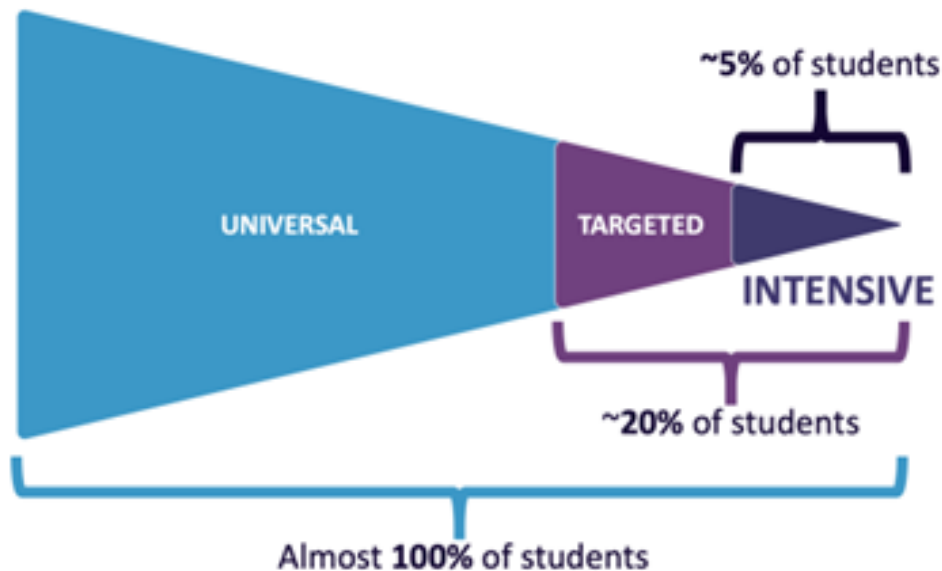
COMPONENTS OF ROWVA MTSS

Implementation of MTSS within a school district involves many different components that come together to provide the holistic supports needed to help drive our student success. Each of the individual components brings needed information when examining different areas of students' lives that could be a potential barrier to success. Each component is explained further in the following sections.

TIERS OF STUDENT SUPPORT

A critical component of the MTSS is a tiered system that is “intended to define predictable supports that school should proactively prepare to meet students’ needs; support structures are classified in tiers, but students themselves are not labeled, defined, or tiered”.²

By implementing a tiered system of support, we can ensure that all students receive the appropriate level of support needed to ensure success. This concept can be seen by the graphic below with each tier of student support explained afterwards.³



² Hierck, T., Weber, C. (2023). *The Road to Success With MTSS: A Ten-Step Process for Schools*. Solution Tree Press.

³ Texas Education Agency. (2023). *Processes Within the Multi-Tiered System of Supports (MTSS) Framework*. Processes Within the Multi-Tiered System of Supports (MTSS) Framework | Texas SPED Support.
<https://spedsupport.tea.texas.gov/resource-library/processes-within-multi-tiered-system-supports-mtss-framework>

<p style="text-align: center;">Tier 1 (Universal)</p> <p style="text-align: center;"><i>Engaging, differentiated instruction for all students</i></p> <ul style="list-style-type: none"> ✓ All students receive high-quality research-based instruction that is rigorous and relevant that features differentiated and scaffolded pedagogies, strategies, and routines so that all students can access core content and engage meaningfully in their zones of proximal development. ✓ Curriculum is standards-based and that will result in master (not just coverage) of essentials to the level of depth and complexity required to be future ready individuals. ✓ All students receive explicit instruction for academics and positive behavioral expectations.
<p style="text-align: center;">Tier 2 (Targeted)</p> <p style="text-align: center;"><i>More time and differentiated supports for students who have not mastered the essentials, as measured by regular assessments designed to inform instruction</i></p> <ul style="list-style-type: none"> ✓ Supports for students who require more time, alternative strategies, and approaches to master the content initially addressed in Tier 1. ✓ Students are provided supplemental instruction and/or remediation of skills, with progress monitoring for a targeted or small group of students. ✓ Individualized interventions to address a targeted skill or knowledge area. ✓ Tier 2 supports (more time and alternative strategies and approaches to master Tier 1 essentials) can be applied to behavioral as well as academic learning targets.
<p style="text-align: center;">Tier 3 (Intensive)</p> <p style="text-align: center;"><i>For students who have been screened to be multiple grade levels behind their peers in foundational skills (and for students that have not responded to Tier 1 and Tier 2 supports)</i></p> <ul style="list-style-type: none"> ✓ Supports students who experience significant difficulties with any and all content because of deficits in their foundational literacy, numeracy, and behavior skills. ✓ Intensive support is given outside the classroom and interventions are delivered by a specialist. ✓ Interventions are accomplished through a collaboration of administration, specialists, and families/guardians.

CURRICULUM DESIGN AND INSTRUCTION

At ROWVA, we believe that all students should receive high quality, research-based instruction that is developed using the Illinois State Standards for each grade level and content area offered to our students. The curriculum is selected by a committee of administrators and teachers. If a pilot program or curriculum is utilized within the school district, data will be collected and analyzed to determine the impact on student learning.

Monitoring of student learning through the instructional process provides teachers with valuable information regarding student learning to apply appropriate interventions as needed. Various techniques are utilized to differentiate the curriculum and instructional practices to ensure that all students demonstrate mastery of the grade level content.

COLLABORATION AND PROFESSIONAL DEVELOPMENT

Having a highly collaborative environment increases students' academic success. Collaboration must occur between administrators, teachers, support staff, and families to support student success. Open communication is encouraged and needed between all members of the school district to maintain knowledge of support strategies for students. To ensure this occurs for all students, ROWVA MTSS will support opportunities throughout the school year for these points of collaboration.

Teachers will receive ongoing professional development in content-specific areas, instructional techniques, assessment design, and other research-based strategies through the school year. Staff will have opportunities to seek out additional learning opportunities offered outside the school district, to maintain their knowledge of support services.

PARENT/GUARDIAN ENGAGEMENT

A student's ability to learn starts at home and because of that reason, ROWVA MTSS encourages open communication between school and home. To understand the Whole Student, the school must work closely with parents and families to ensure that students are being supported in all necessary areas to gain success.

Parent and guardians will have the opportunities to get involved in their child's school and are always encouraged to do so. Parents and/or guardians will always be guaranteed access to their student's educational information. If questions or concerns arise, as parents or guardians you are encouraged to reach out to your student's school to seek clarification. Parents and guardians always have the right to ask for a parent-teacher-student meeting to ensure home to school communications are clear and understood by all.

MTSS TEAMS

Part of the MTSS structure is creating multi-level teams of individuals that work together to enhance learning for all students. At the ROWVA School District, there is currently a MTSS District Level Team and Building Level Team that meets regularly to discuss student progress, utilize problem solving, and review whole-school MTSS support structure.

Each team is composed of individuals that have specific knowledge and skills to help ensure that all students are being viewed in a holistic manner. Each team and team member are discussed further below. Individual responsibilities are also listed as they pertain to ROWVA MTSS.

DISTRICT LEVEL MTSS TEAM

Dr. James DunlapSuperintendent
Ben Rees.....JH/HS Principal
Kerry Danner.....Elementary Principal
Shane Tucker.....District Assistant Principal
Kelsey Dielfield.....JH/HS MTSS Coordinator
Kelly Borkgren.....Elementary MTSS Coordinator
Michelle Westerdale.....JH/HS School Counselor
Stacy NagelElementary School Counselor
Tricia BledsoeDistrict Instructional Coach

ELEMENTARY BUILDING MTSS TEAM

Kerry Danner	Elementary Principal
Kelly Borkgren	Elementary MTSS Coordinator & Math Specialist
Stacy Nagel	Elementary Counselor & Social-Emotional Specialist
Tricia Bledsoe	District Instructional Coach
Sarah Manecke	Reading Specialist
Hailey Van Fleet	Special Education Behavior Specialist
Cara Arch	Primary-Level Teacher
Kristi Williams	Intermediate-Level Teacher

JUNIOR/SENIOR HIGH SCHOOL BUILDING MTSS TEAM

Ben Rees	Junior/Senior High Principal
Shane Tucker	District Assistant Principal
Kelsey Dielfield	Junior/Senior High MTSS Coordinator
Michelle Westerdale	Junior/Senior High School Counselor
Tricia Bledsoe	District Instructional Coach
Carla Gibbons	Junior High ELA Teacher
Sara Koss	Junior High Special Education Teacher
Amanda Aberle	Junior/Senior High Math Teacher
Rebecca Weitkamp	Senior High ELA Teacher

TEAM RESPONSIBILITIES

DISTRICT LEVEL TEAM

- Conduct integrity checks on classroom instruction
- Facilitate the process of aligning curriculum across the district and with Illinois Learning Standards
- Provide professional development and resources for implementation
- Review and analyze the District Plan based on analysis of the data and identified needs. Revise the written plan as needed

BUILDING LEVEL TEAM

- Plan interventions and identify Tier 2 and Tier 3 students
- Develop and review school-wide data to determine if the building is meeting identified standards
- Create behavior plans/charts

INDIVIDUAL TEAM MEMBER RESPONSIBILITIES

PRINCIPALS

- Ensure fidelity of instruction
- Support the intervention identification process and inform staff of their responsibilities
- Communicate results of the school wide analysis with all stakeholders

MTSS COORDINATORS

- Coordinate Benchmark Testing and Progress Monitoring
- Ensure documentation is accurate regarding student tier placement
- Conduct integrity checks on interventions
- Communicate with all stakeholders involved in intervention plans
- Facilitate Data Day meetings with staff and administration
- Identify trends in curricular programs
- Communicate Tier 2 and Tier 3 intervention plans to parents
- Provide Tier 3 interventions for students and progress monitor for all students

SCHOOL COUNSELORS

- Plan and teach classroom SEL lessons regularly
- Individual Counseling
- Behavioral Counseling
- Develop individual student SEL interventions and aid in progress monitoring
- Lead small group counseling or SEL sessions
- Communicate with all stakeholders involved in SEL intervention plans

INSTRUCTIONAL COACH

- Advise teachers on best practices at Tier 1 and Tier 2
- Guide teachers on engaging students from all tiers
- Examine data for trends that identify Tier 1 and Tier 2 concerns
- Coordinate professional development
- Identify trends in the instructional programs
- Assist teachers with aligning curriculum with the Illinois Learning Standards

CLASSROOM TEACHERS

- Administer Benchmark Testing as scheduled
- Provide research and evidence-based instruction utilizing best practices
- Provide Tier 1 and 2 interventions for students and progress monitor as instructed by the MTSS Building Team
- Provide Tier 3 interventions for students as instructed by the MTSS Building Team
- Collaborate with all appropriate stakeholders regarding student progress
- Review curriculum and align it with the Illinois Learning Standards
- Initiate MTSS student referrals
- Communicate academic, SEL, and behavioral concerns to parents

KNOX-WARREN (SCHOOL PSYCHOLOGIST & SOCIAL WORKER)

- Consult in regard to STAR testing
- Function as a resource for student interventions
- Observations for attention/behaviors
- Communicate & collaborate with all appropriate stakeholders
- Data review/interpretation

ROWVA DISTRICT-WIDE APPROACH TO MTSS

ROWVA School District approach to MTSS is explained further below. It should be noted that the approach stated *are set forth as guidelines to help provide structure to the MTSS framework*. The Elementary and Junior-Senior High School each have their own guidelines that specifically address needs present in their respective student populations.

ELIGIBILITY CRITERIA

Students are eligible for support services if they are not making adequate progress towards mastering grade or content standards, at risk of not meeting proficiency standards on the Illinois State assessments, and/or not meeting behavioral expectations for their given age range.

SCREENING, ASSESSMENTS, AND PROGRESS MONITORING

Various tools are used to proactively identify students, monitor progress, and assess their learning and behavior throughout the school year. Some of the tools that are currently being used include:

- State and National Assessments in ELA, Mathematics, and Science
- Renaissance (STAR)
- Grades
- Attendance
- Discipline
- Historical Student Data
- Teacher Observation
- Edmentum Exact Path

EXPLANATION OF SERVICES

The level of services is determined by the MTSS Building Team according to the grade level of the student. Duration of services is based on the rate at which the students demonstrate proficiency as determined by the progress monitoring data, classroom performance, and/or assessment data.

SUPPORTS AND INTERVENTIONS

Interventions are instructional assistance that is provided when the data indicates that a student has not successfully mastered a school-wide goal or grade/content level Illinois state standard. Through the intervention, students will receive specific instruction that is different from the universal instruction that was universally provided in the classroom.

Instruction delivered through the interventions will be specific and describe exactly what the student will learn, how they will learn it, and the timeline in which they will receive the intervention. Progress monitoring will occur throughout to determine if students have met their stated goal. The following guidelines will be used for both the Elementary and Junior-Senior High School at ROWVA when determining tiers of support.

Level of Tiered Support	Frequency	Session Length	Duration	Teacher to Student Ratio	Who is Implementing Interventions
Universal (Tier 1)	Differentiation and small group instruction that is completed within the classroom daily.				Classroom Teacher
Targeted (Tier 2)	1-5 times per week	20-45 minutes	4-8 weeks	Between 1:4 – 1:6	Classroom Teacher Interventionist School Counselor
Intensive (Tier 3)	4-5 times per week	40-60 minutes	6-8 weeks	Between 1:1-1:3	Classroom Teacher Interventionist MTSS Coordinator School Counselor

**The implementation for tiered student support may vary between the Primary and Junior/Senior High School due to the age of the students being served and the supports required to address each student population.*

EXIT CRITERIA FOR MTSS SERVICES

Students are exited from MTSS services based upon appropriate progress toward meeting the grade level learning targets and behavioral goals as determined by the building level teams or district team. Teams will review progress monitoring data, classroom performance, and recommendations from all team members involved in providing student supports.

PARENT/GUARDIAN NOTIFICATION

The school will notify parents/guardians of students who require support services upon the start of tiered supports. The student intervention plan will communicate the support strategies, interventions, estimated duration of the services, and exit criteria specific to their student. Parents and/or guardians will also be notified when support services are no longer necessary for their student.

Students' progress will also be communicated through our student data management system, Skyward and/or report cards. Additional communications regarding student progress may be provided as needed to ensure a strong school to home connection.

ROWVA MTSS SCHOOL DISTRICT EARLY WARNING INDICATORS

Through ROWVA MTSS there is continual monitoring of student data. There are 3 main areas of student data that we use to proactively identify students that may be at risk of needing supports.⁴ The 3 main areas attendance, classroom performance, and on-track indicators for a given grade and/or content level. Within each of these 3 areas there are Early Warning Indicators (EWIs) that help to proactively identify students and allow for intervention to help give support. The EWIs that ROWVA MTSS regularly monitor are explained below with their accompanying guideline thresholds.

Area of Student Data	Early Warning Indicator	Description	Threshold (Red Flags)
Attendance	<i>Absenteeism Rate</i>	Number of days absent from school. Excused and unexcused days out are counted as the same, due to instructional time lost.	The equivalent of more than 10% of instructional time missed during the year indicates student may be at risk. ➤ Monitoring will occur when students have missed more than 4% of the school year (7 days absent).
Class Performance	<i>Current Grades</i>	The count of classes that students are receiving less than 70%.	Multiple weeks with the same class lower than a 70% or multiple classes with lower than 70% at a given time
	<i>Behavioral Expectations</i>	Student can learn without disrupting the learning environment.	Needing to be removed from the learning environment due to concerns for student learning and safety.
On-Track Indicators	<i>Retention or Course Failures</i>	Semester or year-end course grade given.	Retention or resulting 'F' for a given course may indicate a student is at risk.
	<i>Benchmark Testing</i>	STAR testing is completed 3 times an academic year.	Student testing is lower than the 25th percentile for ELA and/or Math.
	<i>State and National Testing</i>	Tests that are given out throughout the school year according to grade levels.	<u>Standardized State Tests</u> <ul style="list-style-type: none"> – IAR: Level 3 or below – ISA: 300 or below <u>Standardized National Tests</u> <ul style="list-style-type: none"> – PSAT: below 500 for ELA or Math or 950 or below for combined scores – SAT: 900 or below for a combined score
	<i>Foundational Skills</i>	Age specific knowledge, skills, and behaviors that are needed for student success.	As determined by the District and Building-specific MTSS Teams.

⁴ (Branching Minds, 2023)