



Warsaw CSD MTSS Plan

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Who is the MTSS Team?

The Warsaw Central School MTSS Team (ES, MS, HS) is a group of educational professionals with the goal of providing a higher level of support for struggling students. Members of the MTSS Team may vary based upon building level. Teams may include, but are not limited to the following: administrators, teachers (general and/or special education), school psychologist, speech therapist, reading specialist, math specialist, building administrator, nurse, occupational therapist, physical therapist, social worker and school counselor.

What is MTSS?

Introduction

MTSS (Multi Tiered System of Supports) represents an important educational strategy to close achievement gaps for all students. This includes students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. Each day, educators make important data-driven decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all children might need changes in the nature of early intervention and instruction. MTSS is an effective and instructionally relevant process to make informed decisions as to whether a student has a learning disability. This must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach.

MTSS begins with high quality evidence-based instruction in the general education setting provided by the general education teacher (Tier 1). Evidence-based interventions are programs/interventions that have been proven effective for the targeted group of students through outcome evaluations or studies. Instruction is matched to a student's need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. As a result of school-wide academic, social-emotional and behavior screenings of all students and progress monitoring, students who have not mastered critical skills or who have not made adequate progress can be identified for supplemental intervention (Tier 2). If the student continues to make less than adequate progress after receiving intensive intervention (Tier 3), it *may* be determined that a referral for a comprehensive evaluation is needed. The MTSS framework is intended to support each and every students' needs. In this framework, educators work to ensure that the majority of students respond to core (Tier 1) instruction.

MTSS includes the following

- **Appropriate Instruction** – delivered to all students in the general education class by qualified personnel.
- **Screenings** - applied to all students in the class to identify those students who are not making academic, behavioral or social emotional progress, at expected rates.
- **Instruction Matched to Student Need** – with increasingly intensive levels of targeted intervention, arranged as tiers. This includes instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated Assessments** – of student achievement which should include curriculum based measures, consistent data collection to determine if interventions are resulting in student progress toward age or grade level standards.
- **Data Driven Instruction** – about the student's response to intervention(s) to make educational decisions about changes in goals, instruction, services and/or referral for further evaluations.

- **Written Notification to the Parents** – when the student requires an intervention beyond that provided to all students in the general education classroom a parent must be notified of the following:
 - Amount and nature of student performance data that will be collected and the general education services that will be provided;
 - Strategies for increasing the student’s rate of learning

Components of an MTSS Model

According to the New York State Education Department, MTSS is a multi-tiered, problem-solving approach that identifies general education students struggling in academic, social-emotional and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention. MTSS is a school-wide system of organizing instruction and supporting resources to deliver high quality instruction to meet the diverse needs of learners.

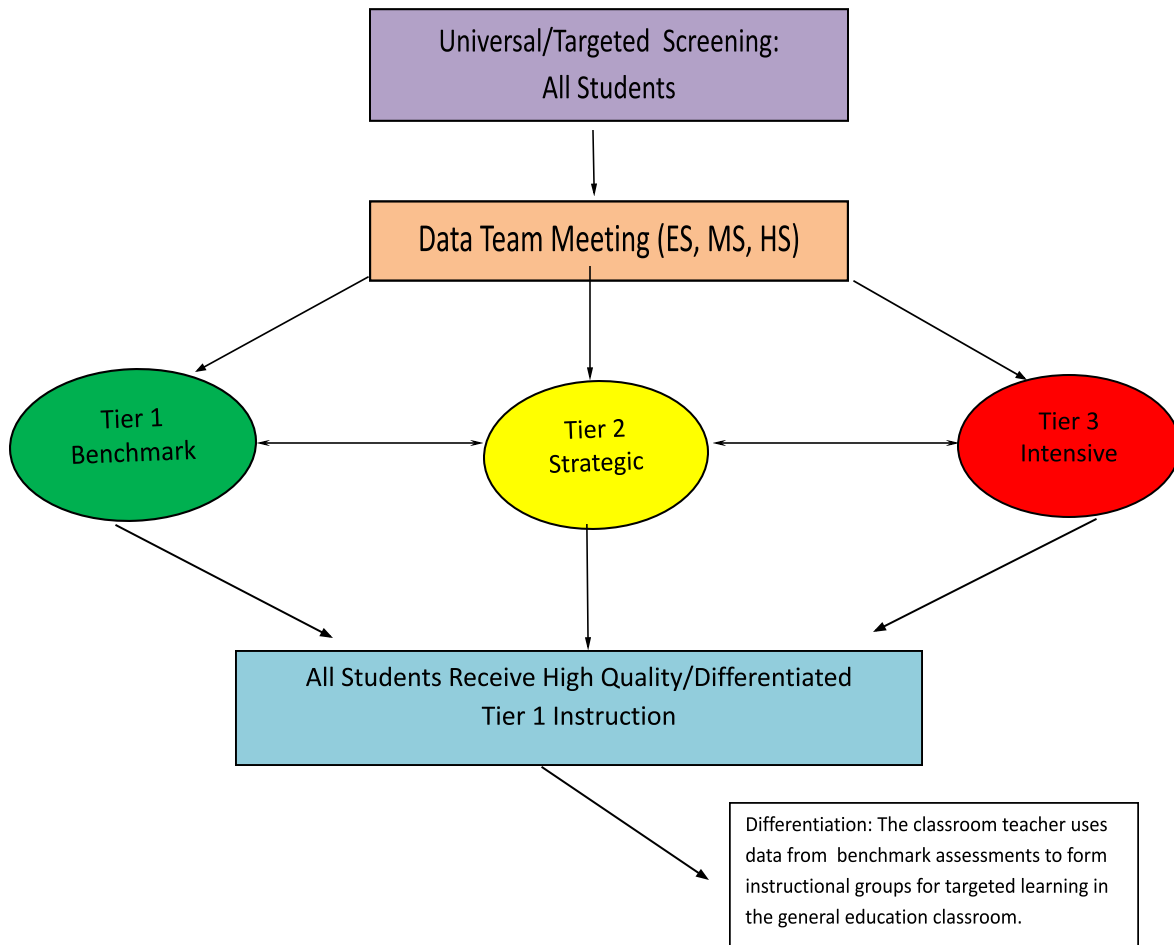
Warsaw Central School has developed an MTSS plan with the following components:

1. Universal and/or Targeted Screening:

- Screening assessments for academics, social-emotional learning and behavior are administered to all students two to four times a year beginning in kindergarten. Universal screening is used to pinpoint difficulties. (Additional screening tools for grades 9-12 pending)

2. Data Driven Decision Making:

- Baseline data will be used to formulate ongoing decision making. The decision making process is represented in the visual display below:
- Baseline data will be disseminated to grade level teams for appropriate action



3. Progress Monitoring:

- Frequent, multiple, and regular assessments of student performance will be administered and analyzed. Academic, social and behavioral data will be considered. In a Tier 1 model for intervention, student growth in all areas (academics, social-emotional, behavioral) will determine future action plans. In a Tier 2 or Tier 3 model, regularly scheduled team meetings will be held to analyze the success of intervention and guide further decision making.
- Follow up assessments may lead to an MTSS referral.

4. Who is referred to the MTSS Team:

- Referrals would be made for:
 - Students not making adequate progress in Tier 1 interventions following on-going Data Team meeting discussions (ES, MS, HS)
 - Students who may have behavioral or social-emotional issues interfering with academic progress

5. Making a Referral to the MTSS Team:

Elementary School

- There will be an initial discussion of students at Grade Level Data Team Meetings. Data will live at the heart of the discussions and include a comparison to grade level expectations.

Middle School

- There will be an initial discussion of students at Grade Level Data Team Meetings. Data will live at the heart of the discussions and include a comparison to grade level expectations.

High School

- During the first 10 weeks of school, 100% of the students enrolled in the freshmen and senior class cohorts will be reviewed, looking at their trajectory for success.
 - Data to include, but not limited to prior year(s):
 - Course success/failures
 - Credits earned
 - Discipline data
 - Attendance data
 - Sown to Grow SEL profile
 - Middle School Assessment Data: Star Reading, Star Math, Grouping Matrix
- Seniors in jeopardy of not graduating and freshmen struggling with the transition to High School will be targeted for additional support from the MTSS team.
- A schedule for ongoing check-ins for these targeted students will be developed and distributed to MTSS team members and appropriate staff, with student data and intervention strategies being reviewed on or about each 5 week progress reporting period.

Tier 1 Intervention Framework

- Following initial discussion(s) classroom teachers will put Tier 1 intervention(s) in place for a period of 6-8 weeks. Data related to this intervention will be collected and reviewed again at the next Data Team Meeting.
- The referring teacher(s) and the MTSS facilitator will check in regarding student growth during the 6-8 week Tier 1 intervention period. If the Tier 1 intervention data indicates the student is not being successful, one of the following steps may occur:
 - a) The MTSS facilitator may conduct a classroom observation, during this initial intervention period.
 - b) The referring teacher and facilitator may discuss additional strategies to implement prior to the next Data Team/Grade Level/Data Team Meeting.
 - i) If the student continues to not make adequate progress after additional strategies have been implemented then the MTSS Facilitator may make the

recommendation for the teacher to move forward with the MTSS referral.

- c) The teacher will complete the Referral Packet for the MTSS Team.
- The Referral Packet will be shared electronically with other teachers/staff that work with the student to gather additional input.
- The referring teacher will make contact with the student's family and document this contact in the electronic Referral Packet.

6. Regularly Scheduled Meetings

- Once a yearly schedule and student focused action plans have been established it will be the responsibility of the Building Level MTSS Team to schedule follow-up meetings to discuss student growth and progress.
- These meetings will occur minimally every 6-8 weeks.

General Meeting Framework

- It will be the responsibility of the Building Level MTSS Team Facilitator to distribute meeting dates and times.
- Teachers will be sent a draft of the anticipated meetings at least a week prior to meetings. It will be the teacher's responsibility to notify the MTSS Team Facilitator about any scheduling conflicts within 36 hours of the draft being sent. Once the draft is finalized the attendees will be sent a google calendar invite, no later than the Friday before their meetings.
- It will be the MTSS Team Facilitator's responsibility to manage the time during the meetings.
- Initial meetings will have
 - **Elementary School:** 30 minutes
 - **Middle School:** 15 minutes
 - **High School:** 15 minutesallotted for review and establishment of the plan.
- Follow-up meetings at all levels will have 20 minutes of time allotted for data review.
- If a meeting exceeds the time allotted the meeting will be tabled and rescheduled at a later time.
- In the case where a meeting does not go as planned (i.e, a fire drill occurs, someone does not make it to a meeting, etc.) it will be at the discretion of the MTSS facilitator on how to best move forward.

MTSS Team Responsibilities

- Members of the Middle and High School MTSS teams have delineated roles.
 - ([Multi-Tiered System of Supports](#))
- MTSS team members will come prepared with data as requested.
- MTSS team members will adhere to Building Level Meeting Norms.

7. Writing an Action Plan

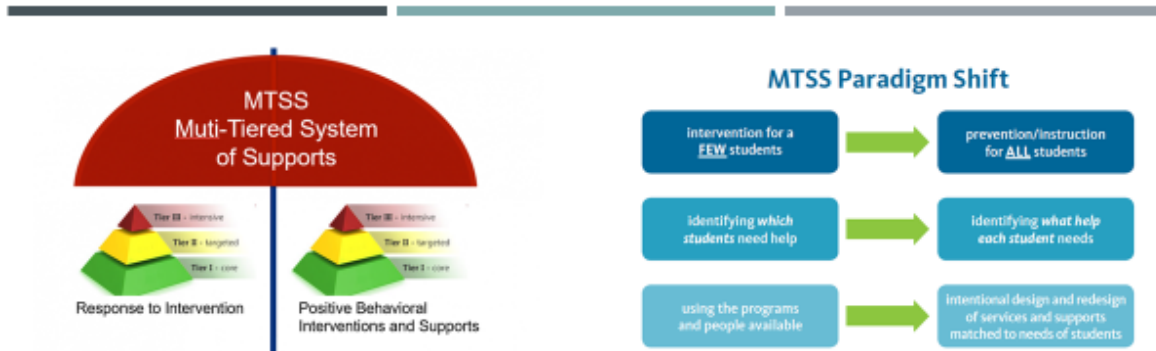
Once the MTSS team identifies an appropriate intervention, the action plan must include:

- Tier of intervention
- Duration, schedule and setting of the intervention
- Measurable outcomes relative to grade level expectations in terms of student growth, achievement or skill level
- Description of skill measurement and recording techniques
- Person responsible for implementation of the intervention
- [How communication will take place with families](#)
- Next scheduled MTSS meeting to monitor student progress

Criteria for Determining the Appropriate Levels of Intervention

Levels of Intervention

MTSS serves as a multi-tiered prevention/intervention model with increasing levels or tiers of instructional, social-emotional and behavioral support. It is expected that use of the Tier level of instruction be specific to each student's needs and will be an ongoing process. Students will enter and exit tiers of intervention according to the analysis of student performance data and progress monitoring.



Tier 1

Tier 1 is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. The students at this tier have been found to be meeting expectations or are on grade level and/or fall outside of the recommended cut scores on the Benchmark Assessments. They will not need to be screened again until the next benchmark date unless it is at the request of the MTSS Team. Research-based instruction and positive behavior intervention and support are part of the core program. A school district's core program (Tier 1) should meet the academic, behavioral and social-emotional needs of at least 80 % of all learners and should minimally include:

- Core curriculum aligned to the NYS learning standards
- Universal screening administered to all students in the general education classroom two-four times a year
- Differentiated instruction utilizing highly engaging strategies, providing scaffolding to support the growth of all students in the core program
- Clear behavioral expectations

Tier 2

Tier 2 is typically small group, supplemental instruction. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. The students at this tier are approaching expectations and/or fall below the recommended cut scores Benchmark Assessments. These students may receive supplemental support from a classroom teacher or an intervention specialist. These students should be progress monitored minimally bi-weekly. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need. Approximately 10%-15% of students in a grade level receive Tier 2 intervention. Tier 2 interventions should minimally include:

- Academic Intervention Services provided by an instructional specialist
- Progress monitoring minimally bi-weekly

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Tier 3

Tier 3 is designed for those students who demonstrate insufficient progress in Tier 2. The students in this tier continue to fall well below grade level expectations. Tier 3 is typically reserved for approximately one to five percent (1 - 5%) of students in a grade level. These students will receive more intensive instruction in addition to their core instruction. Tier 3 differs from Tier 2 instruction in terms of such factors as type of intensive **research-based instruction** that targets academic area(s) of **greatest** need, time, duration, group size (1-3), and frequency of individualized instruction. Tier 3 interventions should minimally include:

- Additional individualized, targeted research based interventions
- Progress monitoring at least weekly utilizing Curriculum-Based Measurement

Following intensive targeted intervention, if the student continues to demonstrate inadequate growth, consideration will be given to additional assessments and/or referral to CSE/504 Committee.

Parent Notification

Regular communication with families is a vital component in developing the relationships necessary to support student success. Throughout the MTSS process, regular communication with families will include but are not limited to:

- Regular contact from the classroom teacher: agenda, notes, phone calls, emails etc.
- Notification of initial referral
- Teacher/Parent Interview
- Follow up from all meetings
- Notification of movement between Tiers of Intervention
- Notification of their rights for further evaluation if they suspect their child has a disability.

Additionally, families will be routinely informed of:

- The amount and nature of data that will be collected and the general education services that will be provided
- Strategies to increase the students' rate of learning
- Ongoing MTSS Team meetings. These meetings provide ample opportunity to discuss additional services that may be necessary.