

American Renaissance School

MTSS Plan

MULTI-TIERED SYSTEM OF SUPPORT (MTSS) is a multi-tiered framework which promotes school improvement through engaging, researched-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem solving to maximize growth for all. MTSS is about problem solving, not pre-referral for staffing into the Exceptional Student Education programs. It is an early intervention and prevention process that utilizes MTSS Coordinator, MTSS teams, grade level teams and administration to find solutions to a student's lack of response to the core curriculum or behavioral expectations. The goal is identification and implementation of researched based interventions over a period of time that will increase student success.

An Integrated Academic and Behavioral System; **MTSS** is a multi--tiered framework which promotes school improvement through engaging, research--based academic and behavioral practices. **MTSS** employs a systems approach using data--driven problem solving to maximize growth for all. MTSS has 6 **Critical Components**: Leadership, Data-based Problem Solving, Data evaluation, 5 Tiers of instruction/intervention, building capacity/infrastructure for implementation, communication and collaboration. **Essential Elements of Core** (Tier I) consist of Environment, Curriculum, Instruction and Data-Evaluation

The Problem Solving Process-

- **Define the Problem:** What is the problem? (Determine discrepancy between what's expected and what's occurring).
 - Determine if a problem exists
 - Identify areas of concern
 - List problem behaviors
 - Prioritize the primary area of concern to address first (focus area)
 - Define the problem (in observable and measurable terms)
 - What is the child currently doing?
 - What is the expected level of performance (teacher expectation,, replacement behavior)?
 - What standard was utilized (peer comparison, curriculum, teacher, policy, etc.)?

- **Problem Analysis:** Why is it happening? (Use data to determine why discrepancy is occurring)
 - Why is the problem occurring?
 - Skill deficit vs. performance deficit?
 - Are there times when the problem is more or less likely to occur?
 - Is there a suspected disability?
 - Consider various influencing factors (child, instructional, educational environment, peer, familial)
- **Develop a Plan:** What will we do?
 - What is the goal (what level of performance is expected by what date)?
 - Write the goal, specifying criteria, measurement and desired behavior
 - What is the intervention plan? (Accommodations/modifications, motivation, strategies to teach behavior)?
 - What is the action plan to monitor progress?
- **Implement the plan:** How do we support the plan?
 - Who? The teacher, support personnel, MTSS Coordinator
 - What? Materials, resources that are researched based will be implemented with fidelity
 - Where? In the classroom, separate setting
 - When? How long 6-8 weeks
 - Frequency? Tier I ALL students daily, Tier II 2 days a week, Tier III 3 days a week
- **Evaluate:** How will we know it is working?
- Ongoing assessment data (progress monitoring) is needed to determine effectiveness of the plan
 - Review goals and objectives- analyze data to determine gaps
 - Graph/plot student data- requires 6 data points to determine progress
 - Did the student meet or exceed the goals?

Guiding Principles:

1. **Conduct universal screening and benchmarking.** American Renaissance School will administer NWEA MAP three times per school year to kindergarten through eighth grade students.
2. **Use a multi-tiered model.** American Renaissance School has developed a five-tiered model to meet the needs of all students. In an MTSS system, all students receive instruction in the core curriculum, supplemented by strategic and intensive interventions when needed. Therefore, all students, including exceptional education students, may be found in Tier I (with the exception of profoundly disabled students). Based on universal screening results and classroom performance, progress monitoring, fidelity of implementation and problem solving occur within each tier. Students will receive differentiated core instruction and additional support or enrichment during the school day. Tier levels are determined by a variety of data points including but not limited to screeners, common assessments and state assessments.
 - a. Tier I Differentiated Core instruction: ALL Students
 - b. Tier I With Interventions: 41%-60% Percentile
 - c. Tier II: 21%-40% Percentile
 - d. Tier III: 20% or below Percentile
 - e. Tier IV: 80%-100% Percentile
3. **Use scientific, researched-based interventions/instruction.** The critical element of MTSS framework is the delivery of scientific, research-based interventions with fidelity in general, remedial and exceptional education. This means that the curriculum and instructional approaches must have a high probability of success for the majority of students. Since instructional

practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions. ARS will implement researched-based interventions, monitor the effectiveness, and modify implementation based on student results.

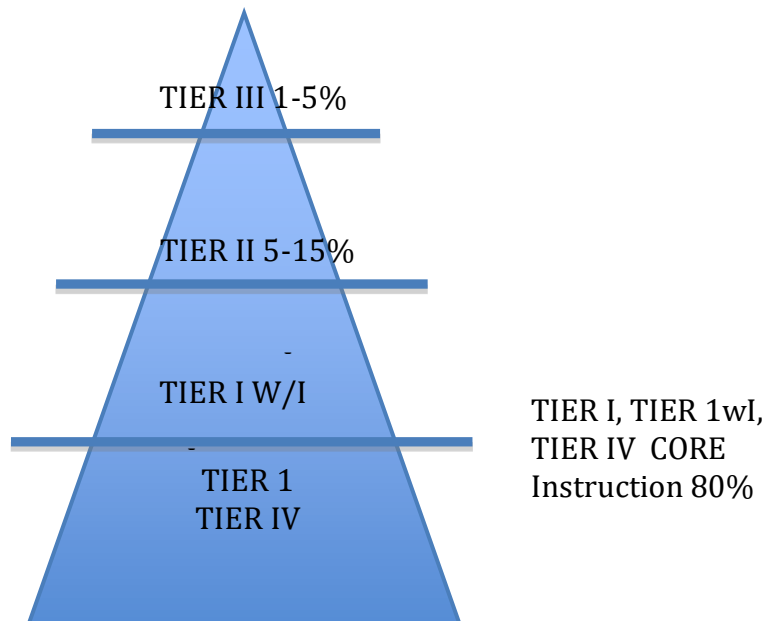
4. **Monitor Classroom Performance.** General education teachers provide high quality instruction. Classroom teachers develop and implement differentiated instruction for all students. Students receiving supplemental support or intensive support will be progressed monitored with fidelity as stated in their tier plan. Teacher will track student's progress using a graph with 6 or more data points to show if student is making progress towards goal.
5. **Monitor Progress Frequently.** In order to determine if the intervention is working for a student, the teacher must establish and implement progress monitoring. Progress monitoring is the use of assessments that can be conducted frequently and are sensitive to small changes in student behavior. Data collected through progress monitoring will inform the teacher and the MTSS committee whether changes in the instruction or goals are needed. Informed decisions about students' needs require frequent data collection to provide reliable measures of progress. Various curriculum-based measurements are useful tools for monitoring students' progress.

COMMUNICATION WITH OTHER TIERS: Teachers will ensure that all students are receiving differentiated core instruction. Planning during PLC's will ensure that standards are being taught and differentiated as well as supplemental and intensive plans being developed for Tier II and Tier III students.

6. **Implement with Fidelity.** Fidelity refers to the implementation of instruction as designed, intended, and planned. Fidelity is achieved through adequate time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring. Successful MTSS systems must consistently maintain high levels of fidelity in

the implementation of both interventions and progress monitoring. This means that the intervention plans and applied consistently and accurately. It is the responsibility of the MTSS Coordinator to ensure fidelity by monitoring the delivery of instruction (e.g., walkthroughs, observations, PLC conversations). MTSS Coordinators will check specifically that explicit and differentiated instruction, discipline plan/positive behavior support implementation and appropriate documentation, is included in lesson plans.

7. The FIVE-TIER Model for ARS illustrates the layers of instruction that teachers will implement for students.



Academic and Behavioral Systems

TIER III Intensive interventions consist of small groups of 1-3 students three-four days per week. Focus based researched interventions with weekly progress monitoring

TIER II Supplemental Interventions consist of small groups of 1-5 students two days per week. Researched based interventions will be taught with bi-weekly progress monitoring.

TIER I with Interventions consist of small group instruction up to 7 students 2-3 per week. Progress monitoring will be bi-weekly.

TIER I is DIFFERENTIATED Core instruction for ALL students.

TIER IV is within the core instruction is plan for AIG students

APPENDIX

Appendix:

Appendix A: MTSS Flow Chart

Appendix B: Teacher Watch Form

Appendix C: TIER Plan

Appendix D: Problem Solving Worksheet

Appendix E: Intervention Documentation Worksheet –Individual Student

Appendix F: Intervention Documentation Worksheet- Group

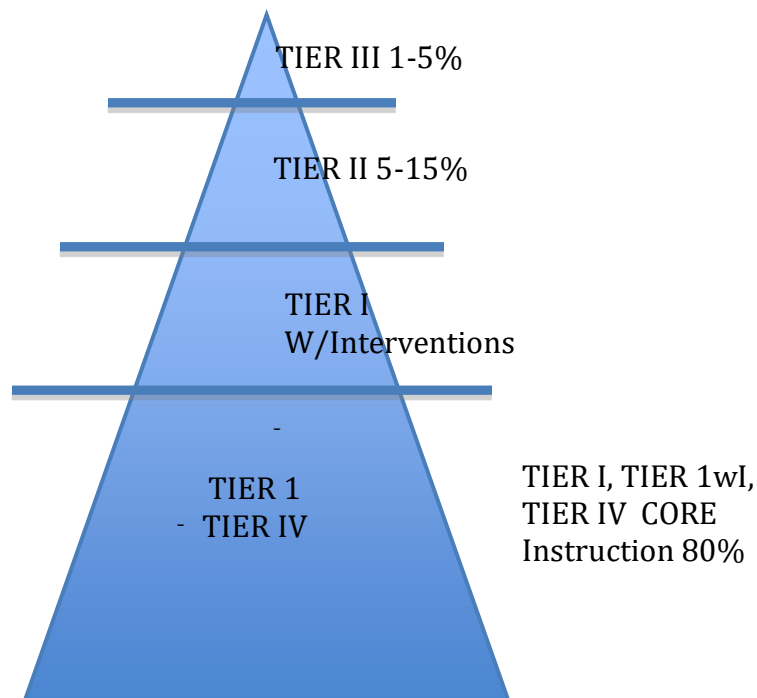
Appendix G: MTSS Fidelity Observation Form

Appendix H: Parent Notification and Invitation Letter

Appendix I: MTSS Committee Meeting Form

Appendix J: PBIS Flow Chart

Appendix K: Behavior office referral form



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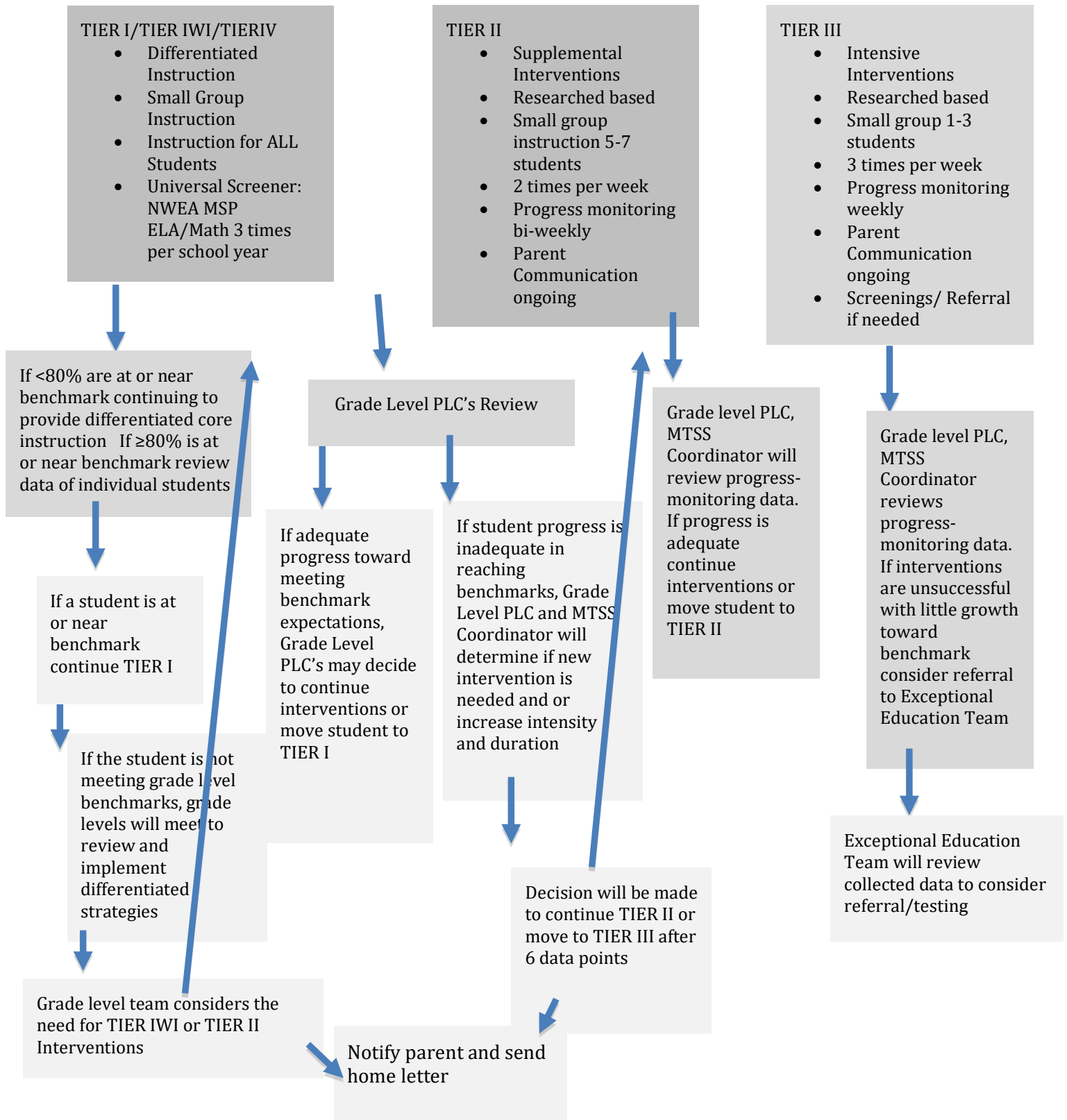
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MTSS Flow Chart



Teacher Watch Form

This step is the beginning of the Intervention Process. This form is to be completed for students who demonstrate academic or behavioral difficulties.

Student: _____ DOB: _____ Grade: _____ Teacher: _____

PLC Team Members: _____

Area(s) of Concern: _____

1. Review permanent records, testing data (Summarize)

2. Intake PLC Discussion Notes/Recommendations:

3. Planned Teacher/Parent plan of action, if any:

4. Desired Outcome/Goal:

5. What are the results of the plan action?:

Tier _____ Intervention Plan

The purpose of this plan is to communicate the intervention(s) that ARS will provide to address ____ (Student name) needs. Decisions will be made based on ____ (student name).

Student:

DOB:

Teacher:

Plan Begin Date:

Plan Review Date:

Problem Solving Team:

Students' Strengths:

Students' Weaknesses:

Summary of (Students name) Response to Tier _____ Interventions:
Problem Analysis for (Literacy, Math, Behavior)

Primary Problem Statement:

How is (student) performing in comparison to his/her peers?

Are the academic difficulties related to instruction? (yes or no)

Are the academic difficulties related to environment? (yes or no)

Are the academic difficulties primarily learner centered? (yes or no)

Is the student demonstrating problem behavior that is impacting his/her academic progress?
(yes or no)

Data Reviewed:

Our team has reviewed the data and discussed (student name) academic difficulties. The precise problem is as follows:

This intervention plan will focus on building (student) skills in the following area(s):
Reading Comprehension

Intervention Plan Details for Tier _____

Appendix C

Focus Skills:
Intervention Provider(s):
Location:
Frequency:
Duration (per session)
Approximate Group Size:
Begin Date:
Review or End Date:

Progress Monitoring Tool(s) for Tier _____
Assessment Area:
Focus Skill(s)
Frequency:
Monitoring Schedule:
Baseline Score/Date:
Long Term Goal:
Short-Term Goal:
Measurable Goal Statement(s):

American Renaissance School MTSS Problem-Solving Worksheet

Date	Student		
School	Grade	Teacher	

General description of concern:

Step 1- Problem Identification: What is the problem?

1. What is the benchmark expected level of performance?
2. What is the student's current level of performance? (include data that directly assesses the target skill you want the student to perform)
3. What is the peer level performance?
4. What percentage of students in the classroom demonstrate this discrepancy?
5. Gap Analysis

Benchmark /Student=
Benchmark/Peer=
Peer/Student=
6. What is the replacement behavior or target skill?
 - a. At what tier will their problem be addressed (circle one) Tier 1 Tier 2
Tier 3
7. Based on data and observations, is there a suspected disability?

Next Meeting:

Appendix D

Intervention Documentation Worksheet-Individual

Student Name _____ Homeroom _____

Teacher _____

Tier _____

Intervention:	Interventionist:	
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Progress monitoring

tool: _____

Date							
Lesson Plan/Activity							
	Monday	Tuesday	Wednesday	Thursday	Friday	Total # Minutes	Assessment Score
	T F	T F	T F	T F	T F		
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							
Week 8							

<p>T=Time (# of minutes)</p> <p>F=Focus</p>	<p><u>Reading Focus</u></p> <p>L=Language</p> <p>PA=Phonemic Awareness</p> <p>PH=Phonics</p> <p>FL=Fluency</p> <p>V=Vocabulary</p> <p>C=Comprehension</p>	<p><u>Math Focus</u></p> <p>DP=Data & Probability</p> <p>G=Geometry</p> <p>M=Measurement</p> <p>PR=Patterns/relationships</p> <p>O=Operations</p> <p>N=Number Sense</p> <p>A=Algebra</p> <p>DS=Data & Statistics</p> <p>PR=Probability</p>	<p><u>Behavior Focus</u></p> <p>As=Attention seeking</p> <p>TA=Task Avoidance</p>
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Appendix E

Intervention Documentation Group

Intervention:

Progress Monitoring

Tool: _____

Interventionist:

Date							
Lesson Plan/Activity							
	Monday	Tuesday	Wednesday	Thursday	Friday	Total # Minutes	Assessment Score
Student Names:	T F	T F	T F	T F	T F		
T=Time (# of minutes) F=Focus	<u>Reading Focus</u> L=Language PA=Phonemic Awareness PH=Phonics FL=Fluency V=Vocabulary C=Comprehension			<u>Math Focus</u> DP=Data & Probability G=Geometry M=Measurement PR=Patterns/relationships O=Operations N=Number Sense A=Algebra DS=Data & Statistics PR=Probability			<u>Behavior Focus</u> As=Attention seeking TA=Task Avoidance

MTSS Fidelity Observation Form

1. Email Address _____
2. Teacher Observed _____
3. Subject _____
4. Grade _____
5. Teacher Location(front of class sitting or standing, small group instruction-or individual standing or sitting, individual monitoring of students walking around, at teacher desk sitting, other) _____
6. Teacher Activity(large group instruction, small group instruction, monitoring student assignments, instruction using technology, grading papers, on computer, on cell phone, other) _____
7. Student Location _____
8. Student Activity

9. Are the standards/interventions being implemented as discussed at PLC/grade level meeting? _____
10. Are there additional supports/resources that are needed? _____

11. Do you feel the interventions/core instruction is effective? _____

MTSS Team Tier Parent Invitation to Conference

Student:	Grade:	Date:
Teacher:	School:	
Parents:	MTSS Coordinator	

Dear Parents/Guardian:

The MTSS Team is planning a conference to share with you our efforts to date, and to gain your input and support for your child's success here at school. Since you know your child best, your insights and participation are very important. We would like to review the accommodations and interventions used so far to determine if any additional assistance is needed to increase your child's performance. Our MTSS Team meets on a regular basis to offer assistance to students, teachers, and parents regarding student success here in school.

Comments:

<i>Date:</i>	
<i>Time:</i>	
<i>Location:</i>	
<i>Address:</i>	
<i>Phone:</i>	
<i>Contact:</i>	

We encourage you to invite someone else who is important in your child's life, and want to see his/her success here at school. If you have any questions or need to reschedule, please don't hesitate to contact the MTSS Coordinator. We look forward to working with you. The following staff members are also invited to attend this conference:

<i>Name</i>	<i>Position</i>	<i>Name</i>	<i>Position</i>

<i>Parent Response</i>	<div style="border-bottom: 1px solid black; margin-bottom: 10px; display: flex; justify-content: space-between;"> Parent Signature I will attend the meeting. </div> <div style="border-bottom: 1px solid black; margin-bottom: 10px; display: flex; justify-content: space-between;"> Parent Signature will not be able to attend the meeting, please reschedule. </div>
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Sincerely,

_____ MTSS Coordinator

Appendix H

American Renaissance School
Parent Notification and Invitation Letter

Student Name_____

Teacher_____Grade_____

Dear Parent or Guardian,

We consider you, the parent, to be a key member on the MTSS team. Your input is important and we encourage you to participate, as much as possible, in this process. This team is comprised of administrators, MTSS Coordinator, teachers and other school personnel who are involved with your child's learning. It is believed that this process will be helpful for your child.

The goal of the MTSS team is to support individual student success by:

1. Identify the learning needs of your child who is having difficulty with his/her academics.
2. Determine the plan that will support the academic and or behavioral support your child needs to succeed in school.

The area/s of concern: __Reading, __Math, __Writing, __Behavior, __Attendance

Screening: The team would like to gather more information by administering an individual screening. The screening may include vision, hearing, speech, language, behavior, or academic screening instruments.

If you have any questions regarding this process, please contact me.
Danielle Cusick Danielle.cusick@arsnc.org 704-924-8870

Parent Signature

Date

MTSS Committee Meeting Form

Date_____ Time_____

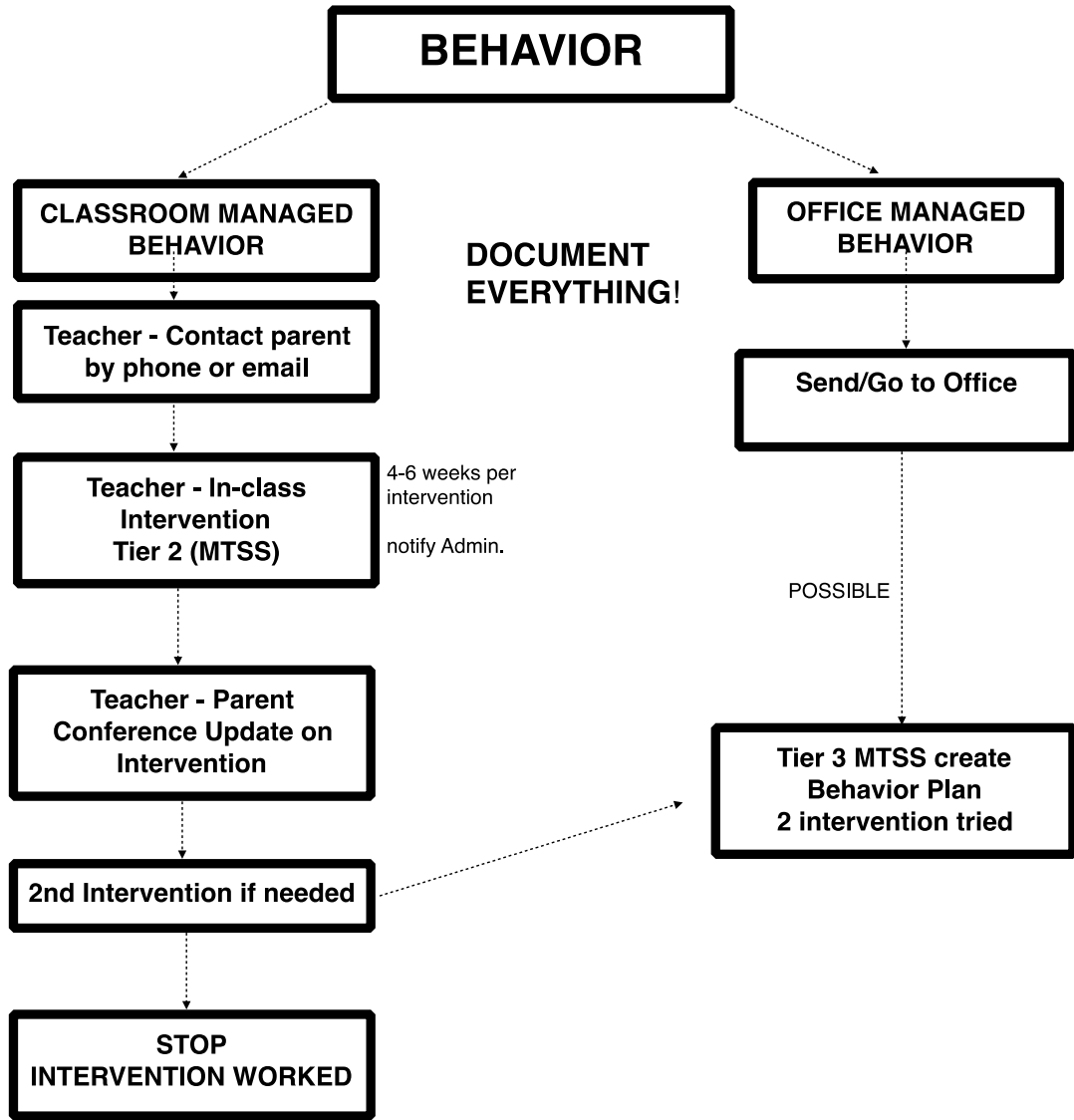
Focus Discussion_____

Attendance:_____

Next Meeting Date_____

Notes:

ARS PBIS FLOW CHART



PBIS BEHAVIOR FORM

Date_____

Student_____ Teacher_____

Location_____ Time_____

Describe Incident: _____

Elementary

- ☐ Respect yourself
- ☐ Respect others
- ☐ Respect School

- ☐ Academic Excellence
- ☐ Respect
- ☐ Safety
- ☐ Integrity
- ☐ Support

Parent Contact ☐

Date:_____

Comments:_____

Consequence/Results:_____

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