

# The Multi-Tiered System of Supports (MTSS)

## Procedures Manual for

Sunflower County Consolidated School District

Miskia Davis, Superintendent

District MTSS Team:

Dylan Jones

William Murphy

Dr. Valerie Simpson



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## **Introduction: Key Elements of MTSS**

The multi-tiered system of supports (MTSS) is a framework for providing instruction to students. More specifically, the multi-tiered system of supports is a framework for effective team-based problem solving that is data informed, evidence-based, and flexible enough to meet the academic and behavioral needs of all students. Many educators say, “We do MTSS.” However, the wide range of activities and models suggest lack of a common understanding.

The intention of this document is to create the necessary common understanding so that SCCSD MTSS protocol and procedures follow best practices and lead to improved teaching and learning for all students.

MTSS includes three levels, or tiers, of instruction. Each tier has a set of evidence-based practices to meet the instructional goals.

### **Goals of MTSS (Who’s Responsible)**

1. Identify who needs support as early as possible
  - a. (School Leadership Team & Grade Level Teams)
2. Implement evidence-based interventions for ALL students
  - a. (Teachers, Grade Level Teams, Teacher Support Team, etc.)
3. Use progress monitoring data to know when to make changes in instruction
  - a. (Grade Level Teams & Teachers)
4. Examine school-wide practices
  - a. (School Leadership Team)

### ***Tier 1***

For MTSS, a school must first establish its tier 1, or universal, supports. Universal supports are the instructional practices that help all students in a school. Once the universal supports are in place, staff can use assessment data to determine which students need additional supports.

In SCCSD, tier 1 universal supports include the following:

- Big Ideas for Behavior (p. 5); Big Ideas for Reading (p. 17); Big Ideas for Math (p. 28)
- Universal screening of reading and mathematics, using the iReady Diagnostic Assessments and prior year state assessment data, to monitor tier 1 instruction and identify students at risk of poor learning outcomes who need supplemental instructional supports

- Universal screening of behavior, using the SRSS Universal Behavior Screener (grades K-8), to identify students in need of low intensity support and to connect students with evidence-based Tier 2 or Tier 3 strategies and practices. School Climate Surveys for high school, to determine areas of concern. Monitoring of ODRs (office disciplinary referrals) to identify students in need of behavioral support.
- Aligned standards-based instruction, defined by the MDE Scaffolding Documents; classroom observations by school admin and teacher feedback to ensure aligned standards-based instruction
- Aligned standards-based unit assessments, mirrored to items provided on practice assessments; review by school admin (or designee) and teacher feedback to ensure standards-based assessments
- Aligned standards-based benchmark assessments, mirrored to items provided on practice assessments; provided by CASE.
- Appropriate response to all data:
  - Universal Screening for Behavior (SRSS)
  - Universal Screening for Reading and Math (K -8 iReady and 9-12 DRP universal screener data and prior year state assessment data)
  - Unit assessment data – all content areas
  - Benchmark assessment data – all content areas

### ***Tiers 2 and 3***

The intensity and duration of supports increase for tiers 2 and 3. The appropriate level of support for each student is determined by assessment data.

### **Data-Based Decision Making and Problem Solving**

Assessments provide data that can be used to determine the success of a practice or student support. If the data shows a weakness in a practice, or shows that a student is not responding to supports, staff can develop a plan of action to address the issue.

### **Universal Screening**

Universal screening is the act of assessing all students in a consistent and regular manner. Universal screening is typically conducted three times a year

to identify which students are at risk for behavioral or academic problems. Students identified as at-risk may require additional or alternative supports. The iReady Diagnostic Assessment is the universal screener for reading and math in SCCSD. SRSS is the universal screener for behavior.

### **Continuous Progress Monitoring**

At the district and school levels, SCCSD uses multiple measures to monitor progress of students.

- Universal Screeners
- Benchmark Assessments
- Unit Assessments
- ODRs and Behavior Monitoring Data

At the school level, additional progress monitoring will be necessary for students that need additional supports in tiers 2 and 3. Students in tier 2 should be progress monitored 2x a month at a minimum (every two weeks), whereas tier 3 students should be progress monitored weekly. Tier 2 and 3 progress monitoring assessments must match the instructional interventions.

The rapid and relevant feedback provided by progress monitoring allows staff to adjust instruction as needed in a timely manner.

### **Focus on Fidelity of Implementation**

Successful implementation of MTSS requires a committed and consistent effort among school and even district-level staff. Implementing with fidelity means the practices and data-based decisions are conducted properly and are therefore more likely to be effective. Strong initial training and periodic monitoring of sustained implementation are critical.

### **Focus Areas of MTSS**

MTSS can be applied to any focus area. SCCSD's focus areas for SY 18-19 are Reading, Science, and Behavior.

## Guidelines for Behavior

For behavior, SCCSD uses the MTSS model of Positive Behavioral Interventions and Supports (PBIS). PBIS uses evidence-based practices for its continuum of supports for elementary and middle school students. For high school settings, SCCSD uses Positive School Climate, which is adapted from the PBIS model.

### Importance of Behavior


Tier 1 universal supports are the core programs and strategies provided to all students within the school in order to promote successful student outcomes and prevent school failure. Unless discipline issues are at a minimum, instruction will be interrupted and teaching time will be lost. Additionally, poor academic performance may lead to students engaging in problem behavior that results in incompleteness of academic tasks.

### Big Ideas for Behavior

Each school develops three to five broad school-wide behavioral expectations that are positively stated and memorable. School-wide behavior expectations provide a common vision and language within a school. These expectations point to what to teach when it comes to social behavior. The expectations should be made visible throughout the school so that a visitor can identify the expectations within minutes of entering the school. School-wide behavioral expectations are applied in all school settings, including the classroom.

Examples from 2017 PBIS Seeds Manual:

| Aberdeen Elementary School-wide Expectations |   |   |  |  |  |   |
|--|---|---|--|--|--|---|
| Bulldogs B.A.R.K.                            |   |   |  |  |  |   |
|  | Hallways  | Cafeteria   | Playground   | Bathrooms  | Bus  | Classrooms  |
| Be responsible                               | <ul style="list-style-type: none"> <li>Face forward</li> <li>Keep to the right of the hall</li> </ul> | <ul style="list-style-type: none"> <li>Clean up</li> </ul>                          | <ul style="list-style-type: none"> <li>Play carefully</li> <li>Tell an adult if you see an unsafe situation</li> </ul> | <ul style="list-style-type: none"> <li>Flush toilet after use</li> <li>Wash hands</li> </ul> | <ul style="list-style-type: none"> <li>Stay seated until the bus is stopped</li> <li>Use appropriate language</li> </ul> | <ul style="list-style-type: none"> <li>Follow directions</li> <li>Raise your hand &amp; wait for permission to speak</li> <li>Complete your work</li> </ul> |
| Always respectful                            | <ul style="list-style-type: none"> <li>Silent wave to adults</li> </ul>                               | <ul style="list-style-type: none"> <li>Use "please" &amp; "thank you"</li> </ul>    | <ul style="list-style-type: none"> <li>Include others</li> </ul>   | <ul style="list-style-type: none"> <li>Quietly wait your turn</li> </ul>                     | <ul style="list-style-type: none"> <li>Treat others how you would like to be treated</li> <li>Obey Driver</li> </ul>     | <ul style="list-style-type: none"> <li>Listen while someone is speaking</li> </ul>  |
| Ready  | <ul style="list-style-type: none"> <li>Use "quiet fingers"</li> </ul>                                 | <ul style="list-style-type: none"> <li>Line up quietly</li> </ul>                   | <ul style="list-style-type: none"> <li>Line up quietly to re-enter the school building</li> </ul>                      | <ul style="list-style-type: none"> <li>Leave the bathroom quietly</li> </ul>                 | <ul style="list-style-type: none"> <li>Quietly enter/exit the bus</li> </ul>   | <ul style="list-style-type: none"> <li>Participate</li> </ul>   |
| Kind to others                               | <ul style="list-style-type: none"> <li>Keep hands &amp; feet to yourself</li> </ul>                   | <ul style="list-style-type: none"> <li>Keep hands &amp; feet to yourself</li> </ul> | <ul style="list-style-type: none"> <li>Share</li> </ul>  | <ul style="list-style-type: none"> <li>Give others privacy</li> </ul>                        | <ul style="list-style-type: none"> <li>Share your seat</li> </ul>  | <ul style="list-style-type: none"> <li>Use kind words</li> </ul>  |



**MAE K-2 PBIS**  
Positive Behavior Intervention and Support  
2016-2017 School Year

**MAE EXPECTATIONS:**  
**J**ust  
**A**ct Responsible  
**G**ive Respect  
**S**tay Safe  
A Parent's Guide to PBIS

**What is PBIS?**  
Positive Behavior Intervention and Support is a process for creating school environments that are more predictable and effective for achieving academic and social goals. PBIS will enhance our current systems and practices and also change our culture for the better! Through instruction, comprehension and regular practice, of teachers and staff members will use a consistent set of behavior expectations.

**Note to Parents:**  
During the school year, MDC will use a new school-wide behavior monitor system as part of our PBIS. Everyday, students' behaviors will be monitored in classroom, hallways, bathrooms, cafeteria, playground, and dismissal by MDC staff members. Every student who follows all the behavioral rules and procedures in 20 or more of these 7 areas will receive a point for that day, which means every student may earn up to 20 points every week. At the end of each new month, the PBIS team will reward all students who have earned 20% or more of the points for the days present during the new month. This point system will take the place of the color system, which was our previous system for the past few years. Therefore, instead of students receiving a color at the end of each day, teachers will notify you, parents, whenever your child does not receive a point for the day, which means that there were concerns with your child's behavior in several areas of the school during the day. Also, on the back of this newsletter is our 2016-2017 behavior sheet, which lays out our behavior rules and procedures that will be taught to all students. Please review the matrix and have conversations with your child about the importance of these expectations for these will be the standards used for the point system. We will provide more information to you on how to school right. Please join us then, and we welcome all of you! If you have any questions, please contact the school at 662-855-2955, and a PBIS team member will be glad to assist you. Thank you!

|   |   |
|---|---|
| <p><b>Cafeteria</b></p> <p><b>Safe</b> • Stay seated at the table<br/>• Stay forward in line</p> <p><b>Responsible</b> • Clean up after yourself<br/>• Keep your area clean</p> <p><b>Respectful</b> • Keep hands and feet to self<br/>• Use good table manners</p> | <p><b>Playground</b></p> <p><b>Safe</b> • Play safely, never swing or climb head first<br/>• Leave only with permission</p> <p><b>Responsible</b> • Leave only with permission<br/>• Use equipment appropriately</p> <p><b>Respectful</b> • Stay with your group<br/>• No playing</p> |
| <p><b>Hallways</b></p> <p><b>Safe</b> • Walk on the right side<br/>• Stay forward in line</p> <p><b>Responsible</b> • Stay with your group</p> <p><b>Respectful</b> • Keep hands to self<br/>• No talking</p>   | <p><b>Bathrooms</b></p> <p><b>Safe</b> • No playing</p> <p><b>Responsible</b> • Clean up after yourself<br/>• Finish quickly and quietly</p> <p><b>Respectful</b> • Respect other's privacy<br/>• Use quiet voices<br/>• Follow bus rules</p>   |
| <p><b>Classrooms</b></p> <p><b>Safe</b> • Keep area clean<br/>• Follow directions</p> <p><b>Responsible</b> • Complete work<br/>• Bring all materials to class</p> <p><b>Respectful</b> • Use good listening<br/>• Use good listening<br/>• Be prepared</p>         | <p><b>Dismissal</b></p> <p><b>Safe</b> • Walk quietly and quickly to designated area</p> <p><b>Responsible</b> • Pack up all belongings<br/>• Leave room clean</p> <p><b>Respectful</b> • Listen for directions</p>   |

| MAE JAGS                                      |  |  |   |
|---|--|--|---|
| Just Act Responsible Give Respect & Stay Safe |  |  |   |
| Settings                                      | Be Safe  | Be Responsible   | Be Respectful   |
| 1. Cafeteria                                  | <ul style="list-style-type: none"> <li>Face forward in line</li> <li>Stay seated at the table</li> </ul>   | <ul style="list-style-type: none"> <li>Use quiet voices</li> <li>Keep your area clean</li> </ul>   | <ul style="list-style-type: none"> <li>Keep hands and feet to yourself</li> <li>Use good table manners</li> <li>Table manners</li> <li>Be Fair</li> </ul> |
| 2. Playground                                 | <ul style="list-style-type: none"> <li>Keep hands, feet and objects to yourself</li> <li>Leave only with permission</li> <li>Walk on the right side</li> <li>Face forward in line</li> </ul> | <ul style="list-style-type: none"> <li>Leave tables/tracks on playground</li> <li>Use equipment appropriately</li> <li>Stay with your group</li> </ul> | <ul style="list-style-type: none"> <li>Keep hands to self</li> <li>No talking</li> </ul>  |
| 3. Hallways                                   | <ul style="list-style-type: none"> <li>Walk on the right side</li> <li>Face forward in line</li> </ul>   | <ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Finish quickly and quietly</li> <li>Follow bus rules</li> </ul>                | <ul style="list-style-type: none"> <li>Respect other's privacy</li> <li>Use quiet voices</li> <li>Follow bus rules</li> </ul>                             |
| 4. Bathrooms                                  | <ul style="list-style-type: none"> <li>No playing</li> </ul>   | <ul style="list-style-type: none"> <li>Complete work</li> <li>Bring all materials to class</li> </ul>  | <ul style="list-style-type: none"> <li>Use good listening</li> <li>Be prepared</li> </ul>   |
| 5. Buses                                      | <ul style="list-style-type: none"> <li>Follow bus rules</li> </ul>   | <ul style="list-style-type: none"> <li>Use good listening</li> <li>Be prepared</li> </ul>  | <ul style="list-style-type: none"> <li>Use good listening</li> <li>Be prepared</li> </ul>   |
| 6. Classrooms                                 | <ul style="list-style-type: none"> <li>Keep area clean</li> <li>Follow directions</li> </ul>   | <ul style="list-style-type: none"> <li>Use good listening</li> <li>Be prepared</li> </ul>  | <ul style="list-style-type: none"> <li>Use good listening</li> <li>Be prepared</li> </ul>   |
| 7. Dismissal                                  | <ul style="list-style-type: none"> <li>Walk quietly and quickly to designated area</li> </ul>  | <ul style="list-style-type: none"> <li>Use good listening</li> <li>Be prepared</li> </ul>  | <ul style="list-style-type: none"> <li>Use good listening</li> <li>Be prepared</li> </ul>   |

## Develop Expectations

Agree upon three to five broad school-wide behavioral expectations that:

- Are brief.
- Use positive language (e.g., state what the students should do rather than what they should not do).
- Focus on high standards for all students.
- Are memorable (consider a mnemonic or using a school theme or mascot).
- Are reflective and respectful of the cultural values of the surrounding community.

School-wide behavioral expectations should be developed with input and feedback from the staff, students, and families.

Example expectations:

- Be Safe.
- Be Responsible.
- Be Respectful.

## **Define Expectations in a Behavioral Matrix**

The school-wide behavioral expectations are then defined within each school setting in a behavioral matrix. Students need clearly defined expectations for each school setting. Applying the school-wide expectations to each setting creates a behavior matrix that allows both students and staff to know what behaviors students should display in each setting.

Within the classroom setting, teachers apply the behavioral expectations to the specific procedures and routines within their individual classrooms (e.g., transitions, arrival, whole group work, small group work).

The behavior matrix serves as the foundation for both teaching behavioral expectations and for providing feedback to students. When developing a behavioral matrix, schools determine what each of the school-wide expectations looks like within each specific setting. The behaviors are described in a concise and positive manner that tells the students what to do and does not focus on what not to do.

## **Make the Expectations Visible**

The expectations should be visible throughout the school so that a visitor can identify the expectations within minutes of entering the school. This is accomplished through activities such as:

- Creating posters of the expectations defined for each setting.
- Including the expectations in the staff handbook.
- Including the expectations in the school handbook and other materials sent home with students.
- Including the expectations on the school website.
- Using the expectations as screensavers for computers.

## **Teaching for Behavior**

School-wide behavioral expectations should be explicitly taught using examples and non-examples specific to each school setting.

Similar to teaching reading, schools explicitly teach the behavioral expectations as they are defined for each school setting. The school leadership team has a process in place to ensure that staff is teaching students to fluency the behavioral expectations needed to be successful in each school setting. When expectations may differ between school, home, and/or the community, the teaching of expectations includes explicitly identifying and teaching the differences along with the reason for the expectation at school while avoiding



teaching that behaviors that are inappropriate at school are “wrong” even when the behaviors may be appropriate in other settings.

## **Create Lesson Plans and a Teaching Schedule**

Teaching expectations occurs at the start of each school year. Behavior expectations are also re-taught throughout the school year at predetermined times and as indicated by data. The teaching of school-wide expectations in each setting is done deliberately through lesson plans and a teaching schedule. Schools use the completed behavioral matrix to guide the development of lesson plans for teaching the expectations.

### **Lesson Plans**

Lesson plans include all of the following critical features:

- Behavior expectation is clearly defined.
- Rationale is provided.
- Examples are provided that fit the general case.
- Non-examples are provided that are typical of behaviors seen in the setting and not taken to an extreme.
- Opportunities are available for students to practice the expected behaviors.
- Acknowledgement is given for expected behaviors.

Expectations are also taught within each individual classroom specific to the routines and procedures of that classroom.

### **Teaching Schedule**

Behavioral expectations are taught following a teaching schedule that typically includes initial instruction at the beginning of each school year and deliberate review and practice throughout the school year.

Prior to the start of each school year, the school-wide expectations, behavioral matrix, and lesson plans are reviewed with the entire staff. The initial teaching of school-wide expectations typically occurs during the first days or week of each school year. For this to take place, time needs to be devoted within the schedule to teach the expectations in each school setting. There are different ways to allocate time for teaching behavioral expectations. Some examples include:

- Using one of the first few days of school to teach school-wide expectations in each school setting.

- Teaching expectations over the course of each day of the first week of school.
- Reviewing expectations each Monday for the first month of school after the initial teaching takes place during the first week.

School leadership teams also plan for when to provide initial teaching of school-wide expectations for when new staff or students and families join the school community.

Providing meaningful feedback as a part of school-wide Positive Behavioral Interventions and Supports (PBIS) involves three components:

- Monitoring of student behavior.
- Acknowledgement system.
- Corrective feedback.

### **Monitoring of Student Behavior**

After school-wide expectations have been identified, defined in each setting, and explicitly taught, school staff must monitor student behavior in order to have opportunities to provide feedback. Monitoring student behavior involves active supervision with basic monitoring practices of movement, scanning, and positive interactions.

Staff are taught to move around in an unpredictable pattern while monitoring students in order to increase the contact with students and to be aware of any problem areas as well as students who may need more support.

Staff are also taught to scan the environment while monitoring student behavior. This includes watching and listening to what is going on in the setting.

Finally, staff are taught to create opportunities for positive interactions with students. This includes making an effort to connect with individual students and groups of students as well as reinforcing appropriate student behavior. The target is for staff to have a minimum ratio of four positive interactions to every one corrective interaction.

### **Acknowledgment System**

Each school develops a specific school-wide acknowledgment system as a means of providing feedback to students on their behavior. An acknowledgment system is created to accomplish the following:

- Foster a welcoming and positive school climate.
- Focus staff and student attention on desired behaviors.
- Increase the likelihood that desired behaviors would occur in the future.

- Reinforce the teaching of new behaviors.
- Provide a prompt for staff to recognize appropriate behavior.
- Reduce the time spent correcting student misbehavior.

The school-wide acknowledgment system typically includes three types of acknowledgments:

- Immediate, high-frequency predictable acknowledgments.
- Intermittent, unpredictable acknowledgments.
- Long-term celebrations.

School leadership teams develop an acknowledgment system that includes all three types of acknowledgments. When developing the acknowledgment system, the school leadership team seeks input and feedback from staff, students, and families to ensure the acknowledgment system is meaningful and authentic. The system should be designed so that all students have access to acknowledgments on a regular basis.

### **Immediate, High Frequency Predictable Acknowledgements**

Immediate, high-frequency predictable acknowledgements are used to shape and teach new behaviors as well as reinforce the expected behaviors. Many schools will use a ticket system to provide the immediate, high-frequency predictable acknowledgements. These tickets are linked to the school-wide expectations and provide a prompt to the school staff to provide specific feedback on the student's behavior while providing a visible acknowledgment of the appropriate behavior for students. The use of a ticket system serves as a reminder to staff to provide acknowledgment for student behavior and to reach the goal of a four to one ratio for acknowledgments to corrections for behavior.

### **Intermittent, Unpredictable Acknowledgments**

Intermittent, unpredictable acknowledgments are intended to bring surprise attention to certain behaviors or to be delivered at scheduled intervals. Once behaviors have been learned, we want those behaviors to be maintained. Intermittent, unpredictable acknowledgments can assist in ensuring newly learned behaviors stick. Things like raffles, using the tickets "out of the blue," special privileges, and random positive calls or postcards from school staff to parents are all ways to use intermittent reinforcement to support the ongoing demonstration of expected behaviors.

### **Long-term Celebrations**

Long-term celebrations are used to acknowledge accomplishments. These can be either specifically for students who have demonstrated expected behaviors

or for ALL students and adults to celebrate a school-wide success related to behavior.

### **Staff Acknowledgment**

Equally important in changing the climate and culture of a school is a plan for staff acknowledgment. Staff need feedback as they work to install and implement PBIS. The school leadership team will also create a plan for acknowledging staff behavior.

### **Corrective Feedback**

Behavioral errors will occur. Part of teaching includes providing specific corrective feedback. To provide responses to behavioral errors, schools must have explicit descriptions of not only expected behaviors but also definitions of unwanted behaviors. This provides clarity to both students and staff and is the basis for building a continuum of responses to behavioral errors allowing staff to respond in an objective manner.

To develop the definitions of unwanted behaviors, the school leadership team will need to get input and feedback from school staff, students, and families throughout the development process. A part of this process will include gaining consensus among the staff regarding not only the definition of problem behaviors but also the classification of problem behaviors into three categories:

- Minor - staff managed.
- Major - staff managed.
- Major - office managed.

Once the problem behaviors have been defined in such a way as to reduce ambiguity and classified into the three previously mentioned categories, the school leadership team provides opportunities to review and practice the applications of the definitions and categories to problem situations.

After problem behaviors have been defined and categorized, the next step is to develop a preplanned continuum of responses to the behavioral errors that begins with teaching or re-teaching expectations. The goal of the continuum of responses is to increase the likelihood that staff will be able to correct behavioral errors fluently. The goal is to correct behavior:

- Immediately.
- Consistently.
- In a calm, business-like tone.
- Briefly.

- Respectfully.

At the school-wide level, the school leadership team is routinely collecting and reviewing data on discipline referrals in order to engage in proactive and preventative problem solving and action planning. The school leadership team also collects and uses fidelity data to inform their implementation efforts. These data are reviewed at least monthly and should be shared with school staff at least two times a year to provide feedback to the staff regarding implementation efforts and outcomes for students.

### **Differentiation for Behavior**

Posting school-wide behavioral expectations in each school setting allows the regular use of the expectations to prompt the expected behaviors.

Similar to teaching academic behaviors, teaching school-wide expectations is enhanced by using specific scaffolds during the initial learning of the expected behaviors. These scaffolds can include setting-specific posters of the expected behaviors. These posters provide a visual prompt to students for the expected behaviors in each setting. They also provide an opportunity for staff to use the scaffold to review expectations and provide examples of expected behavior in the particular setting. The use of the posters may fade over time such that staff only needs to point to the poster as a reminder and eventually the posters hanging on the wall in each setting are the only scaffold provided to students.

Another way to provide scaffolded support to students is to use the school-wide expectations as labels to describe a student's behavior. For example, rather than saying "Good job" to a student, a staff member could say "Good job being safe by walking in the hallway and following directions as we went to art class." By specifically linking the positive verbal acknowledgment to the behavior demonstrated, not only do the students know what behavior is being acknowledged and are more likely to demonstrate the behavior in the future, the feedback also explicitly links the behavior to a specific school-wide expectation.

### **Strategic Integration for Behavior**

School-wide behavioral expectations are integrated into both typical school settings and less common school settings.

School-wide expectations are explicitly taught for common school settings. Schools also teach students to apply the expectations in new and novel situations. One example includes specific strategies to ensure students demonstrate school-wide expectations with a substitute teacher.

When a substitute is present, the school-wide expectations are still in place. Schools will often have teaching staff include a plan for a substitute that

includes a quick review of the school-wide expectations and having the substitute teacher increase the use of the immediate, high-frequency predictable acknowledgements (e.g., tickets) throughout the day to reinforce the demonstration of the behavioral expectations.

Schools also apply the school-wide expectations to new or novel environments. For example, in some secondary settings, athletic coaches take the school-wide expectations and develop a behavioral matrix specific to various settings (e.g., practice, home games, away games, locker rooms). A behavioral matrix can also be developed for a field trip or after-school events.

### **Background Knowledge for Behavior**

Use students' previous experience to help them better understand the rationale for teaching and using expected behaviors.

To maximize learning, school staff should ensure that they are connecting the teaching of behavioral expectations to students' previous learning, knowledge, and experiences. One way to do this is to help students identify the similarities between school expectations and home or community expectations in order to build upon students' prior knowledge.

Another way to do this is to incorporate real life experiences or student priorities into the behavioral expectations lessons. This also provides an opportunity for students to identify the behavioral expectations of their home or community and for students and staff to discuss the similarities and differences. Where differences in behavior expectations do exist, staff use the opportunity to explicitly teach these differences along with the rationale for having school-wide expectations.

### **Review for Behavior**

Behavioral expectations should be reviewed and re-taught throughout the school year at predetermined times and as data indicate needs.

High-quality academic instruction includes the deliberate review and practice of key concepts and skills. Within Positive Behavioral Interventions and Supports (PBIS), the deliberate review and practice of school-wide expectations in each setting is also necessary.

These reviews, or “booster sessions,” should happen throughout the school year. Often, these booster sessions are scheduled for predictable times when behavioral errors may occur more frequently (e.g., after winter break). They may also be scheduled for times and locations where discipline referral data indicates a specific need.

For example, if a school leadership team notices an increase in problem behaviors during the 3rd/4th grade recess, a booster session may be provided specifically for these grade levels targeting the playground setting.

Often, booster sessions are delivered in more creative formats, such as:

- Review games (i.e. Bingo or Jeopardy)
- Songs
- Story starters
- Videos

## **Tier 2 Behavior**

Tier 2 supports are for students who need additional help.

The purpose of intervention in the tier 2 level of support is to reduce current incidents of problem behavior for students identified as "at-risk" for engaging in behavior problems (typically 15 to 20 percent of student enrollment). It is important to note that all students are provided with universal supports. Those in need of tier 2 intervention support are provided with behavior support strategies in addition to the universal supports.

Due to the number of students who could benefit from tier 2 support, it would not be feasible to develop and implement individualized behavior supports for all of these students. Fortunately, many students will respond positively to simple intervention strategies matched to student need that are also quick and easy for staff to implement.

### **Critical Features of Tier 2 Interventions for Behavior**

Certain features should be kept in mind when designing or selecting tier 2 interventions for students.

- **Small Group** - Grouping students with similar needs together for tier 2 interventions can be an efficient method for instruction.
- **Matched to Student Need(s)** - Tier 2 interventions should be deliberately selected to address the specific need(s) or function of the student's problem behavior.
- **Explicit Instruction of Skills** - The focus is on explicitly teaching expected behavior and/or additional pro-social skills to students. This includes the use of examples and nonexamples. The instruction should

intentionally be linked to the big ideas from tier 1 school-wide PBIS (school-wide expectations).

- Opportunities to Practice – Roleplay is intentionally planned and conducted so that expected behavior is practiced before a problem behavior has occurred.
- Frequent Feedback to Students – The intervention should set an established schedule for more frequent feedback to the student on his or her behavior.
- Fading Supports – As students make progress with tier 2 interventions, there should be a deliberate plan to fade the additional supports.

### **Check-in, Check-out**

The tier 2 intervention Check-in, Check-out helps students with individual goals on a daily basis and will be the SCCSD standard protocol for tier 2 behavior support.

Check-in, Check-out (CICO) includes:

- Check-in and check-out daily with an adult at school.
- Regular feedback and reinforcement from teachers.
- Family component.
- Daily performance data used to evaluate progress.

CICO addresses the critical features of Tier 2 interventions:

- Small Group – A manageable number of students based on the available resources at the school participate in this intervention.
- Matched to Student Need(s) – This intervention increases the frequency of positive interactions between the student and adults in the building. It is designed to address problem behaviors that are maintained by attention. Explicit Instruction – The explicit instruction provided in CICO is linked to the re-teaching of school-wide expectations.
- Structured Prompts – Students participating in CICO are provided with a daily progress report that includes the school-wide expectations. These are used to provide prompting to the student prior to the start of the school day during a check-in. Within a class or period throughout the day, the teacher provides additional prompts to the students using the expectations on the daily progress report or CICO card.



- Opportunities to Practice - A student's day is broken into subject areas or time periods in which the student has opportunities to demonstrate the expected behaviors. These opportunities occur across the school day in various settings (e.g., classroom, cafeteria, playground).
- Frequent Feedback - CICO is designed specifically to provide students with additional feedback and reinforcement throughout the day. This feedback and reinforcement is deliberately linked to the school-wide expectations. At the end of each subject or time period, the teacher quickly provides feedback to each student on his or her behavior during that period or subject. At the end of the day, each student has a "check-out" with the designated adult. In addition, CICO includes a family component that allows the student to receive additional feedback from a family member. Students bring home the daily progress report to be reviewed and signed by their parent or guardian, and returned to school the next day.

If CICO does not reduce severity of behavior problems within three to four weeks, the following standard protocol should be followed:

- Additional counseling by counselor in 1:1 or small group setting
- Change of personnel for CICO
- Shorter increments of time for rewards
- SBR strategies for intervention from the SCCSD Toolkit for Improving Behavior

If tier 2 interventions are not successful, then referrals to Teacher Support Team are in order. Coordination of hearing/vision screening should be done at the same time as the referral to TST. On the behavior side, a behavioral referral to TST also initiates and FBA ((Functional Behavioral Assessment).

### **Tier 3 Behavior**

Tier 3 supports are intensive programs and strategies for students who need individual supports in addition to tier 1 and tier 2 supports. The purpose of tier 3 supports is to reduce the severity of academic or behavior problems.

### **Tier 3 Practices**

#### **Individualized Student Behavior Support Plan**

The teacher support team completes a Functional Behavioral Assessment (FBA) to identify and verify the specific function(s) of the student's behavior(s). This information is used to develop a comprehensive intervention support plan with the goal of making the problem behaviors irrelevant, ineffective, and/or inefficient, while building up the desired or expected

behaviors. These plans often include a combination of specific behavioral and academic strategies as well as environmental changes.

## **Guidelines for Reading**

The goals, objectives, and priorities for a school-wide reading model should tie into the action steps for a school's overall reading goals within the SCCSD and State Board of Education Goals. Objectives and priorities should be established for overall school reading support systems, as well as student outcome data for reading.

**Tier 1 Reading** - Universal reading support for all students.

Reading instruction at the tier 1 (universal) level includes all students and should cover the big ideas of reading. Through the combination of whole-group and small-group differentiated instruction, 80 percent or more of students should attain school-wide reading goals and meet universal screening benchmarks.

### **Big Ideas for Reading**

Early reading and adolescent reading can be broken down into five main areas that impact a student's reading ability. These are addressed in the 9- or 120-minute reading block schedule.

#### **1- Phonemic Awareness**

Phonemic awareness is the ability to hear and manipulate individual spoken sounds or phonemes within words. It includes the understanding that the phonemes of spoken language work together to make words and can be taken apart to spell words. To benefit from phonics instruction, students must be able to hear phonemes within words in order to identify the letters that correspond with the individual phonemes. The two most critical skills of phonemic awareness are blending and segmenting.

#### **2- Phonics**

Phonics involves an understanding that written letters represent spoken sounds and that letter sounds can be blended together to read words and segmented to spell words. Students must develop the skills and habits for automatic and accurate reading, relying on the letters in the word rather than the context or pictures so that all of their cognitive energy can go into comprehending what the text means.

### **3-Fluency With Connected Text**

Fluency represents the ability to effortlessly read words accurately, at an appropriate rate, and with expression. All three components of reading fluency are needed.

### **4-Vocabulary**

Vocabulary refers to the words we must know to communicate effectively through listening, speaking, reading, and writing.

### **5-Comprehension**

Comprehension is the result of a student's interaction with text to construct meaning and learn from text. Strong reading comprehension is related to a student's ability to read with accuracy (decoding) as well as the student's language comprehension.

## **Big Ideas for Adolescent Reading**

### **1- Advanced Word Study/Phonics**

Advanced word study/phonics involves continued instruction in the application of more advanced phonics to reading, such as teaching students how to:

- Identify and break words into syllable types.
- Read multisyllabic words by blending the parts together.
- Recognize irregular words that do not follow predictable patterns.
- Apply the meaning of common prefixes, suffixes, inflectional endings, and roots when reading.

### **2-Fluency With Connected Text**

Fluency represents the ability to effortlessly read words accurately, at an appropriate rate, and with expression. All three components of reading fluency are needed.

### **3-Vocabulary**

Vocabulary refers to the words we must know to communicate effectively through listening, speaking, reading, and writing.

## **4-Comprehension**

Comprehension is the result of a student's interaction with text to construct meaning and learn from text. Strong reading comprehension is related to a student's ability to read with accuracy (decoding) as well as the student's language comprehension.

## **5-Motivation**

Motivation is related to a student's perceived probability of success. We know that adolescent readers often lack the motivation to read, which can negatively impact their academic performance. This is especially true for struggling readers.

### **Teaching for Reading**

Educators must explicitly teach the "Big Ideas" of reading for students to be successful.

Explicit instruction involves the teacher modeling skills for students ("I do it"), teacher and students practicing together ("we do it"), and students demonstrating skills ("you do it") with feedback. The amount of each component will vary based on student needs and accuracy of responses.

Reading instruction should be systematic and sequential, ensuring that:

- Focus is on the big ideas.
- Easier skills are taught before more difficult skills.
- High-frequency skills are taught before low-frequency skills.
- Prerequisite skills are taught first.
- Similar skills are separated.
- Complex skills and strategies are broken down into smaller components that are easier to obtain.

### **Elementary Schools - Adequate Time**

At the elementary level, adequate instruction time is allocated daily to support all students and coordinate resources to ensure optimal use of time. A 90-minute reading block is recommended for reading instruction at each grade level. To maximize the instruction time, the reading block should be prioritized and protected from interruption. Any "discretionary" activities should be scheduled outside of the reading block.

Allocating instructional time for reading in and of itself will not be sufficient to improve outcomes for students. It is what is done with the time to maximize student learning that will improve outcomes. Within the 90-minute reading

block, there should be a combination of whole group, small group, and practice stations for reviewing, reinforcing, and extending previously taught skills and strategies.

### **Whole Group and Small Group Instruction**

Whole group instruction should focus on the big ideas for all students every day for 20–30 minutes per day. Small group instruction should be teacher-led and provided to groups of students with similar needs with the goal of increasing the probability of mastering grade-level skills. These small groups should be flexible, meaning students will move in and out of groups based on needs. Small group instruction will include pre-teaching skills, re-teaching skills, scaffolding supports, and extending learning linked to the core reading instruction and based on student needs.

### **Practice Stations**

When students are not engaged in whole group or small group instruction, they should be engaged in practice stations that review, reinforce, and/or extend previously taught skills and strategies. For practice stations to be successful, the activities must be differentiated to meet students' skills. Activities must focus on work the student has relatively high accuracy with, and they should not involve something the student is unable to do independently with accuracy. Small group and practice stations should be occurring daily.

### **Additional Skills to Teach**

In addition to the big ideas of reading, skills that directly impact reading achievement can and should be a part of the reading block. These skills include:

- Spelling based on phonics patterns to support decoding.
- Attending to punctuation to develop prosody, a component of fluency.
- Writing in response to reading to support comprehension.

The 90-minute reading block should not include:

- Handwriting.
- Keyboarding.
- Sentence combining.
- Grammar.
- Writing process.

While these skills are important, they should not be a part of the 90-minute reading block. If the school has a 120-minute reading block, grammar and

writing should account for the additional 30 minutes. Handwriting and keyboarding should occur elsewhere.

### **Secondary Schools – Adequate Time**

At the secondary level, the emphasis on instructional time shifts away from a reading block as students enter into middle and high school grades. Reading instruction is embedded within content area courses such as science, social studies, and mathematics. These content area reading strategies are critical evidence-based instructional practices that are used across different content areas to provide higher-quality instruction by incorporating the practices into the curricula to ensure students can access and comprehend secondary narrative and expository text.

### **Maximizing Instructional Time**

At both the elementary and secondary levels, there is a strong link between behavior management and maximizing instructional time in order to have optimal amounts of academic learning time. This intersection is between high-quality instruction and good behavior management is seen when instruction includes:

- A brisk instructional pace using routines focused on the big ideas.
- Frequent opportunities for students to respond with specific feedback.
- Judicious practice and review.
- Behavioral routines.
- Clear behavioral expectations.
- Efficient transitions.

### **Feedback for Reading**

Feedback is a powerful tool that teachers have easy access to and it is a common component of successful teaching and learning. Feedback should inform students if the response is correct or incorrect, if the understanding is correct or flawed, and what can be done to improve performance in the future.

To maximize the impact of feedback, teachers must focus on ensuring that students have clear learning outcomes, understand the criteria for success, and that students understand the feedback and know what to do as a result of the feedback.

## **Provide Feedback While Teaching**

Within explicit instruction, the process of modeling, along with frequent opportunities to respond, provides many opportunities for feedback. This feedback helps students acquire new skills, build accuracy and fluency with skills, and generalize the skills in novel ways. The delivery of explicit instruction involves teachers requiring frequent responses from students, monitoring student performance closely, and providing immediate affirmation and corrective feedback. Applying active participation strategies will help to increase the opportunities for students to respond and will result in:

- Increased academic achievement.
- Increased on-task behavior.
- Decreased behavioral challenges.

Examples of opportunities to respond include:

- Verbal responses.
- Written responses.
- Action responses.

Whenever possible, teachers should use response procedures that engage all students.

## **Provide Feedback to Teachers**

At the school-wide level, the school leadership team is routinely collecting and reviewing universal screening data in order to engage in proactive and preventative problem solving and action planning. The school leadership team also collects and uses fidelity data to inform their implementation efforts for tier 1 reading supports. These data are reviewed at least three times a year and should be shared with school staff at least two times a year to provide feedback to the staff regarding implementation efforts and outcomes for students.

In addition, classroom “sweeps” will be conducted to provide teachers feedback, per the Teacher Growth Rubric.

## **Differentiation for Reading**

Provide temporary supports as students acquire new skills and build their accuracy and fluency with these skills.

Differentiation involves providing guidance through introducing and fading prompts over time, as well as grouping students for instruction. These prompts, or scaffolds, provide students with guidance or support for responding as students are in the initial stages of learning. Prompts are faded

as students move out of the initial stages of learning and begin building fluency and mastery with reading skills. Often, instructional materials will deliberately include these prompts or scaffolds for students but require teachers to determine when they can be phased out based on student performance. The goal is to ensure the prompts or scaffolds are appropriately faded to ensure that students do not become overly dependent on these supports for success.

### **Differentiation in Explicit Instruction**

Explicit instruction involves the teacher modeling skills for students ("I do it"), teacher and students practicing together ("we do it"), and students demonstrating skills ("you do it") with feedback. The gradual release of responsibility for responding from the teacher to the student is another example of differentiation.

### **Differentiation in Small Group Instruction**

To maximize instructional opportunities, students with similar needs are grouped together for small group instruction as a part of tier 1 instruction. This is another example of differentiation. The intent is to make sure students with the greatest needs are placed in the smallest groups with highly trained teachers. These groups are intended to be fluid and flexible groups meaning students can move in and out of groups based on their needs and performance. Student groups are often initially formed based on performance on universal screening measures or other performance data and modified based on performance on progress monitoring measures.

### **Background Knowledge for Reading**

Instruction should link current learning to prior knowledge and experiences.

The purpose of teaching background knowledge is to increase the likelihood that students will be successful in a specific task by explicitly identifying the task's critical components. Another purpose is to increase student motivation to access information they already know to support learning the new task. By accessing or teaching background knowledge needed for the new task, we are reducing the cognitive demand on the student and increasing the likelihood of student success.

To address background knowledge, teachers must:

- Identify the critical pre-skills or background knowledge that is most relevant to the new task and will ease acquisition of the new knowledge, task, or skill (prerequisites on the scaffolding document).



- Determine if the background information needs to be primed (brief reminder) or taught through a more deliberate instructional sequence.
- Plan questions and activities that elicit the necessary background information in preparation for the upcoming more difficult task.

### **Definite Benefits of Practice**

- Reinforce the basic skills needed to learn more advanced skills.
- Guard against forgetting.
- Improve transfer or generalization of learning to new and more complex content and context.

### **Specific Types of Practice and Review**

#### **Initial Practice**

- Occurs under the watchful eye of the teacher.
- Involves numerous practice opportunities within the teacher-directed lesson to build accuracy.
- Includes immediate feedback after each item.

#### **Distributed Practice**

- Studying or practicing a skill in short sessions over time.
- Distributing practice over time (versus massing practice in one session) aids retention.

#### **Cumulative Practice/Review**

- Add related skills to skills previously taught.
- Provide intentional review of previously taught skills, strategies, concepts, vocabulary, or knowledge.
- Increase long-term retention.

### **Determine What, When, and How to Review**

To maximize the benefits of practice and review, teachers must determine what to review. This means that teachers need to identify and select information that is necessary for further reading success. Judicious review requires that teachers continuously revisit important information over time and not remove information or items from review completely as students attain a high level of performance. The practice and review must be scheduled

to ensure that it occurs over time in short sessions. Teachers can be creative and flexible with the practice and review activities.

## **Tier 2 Reading**

Tier 2 interventions are the additional programs and strategies provided to students who require supports in addition to universal supports. The purpose of tier 2 interventions is to reduce the risk of academic or behavior problems. The following are critical features of tier 2 interventions.

### **Small Group Instructional Time**

It is most efficient to group students with similar needs together for tier 2 interventions. Tier 2 interventions include increasing the amount of instructional time in addition to tier 1 reading instruction.

At the elementary level, the recommended group size is three to five students. The interventions should take place three to five times per week for 20 to 30 minutes.

At the secondary level, the recommended group size is 12 or fewer students.

### **Matched to Student Need(s)**

Tier 2 interventions should be deliberately selected to focus on the specific big idea(s) in reading that the student needs to develop. Specific decision rules should be developed to determine which students would benefit from a specific tier 2 intervention. These entry criteria are used to best match students to interventions based on their specific needs.

At the elementary level, the focus of intervention instruction should be on one or more of the big ideas (phonemic awareness, phonics, fluency, vocabulary, and/or comprehension).

At the secondary level, intervention instruction should focus on the big ideas of adolescent reading (advanced word study/phonics, fluency with connected text, vocabulary, comprehension, and/or motivation).

### **Explicit Instruction**

Intervention instruction should be explicit, meaning the instruction follows an instruction routine that includes:

- A series of supports or scaffolds.
- Guiding students through learning with clear expectations about the purpose and rationale for learning the skill(s).

- Explanations and demonstrations that are clear and include "think-alouds" ("I do").
- Step-by-step demonstrations of the instructional target ("we do").
- Supported practice with immediate instructional feedback until independent mastery is reached ("you do").

### **Opportunities to Practice**

Intervention instruction includes deliberate increases in opportunities to respond. This is maximized through the group size as well as the design of the instruction. Intervention should be characterized by a brisk teaching pace that increases the number of opportunities for individual and groups of students to respond with immediate feedback. It should also include judicious practice that includes initial practice, distributed practice, and cumulative practice and review over time.

### **Frequent Feedback**

Intervention instruction should include increased feedback to students on their performance. Both immediate affirmative and corrective feedback is necessary to increase student academic performance.

### **Progress Monitoring**

As the intensity of intervention increases, the frequency of progress monitoring should also increase. This includes collecting data on student outcomes as well as data related to the use of the intervention with fidelity. The specific skills that are being taught should be routinely monitored (minimally 2x month for tier 2). Tier 2 interventions often include assessments built into an intervention program (e.g., monthly iReady growth monitor). These data are also used to monitor student performance over time. Progress monitoring data are used to adjust the intervention as appropriate.

When progress is not being made, instructional adjustments should occur. Such adjustments may include:

- Correction in implementation of the prescribed intervention
- More time
- Smaller group size
- Different strategy (after steps, time, and group size are considered)
  - See SCCSD Toolkit for Tier Reading Strategies.

## **Fading Supports**

Decision rules should be established to determine when a student's performance meets exit criteria. This means the student has made sufficient progress and will no longer receive the tier 2 intervention instruction.

If tier 2 interventions are not successful, then referrals to Teacher Support Team are in order. Coordination of hearing/vision screening should be done at the same time as the referral to TST.

## **Tier 3 Reading**

Tier 3 support plans are designed in a unique and specific manner with the goal of addressing the individual student's specific needs. Often with reading interventions, a new intervention program is not started at tier 3. Rather, the individual problem solving to address the specific needs of the student includes increasing the intensity of the critical features of tier 2 interventions (e.g., smaller group, increased instructional time, opportunities to practice, frequency of feedback, frequency of progress monitoring). These plans often include a combination of specific reading intervention and behavioral strategies.

- See SCCSD Toolkit for Tier Reading Strategies.

## Guidelines for Math

The goals, objectives, and priorities for a school-wide math model should tie into the action steps for a school's overall math goals within the SCCSD and State Board of Education Goals.

**Tier 1 Math** - Universal reading support for all students.

Math instruction at the tier 1 (universal) level includes all students and should cover the big ideas of mathematics instruction. Through the combination of whole-group and small-group differentiated instruction, 80 percent or more of students should attain school-wide math goals and meet universal screening benchmarks.

### **Big Ideas for Mathematics**

The National Council of Teachers of mathematics (NCTM) describes eight key practices that are indicative of strong instructional practice (NCTM, 2014):

- Establish mathematical goals to focus learning
- Implement tasks that promote reasoning and problem solving
- Support productive struggle in learning mathematics
- Facilitate meaningful mathematical discussions
- Pose purposeful questions
- Elicit and use evidence of student thinking for alternative problem-solving methods
- Use and connect mathematical representations
- Build procedural fluency from conceptual understandings

In particular, those practices that have been shown to have the greatest impact on student learning include *choosing mathematical tasks* that promote reasoning, engaging in *purposeful discussion*, and *building procedural fluency from conceptual understanding*.

The MDE Scaffolding Documents define conceptual understanding needed to know and be able to master the standards (“evidences” of mastery).

### **Tier 1 - Quality Core Classroom Instruction**

1. Choosing mathematical tasks that promote reasoning
2. Engaging in purposeful discussion
3. Building procedural fluency from conceptual understanding

Most often, students best understand mathematics presented in context using manipulatives. It is from these informal, hands-on methods that students can

build toward procedural fluency as they make use of their own method and try out the methods of others. Teachers should support this development by encouraging students to make use of methods or strategies that are being used by others in the class.

Tier 1 best practices begin with explanations, then students build it (manipulatives), draw it (visual representations), and write it (algorithm).

### **Tier 2 - Intervention and Monitoring Progress**

Formative assessments in the classroom provide teachers with valuable information to inform instruction. Research recommends that the assessment information and response be aligned to a learning progression (Heritage, 2008). In this way, monitoring progress means identifying, at different points in time, where a student's understanding is in respect to the progression.

The MDE Scaffolding documents provide the progression for mathematics instruction.

### **Tier 3 - Intervention and Monitoring Progress**

Tier 3 interventions are provided to students who have been a part of tier 2 interventions and show a need for a more targeted approach. This can be done by the classroom teacher, but is often done by an interventionist. Because different educators may be working with the child, it is important that the supports and learning needs are clearly identified and instructional methods are coherent, for the sake of the student's learning needs.

Tier 3 is often informed by the use of a diagnostic assessment. Because the interventions should be aligned to a progression of learning and have coherence with Tier 1 instruction, prerequisite skills from the MDE Scaffolding Documents should be used to plan Tier 3 instructional interventions.

Motivation is related to a student's perceived probability of success. We know that adolescent readers often lack the motivation to read, which can negatively impact their academic performance. This is especially true for struggling readers.

### **Teaching for Mathematics**

Educators must explicitly teach the "Big Ideas" of reading for students to be successful.

Explicit instruction involves the teacher modeling skills for students ("I do it"), teacher and students practicing together ("we do it"), and students demonstrating skills ("you do it") with feedback. The amount of each component will vary based on student needs and accuracy of responses.

Mathematics instruction should be systematic and sequential, ensuring that:

- Focus is on the big ideas.
- Easier skills are taught before more difficult skills.
- High-frequency skills are taught before low-frequency skills.
- Prerequisite skills are taught first.
- Similar skills are separated.
- Complex skills and strategies are broken down into smaller components that are easier to obtain.

### **Whole Group and Small Group Instruction**

Whole group instruction should focus on the big ideas for all students every day for 30-45 minutes per day. Small group instruction should be teacher-led and provided to groups of students with similar needs with the goal of increasing the probability of mastering grade-level skills. These small groups should be flexible, meaning students will move in and out of groups based on needs. Small group instruction will include pre-teaching skills, re-teaching skills, scaffolding supports, and extending learning based on student needs.

### **Maximizing Instructional Time**

At both the elementary and secondary levels, there is a strong link between behavior management and maximizing instructional time in order to have optimal amounts of academic learning time. This intersection is between high-quality instruction and good behavior management is seen when instruction includes:

- A brisk instructional pace using routines focused on the big ideas.
- Frequent opportunities for students to respond with specific feedback.
- Judicious practice and review.
- Behavioral routines.
- Clear behavioral expectations.
- Efficient transitions.

### **Feedback for Math**

Feedback is a powerful tool that teachers have easy access to and it is a common component of successful teaching and learning. Feedback should inform students if the response is correct or incorrect, if the understanding is correct or flawed, and what can be done to improve performance in the future.

To maximize the impact of feedback, teachers must focus on ensuring that students have clear learning outcomes, understand the criteria for success, and

that students understand the feedback and know what to do as a result of the feedback.

### **Provide Feedback While Teaching**

Within explicit instruction, the process of modeling, along with frequent opportunities to respond, provides many opportunities for feedback. This feedback helps students acquire new skills, build accuracy and fluency with skills, and generalize the skills in novel ways. The delivery of explicit instruction involves teachers requiring frequent responses from students, monitoring student performance closely, and providing immediate affirmation and corrective feedback. Applying active participation strategies will help to increase the opportunities for students to respond and will result in:

- Increased academic achievement.
- Increased on-task behavior.
- Decreased behavioral challenges.

Examples of opportunities to respond include:

- Verbal responses.
- Written responses.
- Action responses.

Whenever possible, teachers should use response procedures that engage all students.

### **Provide Feedback to Teachers**

At the school-wide level, the school leadership team is routinely collecting and reviewing universal screening data in order to engage in proactive and preventative problem solving and action planning. The school leadership team also collects and uses fidelity data to inform their implementation efforts for tier 1 math supports. These data are reviewed at least three times a year and should be shared with school staff at least two times a year to provide feedback to the staff regarding implementation efforts and outcomes for students.

In addition, classroom “sweeps” will be conducted to provide teachers feedback, per the Teacher Growth Rubric.

### **Differentiation for Math**

Provide temporary supports as students acquire new skills and build their accuracy and fluency with these skills.



Differentiation involves providing guidance through introducing and fading prompts over time, as well as grouping students for instruction. These prompts, or scaffolds, provide students with guidance or support for responding as students are in the initial stages of learning. Prompts are faded as students move out of the initial stages of learning and begin building fluency and mastery with reading skills. Often, instructional materials will deliberately include these prompts or scaffolds for students but require teachers to determine when they can be phased out based on student performance. The goal is to ensure the prompts or scaffolds are appropriately faded to ensure that students do not become overly dependent on these supports for success.

### **Differentiation in Explicit Instruction**

Explicit instruction involves the teacher modeling skills for students ("I do it"), teacher and students practicing together ("we do it"), and students demonstrating skills ("you do it") with feedback. The gradual release of responsibility for responding from the teacher to the student is another example of differentiation.

### **Differentiation in Small Group Instruction**

To maximize instructional opportunities, students with similar needs are grouped together for small group instruction as a part of tier 1 instruction. This is another example of differentiation. The intent is to make sure students with the greatest needs are placed in the smallest groups with highly trained teachers. These groups are intended to be fluid and flexible groups meaning students can move in and out of groups based on their needs and performance. Student groups are often initially formed based on performance on universal screening measures or other performance data and modified based on performance on progress monitoring measures.

### **Background Knowledge for Mathematics**

Instruction should link current learning to prior knowledge and experiences.

The purpose of teaching background knowledge is to increase the likelihood that students will be successful in a specific task by explicitly identifying the task's critical components. Another purpose is to increase student motivation to access information they already know to support learning the new task. By accessing or teaching background knowledge needed for the new task, we are reducing the cognitive demand on the student and increasing the likelihood of student success.

To address background knowledge, teachers must:

- Identify the critical pre-skills or background knowledge that is most relevant to the new task and will ease acquisition of the new knowledge, task, or skill (prerequisites on the scaffolding document).
- Determine if the background information needs to be primed (brief reminder) or taught through a more deliberate instructional sequence.
- Plan questions and activities that elicit the necessary background information in preparation for the upcoming more difficult task.

### **Definite Benefits of Practice**

- Reinforce the basic skills needed to learn more advanced skills.
- Guard against forgetting.
- Improve transfer or generalization of learning to new and more complex content and context.

### **Specific Types of Practice and Review**

#### **Initial Practice**

- Occurs under the watchful eye of the teacher.
- Involves numerous practice opportunities within the teacher-directed lesson to build accuracy.
- Includes immediate feedback after each item.

#### **Distributed Practice**

- Studying or practicing a skill in short sessions over time.
- Distributing practice over time (versus massing practice in one session) aids retention.

#### **Cumulative Practice/Review**

- Add related skills to skills previously taught.
- Provide intentional review of previously taught skills, strategies, concepts, vocabulary, or knowledge.
- Increase long-term retention.

### **Determine What, When, and How to Review**

To maximize the benefits of practice and review, teachers must determine what to review. This means that teachers need to identify and select information that is necessary for further reading success. Judicious review requires that teachers continuously revisit important information over time and not remove information or items from review completely as students

attain a high level of performance. The practice and review must be scheduled to ensure that it occurs over time in short sessions. Teachers can be creative and flexible with the practice and review activities.

## **Tier 2 Mathematics**

Tier 2 interventions are the additional programs and strategies provided to students who require supports in addition to universal supports. The purpose of tier 2 interventions is to reduce the risk of academic or behavior problems. The following are critical features of tier 2 interventions.

### **Small Group Instructional Time**

It is most efficient to group students with similar needs together for tier 2 interventions. Tier 2 interventions include increasing the amount of instructional time in addition to tier 1 reading instruction.

At the elementary level, the recommended group size is three to five students. The interventions should take place three to five times per week for 20 to 30 minutes.

At the secondary level, the recommended group size is 12 or fewer students.

### **Matched to Student Need(s)**

Tier 2 interventions should be deliberately selected to focus on the specific standards for math that the student needs to develop. Specific decision rules should be developed to determine which students would benefit from a specific tier 2 intervention.

### **Explicit Instruction**

Intervention instruction should be explicit, meaning the instruction follows an instruction routine that includes:

- A series of supports or scaffolds.
- Guiding students through learning with clear expectations about the purpose and rationale for learning the skill(s).
- Explanations and demonstrations that are clear and include "think-alouds" ("I do").
- Step-by-step demonstrations of the instructional target ("we do").
- Supported practice with immediate instructional feedback until independent mastery is reached ("you do").

## **Opportunities to Practice**

Intervention instruction includes deliberate increases in opportunities to respond. This is maximized through the group size as well as the design of the instruction. Intervention should be characterized by a brisk teaching pace that increases the number of opportunities for individual and groups of students to respond with immediate feedback. It should also include judicious practice that includes initial practice, distributed practice, and cumulative practice and review over time.

## **Frequent Feedback**

Intervention instruction should include increased feedback to students on their performance. Both immediate affirmative and corrective feedback is necessary to increase student academic performance.

## **Progress Monitoring**

As the intensity of intervention increases, the frequency of progress monitoring should also increase. This includes collecting data on student outcomes as well as data related to the use of the intervention with fidelity. The specific skills that are being taught should be routinely monitored (minimally 2x month for tier 2). Tier 2 interventions often include assessments built into an intervention program (e.g., monthly iReady growth monitor). These data are also used to monitor student performance over time. Progress monitoring data are used to adjust the intervention as appropriate.

When progress is not being made, instructional adjustments should occur. Such adjustments may include:

- Correction in implementation of the prescribed intervention
- More time
- Smaller group size
- Different strategy (after steps, time, and group size are considered)
  - See SCCSD Toolkit for Tier Mathematics Strategies.

## **Fading Supports**

Decision rules should be established to determine when a student's performance meets exit criteria. This means the students has made sufficient progress and will no longer receive the tier 2 intervention instruction.

If tier 2 interventions are not successful, then referrals to Teacher Support Team are in order. Coordination of hearing/vision screening should be done at the same time as the referral to TST.

### **Tier 3 Mathematics**

Tier 3 support plans are designed in a unique and specific manner with the goal of addressing the individual student's specific needs. Often with mathematics interventions, a new intervention program is not started at tier 3. Rather, the individual problem solving to address the specific needs of the student includes increasing the intensity of the critical features of tier 2 interventions (e.g., smaller group, increased instructional time, opportunities to practice, frequency of feedback, frequency of progress monitoring). These plans often include a combination of specific reading intervention and behavioral strategies.

- See SCCSD Toolkit for Tier Mathematics Strategies.

### **SY 18-19 MTSS Teams**

#### **Integrated Model of Support**

An integrated model of support is based on several shared functions across behavior, reading, written expression, and math. These functions include:

- A team approach
- Universal screening
- Evidence-based practices
- Progress monitoring
- Data-based decision making

Cross-functional teams are the cornerstones of successful MTSS implementation.

SCCSD MTSS Teams for SY 18-19 will be:

- o School Leadership Team (SLT)
  - o (SLT also filling the role as the Tier 2/3 Systems Implementation Team for SY 18-19)
- o Grade Level Teams
- o Teacher Support Team (may be same members as the SLT)

Teams will receive support from the following:

- MTSS Coordinators – MTSS Coordinators facilitate implementation team efforts to develop district-wide capacity. SY 18-19 MTSS Coordinators are Dylan Jones and Susan Adam.
- Data Coordinators – Districts need experts in data collection and analysis for proper evaluation. Data Coordinators will also be the Academic Coaches for SY 18-19.
- Trainers – School or district staff members can become trained on school-wide practices and then teach others in the school how to implement practices. School-level trainers for SY 18-19 MTSS will be SLT members. MTSS Coordinators will train SLT members.
- Coaches – Implementing new practices right after training is critical. Coaches are embedded in the district or school staff to support and guide implementation efforts. For SY 18-19, Academic Coaches will also serve as school coaches.
- Content Specialists – Local expertise in reading, behavior, and math is needed for MTSS implementation. Content specialists will be named by each school and serve on School Support Teams.

All team meetings will involve discussion, decision-making, and planning. Effective and structured team meetings are important to help this work get done.

### **Best Practices for Team Meetings:**

- Schedule all meetings at the beginning of each year.
- Plan 60-90 minutes for each meeting.
- Meet at least twice a month in the first year of implementation. Once teams are functioning as intended, the meetings can be once each month.
- Err on the side of over-scheduling, as it is easier to cancel unnecessary meetings than it is to add emergency meetings later.
- Establish norms. See “Considerations or Establishing Team Norms” doc.

***Norms can help clarify expectations, promote open dialogue, and serve as a powerful tool for holding members accountable.***

—Patrick M. Lencioni, author of *Overcoming the Five Dysfunctions of a Team*

- Establish roles:
  - Facilitator
  - Minute Taker
  - Time Keeper
  - Data Analyst
  - Active Team Members

**To Do:**

- o Identify team members. – *See guidance below.*
- o Schedule meetings for the year -- 60-90 minutes 2x month.
- o Establish norms. *See guidance below.*
- o Establish roles for team members. *See guidance below.*

## **School Leadership Teams**

School leadership teams coordinate the development and sustained success of MTSS in their buildings.

School leadership teams oversee and manage the entire MTSS within their building. The district implementation team provides support, but many of the responsibilities fall on school staff.

See “School Leadership Team Problem-Solving – Standard Meeting Template” for recording minutes & action planning notes.

### **Identifying Team Members**

The district implementation team works with the principal to identify school leadership team members, who will need to attend the MTSS training sessions. Because MTSS should be aligned with existing school initiatives, the principal may select a team that is already established, such as the school improvement team.

Teams should include:

- The principal.
- Someone strong in data analysis.
- Individuals empowered to make decisions (respected by staff).
- Leaders from various grade levels (or grade spans: K-2, 3-5, etc.)
- Content experts for reading, math, and behavior.
- Representation from both general education and special education staff.

### **Team Responsibilities**

Plan and coordinate implementation efforts.

- Develop annual goals based on student outcome data and embedded within the school improvement process (plan to achieve goals)
- Obtain staff consensus around the annual goals and action plan for achieving those goals.
- Conduct monthly reviews of the progress made for annual goals.

- Allocate resources to support implementation with fidelity.

Communicate implementation efforts to staff, school community, and district administration.

- Share the implementation plan and the common vision for school-wide supports with the staff and school community.
- Provide implementation status updates at monthly staff meetings.
- Gather and act upon feedback from staff.
- Develop and implement an acknowledgment system to encourage staff as they apply MTSS skills.
- Develop and implement a plan for professional learning that is based on data.
- Develop and implement an orientation process for new staff to acquire necessary MTSS skills.
- Ensure coaches help staff with implementation issues.
- Ensure school staff with MTSS expertise is identified and provides technical assistance to other staff.
- Share areas of success with the district MTSS implementation team so they can be celebrated.
- Share areas of need with the district MTSS implementation team so they can be addressed in a timely way.

### Use Action Plans

Developing plans for implementation is one of the main outcomes of school leadership team meetings. Action plans also help structure the meetings themselves. See “Using Data to Develop Solutions” template.

- Record the discussion and decision-making process of the team meetings through action plans.
- Follow documented action plans to guide and organize the conversation.
- Review the action plans to determine outstanding issues that need to be addressed.
- Review the action plans to determine what information needs to be communicated to others.
- Record action items to review at the following meeting: State *who* will do *what* by *when*.

### Tier 2/3 Systems Team (function performed by the SLT):

Tier 2/3 systems team focuses on developing and monitoring systems and interventions for students who have more intensive needs. Tier one should be observed first, and feedback should be given to teachers for tier 1 supports. However, ten to twenty percent of students will still likely need additional



interventions. The tier 2/3 systems team develops the additional interventions for students. Their work completes the continuum of supports for students in the school's MTSS. For SY 18-19, the MTSS coordinator will serve as the tier 2/3 systems team, by working with the data analysis member to train the SLT on easy-to-use and access support resources.

It should be noted that Tier 2 interventions for reading and math will be developed using the “Reteach” materials from the online Ready Toolbox. Tier 2 interventions for behavior will follow a standard protocol of Check In, Check Out; if CICO is implemented as intended but not effective in changing a student’s behaviors, the SCCSD Toolkit for Behavior will be used to identify an alternate behavior intervention strategy.

MTSS Coordinators will review data with the SLT after each round of universal screening and benchmark assessments. Together, the SLT and MTSS Coordinators will:

- o Identify students in need of tier 2 and/or tier 3 supports.
- o Determine how and when students will be provided tier 2 and 3 supports and the process for progress monitoring.
- o Provide and explain tier 2 and tier 3 intervention documentation.
- o Establish a plan to collect fidelity data for each tier 2 and 3 intervention.
- o Provide guidance on next steps (i.e. Referral to TST) and necessary communication with parents.

The SLT will then...

- o Communicate with school staff about development of tier 2/3 support via Grade Level Team meeting (tier 2) and Teacher Support Team meetings (tier 3).
- o Review progress monitoring data each month to determine intervention progress and next steps for students receiving tier 2 and intervention supports (via school principal on Grade Level Teams).
- o Review progress monitoring data each month to determine intervention progress and next steps for students receiving tier 3 and intervention supports (via school principal or designee on Teacher Support Teams).

## **Grade Level Teams**

Grade level teams manage the programs and monitor data for students in a specific grade. School leadership teams and tier 2/3 systems teams develop the MTSS for the school as a whole. Grade level teams take the systems, supports, and interventions developed for the MTSS and help implement it for the educators and students in their specific grade.

Each grade has its own team, ensuring the school-wide practices can be appropriately applied in each grade.

### **Identifying Team Members**

Before implementing school-wide practices, school leadership teams must establish grade level teams to support the practices for each grade. The teams should include:

- The principal.
- Instructional coaches for each focus area being discussed (i.e., behavior and reading), when available.
- Special education teachers supporting the specific grade level.
- All general education teachers supporting the specific grade level.
- Paraprofessionals providing intervention support at the specific grade level.

### **Team Responsibilities – See “Roles & Responsibilities for Grade Level Teams” doc.**

- Review universal screening data and feedback provided by the SLT (and later progress monitoring data and feedback from Grade Level Team meetings).
- Use data to set grade level goals and develop grade level instructional plans; goals and plans must follow guidance from the SLT.
- Identify students who need tier 2 or 3 interventions in their own classrooms.
  - Gather resources for tier 2 interventions, using the Ready Toolkit for reading and math and CICO for behavior.
  - Refer students to TST for tier 3 if SLT recommended tier 3 placement.
- Communicate with the school leadership team through the principal, who is an active member of both teams.

See “Grade Level Problem-Solving – Standard Meeting Template”.

### **Scheduling Meetings**

Scheduling meetings around everyone's schedule is not always an easy task. There are demands on everyone's time, especially team members like the principal; principals are expected to participate on multiple teams, including all grade level teams.

Creative scheduling or planning may be needed to ensure each team member can fully participate.

#### *Touching Base and Meeting Minutes*

- Ensure that meeting minutes are shared with absent team members; or
- Regularly schedule check-in times for a team member to receive updates from another team member.
- Give the team member an opportunity to provide feedback and input.

#### *Rotate Participation*

- Teams meet in the same area at the same time so members of multiple teams can spend time in each meeting; or
- Members of multiple teams join meetings on a regular rotation throughout the year.

### **Teacher Support Teams**

Teacher support teams develop and implement individualized plans for students who need tier 3 interventions.

#### **Identifying Students for Tier 3**

Initial tier 3 placement/TST referral for students occurs from SLT analysis (see above). In addition, students who struggle with their tier 2 supports may need tier 3 interventions. A grade level team usually makes this determination, following decision-making rules. The team reviews progress monitoring data for students receiving tier 2, determines who is struggling, and makes a referral to the Teacher support team.

#### **Creating Teacher Support Teams**

The teacher support team should include:

- Content experts (i.e. reading specialist, math specialist, and behavior specialist) – typically the SLT.
- Individuals who are familiar with the student (i.e. family and/or teachers) – typically invited to participate in TST meetings.
- School principal (or designee).

## Teacher Support Team Steps

- 1- Welcome parent and state purpose for the meeting. (Facilitator)
- 2- Self-introduce by stating name, grade, and what is taught – as well as role on TST. (Members)
- 3- Review data-- Past retentions (if any), past performance (on cumulative record), prior year MAAP (if any), current iReady Reading and iReady-Math. (Data Analyst)

\_\_\_\_\_ is a \_\_\_ year old student in \_\_\_ grade. He/she has repeated \_\_\_\_\_ grades. Performance on prior year state assessments indicate performance at level \_\_\_\_\_ for reading and level \_\_\_\_\_ for math. Struggles in reading began in grade \_\_\_\_\_, and struggles in math began in grade \_\_\_\_\_. In addition, attendance is/is not a concern at this time (elaborate); behavior is/is not a concern at this time (elaborate).

- 4- Ask for input from current year's teacher. (Facilitator)  
\_\_\_\_\_ 's grades in reading/math are currently \_\_\_\_\_. Work habits are \_\_\_\_\_.
- 5- As a group, identify areas for intervention: reading, math, and/or behavior. (Members)
- 6- Discuss strategies for intervention, resources, etc. (Members)
- 7- Inform parent when interventions will begin. (Facilitator)
- 8- Ask if anyone has questions or anything else to add. (Facilitator)
- 9- Close by reading a summary of minutes. (Note taker)

## Roles and Responsibilities of Teams

| Roles               | Responsibilities   |  |  |
|---------------------|--|--|--|
|                     | Before the meeting   | During the meeting   | After the meeting  |
| <b>Facilitator</b>  | <p>Confirm and communicate meeting date/time/location</p> <p>Solicit new agenda items from team members</p> <p>Develop and distribute agenda</p> | <p>Coordinate “flow” of meeting, by initiating and managing discussions based on the agenda</p>  | <p>Follow-up with team members as needed</p> <p>Communicate with School Leadership Team/Principal</p>                            |
| <b>Minute Taker</b> | <p>Review previous meeting minutes</p>   | <p>Use list of agenda items from Facilitator to take notes and document decisions and action plans</p> <p>Review status of previous action plans/tasks and records current status of those items (complete, in process, not started)</p> | <p>Share minutes with all team members</p>   |
| <b>Time Keeper</b>  | <p>Support the team in beginning on time</p>   | <p>Prompt team to assign time limits to each agenda item</p> <p>Warn team when they are approaching the agreed upon time limits for each agenda item</p>   | <p>Provide feedback to team on adherence to agreed upon start and end times and time limits for discussion</p>                   |
| <b>Data Analyst</b> | <p>Make sure all team members have access to the data reports that will be analyzed</p>  | <p>Present an overview of each data report to the team</p> <p>Fields questions regarding data interpretation</p>   | <p>Communicate any data issues (e.g., data system issues, concerns validity of scores) to School Leadership Team/Principal</p>   |
| <b>Team Member</b>  | <p>Review the data reports that will be discussed in the meeting</p>   | <p>Honor established norms</p> <p>Engage in problem solving process</p>  | <p>Complete To-dos</p> <p>Implement Instructional Plan</p> <p>Monitor implementation of plan</p> <p>Monitor student progress</p> |

**School Leadership Team Problem Solving –  
Standard Meeting Template for Minutes & Action Planning**

|                                   |                          |
|-----------------------------------|--------------------------|
| Meeting date: _____               |                          |
| Scheduled start time: _____       | Actual start time: _____ |
| Agreed upon end time: _____       |                          |
| Team members present:             |                          |
| Roles Assigned: Facilitator _____ | Timekeeper _____         |
| Minutes Taker _____               | Data Analyst _____       |

**School-Wide Goals:**

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**Grade Level Goals:**

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**Review** (Time limit: \_\_\_\_\_)

- Review previous meeting minutes.
- What is the status of action items from the previous meeting? \_\_\_\_\_

**Data Analysis** (Time limit: \_\_\_\_\_)

- What type of data meeting is this?
  - Develop Annual Goals
  - Response to Universal Screener – Circle: Reading, Math, Behavior
  - Monthly Progress towards Goals Meeting - Circle: Reading, Math, Behavior
  - Follow Up to GLT Meetings: Progress Monitoring Meeting for Tier 2 and Tier 3 Students
  - Planning: Topics \_\_\_\_\_.
  - Other: \_\_\_\_\_.
- Analyze the data
- Summary of data analysis (including precise problem statements):

**Grade-level Implications** (Time limit: \_\_\_\_\_)

- Given the precise problem statement you just developed, what should be shared in grade level team meetings?

**Action Plan** (Time limit: \_\_\_\_\_)

- Who will do what by when?

**Communication Loops** (Time limit: \_\_\_\_\_)

- Who needs to know what and how will the information be shared?

**Grade Level Problem Solving –  
Standard Meeting Template for Minutes & Action Planning**

|                                   |                          |
|-----------------------------------|--------------------------|
| Meeting date: _____               |                          |
| Scheduled start time: _____       | Actual start time: _____ |
| Agreed upon end time: _____       |                          |
| Team members present: _____       |                          |
| Roles Assigned: Facilitator _____ | Timekeeper _____         |
| Minutes Taker _____               | Data Analyst _____       |

**Grade Level Goals:** \_\_\_\_\_

**Review** (Time limit: \_\_\_\_\_)

- Review previous meeting minutes.
- What is the status of action items from the previous meeting? \_\_\_\_\_

**Data Analysis** (Time limit: \_\_\_\_\_)

- What type of data meeting is this?
  - Initial Meeting to Discuss SLT Guidance / Instructional Planning & Goal-Setting
  - Response to Universal Screener – Circle: Reading, Math, Behavior
  - Monthly Progress towards Goals Meeting
  - Progress Monitoring Meeting for Tier 2 and Tier 3 Students
  - Behavior Meeting, per directive from TST
  - Other: \_\_\_\_\_.
- Analyze the data
- Summary of data analysis (including a precise problem statement):

**Grade-level Implications** (Time limit: \_\_\_\_\_)

- Given the precise problem statement you just developed, what are the implications for the grade level?

**Instructional Plan Updates** (Time limit: \_\_\_\_\_)

- Summary of updates made to the Instructional Plan

**Action Plan** (Time limit: \_\_\_\_\_)

- Who will do what by when?

**Communication Loops** (Time limit: \_\_\_\_\_)

- Who needs to know what and how will the information be shared?

Student Name \_\_\_\_\_

Grade \_\_\_\_\_

**Teacher Support Team Problem Solving – Standard Meeting Template  
for Minutes & Action Planning**

|   |
|---|
| Meeting date: _____ Meeting start time: _____ End time: _____ |
| Roles Assigned: Facilitator _____ Timekeeper _____            |
| Minutes Taker _____ Data Analyst _____                        |
| Others present: _____   |

**Meeting Agenda** (Check as completed.)

- o Welcome, Purpose for Meeting, Introduction of Members
- o Review prior data
- o Review previous meeting minutes for the student, if applicable
- o Status of action items from the previous meeting

Notes:

- o Input from current year's teacher: grades, work habits, etc.

Notes:

- o Identification of areas of concern: Circle – Reading, Math, Behavior

Notes:

- o Discuss strategies for intervention, resources, etc.

Notes:

- o Determine when interventions will begin.

Notes:

- o Questions?

Notes:

- o Action Plan: Who will do what? when?

- Communication Loops: Who needs to know what and how will the information be shared?



## Using Data to Develop Solutions

**Goals:**

| Solution Components    | What are the action steps? | Who is responsible?                        | By when?                              | How will fidelity be measured? | Notes/Updates          |
|------------------------|----------------------------|--|---------------------------------------|--------------------------------|------------------------|
| Prevention             |                            |  |                                       |                                |                        |
| Teaching               |                            |  |                                       |                                |                        |
| Recognition            |                            |  |                                       |                                |                        |
| Extinction             |                            |  |                                       |                                |                        |
| Corrective Consequence |                            |  |                                       |                                |                        |
|                        | What data will we look at? | Who is responsible for gathering the data? | When/how often will data be gathered? | Where will data be shared?     | Who will see the data/ |
| Data Collection        |                            |  |                                       |                                |                        |

## Response to Mandatory 20-Day Students

1. Complete a TST referral for each student on the MSIS report.
2. Consider multiple data sources
3. Copy cumulative record insert, with test scores and prior year grades.
  - a. Gather universal screening data, if available.
4. Analyze the data with the TST Chair and TST Team.
  - a. Validate or invalidate the need for TST to prescribe interventions using the *Tier Placement Guidance* document.
5. Hold TST meetings.
  - a. Invite parents to the meeting.
  - b. Use *TST Standard Meeting Template* for meeting guidance and record of meeting minutes.
  - c. Complete Tier 2 or 3 paperwork (MDE Packet for Tier 2/Tier 3).
6. Progress monitor and graph the results.
  - a. Tier 2- Monthly iReady growth check report (K-8) and % correct on teacher-made assessments for small group intervention.
  - b. Tier 3 – Weekly progress monitoring prescribed by TST.
7. Meet 1-2x month to review student progress and effectiveness of the intervention.
  - a. Principal should conduct observations during small group intervention time prior to the TST meeting, in order to ensure fidelity of the intervention(s).
  - b. Adjustments should be made to correct errors in intervention delivery, then adjustments may be made to duration, intensity, personnel, etc.

## Tips for Administering Universal Screening

Universal screening is the first step in identifying the students who are at risk for learning difficulties. It is the mechanism for targeting students who struggle to learn when provided a scientific, evidence-based general curriculum (Jenkins, Hudson, & Johnson, 2007). Universal screening is typically conducted three times per school year, in the fall, winter, and spring.

Common sense tell us that if students do not put forth their best efforts when they take the assessments, then results will be compromised. To ensure that students put forth their best efforts, consider the following.

### Before the fall screening...

- Communicate the intentions and importance.
  - Determine what you know and don't know.
  - Determine if you are on level, below level, or above level.
  - Help teachers plan any extra help you need so that you are successful and pass to the next grade.
- Plan an immediate acknowledgement for putting forth one's best effort.
  - Develop a rubric for appropriate behavior/best effort. The rubric may also serve as criteria for a daily grade for secondary schools, where students are motivated by grades (25 points each).
    - Enter with a positive attitude.
    - Keep positive attitude during and after testing.
    - Refrain from disturbing others.
    - Spent an appropriate amount of time on the test.
    - Participated in conversation with teacher regarding performance and goal-setting after testing.
- Plan an immediate consult for not putting forth one's best effort.
  - Student conference with teacher and/or counselor.
  - Possibly retest after speaking to administration.

### Before the winter screening...

- Communicate the intentions and importance.
  - See how you've grown and update what you know and don't know.
  - Determine if you are on level, below level, or above level.
  - Help teachers plan any extra help you need so that you are successful and pass to the next grade.

- Plan an immediate acknowledgement for putting forth one's best effort.
  - Develop a rubric for appropriate behavior/best effort. The rubric may also serve as criteria for a daily grade for secondary schools, where students are motivated by grades (20 points each).
    - Enter with a positive attitude.
    - Keep positive attitude during and after testing.
    - Refrain from disturbing others.
    - Spent an appropriate amount of time on the test.
    - Improved score from Fall.
    - Participated in conversation with teacher regarding performance/progress towards goals and adjust goals.
- Plan an immediate consult for not putting forth one's best effort.
  - Student conference with teacher and/or counselor.
  - Possibly retest after speaking to administration.
- Plan a reward for meeting growth goals.
  - 1 ticket for meeting goal, 3 tickets for exceeding goal, 5 tickets for moving to the next performance level
  - VIP experience (i.e. specially decorated table with snacks) for students who moved to the next performance level

### **Before the spring screening...**

- Communicate the intentions and importance.
  - See how you've grown and update what you know and don't know.
  - Determine if you are on level, below level, or above level.
  - Help teachers plan any extra help you need so that you are successful and pass to the next grade.
- Plan an immediate acknowledgement for putting forth one's best effort.
  - Develop a rubric for appropriate behavior/best effort. The rubric may also serve as criteria for a daily grade for secondary schools, where students are motivated by grades (20 points each).
    - Enter with a positive attitude.
    - Keep positive attitude during and after testing.
    - Refrain from disturbing others.
    - Spent an appropriate amount of time on the test.
    - Improved score from prior highest performance.
    - Participated in conversation with teacher regarding performance/progress towards goals and adjust goals.
- Plan an immediate consult for not putting forth one's best effort.
  - Student conference with teacher and/or counselor.
  - Possibly retest after speaking to administration.
- Plan a reward for meeting growth goals.
  - 1 ticket for meeting goal, 3 tickets for exceeding goal, 5 tickets for moving to the next performance level

- o VIP experience (i.e. specially decorated table with snacks) for students who moved to the next performance level

## **Tips for Ensuring Aligned Instruction and Assessments & Data-Based Planning Guidance for Differentiation and Scaffolding**

Aligned instruction and assessments are critical elements of quality tier 1 instruction. Common sense tell us that if unit assessments do not mimic the state assessments, then use of the unit assessment data is not beneficial for monitoring progress towards growth and proficiency, as measured by state assessments.

- o Beginning with the end in mind helps teachers understand and reach the depth of teaching needed for success on unit assessments.
- o Planning daily checks for understanding that match the day's learning targets, then using the data to adjust teaching, improves teaching and learning outcomes.
- o Identifying students who will struggle with the day's content prior to teaching and planning necessary scaffolds or differentiation for those students is a non-negotiable of tier 1 instruction.

### **To ensure aligned assessments and instruction...**

#### **Before PLCs...**

1. Refer to the pacing guide to identify the standards for the unit (or week).
2. Study the scaffolding document "evidences" OR standards and PLDs (performance level descriptors) for each of the standards.
3. Locate standard #s on the MDE sample assessment keys, and look at the sample items for the standards.
  - ELA – Testlet, Item Sampler, Practice Test
  - Math – Testlet, Item Sampler, Practice Test
  - Biology & US History – 3 State Practice Tests
  - Other Subjects – ACT Items & RI Question Samples

#### **During PLCs...**

4. Construct assessments. Be sure the items chosen look like those from #3 OR address specific evidences from the scaffolding document.
5. Identify bell-ringers and items for classroom practice/checks for understanding. Items on the assessments should NOT be used in class.
6. Plan lessons.
  - Remember that bell-ringers should be practice items or mimic practice items.
  - Unwrap the standards together.

- Refer to the “prerequisites” in the scaffolding document, if applicable, and plan ways to SCAFFOLD instruction for students who have not yet mastered the prerequisites.
  - Anchor Charts, Cheat Sheets, & Scripted Steps
  - Close Reading or “Chunk & Check”
  - Graphic Organizers
  - Small Group
  - Etc.
- Based on prior performance levels, discuss what will you do differently for PL1 and PL2 students? Include this in the section labeled “DIFFERENTIATION”.
- Based on performance levels, are there students who need enrichment? If so, plan accordingly.

**After PLCs...**

7. Deliver instruction and administer assessments as planned.

**Next PLC Follow Up...**

8. Analyze assessment data and plan instruction accordingly.

**When teaching...**

Use “smart” bell ringers

- Use items that mimic state assessment items as much as possible.
- Use items that review prior learning.
- Be sure items used from sources other than practice tests are grade-appropriate and aligned to standards.

Review standards and learning targets/discuss academic vocabulary of the standards

- ELA & Math – Refer to “orange” evidences in scaffolding documents.
- Biology & History – Refer to PLDs and frameworks.

Learning Targets – Use student-friendly language from the evidence column of scaffolding document.

Activities – Vary your methods of instructional delivery. Be sure to include explicit teaching of the day’s learning targets, including any necessary prerequisite skills.

Closure

- Address misconceptions.
- Restate the standards/learning targets of the day.

Check for Understanding

- Use a practice item when appropriate. Be sure the check for understanding “checks understanding” of the learning targets.

## Systematic Observations for Tier 1

A well-managed classroom and aligned instruction and assessments are critical elements of quality tier 1 instruction.

Common sense tell us...

- Unless discipline issues are at a minimum, instruction will be interrupted and teaching time will be lost. Additionally, poor academic performance may lead to students engaging in problem behavior that results in incompleteness of academic tasks.
- If daily checks for understanding do not match learning targets for the day, and if unit assessments do not mimic the state assessments, then use of the unit assessment data is not beneficial for monitoring progress and adjusting instruction.
- If students do not practice all skills/concepts needed to master the standards (as outlined in the scaffolding documents or other state guidance), then performance on state assessments will suffer.

Classroom “sweeps” should routinely occur to gather data on classroom management plans (CMPs) that support school-wide expectations, aligned instruction and assessments, and other instructional non-negotiables.

### Classroom “Sweeps” for Classroom Management:

- Create list of criteria for observations regarding classroom management plans. Examples:
  - o Is there evidence of support for the school-wide behavior expectations? More specifically, does the teacher apply the school-wide behavioral expectations to the specific procedures and routines within their individual classrooms (e.g., transitions, arrival, whole group work, small group work)?
  - o After dealing with a disruption, does the teacher jump right back into the task at hand: teaching? Or does she “skip a beat” and dwell on the situation?
  - o Are there rewards and consequences, or just consequences?
  - o Is there off-task behavior? What % students are on task?
  - o Are students motivated to learn/engaged in the day’s activities? What % students are engaged?

## Classroom “Sweeps” for Aligned Instruction & Assessments:

- Examine the lesson plan and identify standards for the day.
- Refer to district pacing guide. Is the teacher on pace?
- Visit classroom. Refer to daily agenda for standards and learning targets and to see where in the lesson line the instruction is occurring. Reflect on time spent on instruction thus far.
- ELA & Math ONLY - Refer to scaffolding document for ELA and Math. Examine 3<sup>rd</sup> column for student learning outcomes. Are these the learning targets? Does instruction (bell-ringer, modeling, guided practice and independent practice) match the learning targets?
  - Locate standard #s on the MDE sample assessment keys, and look at the sample items for the standards. Does instruction (bell-ringer, modeling, guided practice and independent practice) reach the depth of the standard?
    - ELA – Testlet, Item Sampler, Practice Test
    - Math – Testlet, Item Sampler, Practice Test
- Science ONLY - Refer to PLDs for science. Are these the learning targets? Does instruction (bell-ringer, modeling, guided practice and independent practice) reach the depth needed for proficiency/advanced performance?
  - Locate standard #s on the MDE sample assessment keys, and look at the sample items for the standards. Does instruction (bell-ringer, modeling, guided practice and independent practice) reach the depth of the standard?
- Is there evidence that the academic language of the standard has been discussed (standard chart or on board – tracks left)?
- Do the planned “checks for understanding” check understanding of the day’s learning targets?
- Tally engagement – approx. every 3 minutes.
- Provide feedback to teacher on #2-#8.



## Schedule of Classroom “Sweeps”

| <b>What?</b>   | <b>When?</b>                 | <b>Required Follow Up</b>  |
|--|------------------------------|--|
| Classroom Management & Posting of Standards (Daily Agenda) | Week 3                       | Feedback to all teachers; specific planned follow up for targeted teachers |
| Aligned Instruction & Assessments                          | Week 4 – ELA & Math          | Feedback to all teachers; specific planned follow up for targeted teachers |
| Aligned Instruction & Assessments                          | Week 5 – other content areas | Feedback to all teachers; specific planned follow up for targeted teachers |

## Systematic Observations for Tiers 2 and 3

If instructional interventions are not implemented as planned, student learning outcomes will suffer.

Common sense tell us...

- What we expect should be inspected.
- Our teachers want to do right and appreciate feedback early in the process. They want all students to be successful!
- Sometimes we all just need a little “accountability”.
- Its better to identify concerns and provide support than for weeks to pass and students not get the instruction they need to be successful.
- The longer we wait to provide small group support, the more likely the instructional gap will widen.

Classroom “sweeps” should routinely occur to observe tier 2 and tier 3 interventions in action.

Principals should use the Observation Forms from the MDE Tier 2 or Tier 3 Intervention Observation Form.

### Schedule of Classroom “Sweeps”

| What?                                       | When?  | Required Follow Up   |
|---|--|--|
| Tier 2 and Tier 3 Intervention Observations | During weeks 1 and 2 of implementation of a new intervention | <p>Feedback to all teachers observed, even in just an acknowledgment that everything is being implemented as planned</p> <p>Follow up/support where interventions are not being implemented as planned</p> |

## Academic Tier Placement Guidance - K-8

**Notes:**

- Multiple measures of data should be used to determine appropriate tier placement for students.
- Grades are not a part of the placement guidance due to lack of consistency among all classes.
- Suggested decision-making rules to apply using iReady Diagnostic assessments are as follows.

| Prior State Performance                              | # Grades Repeated | iReady Performance | Recommended Tier        |
|--|-------------------|--------------------|-------------------------|
| Student in LPS or Student with Prior Year State PL 1 | 1 or 2+           | iReady Green       | Retest iReady           |
|  | 2+                | iReady Yellow      | Tier 3                  |
|  | 0 or 1            | iReady Yellow      | Tier 2 or Tier 3        |
|  | 0, 1, or 2+       | iReady Red         | Tier 3                  |
| Student with Prior Year State PL 2                   | 0 or 1            | iReady Green       | Tier 1 (On Close Watch) |
|  | 2+                | iReady Green       | Tier 2                  |
|  | 0, 1, or 2+       | iReady Yellow      | Tier 2                  |
|  | 0 or 1            | iReady Red         | Tier 2                  |
|  | 2+                | iReady Red         | Tier 3                  |
| Student with Prior Year State PL 3a                  | 0, 1, or 2+       | iReady Green       | Tier 1 (On Close Watch) |
|  | 0, 1, or 2+       | iReady Yellow      | Tier 2                  |
|  | 0, 1, or 2+       | iReady Red         | Retest iReady/Tier 2    |
| Student with Prior Year State PL 3b                  | 0, 1, or 2+       | iReady Green       | Tier 1                  |
|  | 0, 1, or 2+       | iReady Yellow      | Tier 2                  |
|  | 0, 1, or 2+       | iReady Red         | Retest iReady /Tier 2   |
| Student with Prior Year State PL 4 or 5              | 0, 1, or 2+       | iReady Green       | Tier 1                  |
|  | 0, 1, or 2+       | iReady Yellow      | Retest iReady/Tier 1    |

|  |             |            |                      |
|--|-------------|------------|----------------------|
|  | 0, 1, or 2+ | iReady Red | Retest iReady/Tier 1 |
|--|-------------|------------|----------------------|

## Academic Tier Placement Guidance - 9 - 12

**Notes:**

- Multiple measures of data should be used to determine appropriate tier placement for students.
- Grades are not a part of the placement guidance due to lack of consistency among all classes.
- Suggested decision-making rules to apply using Degrees of Reading Power are as follows.

| Prior State Performance                              | # Grades Repeated | Degrees of Reading Power | Recommended Tier        |
|--|-------------------|--------------------------|-------------------------|
| Student in LPS or Student with Prior Year State PL 1 | 1 or 2+           | 62+                      | Retest DRP              |
|  | 2+                | 57-61                    | Tier 3                  |
|  | 0 or 1            | 57-61                    | Tier 2 or Tier 3        |
|  | 0, 1, or 2+       | <57                      | Tier 3                  |
| Student with Prior Year State PL 2                   | 0 or 1            | 62+                      | Tier 1 (On Close Watch) |
|  | 2+                | 57-61                    | Tier 2                  |
|  | 0, 1, or 2+       | 57-61                    | Tier 2                  |
|  | 0 or 1            | <57                      | Tier 2                  |
|  | 2+                | <57                      | Tier 3                  |
| Student with Prior Year State PL 3a                  | 0, 1, or 2+       | 62+                      | Tier 1 (On Close Watch) |
|  | 0, 1, or 2+       | 57-61                    | Tier 2                  |
|  | 0, 1, or 2+       | <57                      | Retest DRP/Tier 2       |
| Student with Prior Year State PL 3b                  | 0, 1, or 2+       | 62+                      | Tier 1                  |
|  | 0, 1, or 2+       | 57-61                    | Tier 2                  |
|  | 0, 1, or 2+       | <57                      | Retest DRP/Tier 2       |
| Student with Prior Year State PL 4 or 5              | 0, 1, or 2+       | 62+                      | Tier 1                  |
|  | 0, 1, or 2+       | 57-61                    | Retest DRP/Tier 1       |
|  | 0, 1, or 2+       | <57                      | Retest DRP/Tier 1       |

## Standard Protocol for Tier 2 Behavior

Purpose: Reduce current incidents of problem behavior for at risk students.

Plan:

- Continued Tier 1 Supports
- Additional Small Group Support
  - Matched to problem behaviors, intentionally linked to tier 1 school-wide expectations
  - Explicit teaching of expected behavior using examples and non-examples
  - Roleplay
  - Frequent Feedback
  - Fading supports

Recommended Strategy: Check In, Check Out (CICO)

*Teachers should be sure to adhere to their involvement in CICO at the start of each class period/session:*

Example:

1. **Check-In.** At the start of the class session, the teacher meets briefly with the student to review the behavioral goals on the Behavior Report Card and to provide encouragement. The teacher also prompts the student to set a behavioral goal on at least one of the target behaviors (e.g., "Today I will not leave my seat once without permission.").
2. **Monitoring/Evaluation.** During the session, the teacher observes the student's behaviors. At the end of the session, the teacher rates the student's behaviors on the Behavior Report Card.
3. **Check-Out.** At the end of the class session, the teacher again meets briefly with the student. The student reports out on whether he or she was able to attain the behavioral goal(s) discussed at check-in. The teacher then shares the BRC ratings. If the student has earned a reward/incentive, the teacher awards that reward and praises the student. If the student fails to earn the reward, the teacher provides encouragement about success in a future session.

If CICO does not reduce severity of behavior problems within three weeks, the following standard protocol should be followed:

- Additional counseling by counselor in 1:1 or small group setting
- Change of personnel for CICO
- Shorter increments of time for rewards
- SBR strategies for intervention from the SCCSD Toolkit for Improving Behavior

***Check-In Check-Out (CICO) for Lack of Homework, Class Preparedness, Disruptive Behavior, etc.***

Check-in – Check-out was developed as a targeted/Tier II behavioral intervention. It assists students with mild to moderate behavioral concerns and may be used as a stand-alone targeted/Tier II behavior intervention or used in conjunction with other interventions (i.e., as part of an individualized/Tier III level intervention). CI/CO may or may not be tied to rewards, incentives, reinforcers & consequences. It is an effective intervention for students who may be at-risk for displaying more severe types of behaviors in the future.

The CI/CO program will provide the student with supportive guidance at the beginning and the end of the school day (or throughout the day, depending on the needs of the student) to improve school behavior, peer relationships, and academic performance. The CI/CO mentor provides a personal point-of-contact for students with behavioral risk factors to help them start school prepared for class, with a clear positive goal for the day, and to review performance and progress at the end of the day. Check-In/Check-Out mentors will monitor the following goals each morning, and with the student, problem-solve any challenges before they become academic or behavioral issues:

- Does the student have materials for class?
- Is the student's homework done?
- Is agenda/assignment book signed by family member?
- Are there any problems that need to be discussed?
- Set goal for the day.

Each afternoon, Check and Connect mentors will monitor the following goals and provide feedback and support to the student:

- What went well today?
- What do you need to improve on tomorrow?
- Are assignments written in Agenda/Assignment book?

- Does student have everything needed to complete homework?
- End with a positive, encouraging word.

**Considerations:**

- Identification of salient rewards is necessary (These typically change over time.)
- “Check-In” frequency will vary depending on student needs (1x/day v. 10x/day)
- “Check-In” and “Check-Out” persons need to be consistent

**Procedures:**

1. Select a monitoring form
2. Define 1 to 3 behaviors to be monitored. These should include both academic and behavioral goals.
3. Choose a check-in-check-out monitoring person. This person should have a positive relationship with the student and be part of their daily schedule of activities.
4. Explain to the student that the CI/CO procedure will help them perform better at school. Make sure an explanation also goes home to the parents.
5. Discuss the daily behavior goals you have identified and make sure the student understands how these behaviors will help him/her at school.
6. Explain the exact procedures for check-in and check-out you want the student to follow.

**Implementation:**

**Morning “Check-In”**

- Discuss behavior /point goals
- Point card given to student
- Student gives point card to each teacher at beginning of period (if more frequent monitoring is needed)
- At end of period teacher marks card and gives feedback

**End-of-Day “Check-Out”**

- review performance
- problem solve any issues that arose during the day/discuss how to improve next day
- Was goal met? If yes, reward

**Point card to Parent**

- send copy of card home with student

- parent initials and card is returned following day

### **Alternate Implementation**

Student follows steps above with the exception of checking in and out each period. Check in occurs at beginning of day and check out at the end. Goals may be more holistic (have assignments written down, everything needed for homework, return homework, and a behavior check).

#### Things to say at check in...

- Wow! You brought back your agenda book!
- You're here on time again -Great!
- Looks like you're all set to go
- It's great to see you this morning
- Looks like you're ready for a good day
- You're off to a good start
- You look so nice this morning
- You look happy to be here this morning
- I like the way you said "good morning"
- Thanks for coming to check in
- Sounds like you had a good weekend
- We missed you yesterday (if student was absent), nice to see you today

#### Things to say at check out....

- You had a great (awesome, terrific, etc) day!
- You're right on target
- Your mom/dad is going to be so proud of you
- You're really working hard!
- You made your goal- wow!
- Looks like today didn't go so well- I know you can do it tomorrow
- I know it was a tough day- thanks for coming to check out
- We all have bad days once and awhile- I know you can do it tomorrow
- You look a little frustrated- what happened?\*
- \*If a student looks upset take a few minutes to "just listen"
- Looks like you were having some trouble today. I know you can turn it around tomorrow.



CHECK-IN CHECK-OUT (CICO)  
Daily Report Form

RTI-PBS Intervention Form

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_ CHECKER: \_\_\_\_\_ DATE: \_\_\_\_\_

Teachers, please circle a "2" if the student has met each respective Behavior Goal, circle a "1" if the Behavior Goal is partially met, or a "0" if the student has not met the Behavior Goal. If a score does not apply, please mark "n/a." Then, initial in the box below.

| SUBJECT/PERIOD: → |   |   |   |   |   |   |   |   |   |   | TOTAL POINTS |  |
|-------------------|---|---|---|---|---|---|---|---|---|---|--------------|--|
| 1.                | 2 | 1 | 0 | 2 | 1 | 0 | 2 | 1 | 0 | 2 | 1            | 0  |
| 2.                | 2 | 1 | 0 | 2 | 1 | 0 | 2 | 1 | 0 | 2 | 1            | 0  |
| 3.                | 2 | 1 | 0 | 2 | 1 | 0 | 2 | 1 | 0 | 2 | 1            | 0  |
| 4.                | 2 | 1 | 0 | 2 | 1 | 0 | 2 | 1 | 0 | 2 | 1            | 0  |
| TEACHER INITIALS: |   |   |   |   |   |   |   |   |   |   |              | How many points did the student earn today? Enter that here: |
| TOTAL POINTS:     |   |   |   |   |   |   |   |   |   |   |              | →  |

Please keep comments supportive and positive.

What did the student do well today?

What can the student do better tomorrow?

Total Points Possible:

How many points could the student have earned today?

$$\frac{\text{student points earned}}{\text{total points possible}} = \frac{\text{percent of points earned}}{\%}$$

What % of points did the student earn today?

%

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature & Comments:

| Incentive Box   |  |
|---|--|
| Does this student's CICO plan involve a reward? _____ |  |
| If so, what is the reward? _____                      |  |
| How often can the reward be earned? _____             |  |
| Did the student receive the reward as planned? _____  |  |

CHECKER, please circle one at the end of the day:

I MET MY GOAL

YES NO




DAILY POINT GOAL




%

CHECK-IN CHECK-OUT (CICO): Kindergarten – 2<sup>nd</sup> Grade  
Daily Report Form

RTI-PBS Intervention Form

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_  
SCHOOL: \_\_\_\_\_ CHECKER: \_\_\_\_\_

 = 2 points  
  = 1 point  
  = 0 points

Teachers, please circle a  if the student has met his/her Behavior Goal, circle a  if the Behavior Goal is partially met, or a  if the student has not met the Behavior Goal. If a score does not apply, please mark "n/a." Then, initial in the box below.

| SUBJECT/PERIOD:   |  |  |  |  |  |  |  |  |  | TOTAL POINTS |  |  |  |
|-------------------|--|--|--|--|--|--|--|--|--|--------------|--|--|--|
| 1.                |  |  |  |  |  |  |  |  |  |              |  |  |  |
| 2.                |  |  |  |  |  |  |  |  |  |              |  |  |  |
| 3.                |  |  |  |  |  |  |  |  |  |              |  |  |  |
| 4.                |  |  |  |  |  |  |  |  |  |              |  |  |  |
| TEACHER INITIALS: |  |  |  |  |  |  |  |  |  |              |  |  | How many points did the student earn today? Enter that here: |
| TOTAL POINTS:     |  |  |  |  |  |  |  |  |  |              |  |  |  |

Please keep comments *supportive* and *positive*.

What did the student do well today?

What can the student do better tomorrow?

Total Points Possible:

How many points could the student have earned today?

$$\frac{\text{student points earned}}{\text{total points possible}} = \frac{\text{percent of points earned}}{\text{earned}}$$

What % of points did the student earn today?

%

Student Signature \_\_\_\_\_

Parent/Guardian Signature & Comments: \_\_\_\_\_

**Incentive Box**

Does this student's CICO plan involve a reward? \_\_\_\_\_

If so, what is the reward? \_\_\_\_\_

How often can the reward be earned? \_\_\_\_\_

Did the student receive the reward as planned? \_\_\_\_\_

CHECKER, please circle one at the end of the day:

I MET MY GOAL



DAILY POINT GOAL

%