



RIVERHEAD CENTRAL SCHOOL DISTRICT

Integrity • Creativity • Respect

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

2022-2023

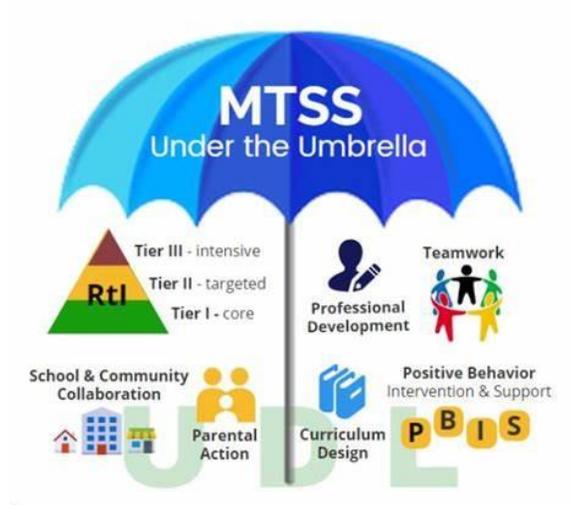


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This plan will be fluid. Assessments and interventions will be added as necessary.



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Multi-Tiered System of Support (MTSS) Plan 2022-2023

- A. Riverhead Central School District Mission:** The mission of the Riverhead Central School District is to inspire and academically empower all students to become tomorrow’s leaders by developing their unique gifts and potential; providing an environment that fosters integrity, creativity, and respect; and ensuring that our students become successful, contributing citizens in a global community.
- B. Implementation Plan:** This plan was originally authored during the 2021-2022 school year by an interdisciplinary team of teachers and leaders. The plan has articulated the current programs being used to support students. Going forward into the 2022-2023 school year, the schools will work collaboratively to select programs supporting the growth of students in academic, social-emotional, behavioral and attendance areas. During this same school year (22-23), schools will pilot different selected programs to ensure alignment with the goals and expectations of this MTSS plan. The committee anticipates full implementation of all tiers (1, 2, and 3) with supportive practices and programs beginning with the 2023-2024 school year.
- C. Our MTSS Goals**
- Our goal for students:** The MTSS framework allows students to be known, respected, and supported across the diversity of their needs so they may achieve success in their academics, personal relationships, and post-secondary outcomes.
- Our goal for educators:** The MTSS framework is a way to support students more effectively, more easily, and more efficiently through the streamlining of data collection and documentation of observations and student data enabling our teachers to spend more time building relationships with their students, delivering personalized support, and experiencing professional success.
- D. Guiding Principles of MTSS**
- ALL children can learn and achieve high standards because of effective teaching.
 - All students must have access to a rigorous, standards-based curriculum and research-based instruction.
 - Intervening at the earliest indication of need is necessary for student success (Pre-K-12).
 - A comprehensive system of tiered interventions is essential for addressing the full range of student needs.

- Student results are improved when on-going academic and behavioral performance data are used to inform instructional decisions.
- Collaboration among educators, families and community members is the foundation to effective problem-solving and instructional decision-making.
- On-going and meaningful involvement of families increases student success.
- All members of the school community must continue to gain knowledge and develop expertise to build capacity and sustainability.
- Effective leadership at all levels is crucial for the implementation of MTSS.

E. MTSS Expectations

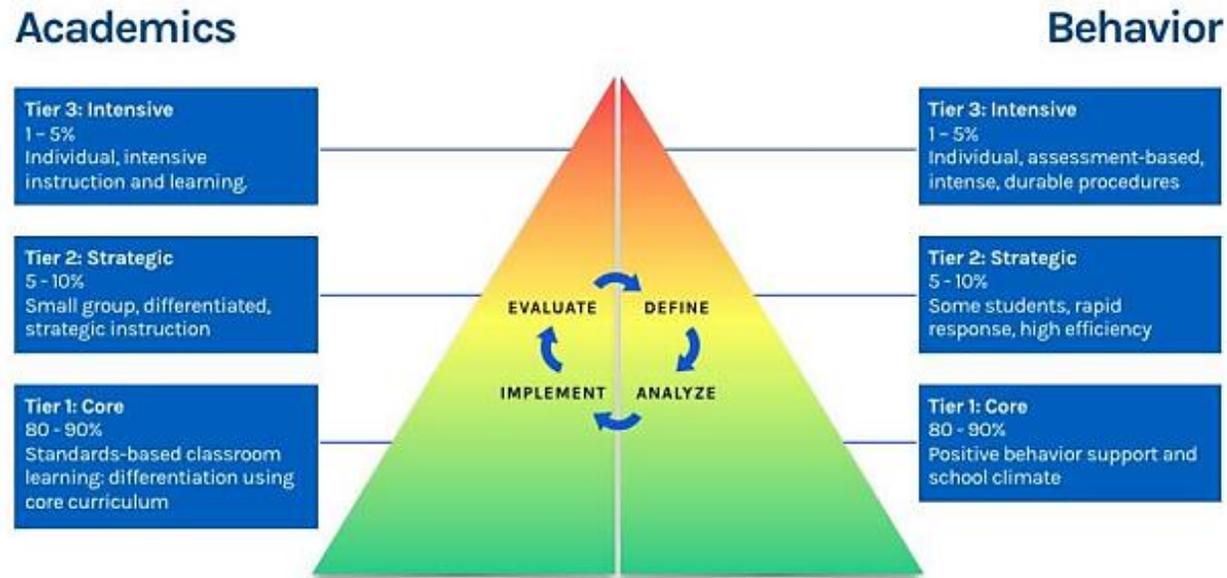
- All buildings will implement MTSS according to a plan created by the district committee to ensure consistency across the district, region, and state. The Guidebook does allow for individualization in some areas based on the different needs of our schools.
- Participation in the MTSS process is not considered a special education process or a roadblock to special education services.
- All schools will have a MTSS Team and will utilize true progress monitoring.
- Building principals will monitor the integrity of the research-based intervention process.

F. MTSS Building Teams: Staff, Roles, and Responsibilities

The MTSS Building Teams are school-based, multi-disciplinary teams driving the MTSS system. Meetings within MTSS may look like an IST (Instructional Support Team) or SST (Student Study Team). All teams function to identify students in need of support. The MTSS Teams may address system needs by reviewing school-wide data (within grade levels and classrooms) and support individual student growth by helping students reach the Riverhead Central School District Mission Statement: The Riverhead Central School District believes in using the Multi-Tiered System of Support to monitor progress and make intervention decisions for students.

G. Three-Tiered System of Service Delivery (K-12)

A three-tiered system of service delivery is a necessary structure to support all children efficiently and effectively, not just those who struggle in school. The three-tiered system of service delivery is crucial for students to achieve at high levels. The graphic below is a visual representation of this three-tiered system. According to research, the percentages displayed reflect the percent of students anticipated to require increasing levels of responsiveness. Students may move flexibly through the tiers as needed.



Universal Screening: Universal screening is the process of assessing all students to identify individuals who are at risk or in need of more individualized support (Hughes & Dexter, 2008). Universal screening data are used in two ways. First, they are used to determine if core instruction is sufficient for at least 80% of students. Second, they are used to identify students who qualify for additional support. Universal Screening is used to provide parents and staff with objective data on student academic competencies unrelated to grade-level or curriculum expectations. When administered at least one time upon entrance to school or grade level and at least quarterly thereafter, universal screening tools can provide a measure of growth over time. Universal Screening may be done in K-12 but is most often used in K-8.

Targeted Screening: Targeted screening is the process of assessing struggling students to identify area(s) of skill deficit for the purpose of providing interventions and/or strategies to meet students' unique needs. Targeted screening is administered to determine the current level of student skills providing guidance for the appropriate interventions. Targeted screening will be done in K-12 to ensure all students are placed in appropriate interventions.

Tier 1 Core Instruction: At Tier 1, all students receive scientific, research-based core instruction implemented with integrity and emphasizing grade-level standards and school-wide behavioral expectations (including Positive Behavior Interventions and Supports (PBIS)). Instruction at Tier 1 should be explicit and differentiated and include flexible grouping and active student engagement. To ensure 80% of students' needs are met at Tier 1, high quality instruction is essential. If Tier 1 instruction is not successful in meeting the needs of 80% of the school's population, the school team should consider possible supports (e.g., improving explicit instruction, differentiation strategies, use of flexible grouping, and/or maximizing active student engagement).

Tier 2 Targeted Group Support: At Tier 2, students identified as being at-risk academically or behaviorally are provided scientific, research-based interventions and/or strategies in addition to the core. This could be provided through pull-out or push-in interventions. Interventions may focus on reading, writing, math, speech/language, occupational therapy, assistive technology, behavior, and social/emotional functioning (i.e., counseling). Approximately 10 to 15% of students will need additional instruction at Tier 2 to become proficient. Tier 2 interventions are implemented with groups of students demonstrating common academic skill deficits or social/emotional/behavioral risk characteristics.

Tier 3 Intensive Intervention: Students who demonstrate significant academic or behavioral deficits or have not demonstrated sufficient progress with targeted group interventions at Tier 2 may require more individualized interventions based on collected data. Compared to Tier 2, Tier 3 may consist of smaller student-teacher ratios and occur for a longer duration of time (e.g., more daily minutes or more weeks spent in intervention). About 5-10% of students will require this level of intensive support.

Progress Monitoring: The purpose of monitoring progress is to determine the effectiveness of an intervention plan on student learning. When data shows the student is progressing, interventions are maintained until the student has met identified goal(s). Once the student has met identified goal(s), interventions may be discontinued. When data demonstrates the student is not progressing, a change in intervention may be necessary as determined by the building MTSS team.

Strategic Intervention, Monitoring Intensity and Consistency

Interventions must take into account student learning styles, student preferences for how information is presented and feedback given so there is an optimal environment for each student's learning.

Screening:

100% of students participate in screening levels of data identification.

Examples of screening: Common Formative Assessments, Standards Based Assessments, and Baseline and Benchmarking Assessments.

Strategic Intervention and Monitoring:

Students at Tier 2 level interventions (at risk or failing to make adequate progress in general education classroom with reasonable Tier 1 interventions.)

Frequency – 2 times weekly minimum, 20-40 minutes, based upon class.

Intensive Intervention and Monitoring:

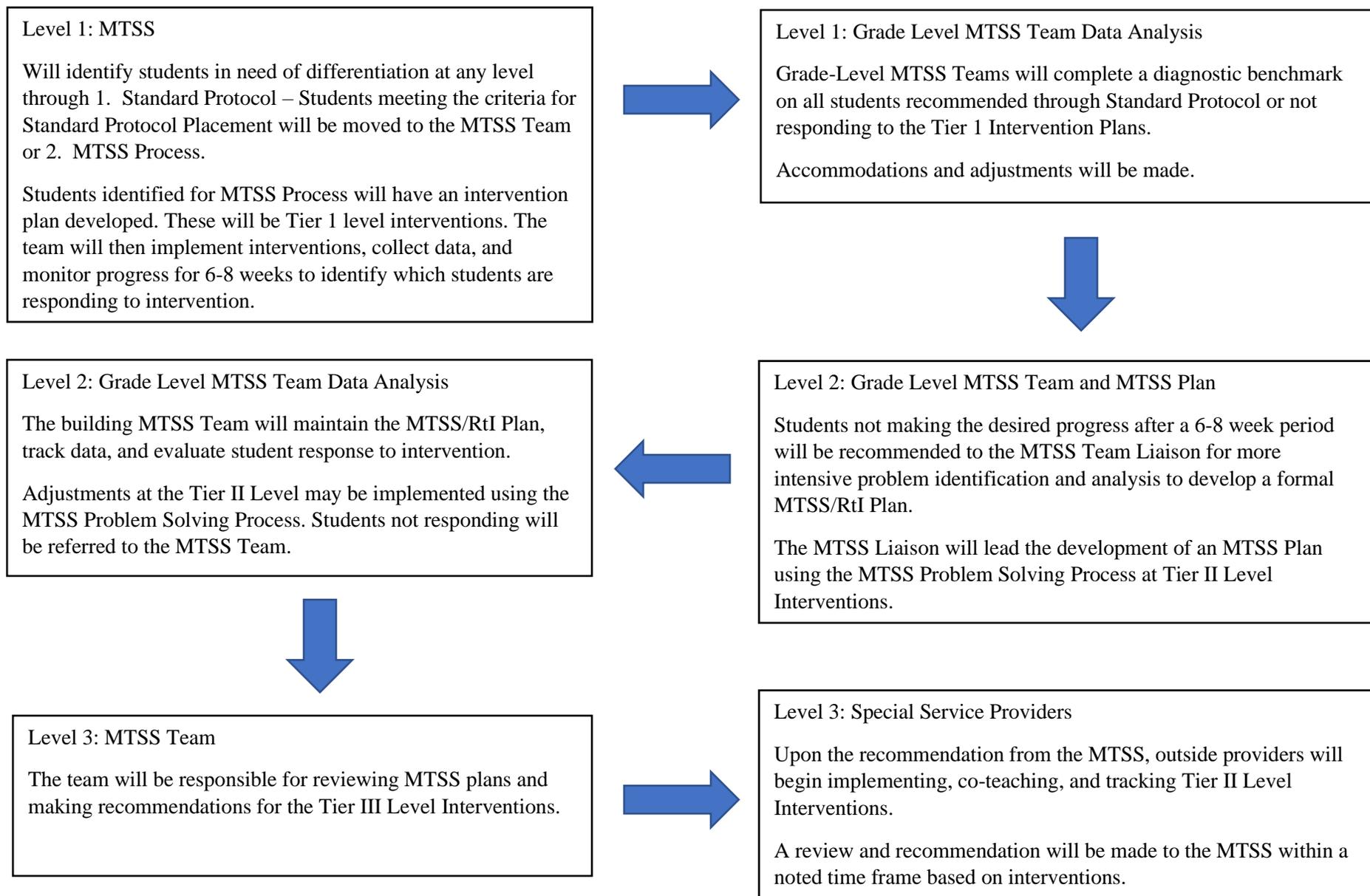
Students at the most intensive level of support, most likely Tier 3.

Frequency – 3 times weekly minimum, 20-40 minutes, based upon class.

“Student-engaged assessment involves students in understanding and in vesting in their own growth. It empowers students with the understanding of where they need to go as learners and how to get there. It builds the independence, critical thinking skills, perseverance, and self-reflective understanding...”

-Ron Berger

School MTSS Process Flowchart



**Elementary and Intermediate Interventions and Resources
Academic Resources**

Tier 1	Tier 2	Tier 3
<p>Reading/ELA</p> <ul style="list-style-type: none"> Balanced Literacy Instruction is the core of the classroom practices Fountas & Pinnell Fountas & Pinnell Phonics, Spelling and Word Study (K-2) FUNdations (K-3) Word Sorts Teachers College (TC) ARC Foundational Skills Toolkit Reading (K-4) Strategy Groups (Research Based Practice) (K-4) Writers Workshop (K-4) TC Reading and Writing (Pulaski) <p>Mathematics</p> <ul style="list-style-type: none"> Ready Math (K-6) 	<p>Reading/ELA</p> <ul style="list-style-type: none"> S.P.I.R.E. Small group/push in or pull out Targeted small group interventions Guided reading, strategies, 2-3x/week 45 minutes (Pulaski) <p>Mathematics</p> <ul style="list-style-type: none"> Push in/Pull out iReady instruction Tier 2 - small group instruction (3-5) Frequency – 2 times weekly minimum, 20-40 minutes, based upon class. 	<p>Reading/ELA</p> <ul style="list-style-type: none"> Sonday System (Orton Gillingham) Leveled Literacy Intervention 3-5 times/week for 35 minutes Leveled Literacy Intervention (Fountas and Pinnell) small group instruction - Frequency – 3 times weekly minimum, 20-40 minutes, based upon class. <p>Mathematics</p> <ul style="list-style-type: none"> Tier 3 - targeted instruction individual or small group to address the identified deficits (1-3) 4-5/week 45 minutes

“In effective MTSS systems, it is the people and the practices they choose, not the programs, which produce results.”

-Dr. Lori Koerner

**Elementary and Intermediate
Academic Intervention Entrance & Exit Indicators**

	Tier 1	Tier 2	Tier 3
Entrance Indicators	<p>At least 80% of students will be considered within Tier 1. TC Running Record - At or Above</p> <ul style="list-style-type: none"> • Grade Level on iReady (Universal Screening Tool) • NYS Tests 3-8 • Classroom performance is either Progressing or Consistently on most measures • May receive individual and/or small group instruction for some academic areas • When student's scores do not match their classroom performance: MTSS Data Team may determine the need for Tier 1 Interventions 	<p>10-15% of students may require a Tier 2 Intervention</p> <ul style="list-style-type: none"> • Benchmark Scores • Running Record (Universal Screening Tool) • May be approaching or below grade level on iReady (Universal Screening Tool) • Scoring Level 2 on Grades 3-8 NYS Assessment • Class performance may be Progressing or Not Yet Evident in some areas • May receive academic support in small groups inside or outside of the classroom • Classroom teachers, elementary specialists and/or reading teachers 	<p>5-10% of the students may require a Tier 3 Intervention</p> <ul style="list-style-type: none"> • Running Record (Universal Screening Tool) • iReady-Tier 1-3 designations • Teacher- by grade level recommendation • Elementary specialists and/or reading teachers
Exit Indicators	<ul style="list-style-type: none"> • MTSS Team may determine a student requires a Tier 2 or Tier 3 intervention when the Tier 1 Intervention (6-10 weeks) has not shown the expected progress 	<ul style="list-style-type: none"> • Reading - is to meet a certain level on Fountas and Pinnell chart- meets expectation • iReady is within 1 year of grade level 	<ul style="list-style-type: none"> • Reading - meet a certain level on Fountas and Pinnell chart- meets approaching expectation level • iReady is more than 1 year from grade level

Elementary and Intermediate Behavior Interventions

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • Restorative Practices • Communication Apps • Bucket Filler - Token Economy • Community Awareness Program (CAP) • PBIS • Citizen of the Month 	<ul style="list-style-type: none"> • Restorative Justice • Social Worker (District and CAP) • Peer Mediation • Elementary Counselor 	<ul style="list-style-type: none"> • Restorative Justice • Social Worker (CAP and District) • Behavior Specialist FBA/BIP • Crisis Intervention (Immediate Emergency Supports) • Elementary Counselor

Elementary and Intermediate Attendance Interventions

	Tier 1	Tier 2	Tier 3
Entrance Criteria and Interventions	<ul style="list-style-type: none"> • Phone call at 5 days • Proprio assistance – interpreter for family calls • Family/Parent Portal • SEL programs/events • Restorative Practices • Attendance incentives • School Nurse 	<ul style="list-style-type: none"> • Cumulative Absences of 10-15% (reviewed 2x/month) • Interventions • Admin letter-Tier 2 letter • Social Worker • School Counselor • Family meeting/via phone or in person 	<ul style="list-style-type: none"> • Cumulative average of absences greater than 15% • Interventions • Admin letter-Tier 3 letter • Home Visit-Social Worker • School Counselor - one time/week • Family meeting/via phone or in person
Exit Indicators	<ul style="list-style-type: none"> • Increase in attendance by 50% 	<ul style="list-style-type: none"> • Increase in attendance by 75% 	<ul style="list-style-type: none"> • Increase in attendance by 90%

iReady - These literacy assessments measure Phonological Awareness, Phonics, High-Frequency Word Knowledge, Vocabulary, and Comprehension. Benchmark Assessment System - These assessments measure Fluency, Oral Reading Rate, Accuracy Rate, Word Knowledge, and Comprehension. This applies to Elementary/Intermediate and Middle School levels.

Elementary Social and Emotional Learning Interventions and Resources

	Tier 1	Tier 2	Tier 3
Entrance Criteria and Interventions	<ul style="list-style-type: none"> • Rethink Ed • Restorative Practices • Morning Meetings/Circles • Mindfulness/Yoga • SEL Lessons/Bully Prevention • Kindness Challenge • Responsive Classroom • Student Council • Clubs • Playtime • Compass Team • Student Leadership Team 	<ul style="list-style-type: none"> • Demonstrate behavior and/or respond to screeners that are outside of grade-appropriate norms and standards by more than one standard deviation. • Restorative Practices • Groups • Student Counselor • Peer Mediation • CAP • Conflict Resolution Meetings (with admin) • Sibs Shop • Counselor 	<ul style="list-style-type: none"> • Demonstrate behavior and/or respond to screeners that are outside of grade-appropriate norms and standards by two or more standard deviations. • Restorative Practices • Social Worker • Community Outreach • Parent Phone Calls • Parent Meetings • Family Service League • Home Visits • Elementary Counselor • Conflict Resolution • Individual Supports • Crisis Intervention • Psychologist • Social Worker

“Tiered interventions must be carefully selected based upon data, student learning style and teacher expertise so that we may have the greatest impact at the earliest possible point. ”

-Dr. William R. Galati

Middle School Academic Intervention Entrance & Exit Indicators

	Tier 1	Tier 2	Tier 3
Entrance Criteria and Interventions	<p>ELA</p> <ul style="list-style-type: none"> • Afterschool Academy • Extra help sessions <p>Mathematics</p> <ul style="list-style-type: none"> • Afterschool Academy • Extra help sessions 	<ul style="list-style-type: none"> • iReady • NYS Test • Teacher Formative Assessment/Recommendation • Classroom teachers and/or reading teachers <p>ELA</p> <ul style="list-style-type: none"> • ELA X (AIS) full year • iReady • Afterschool Academy <p>Mathematics</p> <ul style="list-style-type: none"> • Math X full year class • Afterschool Academy • Goal: select a specific program and implement with fidelity 	<ul style="list-style-type: none"> • iReady • NYS Test • Interventionists and/or reading teachers <p>ELA</p> <ul style="list-style-type: none"> • ELA X (AIS) class in addition to ELA class full year • LLI - Reading teacher (8th grade only) • iReady <p>Mathematics</p> <ul style="list-style-type: none"> • Math X full year • iReady
Exit Indicators		<ul style="list-style-type: none"> • iReady • NYS Test 	<ul style="list-style-type: none"> • iReady • NYS Test

Grade 7 students in need of intervention receive supplemental intervention in the ELA X class. In this setting, students receive instruction based on data from the i-Ready assessments and the NYS ELA assessment. As stated the i-Ready data measures Phonological Awareness, Phonics, High-Frequency Word Knowledge, Vocabulary, and Comprehension. Middle school ELA teachers also interpret and analyze the data from state assessments to determine the standards and skills they need to focus on with their students. They obtain information from the Eastern Suffolk BOCES data bank and analyze data from reports such as the Gap Analysis and Individual Student Performance Reports. This applies to Elementary/Intermediate and Middle School levels.

Middle School Behavior Interventions

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • Restorative Practices • PREP program for Special Education classrooms • Team Meetings • School Counselors/Child Study Team • Student of the Month • Parent/Student Meetings • School Counselor • Dean of Students 	<ul style="list-style-type: none"> • Restorative Justice • School Counselor • School Psychologist • Social Worker • IST • Team Meetings • Dean of Students/Assistant Principal 	<ul style="list-style-type: none"> • Restorative Justice • Social Worker • Behavior Specialist -FBA/BIP • IST • School Counselors • Dean of Students/Assistant Principal

Middle School Attendance

	Tier 1	Tier 2	Tier 3
Entrance Criteria and Interventions	<ul style="list-style-type: none"> • At least 80% of students will be considered within Tier 1 • Restorative Practices • Phone call at 5 days • Proprio assistance – interpreter for family calls • Family/Parent Portal • Transitional Programs • Social/Emotional Program • After school clubs • After school athletics • School Nurse • Dean of Students 	<ul style="list-style-type: none"> • 10-15 % of students will be considered within Tier 2 • Cumulative Absences of 10-15% • Admin letter-Tier 2 letter • Social Worker • School Counselor • Family meeting/via phone or in person • Family Service League • Social Worker • Dean of Students/Assistant Principal 	<ul style="list-style-type: none"> • 5% of students will be considered within Tier 3 • Cumulative Absences greater than 15% • Admin letter-Tier 3 letter • Home Visit-Social Worker (no response by the family) • School Counselor • Family meeting/via phone or in person • Family Service League • Dean of Students/Assistant Principal

High School Behavioral Interventions

	Tier 1	Tier 2	Tier 3
Entrance Criteria and Interventions	<ul style="list-style-type: none"> • 10-15% of students may require intervention within Tier 2 • Spirit Week • Restorative Circles • Clubs 	<ul style="list-style-type: none"> • Demonstrate behavior and/or respond to screeners that are outside of grade-appropriate norms and standards by more than one standard deviation • Social Worker • Psychologist • Counselor • Restorative Circles • Parent Meetings • Peer Mediation 	<ul style="list-style-type: none"> • 5% of students may require intervention within Tier 3 • Demonstrate behavior and/or respond to screeners that are outside of grade-appropriate norms and standards by two or more standard deviations
Exit Indicators		<ul style="list-style-type: none"> • Move to Tier 1 only when demonstrated behavior and/or response to screeners is within one standard deviation 	<ul style="list-style-type: none"> • Move to Tier 1 and 2 when demonstrated behavior and/or response to screeners reaches less than two standard deviations •

High School Academic Interventions

	Tier 1	Tier 2	Tier 3
Entrance Criteria and Interventions	<ul style="list-style-type: none"> • At least 80% of students will be considered within Tier 1 • MTSS Team may determine a student requires a Tier 2 or Tier 3 intervention when the Tier 1 Intervention (6-10 weeks) has not shown the expected progress • 9, 10, 11, 12 Homework Club • Peer Tutoring • Extra help from teacher (optional) • Assignment modifications Small group Extended time 	<ul style="list-style-type: none"> • 10-15% of students may require intervention within Tier 2 • NYS Tests • Text Levels • IST referral Blue Wave Academy (9th/10th grades) • 2 year classes in English, Algebra, Living Environment, Global 9 • Summer School • Repeater Classes • Homework Club 	<ul style="list-style-type: none"> • 5% of students may require intervention within Tier 3 • NYS Tests • Text Levels • Pre-determined from 8th grade: • LLI Reading 9th/10th grade - replaces traditional English class • 9th/10th grade AIS class - • 2-year Algebra • Repeater Classes • Summer School • Homework Club
Exit Indicators	<ul style="list-style-type: none"> • At least 80% of students will be considered within Tier 1 	<ul style="list-style-type: none"> • Steady Improvement 	<ul style="list-style-type: none"> • Significant Improvement



High Attendance Interventions

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • PREP program for special education classrooms • Restorative Practices • Social Emotional Lessons • Kindness Program • School Counselor • Student of the Month • After School clubs and activities • Open Campus (Jr. and Sr.) • Job Coach • Freshman Seminar • Assistant Principal 	<ul style="list-style-type: none"> • Restorative practice • Family Service League • IST/SST • Neighborhood Aides • Teacher Conferences • Social Worker-ENL/CAP/School • School Counselor • School Psychologist • Rethink Ed • Assistant Principal 	<ul style="list-style-type: none"> • Restorative Justice • Family Service League • Family Conferences • IST • SST • Social Worker • School Counselor • PINs Petition • Rethink Ed • Assistant Principal



High School Social and Emotional Learning Intervention Entrance & Exit Indicators

	Tier 1	Tier 2	Tier 3
Entrance Criteria and Interventions	<ul style="list-style-type: none"> • At least 80% of students will be considered within Tier 1 • Rethink Ed • Social Workers • Guidance Counselors • Family Service League • Restorative Circles • Mindfulness moments • Social Worker 	<ul style="list-style-type: none"> • 10-15% of students may require intervention within Tier 2 • Demonstrate behavior and/or respond to screeners that are outside of grade-appropriate norms and standards by more than one standard deviation • Social Worker/Assistant Principal • Guidance Counselors 	<ul style="list-style-type: none"> • 5% of students may require intervention within Tier 3 • Demonstrate behavior and/or respond to screeners that are outside of grade-appropriate norms and standards by two or more standard deviations • Social Worker/Assistant Principal • Guidance Counselors
Exit Indicators for SEL		<ul style="list-style-type: none"> • Demonstrated behavior and/or response to screeners is within one standard deviation 	<ul style="list-style-type: none"> • Demonstrated behavior and/or response to screeners reaches less than two standard deviations

“MTSS helps educators to be thoughtful about using resources appropriately and impactfully, and use data to continually monitor and improve the effectiveness of their actions.”

“MTSS makes the district-wide system more effective and ensures we're supporting the needs of every student.”

*-Region 10 Education Service Center
Richardson, Texas*

Entrance and Exit Criteria and Interventions for High School Attendance

	Tier 1	Tier 2	Tier 3
Entrance Criteria and Interventions	<ul style="list-style-type: none"> • At least 80% of students will be considered within Tier 1 • Restorative Practices • Phone call at 5 days • Proprio assistance – interpreter for family calls • Family/Parent Portal • Transitional Programs • Social/Emotional Program • After school clubs • After school athletics • School Nurse • School Counselor 	<ul style="list-style-type: none"> • 10-15 % of students will be considered within Tier 2 • Cumulative Absences of 10-15% • Admin letter-Tier 2 letter • Social Worker • School Counselor • Family meeting/via phone or in person • Family Service League • Social Worker - CAP 	<ul style="list-style-type: none"> • 5% of students will be considered within Tier 3 • Cumulative Absences greater than 15% • Admin letter-Tier 3 letter • Mentor/Check in program • Home Visit-Social Worker/neighborhood aides (no response by the family) • School Counselor • Family Service League
Exit Indicators	<ul style="list-style-type: none"> • Increase in attendance by 50% 	<ul style="list-style-type: none"> • Increase in attendance by 75% 	<ul style="list-style-type: none"> • Increase in attendance by 90%

