

Hoosic Valley Central School
District

MTSS Overview & Data Team Meetings

K-8

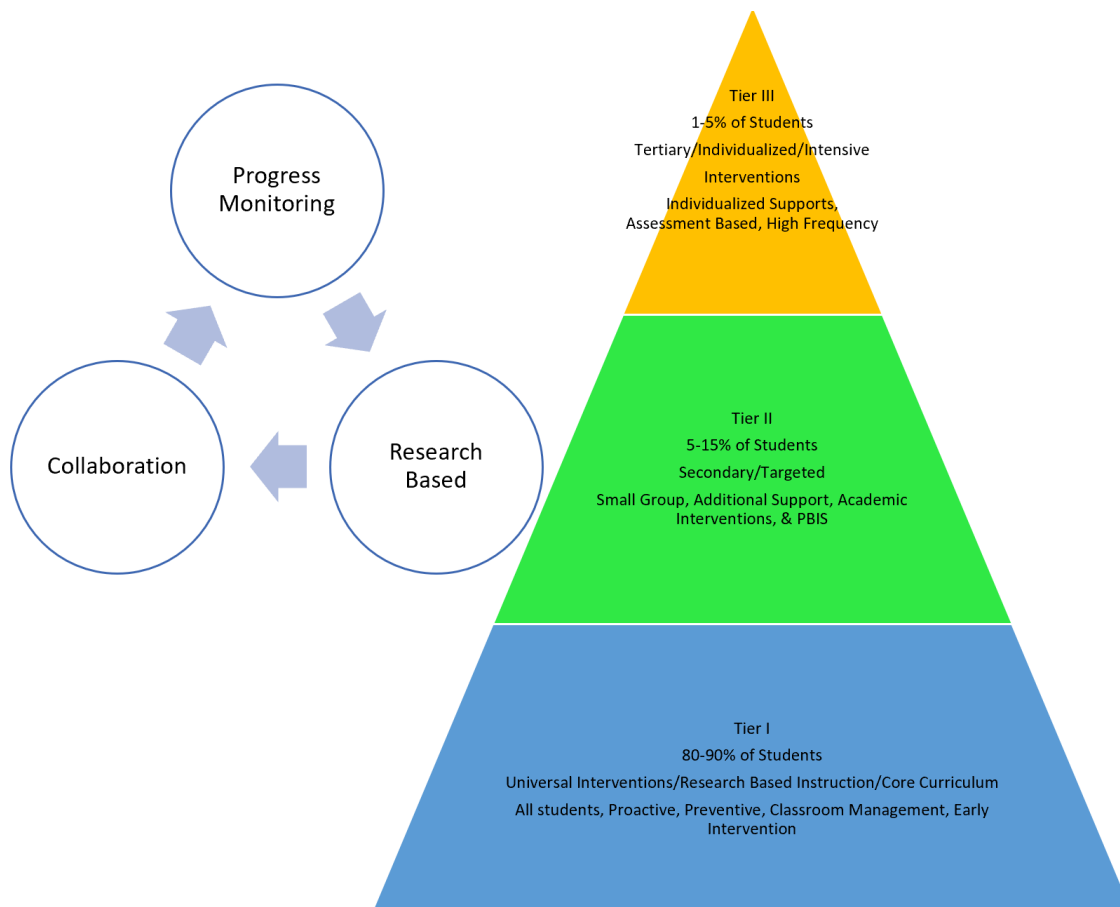


2022-2023



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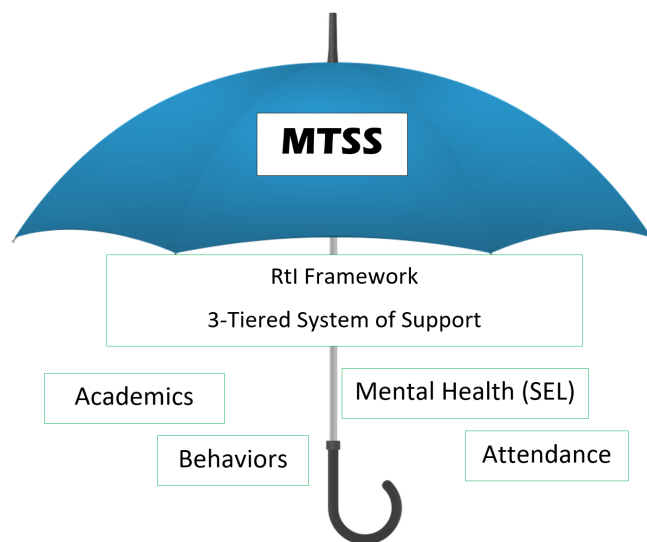
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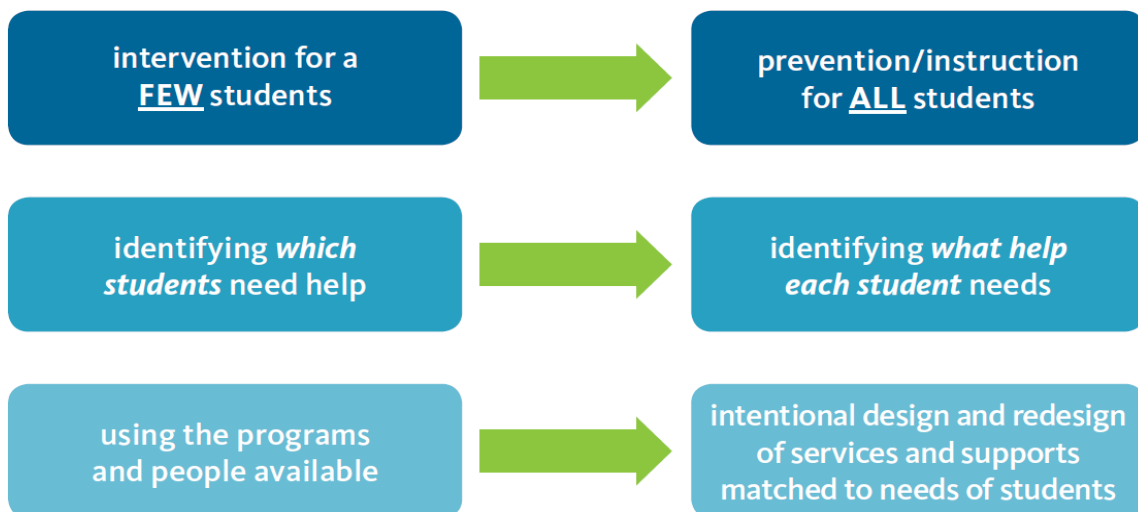
MTSS Overview

In an effort to build a cohesive and systematic Multi-Tiered System of Support district wide a revamping of our current practices and procedures has occurred and will continue to be developed. We are starting at the elementary level and progressing through the secondary schools following a three year implementation plan.

The purpose of MTSS is to be proactive and preventive in discussing and planning for all students' success.



MTSS Paradigm Shift



Lynch, L. K., Jones, S., & Kalinowski, J. (n.d.). From RtI to MTSS: Building your intervention team. *Istation: Supporting Educators*

Grade Level Data Team Meetings

The elementary school and middle school will engage in grade level “data team meetings” approximately every 6-8 weeks. These meetings include the review of **all** students' results on the iReady assessment, Fountas and Pinnell’s, attendance, progress monitoring review, classroom assessments/permanent products, and any concerns you may have. A universal social emotional learning screener: Devereux Student Strength Assessment (DESSA) mini or another social emotional screener (next school year 2023-2024),

Data team meetings will occur by grade level and Teachers will present and discuss ALL students to the Data Team members. Members of the data team may include, Related Services Providers, Administrator, Intervention Coordinator, Special Education Teacher, and AIS providers. Data Team meetings are scheduled for approximately 20 minutes in length at the middle school on back to back days (2 consecutive days) and 40 minutes at the elementary, every 6 weeks during **flex prep**.

Elementary School Schedule 2022-2023

School	Data Meeting 1 Benchmark	Data Meeting 2	Data Meeting 3 Benchmark	Data Meeting 4	Data Meeting 5	Data Team Meeting 6 BenchMark
Elementary	Week of October 17th	Week of December 12th	Week of February 6th	Week of April 3rd	Week of May 15th	Week of June 12th

Middle School Schedule 2022-2023

School	Data Meeting 1 Benchmark	Data Meeting 2	Data Meeting 3 Benchmark	Data Meeting 4	Data Meeting 5 Benchmark	Data Team Meeting 6
Middle School	Week of October 11th	Week of December 5th	Week of January 30th	Week of March 27th	Week of May 8th	Week of June 5th

District Level Data Team Meetings

Three times a year the district level MTSS team that includes Administration and the intervention Coordinator will review data and results from the data teams, following universal assessments and benchmarks testing. The MTSS team will collaborate with content specialists as needed.

Responsibilities in Preparation for the Meeting

Classroom Teachers

Data Meeting 1:

- Teachers will review all universal data for students within their classroom/classes and have an understanding of current student abilities.
- For the first meeting, teachers may not have many concerns.
- The [Intervention Tracking Form](#) will be filled out during your data team meeting to note the recommended tier 1 & 2 supports/interventions the data team has recommended. This form should be filled out **only** for students who were provided with recommendations. Tier 3 recommendations will be filled out by AIS/Rtl providers or other identified individuals.
 - Additional intervention/supports can be found in the ever evolving academic and behavioral supports/interventions within intervention compass.

Data Meeting 2-6:

- Teachers will review all universal data, classroom assessments, and progress monitoring data for students within their classroom/classes and have an understanding of current student abilities.
- Bring filled out [Intervention Tracking Forms](#) for students receiving **Tier 1 & 2** academic interventions and behavioral interventions. Students receiving **Tier 3** (AIS), AIS providers will discuss the results of their services.
 - Additional intervention/supports can be found in the ever evolving academic and behavioral supports/interventions within intervention compass.

*Transitioning a student to Tier 2 and with extreme cases Tier 3 from tier 1, teachers will be requested to complete the following [Tier 1 strategies used document](#) for each student that transitions to tier 2 or 3.

*If you have students that are above grade level, discussions during data team meetings **may** result in open communication amongst grade level teachers. This conversation **may** result (based on teachers discretion) with students receiving enrichment support within their grade level during Rtl/WIN time.

If necessary the Data Team may recommend the student to the SBST (student based support team) and/or the support team to create an action plan for the student(s). Possible plans could include: classroom observations, collaboration with teachers, outside referrals, collaboration with related service providers and behavior specialists. Additionally, not all students will require an SBST meeting, but members from the data team/SBST team may collaborate with the teacher separately then in a formal data team or SBST meeting.

Data Team Members Responsibilities

- Review **all** Data Meeting Teacher Forms **prior** to the meeting.
- **Come prepared with intervention ideas and materials** based on teacher forms.
 - Can reference intervention compass that references possible academic and behavioral supports/interventions.
 - Notify related service providers if you feel they should attend a specific meeting.
- One data team member will be required to take notes during the data teams.
 - This will allow for all Rtl supports and interventions to be recorded, monitored, and saved for future reference.

Data Meetings 1-6:

- Students will be assigned tiers based on Teacher Forms and Diagnostic testing results.
- Brainstorm Tiered supports/interventions for student success.
- Distribute [tracking form](#) for teachers with Tier 1 & 2 supports/interventions.
- Tier 3 data will be recorded by AIS/Rtl provider or other designated individuals
- Review Tier 1, 2, and 3 student progress.
- Discuss interventions and results.
- Review student work.
- Discuss student successes and new student concerns.
- Brainstorm tiered interventions for student success.
- Students may change tiers at the discretion of the committee.
- If a student is showing unsuccessful gains after 3 cycles within the data team and no gains through SBST, a referral to CSE can be discussed with the Intervention Coordinator. Final approval for referral comes after consultation with the SPED department and the completion of a referral packet. Each student will be assessed based on their individual needs in relation to special education services.

Behavioral Support Team

There are two support teams school wide. An elementary team and a secondary team. These individuals will discuss student concerns related to behaviors, attendance, mental health, and social emotional challenges. These teams include Social Worker, School Psychologist, Counselors, and the Intervention Coordinator. The Secondary Level team meets every Tuesday 9:30am-10:30am and the Elementary meets every _____ from _____. To bring a student to

the Support Team, teachers must complete a student support team **referral**. A member from the support team will report back to the teacher(s).

Other Concerns

If you have a student concern between data meetings, please consult your Social Worker, Counselor, School Psychologist, Administration, Intervention Coordinator, or a Data team member.

At this consultation, explain your concern, receive intervention suggestions, and begin [tracking interventions](#). Bring the intervention tracking form to the next Data Team meeting.

If the consult does not result in progress and the student is of major concern, please submit a referral for an SBST meeting.

If you have questions related to the MTSS process please visit the [Q&A Document](#)



For further information on MTSS, supports, and criteria please refer to the [Q & A Form Tiers Defined Document](#)

MTSS/RtI/Data Team Meetings Questions and Answers Document

Here you will find answers to common questions related to the RtI process and the Data Team process. If you have further questions that you would like to see answered in this document, please make a comment so your question can be added and addressed to this document.

Q: Am I still able to bring a student to SBST and/or Support Team?

A: Yes, you can still request an SBST meeting on your student. These meetings are still occurring. In fact during the data team meeting, when discussing all your students, the data team may suggest you bring your student to SBST/Support Team for further discussion and to spend more time discussing your student.

Q: How long do I have to keep bringing my student to data team meetings and SBST before I can make the referral to CSE?

A: If a student is showing unsuccessful gains after 3 cycles within the data team and no gains through SBST, a referral to CSE can be discussed with the Intervention Coordinator. Final approval for referral comes after consultation with the SPED department and the completion of a referral packet. Each student will be assessed based on their individual needs in relation to special education services. Each student will be assessed based on their individual needs in relation to special education services. Three cycles may not be plausible for each student, so consultation with the special education department is required and recommended as needed, as each student is their own case.

Q: What form of progress monitoring is required?

A: In an attempt to not overload teachers with progress monitoring based on the recommendations of the data team, SBST team we have developed a simple form that can be filled out weekly on the recommendations the data team, SBST recommended. It is important to remember if the intervention worked at all during that week, it is considered as making progress. The simple intervention tracking form can be found in the handbook and also here. [Intervention Tracking Form](#)

Q: Will teachers and related service providers have access to the menu of interventions?

A: Yes, everyone will have access to the menu of interventions as you can access it through the link within the handbook. The two district level teams, academic and behavior teams will work to further add to the menu of interventions. The [menu of interventions](#) is an ongoing developed document. If you have found anything successful that you would like to share, please feel free to reach out to Kyle Lis so that he can share it with team members and/or add it to the menu of interventions.

Q: Will there be any time given to teachers or aide support to track all of this additional data? Taking time to record this much information for each student with an intervention will definitely take away teaching time.



Tier Definitions

The priority of MTSS is to provide proactive, preventive measures to assist all students and those who are identified through data of requiring additional support across domains (academics, behavior, social, emotional, and attendance). MTSS and Rtl is a general education support that all students including students with 504 plans and IEPs are eligible to receive.

Tier 1: Universal Instruction and Supports for all Students (80-90%)

-All students receive Tier 1 Support. Supports that include best practices, strategies, and interventions. Tier 1 includes universal assessments and practices.

- iReady Assessment: Mid or above, early on and one grade level below
- F&P: At exceeds, meets, approaching
- DESSA-MINI SEL Score - 40 or below - DESSA score does not directly result in services, just a conversation and reflection on the student further.
- Tier 1 includes general support for students that are considered "best practices" and includes instruction within the identified curriculums set forth by the school district.
 - Please reference the [Teaching Strategies: Best Practices](#) Document for an overview of teaching strategies and resources.
 - Reference the [Tier 1 Supports Implemented Document](#) for a quick outline of additional supports
- Tier 1 also includes the implementation of an effective classroom management plan that includes PBIS.
 - For Classroom Management ideas please visit the [Classroom Management Folder](#)
- Implement supports for 6-8 weeks

Tier 2: Targeted Interventions for Specific Groups of Students (10-20%)