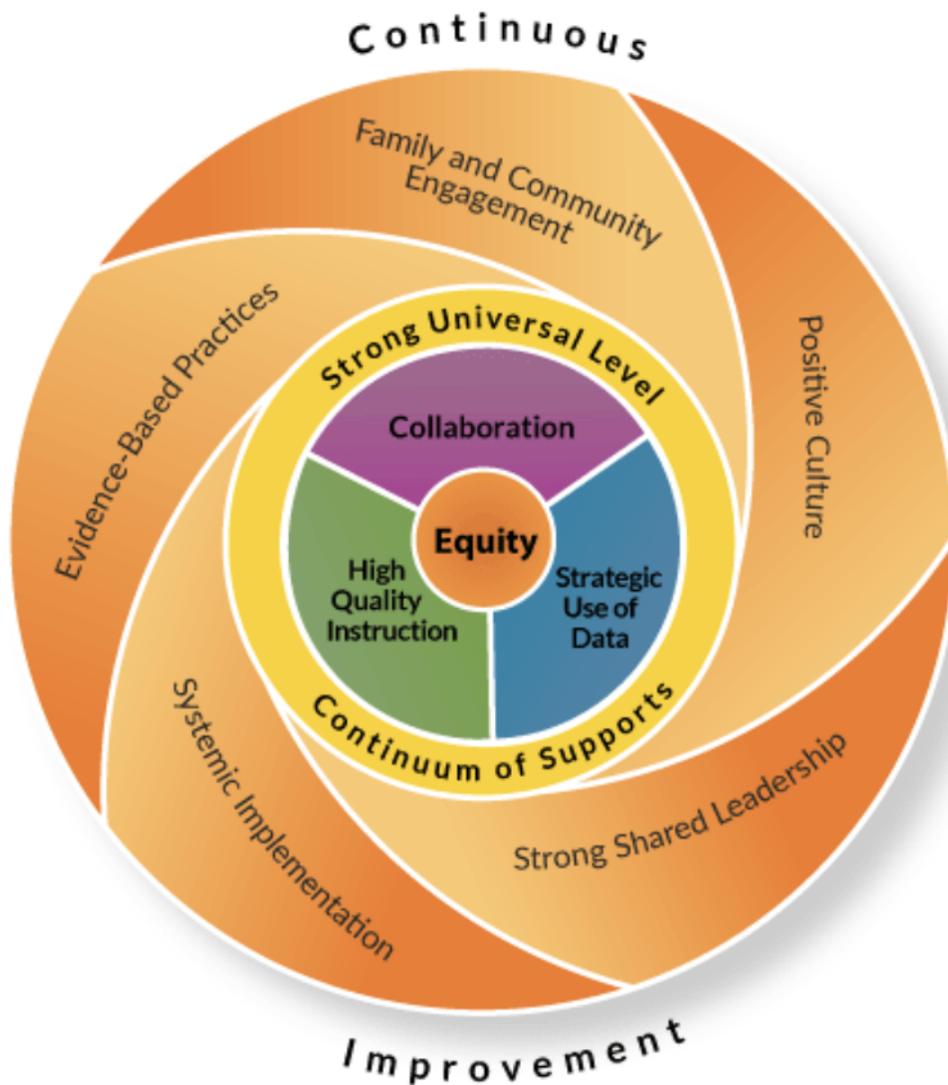




Multi Tiered Systems of Support  
(MTSS)  
Shell Lake Elementary Handbook



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# Academics

## Beliefs:

- Every student can learn.
- Instruction must be rigorous and relevant.
- Purposeful assessment drives instruction.
- Learning is a collaborative responsibility.
- Students bring strengths and experiences to learning.
- Responsive environments engage learners.

## Vision:

At Shell Lake Elementary, our staff ensures all students will have the foundational skills needed to read, write, problem solve, and work collaboratively in literacy and math so they can acquire knowledge about our diverse world, ask deep questions, think critically, and to build excitement for learning.

## Mission:

- All students continue to learn and grow in their math and literacy skills
  - Guaranteed and Viable Curriculum
  - High quality instructional materials and practices
  - Highly qualified teachers
  - Classroom teachers are the first responders to academic needs
- Systematic response to timely and targeted assessment data in both literacy and math
  - Interventions and supports based on individual skill needs
  - Interventions and supports provided by highly trained teachers and support personnel
  - Classroom teachers are an integral part of the intervention system

## [Staff Roles and Responsibilities](#)

## Protocols

- Shell Lake Intervention Planning ([SLIP](#))
- Guarantees for Interventions
  - Intervention times are a priority and fidelity is non-negotiable
  - Ensure interventions focus on skill needs
    - Literacy Guide
    - Math Guide (in progress)
  - Tier 3
    - [Entrance and Exiting Criteria](#)
    - Provided by highly trained staff
    - [Tier 3 Literacy Intervention Resources](#)
    - [Tier 3 Math Intervention Resources](#)
  - Tier 2
    - Happens during classroom instruction and Laker Time settings
    - Entrance & exiting determined in PLCs based on classroom data
      - PLC Norms
      - Coaches and Interventionists will be a part of PLC decision making
    - [Tier 2 Intervention Record](#)
    - Utilizes high quality instructional materials and practices
      - [Tier 2 Literacy Intervention Resources](#)
      - [Tier 2 Math Intervention Resources](#)
    - Progress monitoring data required every other week
  - On track and advanced students
    - Independent Reading w/Conferencing
    - Book Clubs/Literature Circles
    - Extension activities
    - Dreambox/Amplify Reading
    - Writing
    - WorkPlaces
    - Math Games

- Project Based Learning
- Decisions for Double Dippers
  - Provide both if possible
  - Identify area of highest need

## Laker Time Options

- Kindergarten: Math & ELA can happen in the same 30-40 minute block
  - Option 1
    - A Day/B Day - Every other day ELA and Math
      - A classroom teacher is Tier 2 interventionist
      - Tier 2 students meet interventionist in pull out space
      - Coverage given for classroom teacher
  - Option 2
    - Tier 2 ELA one week & Math the next
  - Option 3
    - Classroom teachers provide Tier 2 interventions for both ELA and Math within their classroom
    - Could be 15 minutes math/15 minutes ELA a day OR could be math one day, A day/B day
    - All students stay with their classroom teacher for Laker Time
  - Option 4
    - One grade level teacher is the Tier 2 interventionist and all T2 students go to their room every day
    - That teacher has option of ELA one day/Math one day OR 15 minutes of ELA and 15 minutes of Math
    - Possibility of having aide support for managing behavior
    - Switch roles occasionally
  - Option 5

- Triage out the most important needs and fill those first. **This may include behavior.**

### Tier 3 Entrance and Exit Criteria

#### K -1

Reading	Math
<b>Entrance</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> earlyReading Screener - below 20 percentile</li> <li><input type="checkbox"/> Drill down to skill level</li> </ul>	<b>Entrance</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> earlyMath Screener - below 20 percentile</li> </ul>
<b>Exiting</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3 out of 5 consecutive progress monitoring probes are above the 25 percentile for testing period (progress monitoring follows literacy continuum and grade level expectations)</li> <li><input type="checkbox"/> earlyReading Screener-above 20 percentile</li> <li><input type="checkbox"/> Classroom assessments show progress with some support</li> </ul>	<b>Exiting</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3 out of 5 consecutive progress monitoring probes are above the 25 percentile for testing period</li> <li><input type="checkbox"/> earlyMath Screener - above 20 percentile</li> <li><input type="checkbox"/> Classroom assessments show progress with some support</li> </ul>

#### 2-6

**\*Based on two of the last three screener assessments**

Reading	Math
<b>Entrance</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has received Tier 2 intervention               <ul style="list-style-type: none"> <li><input type="checkbox"/> Data conversation based on progress monitoring</li> </ul> </li> <li><input type="checkbox"/> aReading Screener - below 20 percentile</li> <li><input type="checkbox"/> CBMreading(2-3) / AUTOREading(4-6) - below 20 percentile</li> </ul>	<b>Entrance</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Has received Tier 2 intervention               <ul style="list-style-type: none"> <li><input type="checkbox"/> Data conversation based on progress monitoring</li> </ul> </li> <li><input type="checkbox"/> aMath Screener - below 20 percentile</li> <li><input type="checkbox"/> CBMAutomaticity - below 20 percentile</li> </ul>

<p>Exiting</p> <ul style="list-style-type: none"> <li>❑ 3 out of 5 consecutive progress monitoring probes are above the 25 percentile for testing period</li> <li>❑ aReading Screener - above 20 percentile</li> <li>❑ Classroom assessments show progress with some support</li> </ul>	<p>Exiting</p> <ul style="list-style-type: none"> <li>❑ 3 out of 5 consecutive progress monitoring probes are above the 25 percentile for testing period</li> <li>❑ If progress monitoring using CBMMathProcess or CBMAutomaticity → move to CBMMathCAP</li> <li>❑ If progress monitoring using MathCap → release</li> <li>❑ aMath Screener - above 20 percentile</li> <li>❑ Classroom assessments show progress with some support</li> </ul>
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## Tier 3 Documentation Protocol

1. Complete attendance and intervention information on Interventionist Report Form.
2. Complete parent communication requirements
  - a. Enter/Exit T3 intervention letters
  - b. Progress Monitor and Intervention updates every 6 weeks.
3. Calculate fidelity.
4. Make note of parent notifications
5. Staple attendance and progress monitoring together with a colored cover sheet indicating the grade. Must be in chronological order.
6. Throw out all papers that are no longer relevant.
7. Keep one copy in intervention documentation and put one in the CUM folder.

## T3 Accommodations:

- Provide extra time to complete work
- Provide small group instruction/reteaching in T1
- Provide students with audio text or teacher read aloud
- Read directions or rephrase questions for T3 reading students
- T3 Interventionist will proctor FastBridge

## Child Support Team Request Form

Child Support Teams can be called for students that have received Tier 2 interventions and have data to show the response to the intervention. The CST team will develop a plan to support the student. The goal of the CST process is to determine resources, strategies, and supports that will best enable the student to be successful in the classroom.

- a. Request CST meeting with Jen Marker
- b. Complete CST form
- c. Jen Marker will schedule
- d. Interventionist takes notes.

### [Wisconsin SLD Eligibility](#)

# Behavior

## PBIS Mission/Purpose Statement The Laker Way

The mission of the Shell Lake School District PBIS program is to facilitate the effective teaching and learning of positive behaviors at school and in our community.

It is our goal, through the Laker Way, to help each child exceed expectations through consistent modeling of positive behaviors. We aim to create a climate in which students and staff will be safe, respectful, responsible, problem solvers, empowering them to persevere in all academic and social endeavors.

# PBIS Tier 2 Process

A student in your classroom qualifies for Tier 2 intervention (3 of any type of ODRs over a 4 week period)

## **Step One**

PBIS Coach will connect with the classroom teacher

## **Step Two**

Teacher calls the guardian(s) to explain the teaching tool of the CICO behavior intervention & obtain their permission to implement this process.

## **Step Three**

Teacher notifies coach re: if communication happened & if guardian permission was given.

If unable to reach guardian(s) by phone, the teacher will tell the coach.

## **Step Four**

Coach will send a letter home.

## **Step Five**

Coach will assign a mentor. Coach will give materials to the mentor & teacher to begin the CICO process.

## **Step Six**

Mentor will meet with the student for a minimum of six weeks.

Afterwards, the Tier 2 team will review data & make recommendations.

**Mentors:** Please place CICO sheets in Anne Bryan's mailbox at the end of the day or end of the week.

If your student is absent, please send Anne a quick email, so that she can mark it accordingly in eduCLIMBER for data purposes. If you'd like, you may input the data in eduCLIMBER as well.

## Frequent Absences Intervention Strategies

ATTENDANCE	Strategies
Tier 1:	Letters sent home at 5, 10 and more absences monthly Teachers provide missing work Teachers communicate with parents
Tier 2: Either 10% of days missed or 10 absences or any unexcused absences	Classroom teacher notifies Mrs. Cox Referral to Lakeland School-to-Home Lakeland recommends After School homework option
Tier 3: 10 or more absences OR 5 or more unexcused absences	<ol style="list-style-type: none"><li>1. Meeting with the family or a personal visit to the home</li><li>2. Family Welfare Check</li><li>3. File Formal Truancy</li></ol>

## Student Breaks

- Purposeful (give them a task, carry something heavy, deliver a note to the office)
- Timely (5 min. or less)
- Monitored (not wandering the halls)
- MUST have a pass if in the hall (example, state the time to return by)

## Top Resources for Support

[PBIS World](#)

B.e.s.t. (3RD-6TH GRADES) Behaviors Emotional Social Traits

[ASLUP](#) Complete prior to CST

Mentoring

Laker Time Skills

Lakeland Family Resources

[Leveled Consequences](#)

## Top Three Behaviors Interventions Strategies

<b>DISRUPTION</b>	Strategies
Tier 1:	Use PBIS world for resources, reteach, redirect, avoid power struggles, acknowledge/praise positive behaviors, speak to them privately, purposeful breaks, standing, movement break, sensory tools, ignore, document ODRs
Tier 2: *3 or more ODRs in 4 weeks	CICO for 6 weeks (80% score, 80 % of the time) Mentoring, small group or specialized CICO Intentional breaks or use of sensory room Visual schedules, social stories
Tier 3:	CST can be called after 6 weeks of tier 2 Parent Meeting Office Consequences (6 or more minors, or one major)

<b>PHYSICAL AGGRESSION</b>	Strategies
Tier 1:	Use PBIS world for resources, Stop, Walk, Talk <a href="https://www.pbisworld.com/?s=stop+walk+talk">https://www.pbisworld.com/?s=stop+walk+talk</a> reteach, relaxation techniques, redirect, avoid power struggles, acknowledge/praise positive behaviors, speak to them privately, purposeful breaks, standing, movement break, sensory tools, individual work space, loss of recess, parent contact, document ODRs
Tier 2: *3 or more ODRs in 4 weeks	CICO for 6 weeks (80% score, 80 % of the time) Mentoring, small group or specialized CICO Intentional breaks or use of sensory room Conflict Resolution skills, Restorative Circle with teacher/student (led by Mrs. Cox or John)
Tier 3:	CST can be called after 6 weeks of tier 2 Parent meeting Loss of recess (6 or more minors, or one major)

<b>DEFIANCE/DISRESPECT</b>	Strategies
Tier 1:	Use PBIS world for resources, reteach, avoid power struggles, give choices, wait time, speak to them privately, praise or reward compliance, calm/neutral voice (go brain dead), ignore, parent contact, document ODRs
Tier 2: *3 or more ODRs in 4 weeks	CICO for 6 weeks (80% score, 80 % of the time) Mentoring, small group or specialized CICO Restorative Circle with teacher/student
Tier 3:	CST can be called after 6 weeks of tier 2 Parent Meeting Office Consequences (6 or more minors, or one major)

