



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

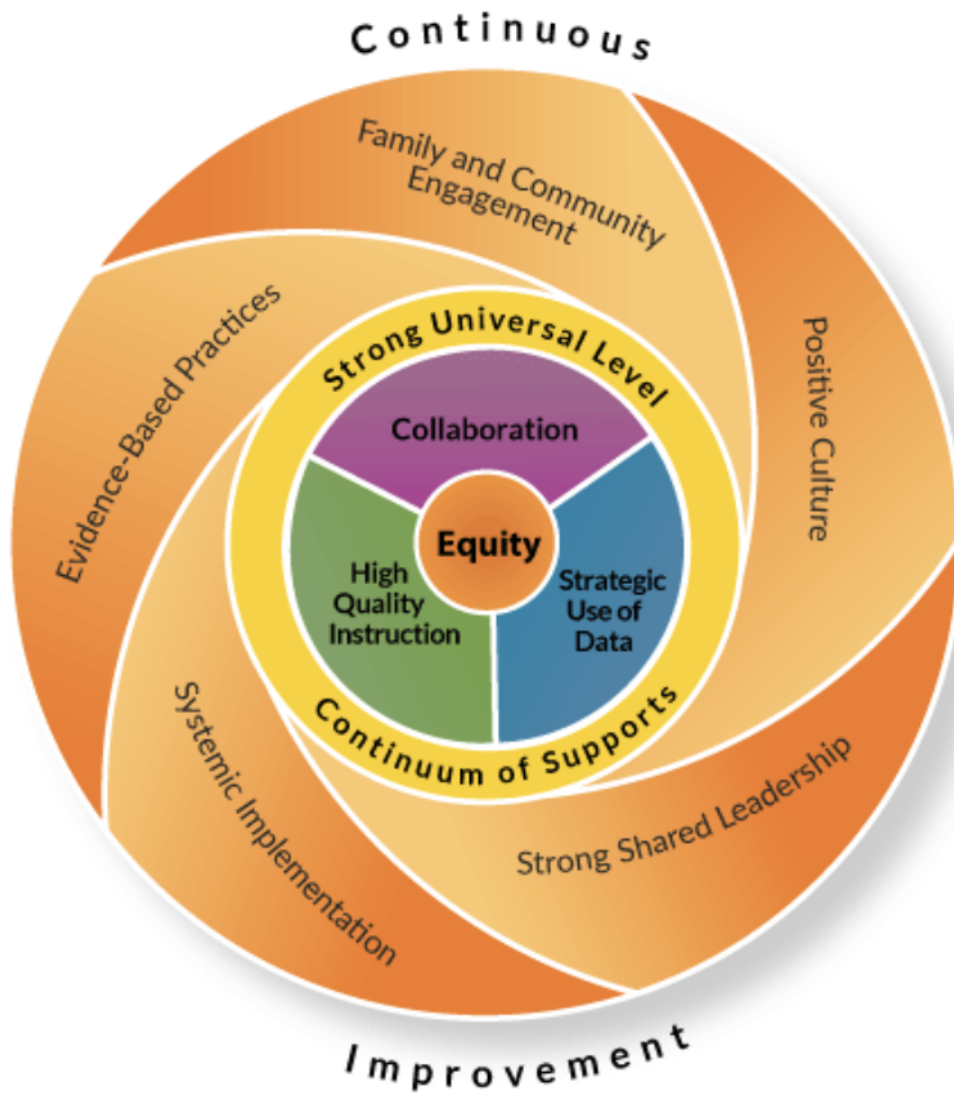
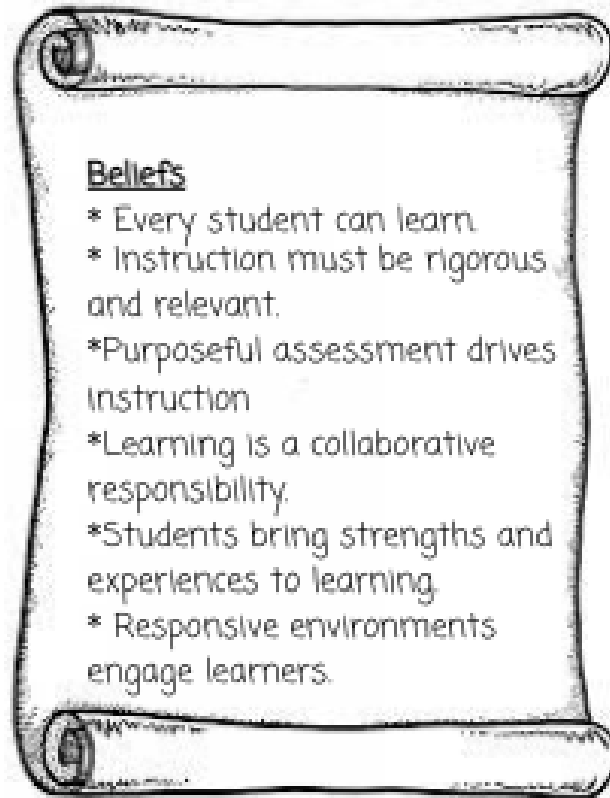


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Vision:

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

- Guarantees for Interventions
 - Intervention times are a priority and fidelity is non-negotiable
 - Ensure interventions focus on skill needs
 - Literacy Guide (in progress)
 - Math Guide (in progress)
 - Tier 3
 - [Entrance and Exiting Criteria](#)
 - Provided by highly trained staff
 - 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
 - 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

Tier 3 Entrance and Exit Criteria

K -1

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

2-6

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

Reading	Math
Entrance <ul style="list-style-type: none"> <input type="checkbox"/> Has received Tier 2 intervention <ul style="list-style-type: none"> <input type="checkbox"/> Data conversation based on progress monitoring <input type="checkbox"/> aReading Screener - below 20 percentile <input type="checkbox"/> CBMreading(2-3) / AUTOREading(4-6) - below 20 percentile 	Entrance <ul style="list-style-type: none"> <input type="checkbox"/> Has received Tier 2 intervention <ul style="list-style-type: none"> <input type="checkbox"/> Data conversation based on progress monitoring <input type="checkbox"/> aMath Screener - below 20 percentile <input type="checkbox"/> CBMAutomaticity - below 20 percentile
Exiting <ul style="list-style-type: none"> <input type="checkbox"/> 3 out of 5 consecutive progress monitoring probes are above the 25 percentile for testing period <input type="checkbox"/> aReading Screener - above 20 percentile <input type="checkbox"/> Classroom assessments show progress with some support 	Exiting <ul style="list-style-type: none"> <input type="checkbox"/> 3 out of 5 consecutive progress monitoring probes are above the 25 percentile for testing period <ul style="list-style-type: none"> <input type="checkbox"/> If progress monitoring using CBMMathProcess or CBMAutomaticity → move to CBMMathCAP <input type="checkbox"/> If progress monitoring using MathCap → release <input type="checkbox"/> aMath Screener - above 20 percentile <input type="checkbox"/> Classroom assessments show progress with some support

Child Support Team Request Form

If a student has an academic or behavioral need that is not being met in the classroom sufficiently at this time, 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.

