

MTSS 23-24

ANDERSON DISTRICT ONE

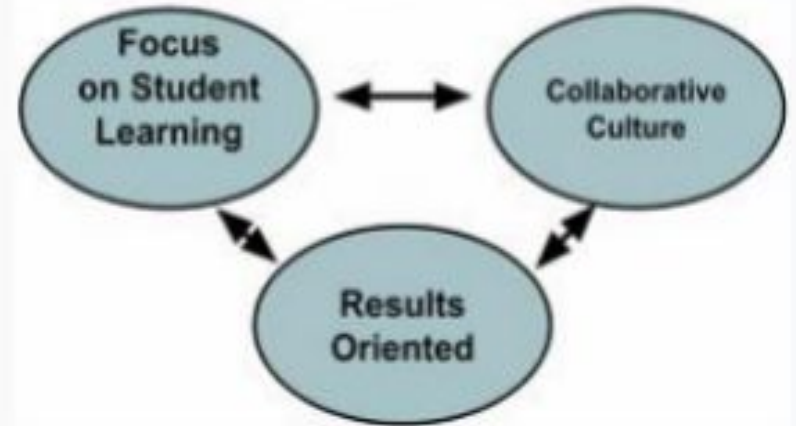
≡ 23-24 EXPECTATIONS ≡

- Each school will hold MTSS meetings monthly
- Meeting norms and team roles should be established
- Teams will use an agenda to guide meetings
- The district MTSS flowchart is a tool that will be used to guide decision making during the meeting
- An intervention plan will be created and shared with the MTSS team (See [example intervention plan](#))
- All staff will have a clear understanding of the tiers for MTSS

≡ MTSS... THE WHY? ≡

- MTSS aligns with our PLC culture.
- Its success depends on the collaborative team.
- Its purpose is to address student needs down to the individual level.
- It's student centered and can identify and build strengths.

MTSS **3 Big Ideas of a ~~PLC~~**



WHAT MTSS IS...AND WHAT IT IS NOT

What MTSS Is	What MTSS Is Not
A prevention framework for school improvement made up of core components and features	A program or curriculum
For <i>all</i> students, including those students in need of enrichment	Just for struggling students or students with disabilities
Flexible for schools and districts to customize to meet their unique circumstances	A one-size-fits-all prescriptive model
Collaborative and incorporates a team-based approach of representative stakeholders	The responsibility of one teacher or one specialist
Data driven, using multiple valid and reliable data sources	Based on assumptions or unreliable data
A framework that can be used to assist with special education decisions	Pre-referral process for special education

THREE TIERS OF INTERVENTION

Tier 1

(Prevention~80% of students)

- On grade level instruction/essential curriculum
- All students receive it
- Provided by teachers within the classroom
- Reteaching of pre-determined learning targets based on CFA data before summative assessment is administered

Tier 2

(Intervention~15% of students)

- Supplemental interventions/reteaching after the summative assessment (small group instruction)
- Interventions should be timely, targeted, flexible and based on evidence of mastery
- Provided by teachers within the classroom
- This is IN ADDITION TO Tier 1 instruction

Tier 3

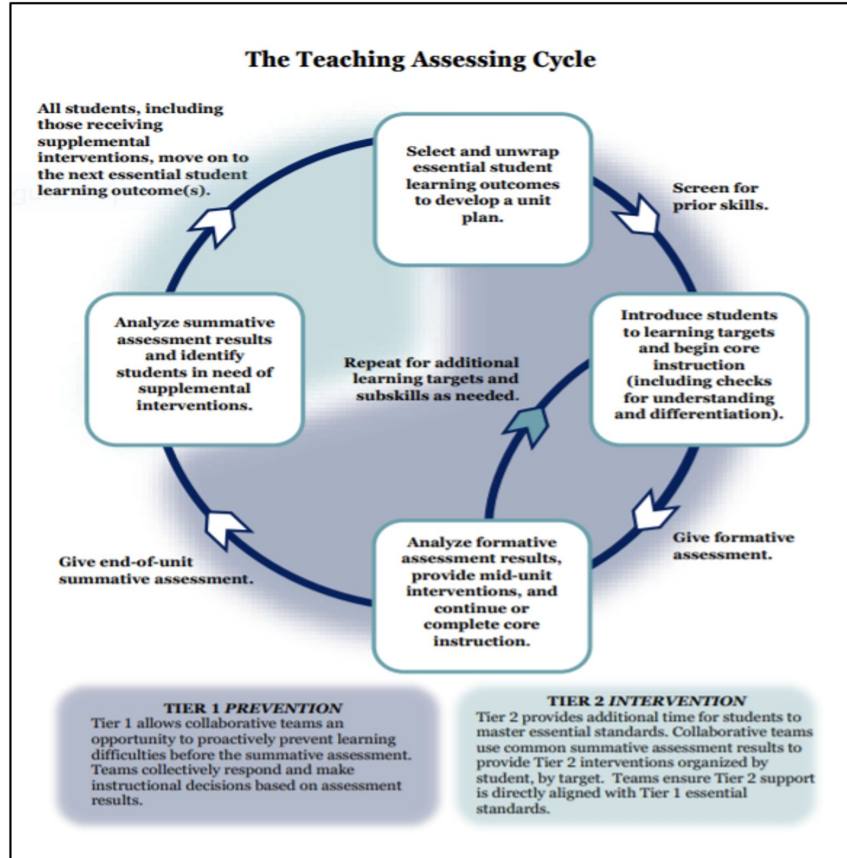
(Remediation~5% of students)

- Intensive interventions and instruction
- Individualized or small group
- Provided by highly trained staff within the schedule 4-5 times per week
- Multiple year gap on universal skills
- This is IN ADDITION TO Tier 1 and Tier 2 instruction



Track data continuously through progress monitoring within all three tiers.

THE TEACHING ASSESSING CYCLE



Prevention
vs.
Intervention

MTSS AT HUNT MEADOWS LOOKS LIKE:

It's as easy as 1, 2, 3...

1. Identify a student who is working far below grade level expectations.
2. Follow the [Flow Chart](#) linked in the Hunt Hub to determine if your student qualifies. (If he/she does not, discuss with Mary Beth)
3. Sign up for an MTSS meeting using the Google form linked in the Flow Chart.

MTSS

Recommendation

Criteria

K5-2nd

Have you notified parents of academic/behavioral concerns beyond a SeeSaw message?

No

STOP

Please contact parent twice:

- 1) Written form
- 2) Recent in person/phone conference

Yes

Does the student have an attendance issue?

Yes

STOP

Is attendance the primary reason for behavior/ academic concerns?

Contact Mrs. Porter to check status of Attendance Intervention

No

Other medical diagnosis

Where is the area of concern?

Does the student meet the qualifications in the area of concern?

Other medical diagnosis?
Contact AP

ML student?
Contact ML Teacher

- *OT concerns
- *PT concerns
- *Speech concerns

ELA

4 out of 5

- Combination of 1's and 2's on the report cards
- STAR Universal screener projects scoring of Urgent (K5, 1st) or Does Not Meet (2nd) on projected scale score
- Fountas and Pinnell level that is more than 1 grade level below benchmark (1st, 2nd) and should not be factored for K5 until second semester for students reading at Pre-A
- Completed one round of service of reading intervention and sufficient progress was not made
- Consistently (15 minutes per day) using digital platform and on the Adaptive Grade Level report are identified as in the Below grade level category

Math

4 out of 5

- Combination of 1's or 2's on the report card
- STAR Universal screener projects scoring Urgent (K5, 1st) or Does Not Meet (2nd) on projected scaled score
- Consistently meets with teacher during tier 2 and/or tier 3 intervention time for math skills.
- Consistently (15 minutes per day) using digital platform and on the Adaptive Grade Level report are identified as in the Below grade level category
- Consistently (5 completed lessons per week) using Dreambox

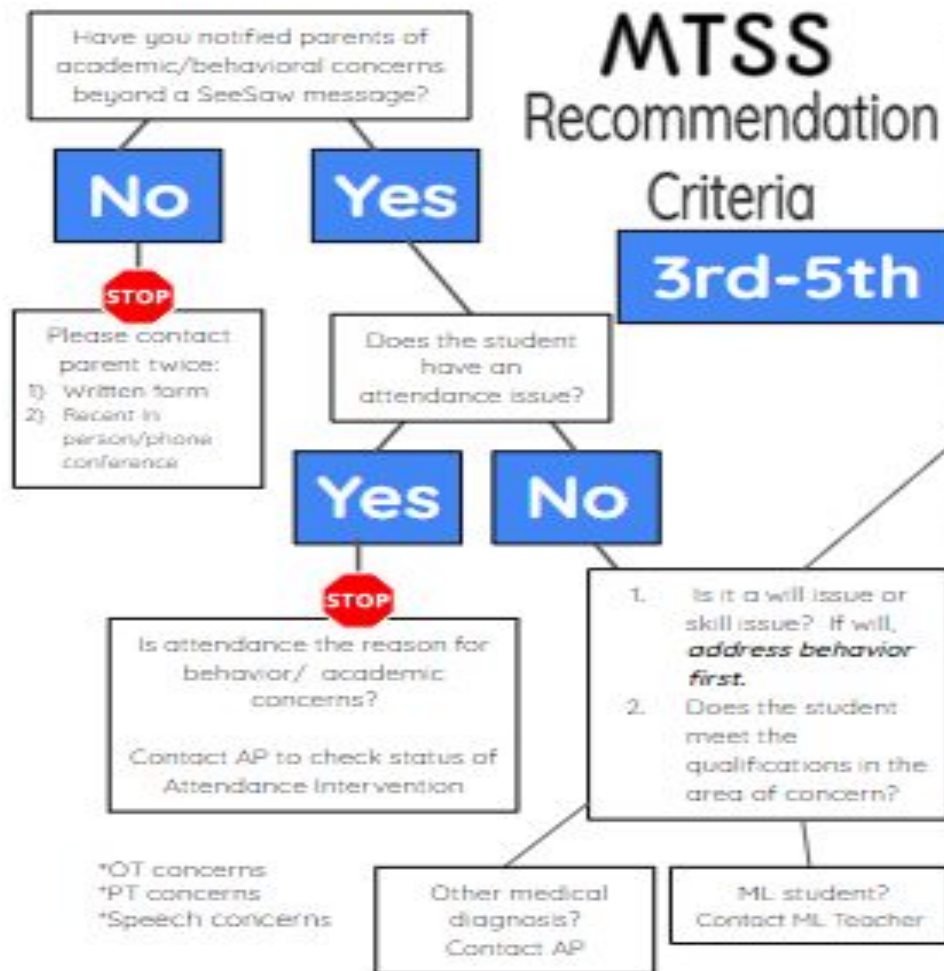
Behavior

4 out of 5

- Behaviors impede student's learning in multiple settings.
- Behaviors impede other student's learning in multiple settings.
- Teacher has anecdotal notes to show behavior is happening in multiple settings.
- Teacher submits Google Form Request for an intervention team member to complete a morning and/or afternoon observation.
- Severity of behaviors warrants removal from classroom and/or office referrals, school counselor visit, etc.

MTSS Recommendation Criteria

3rd-5th



ELA

4 out of 5

- Grade in ELA is D or lower
- If in 4th or 5th Grade, previous SC Ready score was Does Not Meet
- Universal screener projects scoring Does Not Meet on upcoming SC Ready assessment
- Fountas and Pinnell level that is two or more grade levels below
- Completed one round of service of reading intervention and incremental progress was not made

Math

4 out of 5

- Grade in Math is D or lower
- If in 4th or 5th Grade, previous SC Ready score was Does Not Meet
- Universal screener projects scoring Does Not Meet on upcoming SC Ready assessment
- Math curriculum based measure determines that the student is "at risk" and two or more grade levels below
- Completed one round of service of math intervention and sufficient progress was not made

Behavior

4 out of 5

- Behaviors impede student's learning in multiple settings.
- Behaviors impede other student's learning in multiple settings.
- Teacher has anecdotal notes to show behavior is happening in multiple settings.
- Teacher submits Google Form Request for an intervention team member to complete a morning and/or afternoon observation.
- Severity of behaviors warrants removal from classroom and/or office referrals, school counselor visit, etc.

MTSS Recommendation Criteria

PT

Have you notified parents of gross motor concerns beyond a SeeSaw message?

No

STOP

Please contact parent twice:

- 1) Written form
- 2) Recent In person/phone conference

Yes

Does the student have an attendance issue?

Yes

STOP

Is attendance or exposure the reason for gross motor deficits?

Contact admin.

No

1. Have you touched base with an MTSS member?
2. Does the condition adversely affect the student's educational performance?
3. Are concerns related to attention and/or motor difficulties?

Gross Motor

Movement Safety: (if EITHER of these are present, please refer to the physical therapist to observe and teacher documents frequency)

- Falls frequently (after age 4 OR where student does not show protection with arms to prevent hitting head)
- Safety due to lack of balance (stairs, playground equipment, and/or bus steps)

Functional Mobility (At least 2 of the following 3 present and affect ability to complete emergency movement needs, keep up with peers while walking in line, change positions within the classroom while managing manipulatives/carrying items, etc.):

- Gait interferes with mobility around the school environment (speed, stop/start appropriately)
- Difficulty managing stairs, playground ladders, or other climbing needs
- Cannot complete transitions between positions in a timely manner or needs assistance (cannot get up from the floor/chair, exit the building in a timely manner for a fire drill etc.)

Body Awareness/Motor planning: (4 of 6 and may overlap with OT)

- Does not maintain consistent upright position during table top activities to the point that fine motor output is affected
- Difficulty sitting upright on carpet in provided space- affects other students ability to attend to teacher or this student's ability to attend and participate
- Difficulty sitting on cafeteria stool, art stools, other types of seating- requiring a hand to assist with balance
- Falls out of classroom chair that is appropriate height and at appropriate desk height
- Bumps into objects or people when navigating crowded settings (not due to poor attention)
- Unable to organize the body to complete a task or move through a sequence (clumsy, jerky, etc.)

Gross Motor skill impairments- if noted, please refer

- PE skills - Gross motor deficits are severely impacting participation with gen ed peers (not lack of participation, decreased effort, interfering behaviors)

MTSS Recommendation Criteria

OT
K4-K5

Have you notified parents of fine motor/handwriting concerns beyond a SeeSaw message?

No

STOP

Please contact parent twice:

- 1) Written form
- 2) Recent In person/phone conference

Yes

Does the student have an attendance issue?

Yes

STOP

Is attendance or exposure the reason for fine motor/handwriting?

Contact admin.

No

1. Have you touched base with an MTSS member?
2. Does the condition adversely affect the student's educational performance?
3. Is the concern consistent with other areas of development? (reading level)

Fine Motor

- Difficulty grasping objects (blocks, pencils, beads, etc.)
- Switching hands during fine motor tasks
- Cannot manipulate standard scissors to cut
- Difficulty with opening various containers (caps, twists, etc.)
- Difficulty with tracing letters, pictures, numbers, etc.
- Difficulty with small motions (coloring)

Handwriting

- Awkward or poor pencil grip
- Difficulty controlling pencil pressure (too dark/light)
- Unable to copy the nine prewriting lines and shapes
- Writing letters of the alphabet from memory is not consistent with other areas of development (50% at midyear for K5)
- Poor letter/number formation after having appropriate direct instruction and exposure to activities

Sensory

- Dislikes participation in activities that gets hands dirty or does not recognize when face is dirty
- Overacts in a way that does not fit the situation: poor emotional regulation
- In constant motion that disrupts themselves and others (i.e. tapping, rocking, flapping)
- Complains about noise: puts hands over ears, refusal to transition to loud spaces, tantrums
- Cannot Imitate actions on tools (hammer to peg, stick to drum)

MTSS Recommendation Criteria

**OT
1st-5th**

Have you notified parents of fine motor/handwriting concerns beyond a SeeSaw message?

No

STOP

Please contact parent twice:

- 1) Written form
- 2) Recent In person/phone conference

Yes

Does the student have an attendance issue?

Yes

STOP

Is attendance the reason for fine motor/handwriting

Contact admin.

No

1. Have you touched base with an MTSS member?
2. Does the condition adversely affect the student's educational performance?
3. Is the concern consistent with other areas of development? (reading level)

Fine Motor

- Difficulty manipulating classroom objects (blocks, puzzles, etc)
- Lack of established hand dominance (past six years of age)
- Cannot manipulate standard scissors to cut
- Difficulty with cutting accurately or manipulating fasteners.
- Difficulty with opening various containers (caps, twists, lunch materials, etc.)

Handwriting

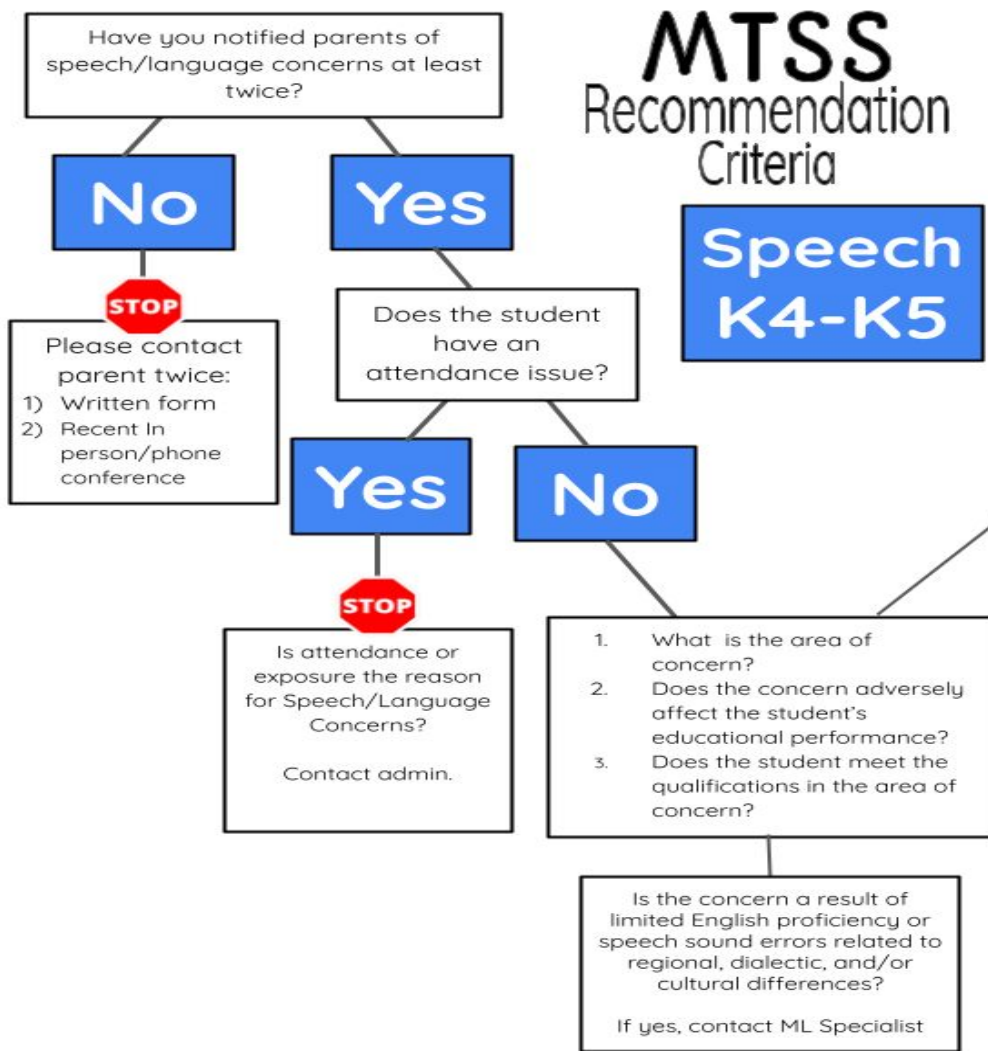
- Awkward or poor pencil grip
- Difficulty controlling pencil pressure (too dark/light)
- Shows no regard for paper margins
- Writing letters of the alphabet from memory is not consistent with other areas of development
- Poor letter/number formation given the student's cognitive skills, maturity level, and exposure to activities (bottom up formation, segmentation, mixed casing, reversals (after 2nd grade) etc.)
- Inappropriate size and spacing of letters/words
- Writes at a decreased speed in comparison to peers

Sensory

- Poor motor planning that affects organizational skills with classroom materials, sequencing multi-step directions, and physical movements (appearing clumsy).
- Overacts in a way that does not fit the situation: poor emotional regulation
- In constant motion that disrupts themselves and others (i.e. tapping, rocking, flapping, wandering)
- Auditory discrepancies: sensitive to noise, unaware of personal voice volume, difficulty following verbal directions

MTSS Recommendation Criteria

Speech K4-K5



Articulation

- Difficulty with 5 or more sounds in multiple word positions: /p, b, m, d, n, h, f, g, t, k, w, ng/. Circle the sounds noted.

**Age appropriate sound errors include: /r, s, l, th, sh, ch, j/ and blends.
- Student cannot correctly repeat errored sound after a verbal/visual model
- Inconsistent vowel production. List vowel errors noted.
- Intelligible less than 50% of the time

Language

Difficulty with 3 out of 5 of the following:

- Unable to label common objects
- Unable to follow 1-step directions
- Unable to answer Who, What, and Where questions
- Unable to answer Yes/No questions
- Utterance length of less than 4-5 words

Fluency

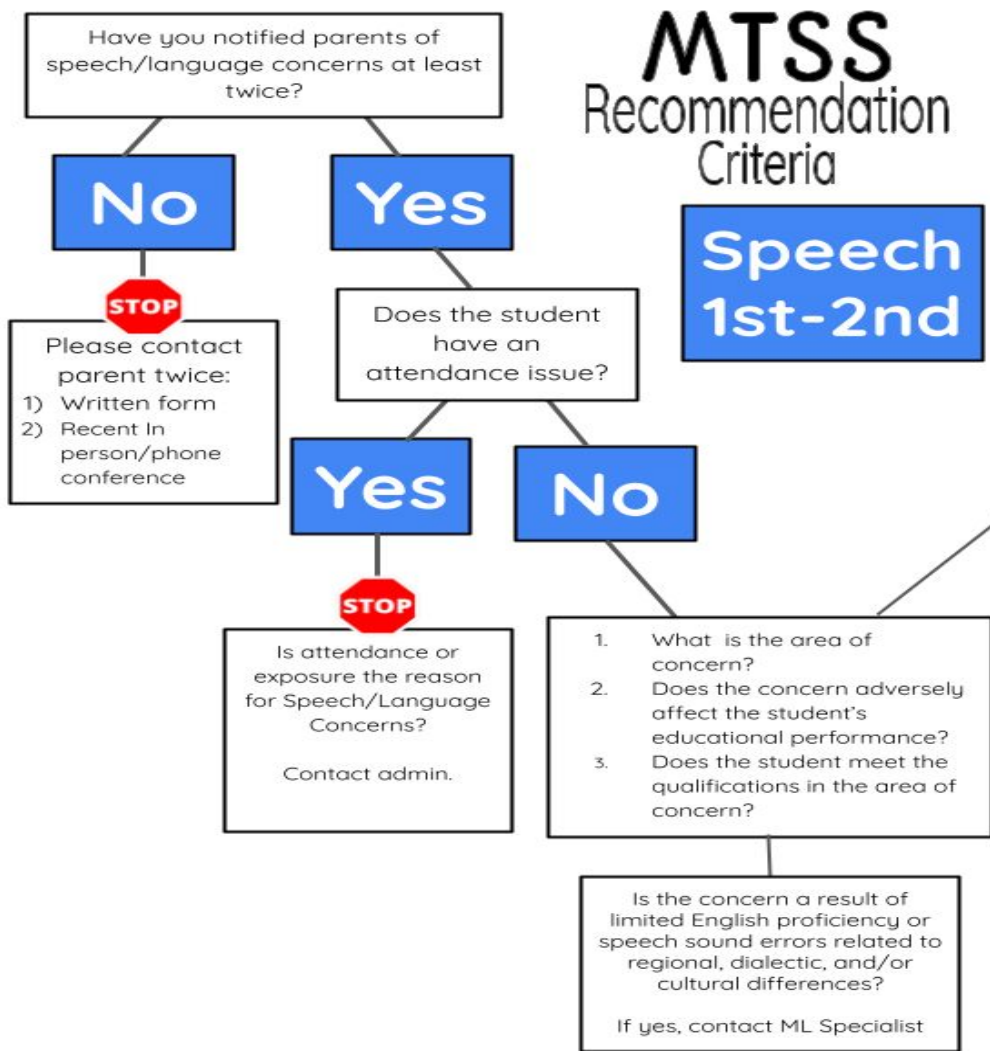
- Fluency (stuttering) concerns are persistent for at least 6 months in the school environment.
- Dysfluency is consistent and/or accompanied by frustration and/or secondary characteristics (i.e. blinking, hitting, tapping)

Voice

- Student has unusual quality to his/her voice (hoarse, nasal, breathy, raspy, pitch) that impacts his/her ability to communicate.
- Doctor referral required

MTSS Recommendation Criteria

Speech 1st-2nd



Articulation

- Difficulty producing any K4-K5 sounds in words: /p, b, m, d, n, h, f, g, t, k, w, ng/. Circle the sounds noted.
- Difficulty producing 2 or more sounds in multiple word positions for /r, s, l, th, sh, ch, j/ and blends. Errors with /r/ include initial /r/ (red), vowel-controlled /r/ (er, ar, or, etc.), and r-blends. Circle the sounds noted.
- Student cannot correctly repeat errored sound after a verbal/visual model
- Inconsistent vowel production. List vowel errors noted.
- Intelligible less than 75% of the time
- Sound errors are impacting reading and/or writing

Language

Difficulty with 3 out of 5 of the following:

- Unable to follow multi-step directions and/or procedures
- Unable to answer WH questions including HOW, WHY, and WHEN
- Does not use complete sentences in conversation.
- Difficulty with 3 or more Language Hierarchy skills (categories, synonyms/antonyms, concepts, compare/contrast)
- Difficulty communicating wants, needs, thoughts, and feelings

Fluency

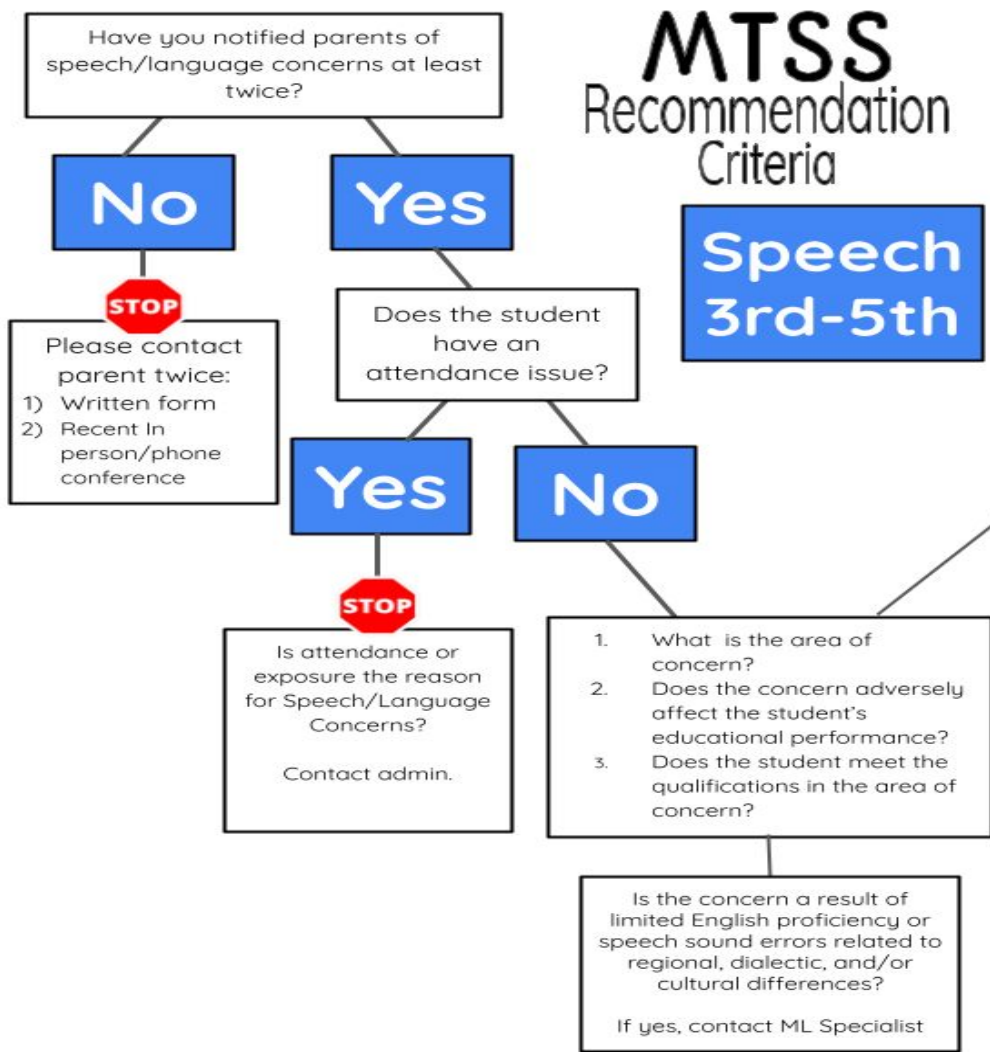
- Fluency (stuttering) concerns are persistent for at least 6 months in the school environment.
- Dysfluency is consistent and/or accompanied by frustration and/or secondary characteristics (i.e. blinking, hitting, tapping)

Voice

- Student has unusual quality to his/her voice (hoarse, nasal, breathy, raspy, pitch) that impacts his/her ability to communicate.
- Doctor referral required

MTSS Recommendation Criteria

Speech 3rd-5th



Articulation

- Any speech sound errors. List sound errors noted.
- Student cannot correctly repeat errored sound after a verbal/visual model
- Inconsistent vowel production. List vowel errors noted.
- Intelligible less than 90% of the time
- Sound errors are impacting reading and/or writing

Language

Difficulty with 4 out of 5 of the following:

- Unable to follow multi-step directions and/or procedures
- Unable to answer WH questions including HOW, WHY, and WHEN
- Does not use complete sentences in conversation.
- Difficulty with 4 or more Language Hierarchy skills (categories, synonyms/antonyms, concepts, compare/contrast, multiple meaning words)
- Difficulty communicating wants, needs, thoughts, and feelings

Fluency

- Fluency (stuttering) concerns are persistent for at least 6 months in the school environment.
- Dysfluency is consistent and/or accompanied by frustration and/or secondary characteristics (i.e. blinking, hitting, tapping)

Voice

- Student has unusual quality to his/her voice (hoarse, nasal, breathy, raspy, pitch) that impacts his/her ability to communicate.
- Doctor referral required

MTSS MEETING DATES AT HUNT MEADOWS

September 21

October 23
(Monday)

November 29

January 31

February 28

March 27

April 24