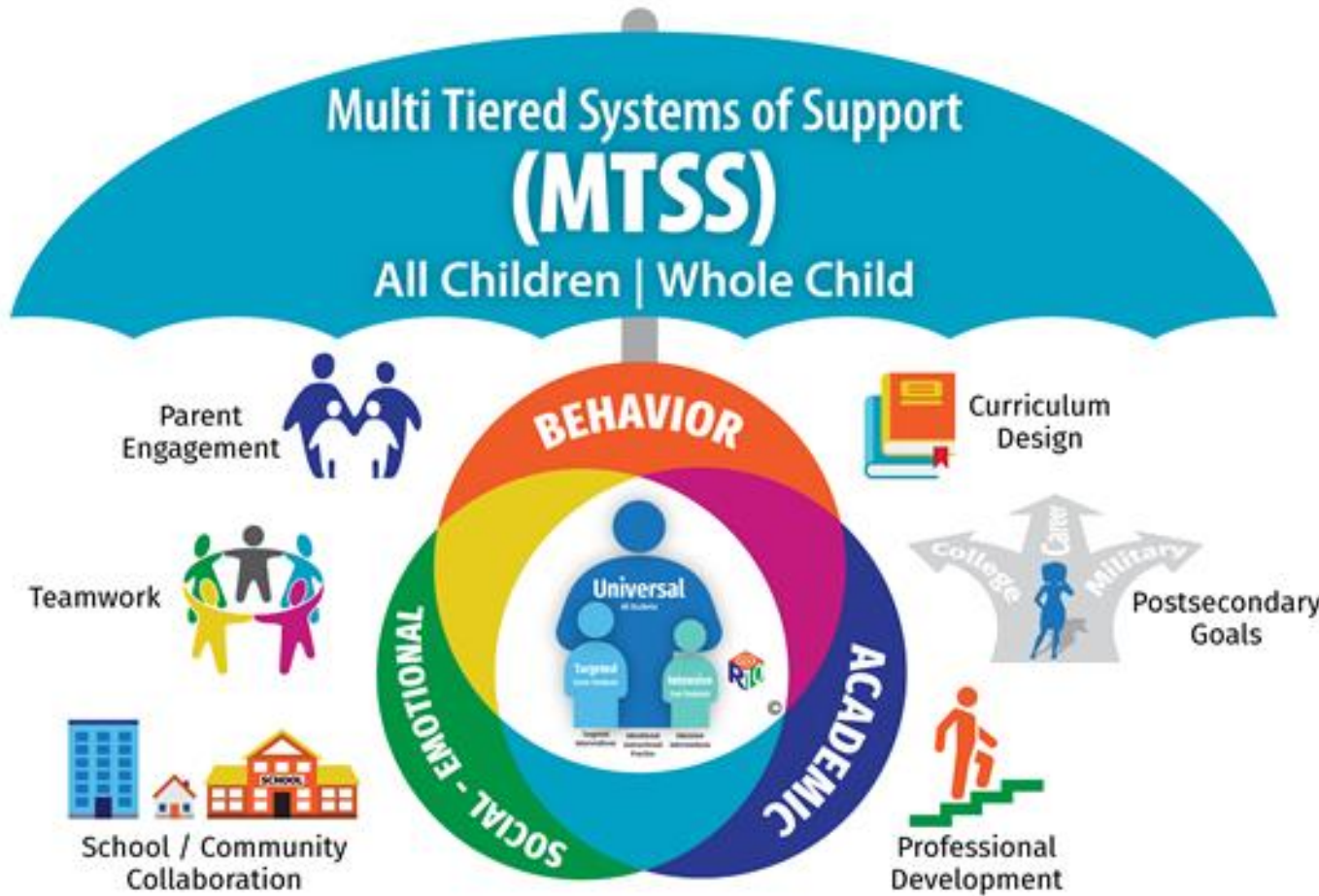


**PREVENTION**  
for all Students

**ENRICHMENT**  
for all Students

**INTERVENTION**  
for all Students



## Elementary Multi-Tiered Systems of Support (MTSS)

- *Academic Universal Screener*
- *Social, Emotional & Behavioral Screener*
- *Social & Emotional Wellness Special*

# Universal Screeners

- The information derived from universal screening provides three useful pieces of information:
  - Determines whether **the core curriculum/Tier 1 instruction is effective** for the majority of students
  - Identifies **students who are not making adequate progress** and require intervention
  - Identifies **students who are exceeding expected progress** and require enrichment
- **Objective lens for every student, norm-referenced**
- Consistent, research based and systematic approach to assess **COVID impact**

# Universal Screeners



## Multi-Tier System of Supports (MTSS): Fact Sheet

### MTSS is...

- ✓ A framework that helps schools improve the performance of all students by identifying needs early and modifying instruction quickly.
- ✓ A comprehensive system that screens all students and provides interventions that can be intensified if needed.
- ✓ Real-time support, not wait-to-fail.

### MTSS is *not*...

- ✗ Just help with academics. Behavioral and social-emotional support are included.
- ✗ The job of a few specialists. General educators play a key role in helping assess students and plan interventions.
- ✗ An excuse to delay or deny a special education evaluation. Parents can request an evaluation at any time.

### Many schools use some elements of MTSS

Response to intervention (RTI) focuses on academics and provides increasing levels of support to struggling students. In most districts, Tier 1 is classroom-wide support for all students, Tier 2 is small group interventions, and Tier 3 is intensive, individualized support.

Positive behavioral interventions and supports (PBIS) is similar to RTI but focuses on establishing behavioral expectations and providing tiered supports to help students meet those expectations.

### Teacher training in MTSS can help schools work on...

Assessing the needs of **all students**, not just those who are outwardly struggling

Monitoring **student progress data** and using this data to make decisions

Expanding **access to specialists** who typically work with kids with disabilities

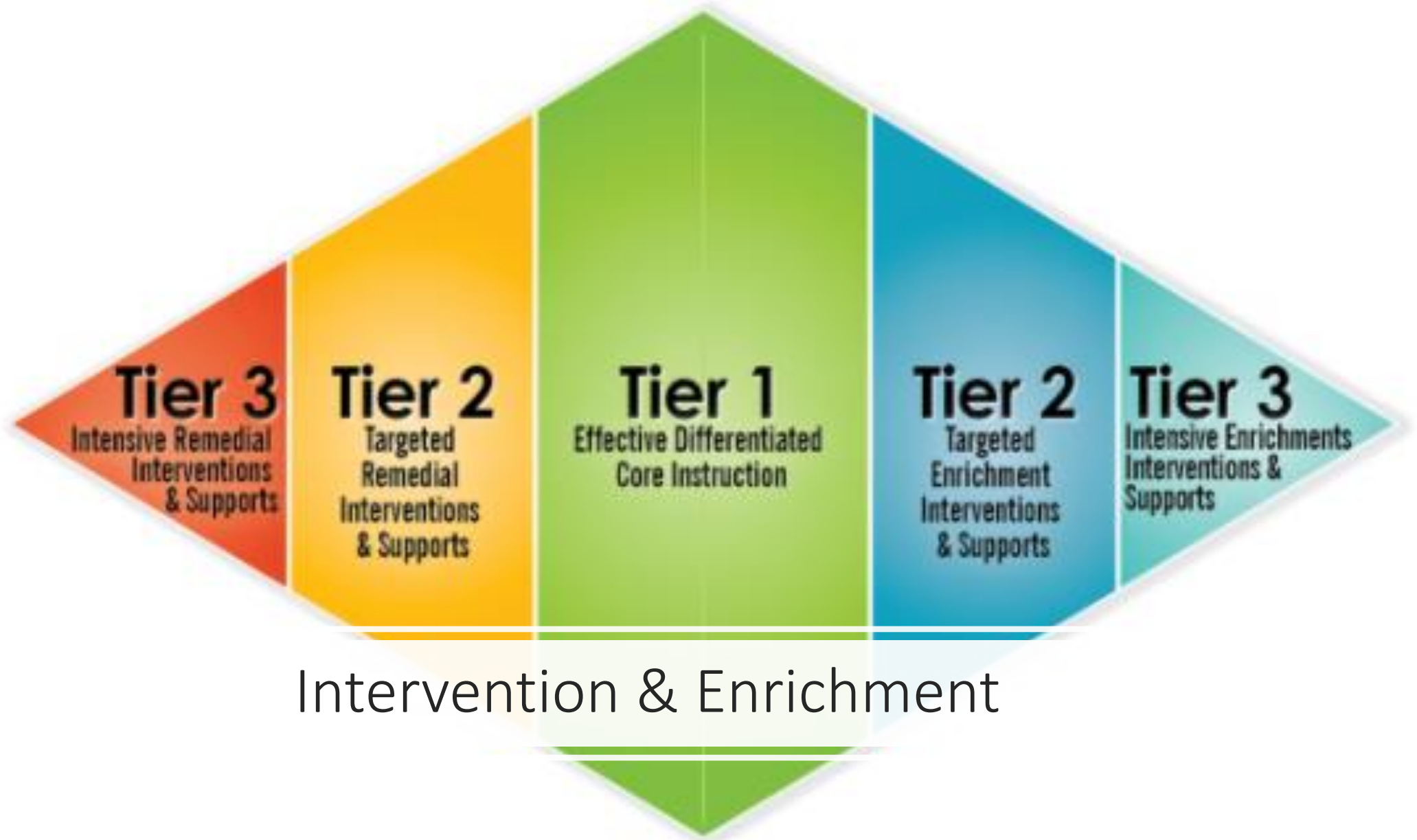
Faithfully following **intervention timelines** and other key aspects of MTSS

### Spotlight: Integrated MTSS

MTSS can be phased in. For example, Kansas started using it in 2005 in one content area like math or reading. Since then, it has been integrated into all content areas, behavior and social-emotional learning. Survey respondents at more than 500 Kansas schools said MTSS helped by:

- ↓ Decreasing discipline referrals (77% of respondents)
- ↓ Decreasing special education referrals (63% of respondents)
- ↑ Increasing student proficiency (70% of respondents)

# Multi-Tiered System of Supports (MTSS)





# Report Card

## Academic

	<b>READING</b>			
		Term		
		T1	T2	T3
	Reads with accuracy and fluency			
	<b>VOCABULARY</b>			
	Determines the meaning of words and phrases in grade level text			
	<b>WRITING</b>			
		Term		
		T1	T2	T3
	<b>FOCUS</b>			
Demonstrates an understanding of writing genre; stays on topic				
<b>CONTENT</b>				
Develops topic with relevant and sufficient details and revises content based on feedback				
<b>ORGANIZATION</b>				
Organizes writing and uses transitional words and phrases				
<b>STYLE</b>				
Varies sentence structure and word choice; uses figurative language				
<b>CONVENTIONS</b>				
Uses grade level appropriate capitalization, punctuation, grammar, and spelling				
<b>MATH</b>				
	Term			
	T1	T2	T3	
<b>NUMBERS AND OPERATIONS</b>				
Applies place value concepts				
Computes single or multi-digit numbers				
Demonstrates an understanding of fractions as numbers				
Meets grade level fact fluency goal				
<b>READING</b>				
	Term			
	T1	T2	T3	
<b>COMPREHENSION</b>				
Reads and comprehends grade level text				
Meets goals for independent reading				
Applies strategies and skills to understand fiction				
Applies strategies and skills to understand nonfiction				
Identifies story elements, main ideas, and details				
Uses text evidence to develop a written response				
<b>FLUENCY</b>				

## Behavioral

<b>SUCCESS STANDARDS</b>			
	Term		
	T1	T2	T3
Follows directions and classroom routines			
Works independently to complete tasks			
Completes homework on time			
Shows initiative and persistence in learning			
Reflects upon and revises work			
Asks for help when needed			
Demonstrates self-control			
Listens and responds appropriately to teachers and peers			
Works cooperatively with others			
Demonstrates positive interactions with all members of school community			
Organizes time, materials and work space			



# Report Card

## Academic Reporting

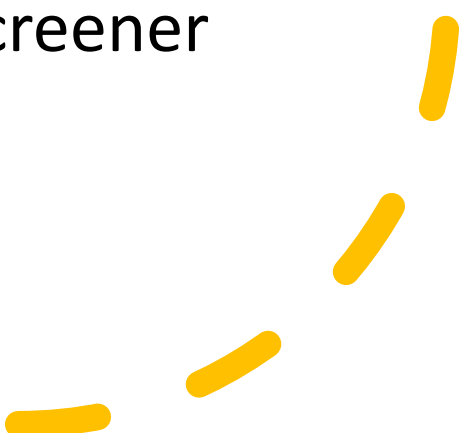
READING			
	Term		
	T1	T2	T3
<b>COMPREHENSION</b>			
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Meets goals for independent reading			
Applies strategies and skills to understand fiction			
Applies strategies and skills to understand nonfiction			
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<b>FLUENCY</b>			

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	T1	T2	T3
<b>NUMBERS AND OPERATIONS</b>			
Applies place value concepts			
Computes single or multi-digit numbers			
Demonstrates an understanding of fractions as numbers			
Meets grade level fact fluency goal			

# Academic Universal Screeners

- **Computer adaptive**, adjusts with the student 2 grade levels above or below
  - Given **3x per year**, on average 30 minutes per session
  - Administrator will set an **assessment window, approximately 2 weeks**, for teachers to complete give the Universal Screener
- 

Item Number	Item Description	Explicitly Measured
34	Explain how an author uses reasons and evidence to support a claim	Reading Comprehension/Vocabulary

We should allow children to play kickball during recess. My old school allowed us to, and it was easy to get started. First, our PE teacher taught us how to play and divided us into teams to practice. Once we had learned the rules, we began playing during recess. We played without problems, because we had all learned how.

What evidence does the author give to support the idea of allowing kickball at recess?

- 1 an example about kickball from his or her own life
- 2 something a PE teacher said about kickball



Item Number	Skill Description	Explicitly measures
15	Relate grade-appropriate words to their synonyms and describe how they differ slightly in meaning	Reading Comprehension/Vocabulary

My sister and I stopped to talk with our neighbor Ms. Chu. She remarked how beautiful our garden looked.

What is another word for *remarked*?

- 1 said
- 2 imagined
- 3 pretended

# Most Recent Test



Scaled Score

350

400

450

500

550

600

650

700

750

800

850

■ Urgent Intervention  
 ■ Intervention  
 ■ On Watch  
 ■ At/Above Benchmark

Test Results	Explanation
<b>Scaled Score (SS)</b>	<span style="color: red;">■</span> <b>459</b> Patricia's Scaled Score is based on the Star Enterprise scale.
<b>Percentile Rank (PR)</b>	9 Patricia scored higher than 9% of students nationally in the same grade.
<b>Estimated Oral Fluency (Est. ORF)</b>	-- Est. ORF is available for tests taken in grades 1-3.
<b>Literacy Classification</b>	Early Emergent Classification Score Ranges: Early Emergent Reader (300-487), Late Emergent Reader (488-674), Transitional Reader (675-774), Probable Reader (775-900)
<b>Test Duration &amp; Fidelity</b>	7 mins and 39 secs

## Sub-Domain and Skill Set Scores

Ranging from 0-100, domain scores estimate Patricia's percent of mastery on skills in each domain at a kindergarten level.

<b>Alphabetic Principle</b>	<b>66</b>
→ Alphabetic Knowledge	70
Alphabetic Sequence	33
→ Letter Sounds	60
<b>Concept of Word</b>	<b>59</b>
→ Print Concepts: Word Length	66
Print Concepts: Word Borders	37
→ Print Concepts: Letters and Words	74
→ Print Concepts: Common Signs and Symbols	75
<b>Visual Discrimination</b>	<b>68</b>
→ Letters	74
→ Identification and Word Matching	45
<b>Phonemic Awareness</b>	<b>30</b>
Rhyming and Word Families	39
→ Blending Word Parts	47
→ Blending Phonemes	41
Initial and Final Phonemes	20
Consonant Blends (PA)	19
Medial Phoneme Discrimination	23
Phoneme Segmentation	22
Phoneme Isolation/Manipulation	24
<b>Phonics</b>	<b>29</b>

<b>Phonics (continued)</b>	<b>29</b>
Sound-Symbol Correspondence: Vowels	22
Word Families/Rhyming	30
Consonant Blends (PH)	31
Consonant Digraphs	28
Variant Vowel Sounds	25
Other Vowel Sounds	26
Word Building	27
<b>Structural Analysis</b>	<b>21</b>
Words with Affixes	21
Syllabification	29
Compound Words	16
Contractions	22
<b>Vocabulary</b>	<b>31</b>
→ Word Facility	42
Synonyms	21
Antonyms	23
<b>Sentence-Level Comprehension</b>	<b>23</b>
Comprehension at the Sentence Level	23
<b>Paragraph-Level Comprehension</b>	<b>22</b>
Comprehension of Paragraphs	22
<b>Early Numeracy</b>	<b>53</b>

Subject: Reading  
 Class or Group: Ms. Morris's Class  
 Student: Bella Barrett

**Latest Assessments**

Star Early Literacy ZPD Lexile® Measure Star CBM  
 31 PR / 904 SS 2.2 - 2.89 209L 137 CPM  
 Literacy Classification: Transitional Reader  
 41 PR / 940 SS Expected score projected to 4/2/2020  
 PR: Percentile Rank SS: Scaled Score CPM: Correct per Minute

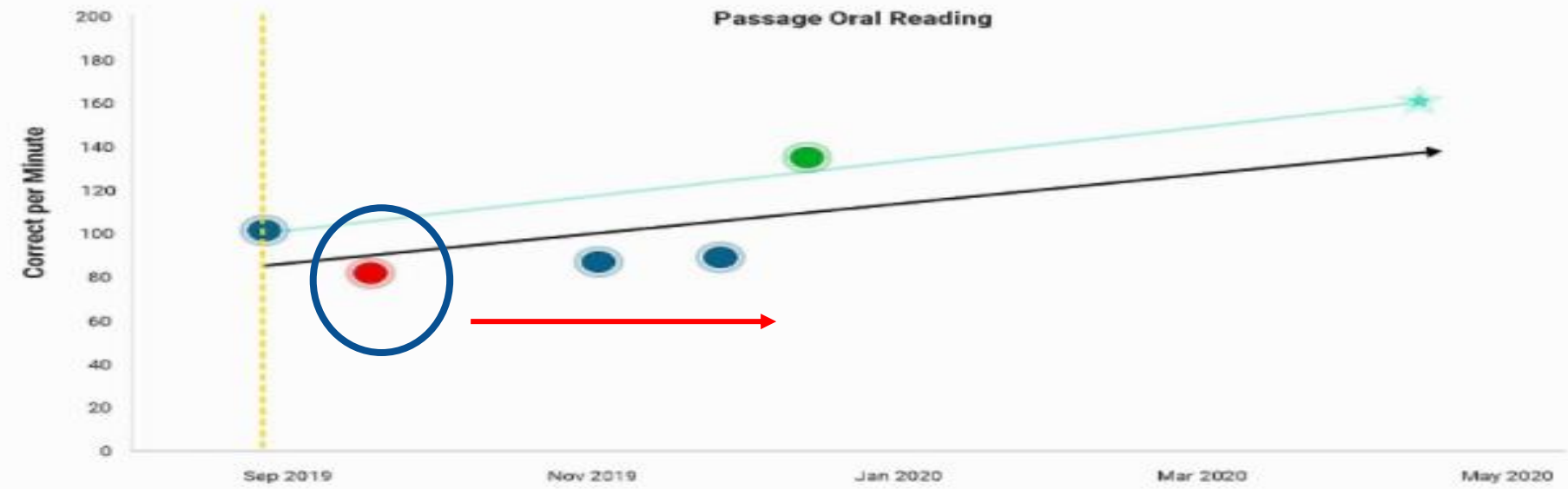
**Progress & Goals**

Overall Star Adaptive (English) **Star CBM**

**Bella's Current Star CBM Reading Goal**

[Edit Goal](#)

Start Date	End Date	Goal/Program Name	Goal	Expected Growth Rate
8/28/2019	5/8/2020	Oral Reading Fluency Goal	144 CPM	2.3 CPM/Week (moderate)



**Star CBM Scores**

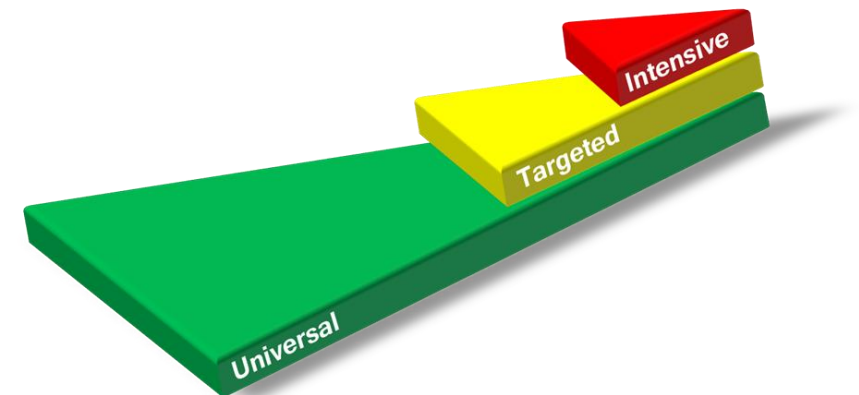
- Intervention
- On Watch
- At/Above Benchmark
- No norming data
- Trend line is statistically calculated after three or more tests to show the direction the scores are moving
- Goal line represents the student's expected growth path toward the goal
- ★ Star represents the student's current goal
- ⋮ Intervention line identifies the start date of an intervention program

# Whole Class Report

Student	SS ↑	PR	1	2	3
Messner, Loretta	→ 961	13	○	○	☑
Foster, Jermane	965	14	○	○	☑
Van Rompaj, Wynonna	982	20	○	○	☑
Miles, Johnny	→ 984	21	○	☑	○
Morrish, Lizzie	985	21	○	☑	○
Jamison, Abby	994	25	○	☑	○
Bernard, Melany	→ 1052	61	☑	○	○
Bonner, Frank	1072	73	☑	○	○
Dixon, Spike	1084	78	☑	○	○
Dyson, Brad	1086	79	☑	○	○
Winton, Albert	1095	83	☑	○	○

# Tiered Interventions

	<b>Tier 1</b> Core Instruction 80% of students	<b>Tier 2</b> Core plus more 15% of students	<b>Tier 3</b> Intensive Intervention 5% of students
Academic	Small Group Instruction with classroom teacher	Periodic small group instruction with instructional aide or reading specialist	<b>Intensive small group or individual instruction with Reading Specialist</b>



Requested Item	Who	Funding Source	Cost	MTSS Area
Second Step	K-6 MS Option*	General Fund	\$40,000	Social Emotional Wellness
Academic Universal Screener	K-6	ESSER Funds	Avg. \$8 – \$20 per student (\$67,200 - \$168,000)	Academic
FastBridge SAEBRS Universal Screener	K-12	ESSER Funds	\$56,000	Social Emotional Wellness Mental Health
Lakeside Mobile Support and other special education services for mental health needs	K-12 special education	ESSER Funds	Varies based on need	Mental Health
5 additional Health/PE teachers	K-6	General Fund	3 new staff over 20-21 school year	Social Emotional Wellness

# Social, Emotional, Behavioral Universal Screenner

- Brief and efficient tool to universally screen students individually, or by class, grade, or school for risk for social-emotional and behavioral problems.
- Evaluates general student behavior, as well as behavior within the social, academic, and emotional domains
- Teacher completes the scale once for each student in his/her classroom
- Direct Behavior Rating progress monitoring tool also included



# Report Card

Social,  
Emotional,  
Behavioral  
Reporting

SUCCESS STANDARDS			
	Term		
	T1	T2	T3
Follows directions and classroom routines			
Works independently to complete tasks			
Completes homework on time			
Shows initiative and persistence in learning			
Reflects upon and revises work			
Asks for help when needed			
Demonstrates self-control			
Listens and responds appropriately to teachers and peers			
Works cooperatively with others			
Demonstrates positive interactions with all members of school community			
Organizes time, materials and work space			



# SAEBRS Sample

0 = Never, 1 = Sometimes, 2 = Often, 3 = Almost Always

## Social Behavior

Arguing	0	1	2	3
Cooperation with peers	0	1	2	3
Temper outbursts	0	1	2	3
Disruptive behavior	0	1	2	3
Polite and socially appropriate responses toward others	0	1	2	3
Impulsiveness	0	1	2	3

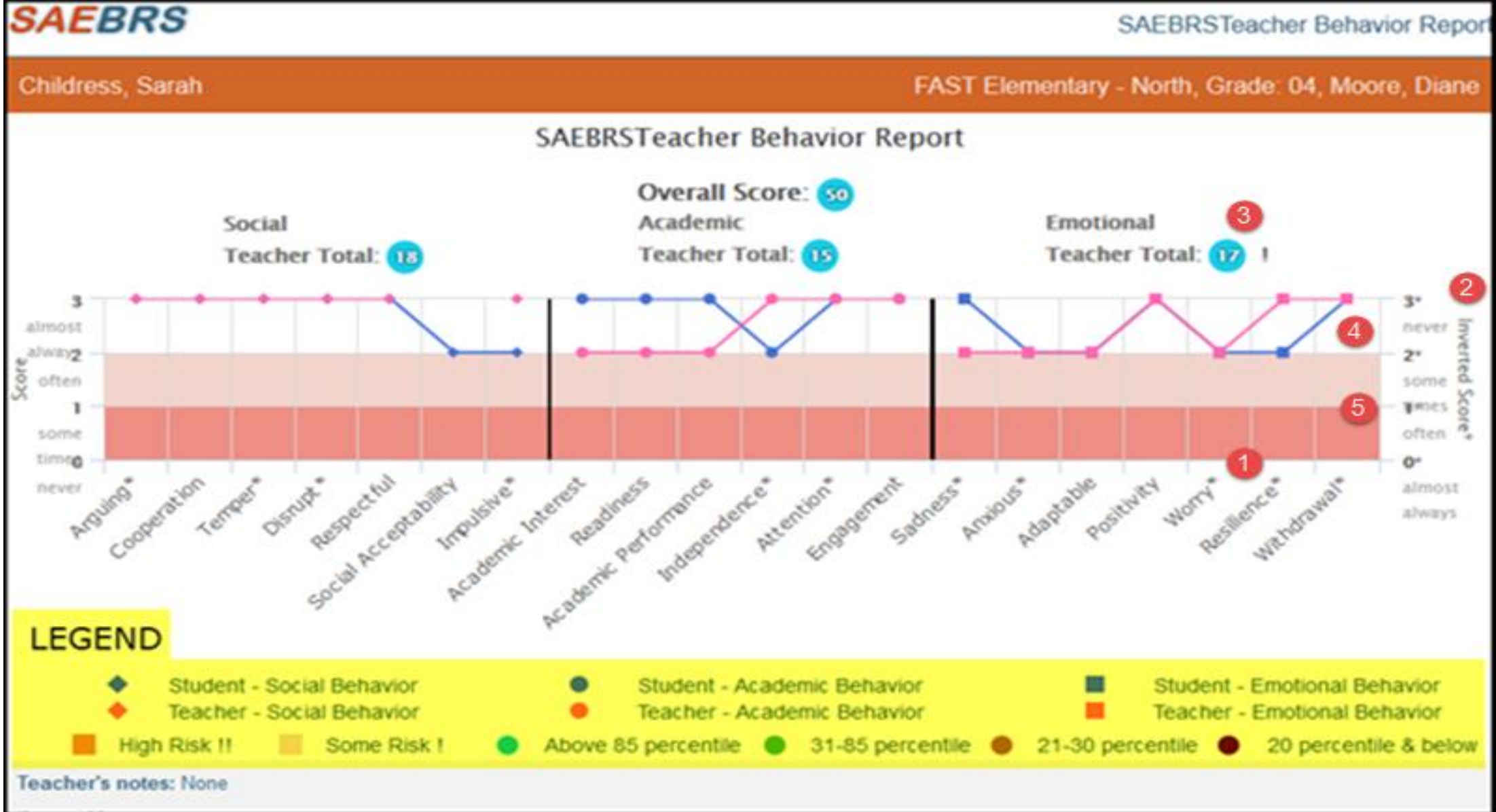
## Academic Behavior

Interest in academic topics	0	1	2	3
Preparedness for instruction	0	1	2	3
Production of acceptable work	0	1	2	3
Difficulty working independently	0	1	2	3
Distractedness	0	1	2	3
Academic engagement	0	1	2	3

## Emotional Behavior

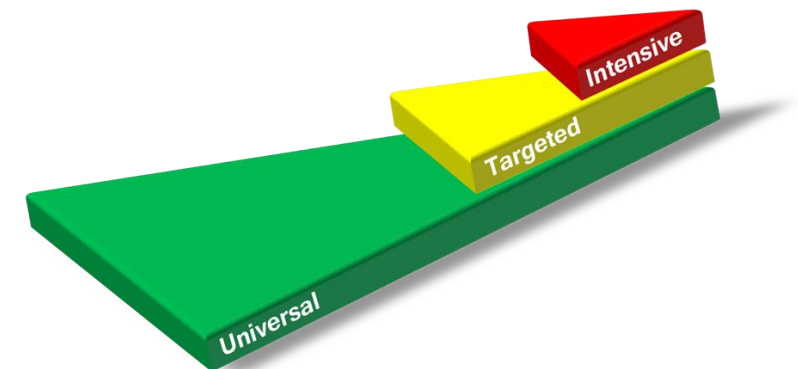
Sadness	0	1	2	3
Fearfulness	0	1	2	3
Adaptable to change	0	1	2	3
Positive attitude	0	1	2	3
Worry	0	1	2	3
Difficulty rebounding from setbacks	0	1	2	3
Withdrawal	0	1	2	3

# Behavior Universal Screener

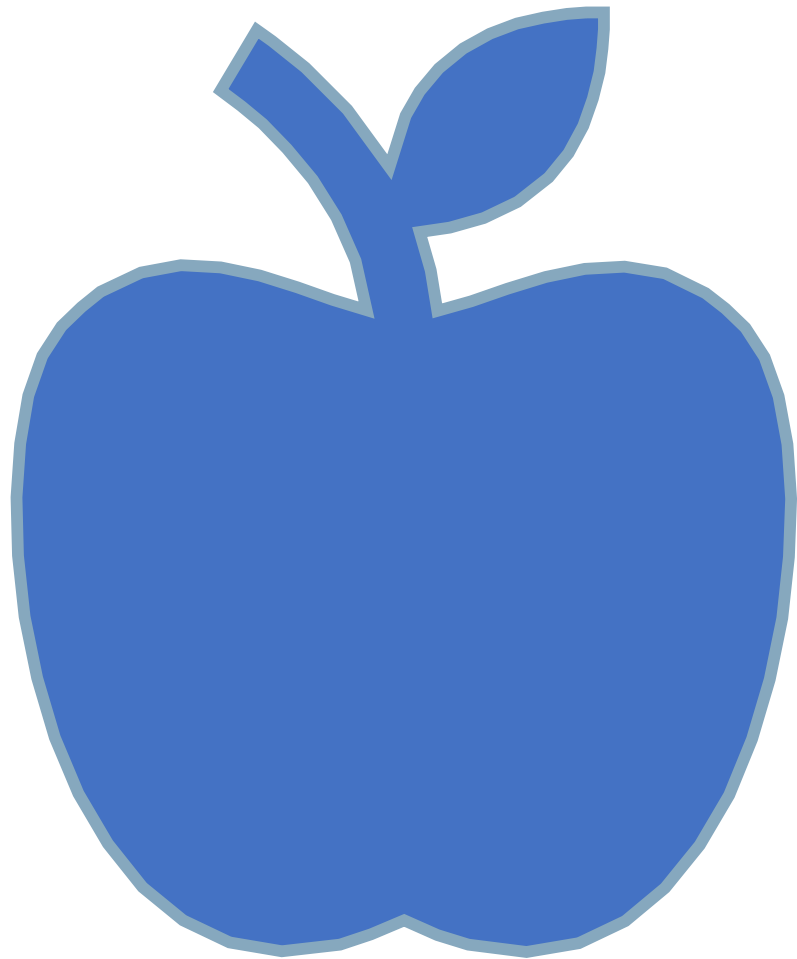


# Tiered Interventions

	<b>Tier 1</b> Core Instruction 80% of students	<b>Tier 2</b> Core plus more 15% of students	<b>Tier 3</b> <b>Intensive Intervention</b> 5% of students
Social Emotional Behavioral	Second Step Lessons  Positive behavior supports	Lunch Bunch, Social Skills groups  Counselor or psychologist check-ins	<b>BCBA involvement</b>  <b>Counselor or psychologist sessions</b>



Requested Item	Who	Funding Source	Cost	MTSS Area
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Elementary  
Wellness  
Special

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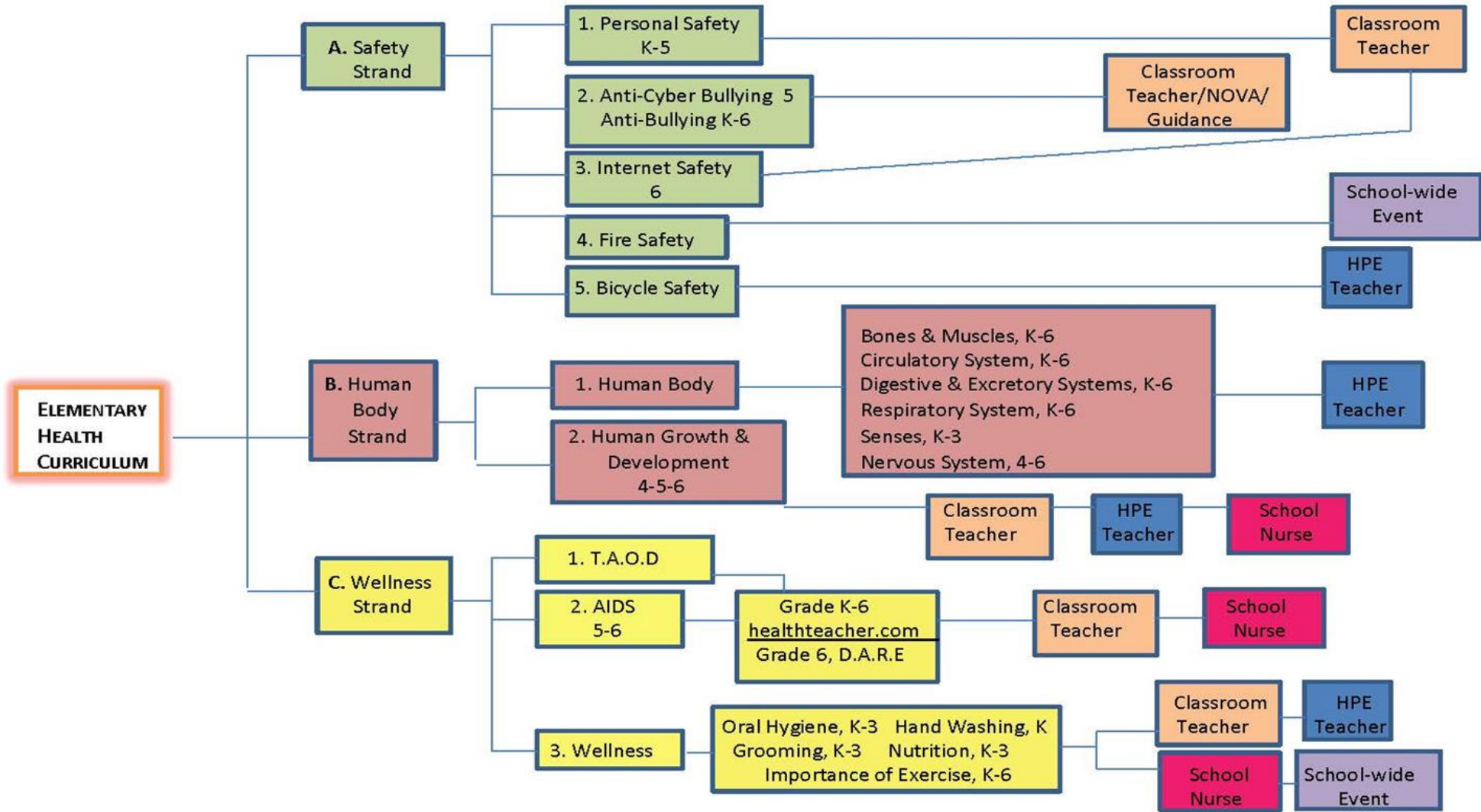
ALIGNMENT CHART

# Second Step® Programs and Student Support Frameworks (MTSS, RTI, and PBIS)

	MTSS/RTI/PBIS Continuum			Second Step® Programs	
<p><b>Tier 1</b> Primary Universal</p> 	<p><b>Description:</b> Teach foundational social-emotional skills to all students using high-quality instructional techniques. Strategies at this level are implemented with all children in a classroom or school.</p> <p><b>Strategies:</b> Set and teach classroom and schoolwide behavioral expectations for all students (e.g., walking in hallways, keeping hands and feet to themselves); establish recognition and correction systems; use data-driven decision-making.</p>	<p><b>=80%</b> of students will master skills with this level of support.</p>	<p><b>Classroom Curriculum</b></p>	<p><b>Description:</b> The Second Step family of social-emotional learning (SEL) programs is a Tier 1, universal, classroom-based curriculum for teaching foundational social-emotional skills to all students, Early Learning through Grade 8.</p> <p><b>Strategies:</b> Second Step programs teach specific skills that strengthen students' growth mindset, emotion management, empathy, and problem-solving. With the ability to focus, listen, and stay calm and in control, students are better able to meet schoolwide behavioral expectations and attend to their learning.</p>	
<p><b>Tier 2</b> Secondary Targeted</p> 	<p><b>Description:</b> Some students will require extra support in order to master the skills and behaviors taught at the universal level.</p> <p><b>Strategies:</b> Use small-group interventions aimed at teaching specific skill sets; use data-driven decision-making.</p>	<p><b>=15%</b> of students will need this level of intervention in addition to the universal programming.</p>	<p><b>Small Groups</b></p>	<p><b>Description:</b> Some schools have had measurable success using Second Step programs in small groups. Since the program is designed as a Tier 1 universal intervention, the best small-group interventions are those designed to complement the classroom program.</p> <p><b>Strategies:</b> Typically, these programs pre-teach Second Step lessons in the small group before they're presented to the whole class. This provides students in the small group with an introduction to lesson content before they encounter it in the whole-class setting.</p>	
<p><b>Tier 3</b> Tertiary Indicated</p> 	<p><b>Description:</b> A small subset of students will need more intensive interventions in order to move toward mastery of the universal skills and behaviors.</p> <p><b>Strategies:</b> Create support plans that include individualized therapeutic supports; use data-driven decision-making.</p>	<p><b>=5%</b> of students will need this level of intervention in addition to the universal programming.</p>	<p><b>Individuals</b></p>	<p><b>Description:</b> Although Second Step programs are not a Tier 3 strategy, the executive-function skills (such as focusing attention and inhibitory control) taught in Second Step® Early Learning and Second Step® Elementary, and the feeling calm and problem-solving skills taught at all grade levels, could inform Tier 3 interventions.</p>	

# Central Bucks Health Education

Specific health strands/content is primarily delivered by the following:



# Health and Wellness Delivery Comparison

Prior to COVID

PE Teacher

- Phys. Ed. Curriculum
- Body Systems
- Bike Safety

Classroom Teacher

- Personal Safety
- Personal Wellness
- Human Growth & Development
- HIV/AIDS

2020-2021

PE Teacher

- Phys. Ed. Curriculum
- Body Systems
- Bike Safety
- SEL (approx. 3-5 lessons)

Classroom Teacher

- Personal Safety
- Personal Wellness
- Human Growth & Development
- HIV/AIDS
- SEL (approx. 3-5 lessons)

2021-2022  
Proposed

PE/Wellness Teacher

- Phys. Ed. Curriculum
- Body Systems
- Bike Safety
- Personal Safety
- Personal Wellness
- Human Growth & Development
- HIV/AIDS
- SEL (units 2-4)

Classroom Teacher

- SEL (unit 1)

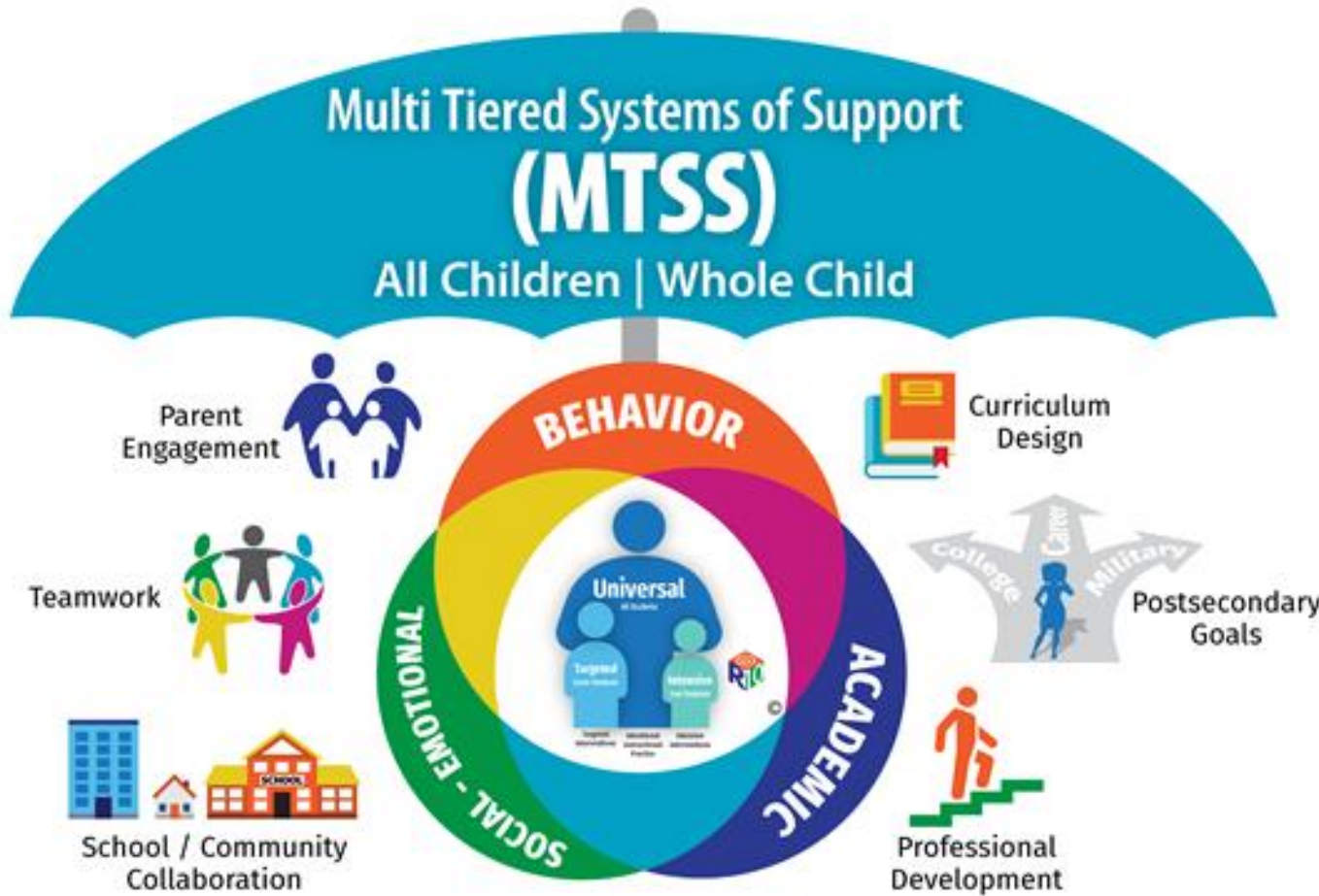


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**PREVENTION**  
*for all Students*

**ENRICHMENT**  
*for all Students*

**INTERVENTION**  
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**Thank you!**