



Multi-Tiered Systems of Support

Implementation Guide

2020-2021

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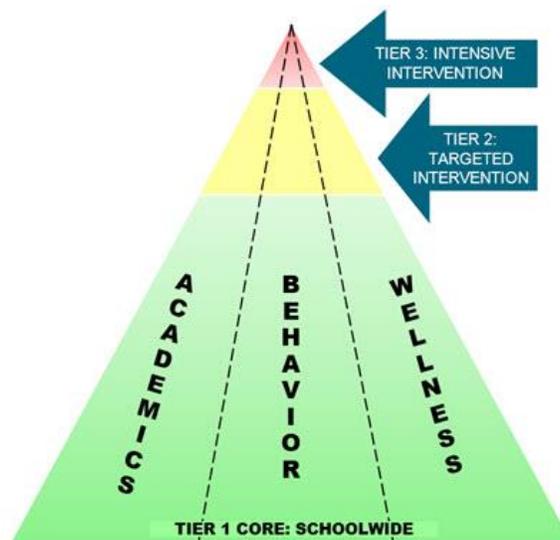
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Section 1

Introduction

KIPP Miami is committed to following State standards for supporting struggling students. Currently in the State of Florida, if a student is struggling, implementation of a multi-tiered system of supports (MTSS) is required. This includes the Problem-Solving Process and Response to Instruction/Intervention Framework. Our district uses the MTSS model to build upon the concept of tiered support, as with RTI. Our MTSS procedures addresses systematic barriers and conditions in our schools for both students and educators.



As part of KIPP Miami’s proactive approach to identifying students with academic or behavioral needs, we use an integrated instruction model of MTSS that collects data to assess student needs and provide them with interventions in appropriate tiers. The MTSS team also plans for defining behavioral expectations, problem-solving process, school and district data evaluation, communication and collaboration between schools, district, students & parents and other community members and capacity building of our teachers and leaders.

Vision & Mission (why we do what we do)

KIPP Miami is committed to developing and implementing an innovative and student-centered service delivery system, based on ongoing analysis of student data and best practice research application. The philosophical foundation of KIPP Miami is that all students are educated in classrooms that accommodate their diverse learning needs, styles and abilities. Differential instruction, modified environments, adaptive equipment and the full use of technology are the norms. Acceptance of all differences is paramount and seen as enriching the community of learners as well as the community at large. KIPP Miami’s prioritizes improved academic outcomes for all students.

How the MTSS TEAM rolls (who does what and how we work together)

MTSS District Level Task Force	Role Description
Director of ESE	The Director of ESE oversees programming for students with exceptionalities. The Director develops and/or facilitates ongoing professional development to support all teachers with understanding how to appropriately accommodate for students in their classrooms.
Achievement Director of ESE/Principal in Residence of ESE	This position is responsible for ongoing school-based support. The AD/PiR will regularly meet with the school MTSS Task Force to help analyze data and reflect on student achievement for students in process.
Head of Schools	The Head of Schools manages and regularly checks in with School Leaders. The Head of Schools collaborates with the Director of ESE and regularly reports out on the state of a school's MTSS process and where additional supports might be needed.

Multi-Tiered System of Supports

The MTSS Task Force recognized the importance of a Multi-Tiered System of Supports (MTSS) for ALL students. MTSS is an evidence-based model that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need and seeks to ensure that resources reach the appropriate students at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency.

Partnerships

The MTSS Task Force recognized that children benefit most when our educational system forms a partnership with parents, students, teachers, related services professionals, and school administrators.

Learning Intervention is Not a Place

The Task Force recognized that in many Local Education Agencies (LEAs), distinct silos between general education and learning intervention contribute to thinking of learning intervention as a “place” where students go, rather than an effective system of supports that help students succeed. Many of the changes recommended by this Task Force require general education initiatives. The division between general and learning intervention is a cause for increased cost, lack of accountability, decreased effectiveness, and lower achievement for students who receive learning intervention services.

Transition to Adult Life

The Task Force recognizes the need for eligible students to receive learning intervention services and supports to help them succeed in postsecondary education, employment, and independent living. Many of the recommendations are focused on improving achievement to ensure that these students are prepared for the demands of college, career, and adult life.

Continuum of Alternative Service

Full Inclusion: Though IDEA does not define inclusion, section 1003.57(1)(a)2., Florida Statutes (F.S.), defines inclusion as follows:

“A school district shall use the term “inclusion” to mean that a student is receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a teacher is provided access to technical assistance in best practices, instructional methods, and supports tailored to the student’s needs based on current research.” (info.fl DOE.org)

KIPP Miami’s special education teams support students with disabilities in general education classes by providing a range of supplementary aides and resources. Learning specialists provide general education teacher and student support through collaborative lesson planning, assignment modification and accommodation, modified assessments when necessary, consultation, “push-in” during class time, “pull-out” to pre or re teach lessons, co teaching, meta cognitive support, and behavior management coaching.

Partial Inclusion: KIPP Miami’s learning interventionists support students, who are partially included in the general education setting, through more targeted and intensive instruction, including:

Resource Classes for Remediation and Meta Cognition: KIPP Miami promotes and makes available a range of resources for students with disabilities, including scientifically based

tools, computer assisted/blended learning resources, intensive small group remedial classes with special educators, and individualized and small group sessions reinforcing meta cognitive skills. Remedial support is based on careful analysis of student performance data over time, in collaboration with the student, and guided by best practice research and application.

Replacement Classes for Core Subjects: KIPP Miami’s learning specialist teams support students who need smaller classes and specialized instruction in specific core subject areas in order to access the general education curriculum. Replacement classes are taught by certified teachers or co taught by a general education teacher and learning specialist, who share instructional responsibilities. Replacement teachers assume responsibility for academic and behavior growth, communications with families and inter-agency representatives, and implementation of student accommodations and modifications.

How to Determine Placement (Least Restrictive Environment)

Educating students with disabilities together with typically developing peers has been a principle objective of IDEA since 1997.

Provision of services for students with disabilities in the least restrictive environment (LRE) is a critical component of the Individuals with Disabilities Education Act (IDEA). Students with disabilities must be served in the regular education environment unless the nature or severity of the disability is such that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The decisions regarding the educational placement, including participation in nonacademic and extracurricular activities, of each student with a disability must be based on the individualized needs of each student as determined and documented through the individual educational plan (IEP) process. (TAP ESE 10744 FDOE).

In basic terms, the least restrictive environment (LRE) refers to the setting where a child with a disability can receive an appropriate education designed to meet his or her educational needs, alongside peers without disabilities to the maximum extent appropriate.

As per the Florida Department of Education, in determining the educational placement of a student with a disability, including a preschool child with a disability, the following procedures must be adhered to:

- The placement decision is made by a group of persons, including the parents and other persons knowledgeable about the student and placement options, by utilizing meaningful data from a variety of sources.

- A continuum of alternative placements is available to meet the needs of students with disabilities, including instruction in regular classes, resource rooms, special classes, hospital/homebound, special schools, residential facilities, and juvenile justice programs.
- The student's placement is determined at least annually based on information in the student's IEP and is as close as possible to the student's home.

The following factors should be considered as placement decisions are made:

- The student is educated in the school that he or she would attend if nondisabled.
- In selecting the appropriate placement, consideration must be given to any harmful effects on the student or on the quality of services he or she needs.
- A student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.
- The student's placement options must not be based solely on the student's eligibility category, disabling condition, administrative convenience, or label.
- The school district must ensure that each student with a disability has the opportunity to participate as appropriate in nonacademic and extracurricular services and activities.

Monitoring Student Academic Progress

Monitoring student progress is imperative to ensuring that student are on track to meet their goals. This ongoing and regular data collection supports keeping our families as informed as possible about their student's progress as well as serves as a vital tool in informing instruction. A core component of an educator's role is to ensure that they use fresh data to respond to student need and determine next steps in their teaching.

Section 2

RTI

RTI is a multi-tiered approach focused on providing direct services, supports, and interventions for at-risk students. RTI is part of KIPP Miami's MTSS framework.

Introduction

Response to Intervention (RTI) is a multi-tiered framework designed to maximize achievement for all students. It focuses on outcomes through the systematic gathering and analysis of data to guide instructional decisions. RTI is a process which benefits all students in their climb to and through college. It is a proactive approach that focuses on closing the gap for students who are not performing at a college ready level, and support others who are at risk of falling behind.

Goal

All students are capable of learning. The goal of the RTI program is to ensure that all students are provided the supports to learn to the best of their ability. The RTI program is currently literacy and math focused, as this is the primary academic challenge for many of our students. However, RTI supports students in achieving dramatic academic and personal growth goals.

Academic and Behavior Progress Monitoring tools

Positive learning outcomes are expected with the implementation of RTI. Specifically, targeted instruction, early intervention, accurate evaluation referrals, increased pro-social student behavior, increased college graduation rate, more positive attitude toward school and academics. In order to monitor progress toward individual student goals, the team uses data for multiple sources in order to monitor the student's response to interventions.

Academic Data Sources:

Fountas & Pinnell
MobyMax
iReady
Quarterly Assessments

Behavior Data Source:

DeanList

RTI Tiers of Support

The RTI program will use evidence-based practices for planning and implementing a 3-tiered intervention system structure to meet the needs **of all students. The general configuration of the model is as follows:**

- TIER 1 (100% of students): All students receive high-quality and appropriate instruction, with regular progress monitoring (universal screening). All students are provided additional appropriate instruction as needed within the general education setting.
- TIER 2 (15 - 20% of students): Students who do not make significant progress in Tier 1 are provided with more intensive support through targeted intervention (usually within strategic reteach and reader's workshop). This tier of support is implemented by the Gen.Ed. teacher with coordinator support.
- TIER 3 (5 - 10% of students): Students who need more intensive intervention will receive highly targeted small group or one-on-one instruction from the RTI Specialist. Tier 3 interventions are reviewed at least weekly by the RTI specialist in order to closely monitor progress. Based on multiple assessment measures the student will be placed in groups alongside peers with similar needs. These needs will be met through the effective delivery of research-based literacy and math programs, including but not limited to:

Reading

- Levelled Literacy Intervention: a reading intervention similar to guided reading to remediate accuracy, fluency, and/or comprehension. Students must be tracked using running records.
- Wilson Just Words: Decoding, phonics and fluency skills
- Guided Reading: Fountas and Pinnell
- iReady
- Moby Max

Math

- Kahn Academy: individualized online reading and math instruction and progress tracking
- Mathspace: individualized online reading and math instruction and progress tracking
- iReady
- Moby Max

RTI and Special Education Referrals

RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. The interventions are then modified as needed when a student's is not progressing as expected and has poor response to the interventions implemented by teachers or members of his RTI team. If a student continues to show that he needs additional, more intensive support, the RTI specialist along with the team should refer the student for a full and individual evaluation for possible eligibility to special education services.

RTI Support and Monitoring

The Director of Special Education along with the Head of Schools evaluate and support members of the school-based MTSS/RTI leadership teams. The district provides professional development and support (coaching, technical assistance, data chats, and progress monitoring) for leadership development and implementation of the MTSS infrastructure. School's data and response to the MTSS cycles are reviewed monthly. In schools where the response to intervention indicates that performance gaps are closing too slowly or not at all, district support staff will provide focused

coaching of school-based teams for improvements in the implementation and fidelity of the problem-solving process.

Data Launch, a data monitoring web-based platform is used to monitor school progress and to plan for problem-solving and interventions when needed at the school level.

Parent Involvement, Communication & Support

Family involvement in a tiered service-delivery model must be characterized by organized, meaningful and consistent two-way communication between school staff and parents about student progress and related school activities. Through this communication, parents are enabled to play an important role in their child's education by assisting in the learning and by being involved in decision making as it affects tier-level instruction to increase their child's achievement.

School teams communicate information about the RtI process and how to request and evaluation in a variety of formats throughout the school year. Information about the RtI process and how to request an evaluation is communicated to parents verbally at school meetings (ex. open house, PTA), on our website, during report card conferences and in parent progress monitoring letters. School based Problem-solving teams identify the frequency and duration of meetings at each school site. The teams conclude with written plans that outline how interventions will be provided and monitored. Parents are asked to participate and provide input in the CST meetings. School personnel implementing the interventions share information with parents via conferences or phone calls, written documentation. Progress updates are provided to parents at a minimum of every 8 weeks through conferences and through progress monitoring plans.

KIPP Miami aims to utilize a MTSS communication plan which will encourage transparency and provide all stakeholders with information concerning our school's programs and supports available to all students and their families. As part of this commitment we will implement the following MTSS best practices:

- Build consensus about our MTSS
- Build relationships both internal and external
- Be fully involved and transparent about our review of data
- Aligning roles and responsibilities
- Coordinate efficient and effective use of school based and community resources & troubleshooting.
- Build parent understanding
 - <http://www.fldoe.org/core/fileparse.php/7690/urlt/Parent-Guide-MTSS.PDF>
 - <http://www.fldoe.org/core/fileparse.php/7690/urlt/PIII.pdf>

*For additional information regarding MTSS, you may also visit www.florida-rti.org