Our mission is to provide extraordinary educational opportunities to every learner.
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Dear DVUSD Teachers, Staff Members, and Administrators;

Our district is committed to providing extraordinary educational opportunities for every learner. Over the past two years, our primary initiatives as a district have been Multi-Tiered Systems of Support (MTSS), Assessment, and the Arizona State Standards / DVUSD Curriculum.

As our district continues to refine how we support students to be academically and socially successful, we have deployed Multi-Tiered Systems of Support at both district and school levels. Across our district, students are meeting and exceeding expectations at all levels when supported in this framework by the caring professionals within our schools. Our diverse student population requires a comprehensive, flexible, evidence-based process such as MTSS.

MTSS is our system-wide approach that promotes deeper knowledge of differentiated instruction and interventions. MTSS is aligned with problem-solving data teams, Response to Intervention (RTI), and Positive Behavioral Interventions and Supports (PBIS). MTSS allows educators to evolve their thinking on how to create and maintain the structural support they need to address the needs of all DVUSD students.

This handbook and the information it contains are the result of multiple years of work by our MTSS Work Team. The charge of this team has been to help DVUSD educators learn how to use MTSS processes, within a problem-solving framework, so we can continue to work collaboratively to graduate lifelong learners who will successfully compete, lead, and positively impact the world.

I am proud of the work we are doing together to ensure extraordinary learning for all of our students. The processes outlined in this handbook are vital to our continued success in this regard and I thank you for the difficult and important work you are doing daily for our students.

Sincerely,

Dr. Curtis Finch
Superintendent

Graduating lifelong learners who will successfully compete, lead, and positively impact the world.
Multi-Tiered System of Supports (MTSS) in Deer Valley Unified School District

Goal
100% of DVUSD students achieve at high levels.

Components of MTSS
- A systemic and comprehensive approach
- Effective collaborative communities employing data-based problem solving
- High-quality instruction, enrichment, and intervention that is responsive and differentiated
- Comprehensive and balanced assessment system
- Expertise (well-designed professional development)

Academic & Behavioral Support: Pre-Kindergarten – Grade 12

Tier I – Universal Instruction
High-quality, research-based core curriculum and differentiated instruction that is available to all learners. Classroom general education teachers provide instruction & support.

Tier II – Targeted Instruction
What some students receive in addition to Tier I instruction. The purpose of Tier II targeted instruction and supports is to improve the performance of students not meeting Tier I expectations (levels and conditions of support). Grade level/subject area teachers and/or other campus support personnel provide this level of service.

Tier III – Intensive Instruction
A few students receive Tier III in addition to Tier I and Tier II instruction. The purpose of Tier III services is to help students overcome significant gaps required for school success. Grade level/subject area teachers and campus support personnel that have the appropriate expertise provide this level of service.

MTSS: Tiered Support Through all Grade Levels
Each tier is not a place that a student is destined to be, rather a level of support provided so that each student reaches success.

Tier I – All students receive Tier I (Core/Universal) Instruction, Results - 80-85% of students will meet or exceed grade level expectations.

Tier II – Supports/interventions are in addition to Tier I Instruction, Results - 15-20% of students may need supplemental interventions.

Tier III – Supports/interventions are in addition to Tier I and Tier II, Results - 5-10% of students may need intensive interventions. The expected outcome of Tier III services, combined with Tiers I and II is that the student will achieve or exceed Tier I proficiency levels.

District Supports
Leadership, Professional Development, Integration and Sustainability
- Academic Facilitators
  - K-3 Literacy
  - K-8 Math
- Curriculum, Instruction & Assessment Specialists
  - PreK-12 All Content Areas
- Math Coach
- PreK-12 All Content Areas

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Multi-Tiered System of Support (MTSS)

Foundational Beliefs

MTSS is designed to provide both academic and behavioral services to improve outcomes for all students (Glover & Vaughn, 2010). “All students” include every student on the performance continuum (i.e., high achieving, grade-level, low achieving, English language learners, and students who are education eligible). MTSS consists of an academic system, formerly known as response to intervention (RTI), and a behavioral system, which was formerly referred to as Positive Behavioral Interventions and Supports (PBIS) (Adapted from the Brevard Public Schools of Viera, FL, 2015; and the Calhoun County School District, Blountstown, FL, 2015).

The following beliefs guide our efforts to ensure consistent movement toward maximizing student achievement:

1. Committed educators who believe that all students can learn and achieve high standards create a school culture that is needed to support MTSS. Success is dependent on continuous professional development for all members to build capacity and sustain progress. Job embedded, on-going, professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.

2. Highly effective personnel deliver scientific, researched-based instruction and evidence-based practices aligned with Arizona state standards. Evidence-based curriculum and instructional approaches have a high probability of success for most students. Instruction is differentiated to meet individual learning needs and supported by Standards Based Instruction.

3. A coherent, articulated and balanced assessment system guides responsive teaching, informs instructional decisions and refines ambitious goal setting resulting in acceleration of student learning. Reliable, valid, and instructionally relevant assessments include the following:
   - Screening Measures: Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students needing more intensive interventions and support.
   - Diagnostic Measures: Formal and informal assessment tools that measures skill strengths and weaknesses, identify skill in need of improvement, and assist in determining why a problem is occurring.
   - Progress Monitoring Measures: Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.
   - Formative Measures: Ongoing assessments embedded within effective teaching to guide instructional decisions.
   - Summative (Outcome) Measures: Typically administered near the end of the school year to give an overall perspective of the effectiveness of the instructional program.

4. Student response to instruction/intervention (RTI) data are used to guide meaningful decision making through data team discussions. Dynamic, positive and productive collaboration among professionals for effective problem solving and instructional decision-making.
5. Ongoing, systematic planning/problem solving is consistently used in teams including parents and educators, from enrollment to graduation for all students, to make decisions across the continuum of student needs.

6. Effective leadership, including building administrator engagement and distributed leadership, is crucial for guiding and sustaining effectiveness of MTSS. Actively engaged administrative leadership for data-based decision-making is inherent to the school culture (Brevard Public Schools, 2015).

Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling 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. “Need-driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

Universal Core Instruction (Tier 1) is what “ALL” students receive in the form of instruction (academic and behavior/social-emotional) and student supports. Tier 1 focuses on the implementation of the district’s Core Curriculum and is aligned with the Language Arts Arizona Standards and Mathematics Arizona Standards. Tier 1 services (time and focus) are based on the needs of the students in a particular school. Some schools require more time than other schools in particular core curriculum areas based on student demographics (readiness, language, economic factors) and student performance levels to ensure that ALL students reach and/or exceed state proficiency levels. Universal core instruction should be effective with at least 80% of all students.

Targeted Supplemental Instruction (Tier 2) is what “some” students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Therefore, “effective” Tier 2 services occur when at least 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the district. Tier 2 services are more “intense” (more time, a narrower focus of instruction/intervention) than Tier 1. Tier 2 services can be provided by a variety of professionals (e.g., general education classroom, separate settings, home). Targeted supplemental instruction (Tier 2) should consist of 10 to 15% of all students.

Intensive Instruction (Tier 3) is what “few” students receive and is the most intense service level a school can provide to a student. Typically, Tier 3 services are provided to very small groups/or individual students. The purpose of Tier 3 services is to help students overcome significant barriers of learning academic and/or behavior skills required for school success. Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and Tier 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district. Intensive instruction (Tier 3) should consist of approximately 5 to 10% of the student population.
Uniform Components of MTSS Across DVUSD

Goal: 100% of DVUSD students achieve at high levels.
Problem Solving in MTSS

MTSS in Deer Valley requires an approach in which collaborative teams of educators coming together for problem solving around data-identified needs. This type of problem solving is a method of determining a solution for an agreed upon problem that includes a variety of stakeholders with multiple perspectives. An array of data are used in this process, ensuring a “complete picture” of the issue or problem is obtained, and solutions are identified after careful consideration of all suggestions and ideas. This problem solving approach allows schools to manage resources to address prioritized needs. The problem solving method has often been described as including four stages:

1. **Identify the problem**: Identify and define organizational and student achievement problems. Pinpoint the problem in measurable terms. For example, at School A 40% of students are receiving 2-6 office discipline referrals, while the expectation is that no more than 20% of students should receive between 2-6 office discipline referrals.

2. **Analyze the problem**: Understand variable, which cause or contribute to the problem, review instructional, curricular, learner and environmental variables associated with academic and behavioral success. Generate alterable hypotheses about causes of the problem that when altered have a high likelihood of success in improving the problem. For example, at School A the school leadership team determined sufficient explicit instruction around appropriate behaviors had not been delivered.

3. **Select and implement an intervention**: Design appropriate instructional and intervention plans to reduce the problem. Use evidence-based interventions to address the identified problem. For example, at School A all classroom teachers will implement effective preventative and instructional strategies such as Positive Behavior Supports.

4. **Progress monitor and evaluate effectiveness**: Evaluate effectiveness of instruction/intervention plans on resolving identified problem; use data based graphing to monitor intervention outcomes. For example, at School A, the data showed a decrease in the number of students receiving 2 or more office discipline referrals.

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**Step 2: Problem Analysis**

- “What is the problem?”
- “Why is it occurring?”

**Step 3: Intervention Design/ Implementation**

- “What are we going to do about it?”

**Step 4: Progress Monitoring**

- “Is it working?”
A central aspect of MTSS is using data to determine fidelity of implementation of instructional strategies and the subsequent effectiveness of those instructional strategies based on data demonstrating the students’ responses to instruction and interventions. Students are continuously monitored to determine their progress toward mastery of core content and strategies are employed to help them meet standards.

- Formative assessments are an important vehicle for monitoring the progress of a student.
- Assessments must be frequent and connected to the content and standard a student is working to master.
- Effective progress monitoring data provides educators with the information needed to ensure timely support is provided to students in direct relation to the intensity of their needs.
- Progress monitoring requires graphing; however, it may look different throughout the Tiers.
  - Tier 1 data collection and graphing is representative of the whole class; and
  - Tier 2 and Tier 3 data collection and progress monitoring should be graphed individually for targeted area of intervention

- Graphical representation should be able to help educators and parents see current performance levels compared to goals/expected performance levels. The representation should also provide a sense of whether or not students will reach goals within a set amount of time.

- **Data Collection and Analysis**: Effective teams make use of their support staff with particular area of expertise (e.g. reading or behavior) in determining how to collect data needed and how to interpret the data once collected. Interpretation of data leads to generation of hypotheses about the causes of problems and to the identification of desired outcomes.

- **Pre-Intervention Problem Measurement (Baseline)**: Baseline data is essential to quantify subsequent judgments about whether the student is responding to interventions implemented. Failure to collect a pre-intervention baseline can be detrimental to the student in that progress may go unrecognized and result in incorrect inferences about the severity of the problem.

- **Follow-Up for Intervention Implementation Fidelity and Fair Evaluation of Outcomes**: Teachers and other team members can only make judgments about student response to interventions if the interventions are implemented consistent with the researched and intended method of delivery. It must also be implemented for the recommended time period before student response is measured.

- **Post-Intervention Problem Measurement and Evaluation**: The degree to which the problem solving team’s process is successful is evident in the progress students make in response to interventions applied. Successful outcomes reinforce student and teacher efforts. Outcome evaluation data also may serve to identify area in which teams may require further support and/or training.
Three-Tiered Instructional/Intervention Model

A multi-tiered instruction/intervention framework is used to organize resources and supports to ensure student learning and educational success. The intensity of supports provided to student matches student need.

Tier 1: Core, Universal

Tier 1 is:

- High quality teaching and school supports for positive behavior and academics all students receive
- Effective if at least 80% of students are successful as a result of core instruction, curriculum, and supports
- The core curriculum that all students receive in all subjects and grade levels
- Implementing well-researched programs and best practices

“If the water in the aquarium is dirty, it makes little sense to single out struggling fish for corrective treatment. The first corrective treatment that should be applied is: clean the water in the aquarium; all the fish will likely benefit from this action” (Source: Amelia Van Larsen, Pasco County Schools).

Tier 1 Assessment Examples

Discipline Data
Benchmark Assessment
Universal Screening

Tier 1 Core Strategy Examples

School-Wide Positive Behavior Plan
Core Curriculum
Positive Behavior Supports
Whole-Class Strategies
Tier 1 Practical Example

Academics: Using your formative or summative assessment for the academic standards being assessed, calculate the percent of students achieving mastery. If at least 80% of all students, and students in all subgroups, achieve at or above this criterion, it would suggest that core curriculum (Tier 1 strategies) is indeed effective. On the other hand, if only 50% of students are achieving mastery, this would suggest the core curriculum and instruction are not sufficient, as this is far too many students for a school to effectively provide supplemental and intensive support.

Address fidelity and success of Tier 1 measures

When a Tier 1 problem is indicated, it would make little sense to target individual students for extra assistance until the deficiencies within core instruction and curriculum for academics or behavior are addressed. All students are likely to benefit from Tier 1 strategies, even those who are already proficient in the targeted skills.

If effective Tier 1 strategies are utilized, far fewer students will need supplemental interventions required at Tier 2. When Tier 1 methods are not implemented with fidelity or if data demonstrate Tier 1 strategies to be ineffective (despite being implemented with fidelity), identifying the necessary changes to Tier 1 curriculum, instruction, and supports to increase the effectiveness of core should be the goal of the problem solving team.

Using the resources available at the district and school levels, decisions should be made about what changes need to be implanted at Tier 1 to attain the desired target of at least 80% of students achieving at or above expected levels. Once the changes have been implemented, the next iteration of data (e.g., results of benchmark testing and the following year’s state test results, etc.) will allow for assessment of fidelity of implementation of Tier 1 strategies and subsequently the effectiveness of the Tier 1 curriculum and instruction.
Core Instruction (Tier 1)

Core Instruction (Tier 1) is the general education program.

This means ALL students are receiving core instruction with flexible grouping and differentiation. Screening and progress monitoring data are utilized to determine instructional needs and measure student progress. The general education teacher LEADS the problem-solving process in the Core to determine if students are responding to instruction. Ongoing professional development is provided to teachers to enable them with the necessary tools to ensure all student receive quality instruction.

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Imperative Questions at Core Instruction (Tier 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Problem Identification</strong></td>
<td>Are students provided with well-delivered, scientific, research-based core instruction? How is this verified? What assessment tools or processes are used to identify instructional needs and the students’ response to instruction? Is the core instruction effective?</td>
</tr>
<tr>
<td></td>
<td>• What percent of students are achieving standards/benchmarks/behavioral expectations (more than 80% of students)? • What percent of students in subgroups are achieving standards/benchmarks/behavioral expectations (more than 80% of students)? • If addressing an individual student’s needs, what percent of students in their subgroup are achieving standards/benchmarks/behavioral expectations (more than 80% of students)?</td>
</tr>
<tr>
<td><strong>Step 2: Problem Analysis</strong></td>
<td>If core instruction is not effective,</td>
</tr>
<tr>
<td></td>
<td>• Is the curriculum appropriately matched to the needs of at least 80% of the students? • Is support provided for implementation fidelity?</td>
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<td>To what extent is the school-based leadership team engaged in Core level problem solving in order to increase the effectiveness of core instruction/behavioral supports?</td>
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<td></td>
<td>How are parents and students involved or engaged in supporting effective core instruction/behavioral supports?</td>
</tr>
<tr>
<td><strong>Step 3: Instructional Design</strong></td>
<td>What instructional strategies will be put into place to address any deficiencies or gaps in the instruction? What is the criteria to determine if student(s) will require supplemental and more intensive, individualized intervention/support?</td>
</tr>
<tr>
<td><strong>Step 4: Response to Intervention</strong></td>
<td>What does the student data show that indicates instructional practices met the needs of at least 80% of the students?</td>
</tr>
</tbody>
</table>
### Core Instructional Practices (Tier 1)

<table>
<thead>
<tr>
<th>Best Practices for Implementation</th>
<th>Components of Core Instruction</th>
<th>Examples of Core Instructional Practices</th>
<th>Actions to support Academic Core Instructional Components</th>
<th>Actions to support Behavior Core Instructional Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Size:</strong> All students</td>
<td>Standards Based Instruction</td>
<td>Learning Focused High Yield Strategies</td>
<td><em>Flexible scheduling</em></td>
<td>Classroom management plans</td>
</tr>
<tr>
<td><strong>Duration:</strong></td>
<td>Differentiated Instruction</td>
<td>Language instruction in all grades</td>
<td><em>Common planning or collaborative time</em></td>
<td>Positive behavioral support</td>
</tr>
<tr>
<td>- 90 min Reading block</td>
<td>Variety of check for understanding at strategic points</td>
<td>Parent involvement in all grade levels</td>
<td><em>Grade level meetings</em></td>
<td>School-wide behavior matrix</td>
</tr>
<tr>
<td>- 60 min Math block</td>
<td>Multiple resources, instructional strategies that engage and challenge all students and support instructional outcomes</td>
<td>Engagement in problem solving inquiry based strategies</td>
<td><em>Common Assessments</em></td>
<td>Student Rights &amp; Responsibilities Handbook provided to all students</td>
</tr>
<tr>
<td><strong>Type of Delivery:</strong></td>
<td>High quality formative and summative assessments</td>
<td>Socratic discussions</td>
<td><em>Unit planning</em></td>
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<tr>
<td>- Whole group</td>
<td>Systematically analyzes data at the item level to find strengths and weaknesses</td>
<td>Making real world applications</td>
<td><em>Instructional calendars</em></td>
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<tr>
<td>- Small group</td>
<td>High levels of rigor and relevance</td>
<td>Kagan strategies</td>
<td><em>Standardized test results used for instruction</em></td>
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<tr>
<td>- Individual learning</td>
<td></td>
<td>Use of essential questions</td>
<td><em>Administrative/ peer observations</em></td>
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<tr>
<td><strong>Type of Assessments:</strong></td>
<td></td>
<td>Deliberate and consistent feedback</td>
<td><em>Parent involvement activities tied to standards</em></td>
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<tr>
<td>- Summative</td>
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<td><em>Students provided with examples of exemplary work</em></td>
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<td>- Formative</td>
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<td><em>Grade level rubrics in all core subjects</em></td>
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<td>- Screeners</td>
<td></td>
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<td><em>Emphasis on reading across the curriculum</em></td>
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<tr>
<td><strong>Examples of Types of Assessments:</strong></td>
<td></td>
<td></td>
<td><em>Formative assessments to drive instructional decisions</em></td>
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<tr>
<td>- Standardized Assessments</td>
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<tr>
<td>- District Assessments</td>
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<td>- End of Course</td>
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<tr>
<td>- Refer to the DVUSD Assessment Handbook for further examples</td>
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<tr>
<td><strong>Classroom management plans:</strong></td>
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<td><strong>Positive behavioral support:</strong></td>
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<td><strong>School-wide behavior matrix:</strong></td>
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<tr>
<td><strong>Student Rights &amp; Responsibilities Handbook provided to all students:</strong></td>
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</table>
Tier 2: Supplemental/Strategic/Targeted

Tier 2 is:

- Additional supplemental instruction and intervention some students need in order to be successful with Tier 1 grade level expectations
- Referred to as “strategic,” “supplemental” or “targeted,” because these interventions address specific student problems
- Delivered in addition to core Tier 1 instruction/whole-class strategies
- Linked to Tier 1 curriculum and expectations
- Decisions made in collaboration with problem solving team at the school (does not require full team meeting)
- Progress monitored and graphed
- Evaluated for effectiveness of Tier intervention and followed-up with problem solving team

In referring back to the aquarium example, you have cleaned the water in the aquarium. You now find you have two fish not thriving like the others. You would continue to feed all the fish and maintain clean water (Tier 1). Additionally, you might treat those two fish with supplemental vitamins (Tier 2). Those fish would get the extra care until no longer needed.

Tier 2 Assessment Examples

Benchmark Assessments
School Assessments
Behavioral Observations
Intervention Data
Gap Analysis

Tier 2 Intervention Examples (Strategic)

Small group instruction
Behavior/Attendance contract
Content specific curricular intervention materials/resources
Tutoring
Supplemental Instruction (Tier 2)

Supplemental Instruction (Tier 2) is for students not making adequate progress.

This level of instruction consists of targeted, supplemental instruction/intervention aligned with the core curriculum. Supplemental instruction can be provided by the classroom teacher or support personnel. Supplemental instruction/intervention is delivered in a small group format using evidence-based strategies known to be effective in addressing the learners’ area of concern. Progress monitoring data is used to adjust supplemental instruction/intervention.

### Problem Solving

#### Step 1: Problem Identification

Are students provided with well-delivered, scientific, research-based supplemental instruction? How is this verified?

What assessment tools or processes are used to identify instructional needs and the students’ response to instruction?

#### Step 2: Problem Analysis

If supplemental instruction is not effective,

- Is the curriculum appropriately matched to the needs of at least 80% of the students?
- Is support provided for implementation fidelity?

Have the Instruction, Curriculum, Environment, and Learner been considered to determine why a student may not be learning?

#### Step 3: Instructional Design

What specific supplemental intervention/support is planned to improve the performance of students who need additional instruction and support (more academic-engaged time, more focused intervention, smaller group, type of delivery, methodology, in addition to and aligned with core instruction, etc.)? Consider the following factors:

- Amount of additional time
- Focus of the intervention and support
- Specific instructional strategies/behavioral support
- Method and frequency of progress-monitoring assessments
- Evidence of fidelity
- Sufficiency of intervention/support

What is the criteria to determine if student(s) will require supplemental and more intensive individualized intervention/support?

How is the supplemental intervention implemented?

- Academic-Engaged Time – How much more time is provided?
- Curriculum – What is used?
- Personnel – Who, when, and where is it provided? Are the highest levels of instructional expertise and skill matched to the students with the most significant needs? How is support provided to ensure fidelity of implementation?
- Parent – How are the student’s parents involved or engaged in supporting the interventions?
### Supplemental Instructional Practices (Tier 2)

<table>
<thead>
<tr>
<th>Best Practices for Implementation</th>
<th>Components of Supplemental Instruction</th>
<th>Examples of Supplemental Practices <em>(in addition to core instruction)</em></th>
<th>Actions to support Academic Supplemental Instructional Components</th>
<th>Actions to support Behavior Supplemental Instructional Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Size:</strong> Some students</td>
<td>Students participate in instruction that includes Core (Tier 1) <em>PLUS:</em></td>
<td>Student needs identified and incorporated into an instructional plan</td>
<td>Collaborative/ Data team meetings</td>
<td>Conflict resolution</td>
</tr>
<tr>
<td><strong>Duration:</strong> In addition to Core Instruction time</td>
<td>Focused on skills that post a barrier to the learner</td>
<td>Explicit instruction</td>
<td>Administrative meetings with teachers</td>
<td>Social Skills training</td>
</tr>
<tr>
<td><strong>Type of Delivery:</strong> Small group</td>
<td>Evidence based instruction</td>
<td>Systematic instruction</td>
<td>Teacher meetings with at-risk students</td>
<td>Tracking discipline data</td>
</tr>
<tr>
<td><strong>Type of Assessments:</strong> Ongoing Progress-Monitoring Diagnostic</td>
<td>Provides enhanced opportunities for extended learning</td>
<td>Think Aloud Modeling</td>
<td>Administrative meetings with at-risk students</td>
<td>Group and/or individual counseling</td>
</tr>
<tr>
<td><strong>Examples of Types of Assessments:</strong> Refer to the DVUSD Assessment Handbook</td>
<td>Uses flexible small groups</td>
<td>Guided Practice</td>
<td>Extended school year</td>
<td>Priority scheduling</td>
</tr>
<tr>
<td></td>
<td>Integrated with Core content and performance expectations</td>
<td>Visual cues</td>
<td>Tutoring</td>
<td>Peer mentoring</td>
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<tr>
<td></td>
<td>Incorporate instructional language and materials of Core content</td>
<td>Direct Instruction</td>
<td>Supplemental instruction</td>
<td>Behavior contracts</td>
</tr>
<tr>
<td></td>
<td>Fidelity – same person, same day and time, same skill for duration</td>
<td></td>
<td>Exit students who are successful with Tier 2 interventions</td>
<td>Weekly behavior charts</td>
</tr>
</tbody>
</table>

### Step 4: Response to Intervention

How effective is the supplemental instruction for groups of students who need additional instruction and support?

- What assessments are used for ongoing data collection aligned with core instruction?
- How frequently are assessments conducted? How frequently are they analyzed by the team?
- How are the student’s parents engaged in the progress monitoring an analysis of level of performance and rate of progress?
- How does the team determine whether the instruction/intervention is effective?
- If the intervention is ineffective (poor or questionable student response), how does the team monitor and support implementation fidelity?
- What is the criteria to determine if student(s) will require more intensive, individualized intervention/support?
Tier 3: Intensive/Individualized

Tier 3 is:

- Based on students’ response to evidence-based instruction and intervention in addition to the gap between student performance and expectation levels
- Based on evaluating existing data from Tier 1 and progress monitoring data from Tier 2 interventions to allow the MTSS team to determine if Tier 3 is appropriate
  - Tier 1 and Tier 2 were implemented with fidelity
  - Data indicates that a student is not closing the performance gap
- Frequent progress monitoring that includes visual representation (e.g., graphs)
- Complete MTSS team collaboration for further problem solving
- Documented in the student cumulative file and the MTSS team logs.

The essential change from Tier 2 to Tier 3 is one of “intensity” – that is, a change in frequency of intervention (e.g., from 3 days/week to 5 days/week), duration of intervention (from 30 minutes/session to 45 minutes/session), method of intervention (e.g., from small group to individualized), or a combination of some or all of these increases in intensity of intervention delivery.

Note: Tier 3 interventions do NOT have to be delivered individually.

Tier 3 Assessment Examples
- Functional Behavioral Analysis
- Progress Monitoring
- Graph/RtI

Tier 3 Intervention Examples (Intensive)
- Positive Behavior Intervention Plan
- Increased Intensity of Tier 2 Interventions
Intensive Instruction (Tier 3)

Intensive Instruction (Tier 3) is for a small percentage of students who still may show learning difficulties with core and supplemental instruction/intervention.

These students may need more intensive support. Intensive instruction/interventions are designed for students who do not respond to Core and Supplemental Instruction. This is the highest level of support and is more targeted and individualized.

The teacher, as part of the team, reviews Core and Supplemental instructional data to design the best intervention using the four-step data-based problem-solving process. Intensive Instruction is characterized by the greatest number of minutes of instruction available in a building and the narrowest focus of instruction.

Intensive Instruction (Tier 3) is characterized by:

1. More instructional time
2. Smaller instructional groups (or individualized)
3. More precisely targeted at the appropriate level
4. Clearer and more detailed explanations are used during instruction
5. More systematic instructional sequences are used
6. More extensive opportunities for practice are provided
7. More opportunities for error correction and feedback are provided

The instruction is intensified by changing the delivery of the instruction, the duration the frequency and/or the group size. Students who receive Intensive Instruction are seen in a very small group or in a one-on-one setting. Please note as the group size decreases so should the duration.

Intensive instruction/intervention is provided by a highly qualified teacher outside of core instruction. The interventionist should be trained with the area of the intervention.

Intensive Instruction is based upon individual student need and aligned with core curriculum, instruction, and supplemental supports. Intensive instruction needs to address skill gaps and enable successful mastery of AZCCRS, while ensuring the prevention of new content area gaps and supporting student engagement.

To determine whether Intensive Instruction/Interventions have been successful, teachers as part of the problem solving team engage in a problem-solving process. The team uses the progress monitoring data to evaluate the effectiveness of the intervention plan based on the student’s response to the intensive instruction/intervention. Ask, “Is it working?” If not, how will the intervention plan be adjusted to better support the student’s progress?
<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Imperative Questions at Intensive Instruction (Tier 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Problem Identification</strong></td>
<td>Are students provided with well-delivered, scientific, research-based intensive instruction? How is this verified?</td>
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<tr>
<td></td>
<td>What assessment tools or processes are used to identify instructional needs and the students’ response to instruction?</td>
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<tr>
<td><strong>Step 2: Problem Analysis</strong></td>
<td>If intensive instruction is not effective,</td>
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<tr>
<td></td>
<td>• Is the curriculum appropriately matched to the needs of at least 80% of the students?</td>
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<td></td>
<td>• Is support provided for implementation fidelity?</td>
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<tr>
<td></td>
<td>Have the Instruction, Curriculum, Environment, and Learner been considered to determine why a student may not be learning?</td>
</tr>
<tr>
<td><strong>Step 3: Instructional Design</strong></td>
<td>What specific intensive, individualized intervention is planned to improve the performance and the rate of progress of the individual student (more academic-engaged time, more focused intervention, smaller group, type of delivery, methodology, in addition to and aligned with core/supplemental instruction)? Consider at least six pieces of information:</td>
</tr>
<tr>
<td></td>
<td>• Amount of additional time</td>
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<td>• Focus of the instruction/intervention</td>
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<td></td>
<td>• Specific instructional strategies/behavioral support</td>
</tr>
<tr>
<td></td>
<td>• Method and frequency of progress-monitoring assessments</td>
</tr>
<tr>
<td></td>
<td>• Evidence of fidelity</td>
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<td></td>
<td>• Sufficiency of intervention/support</td>
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<td></td>
<td>What is the criteria to determine if student(s) has achieved the goal set at the intensive instructional level?</td>
</tr>
<tr>
<td><strong>Step 4: Response to Intervention</strong></td>
<td>How effective is the intensive, individualized intervention for the student?</td>
</tr>
<tr>
<td></td>
<td>• What assessments are used for ongoing data collection?</td>
</tr>
<tr>
<td></td>
<td>• How frequently are assessments conducted? How frequently are they analyzed by the team?</td>
</tr>
<tr>
<td></td>
<td>• How, and to what degree, are the student’s parents involved or engaged in the progress monitoring and analysis of the student’s level of performance and rate of progress?</td>
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<tr>
<td></td>
<td>• How unique is the student’s response and comparison to peers?</td>
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<tr>
<td></td>
<td>• How does the team determine whether the instruction/intervention is effective?</td>
</tr>
<tr>
<td></td>
<td>• If the intervention is ineffective (poor or questionable student response), how does the team monitor and support implementation fidelity?</td>
</tr>
<tr>
<td></td>
<td>• What is the criteria to determine any necessary adjustments to the instruction/interventions?</td>
</tr>
</tbody>
</table>
## Intensive Instruction (Tier 3)

<table>
<thead>
<tr>
<th>Best Practices for Implementation</th>
<th>Components of Intensive Instruction</th>
<th>Examples of Practices for Intensive Support</th>
<th>Actions to support Academic Instructional Components for Intensive Support</th>
<th>Actions to support Behavior Instructional Components for Intensive Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Size:</strong> Some students</td>
<td>Students participate in instruction that includes Core (Tier 1) and Supplemental (Tier 2) PLUS: Individual assessment Tailored interventions to respond to their needs Frequent formative assessment (weekly) Consideration for specially designed instruction only when data indicates a lack of response to Core and Supplemental Instruction Fidelity – same person, same day and time, same skill for duration</td>
<td>Student needs identified and incorporated into an instructional plan Explicit instruction Systematic instruction Think Aloud Modeling Guided Practice Visual cues Implementation of team recommendations Individualized or group diagnostic assessments Direct or prescriptive Instruction</td>
<td>Data team meetings Administrative meetings with teachers Teacher meetings with at-risk students Administrative meetings with at-risk students Double dose classes (MS, HS) Extended school year Exit students who are successful with Tier 1 and Tier 2 interventions Frequent benchmark assessments</td>
<td>Daily behavior charts Weekly progress monitoring Individual behavior plans Change in antecedent Behavior checklists Behavior Assessment</td>
</tr>
<tr>
<td><strong>Duration:</strong> In addition to Core Instruction time</td>
<td></td>
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<tr>
<td><strong>Type of Delivery:</strong> Very small group</td>
<td></td>
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</tr>
<tr>
<td><strong>Type of Assessments:</strong> Ongoing Progress Monitoring, Diagnostic</td>
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<tr>
<td><strong>Examples of Types of Assessments:</strong> Refer to DVUSD Assessment Handbook</td>
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</tr>
</tbody>
</table>

**Actions to support Behavior Instructional Components for Intensive Support**

- Daily behavior charts
- Weekly progress monitoring
- Individual behavior plans
- Change in antecedent
- Behavior checklists
- Behavior Assessment
Multi-Tiered System of Supports (MTSS) Pyramid

Conceptual Framework

MTSS Facilitators
- Teachers
- Administrators
- Specialists
- Support Staff
- Parents/Families
- Community Partners
- Students

MTSS Foundation
Support for all students through ongoing collaboration

- Classroom Management
- Curriculum Design
- MTSS Team
- Instructional Strategies
- Data-driven Decision-making
- Professional Development

Capstone
Empowering all students to learn through systematic school-wide support
MTSS Capstone, Vision & Foundation Components

**Capstone Statement:** “Empowering all students to learn through systematic school-wide support.”

**MTSS Blueprint/Model Vision Statement:** “Support for all students through ongoing collaboration involving teachers, administrators, families, specialists and community partners.”

**Blueprint Foundation Components:**

**Classroom Management**
How a teacher manages the classroom is the primary determinant of how well the students will learn based on effective instruction. The teacher is responsible for organizing a well-managed classroom where students can learn in a task-oriented but relaxed and pleasant environment.

**Instructional Strategies**
Research shows that highly effective teachers who are highly effective with students of all achievement levels practice specific instructional strategies. These research-based strategies should be at the core of instruction in all classes.

**Curriculum Design**
Deliberate and focused curriculum is rigorous and engaging, which focuses on understanding and leads to improved student performance. It stems from the Arizona College and Career Ready Standards (AZCCRS) or content area standards. Effective curriculum is developed using results-focused or backwards design.

**Staff Development**
High quality staff development prepares and supports educators to help all students achieve high standards of learning and development. It is driven by a compelling vision of student learning and a data-based assessment of the current reality. It focuses on deepening teacher knowledge and pedagogical skill, includes opportunities for practice, research, reflection, and is sustained and supported over time.

**Data-based decision making**
All decisions about student placement within the MTSS structure should be made based on data collected over time and the progress monitoring. Assessments, including common formative assessments should be continuous and lead to skill improvement. Any adjustments to student instruction must be based on data.

**School MTSS teams**
The purpose of these teams is to develop a plan for the instructional program in the general education classroom to support the targeted student, while simultaneously providing a positive effect on the instructional program for all students. Teams will use collected data to determine the plan effectiveness. Based on this data, the team will decide if further intervention is necessary and what the continued efforts will look like.
Academic At-Risk Learners

**Tier 3 – Few Students**

Intensive individual interventions in response to an individual student’s identified needs through related services often involving cooperation of multiple education settings or connections with community resources (e.g. increased time, longer duration, individual learning plan, resource support, support agencies, specialists).

Teachers of students at this level must have specialized training in Tier 3 instruction.

**Tier 2 – Some Students**

Targeted small group interventions providing more data-based focused instruction in areas of identified need to increase the probability of student academic success (e.g. cluster grouping, targeted skills grouping, and resource support).

Teachers of students at this level should be trained in progress monitoring.

**Tier 1 – All Students**

Research-based universal academic interventions, which are preventative and proactive. Differentiated instruction to support all students in meeting the Core Curriculum standards and objectives.

Teachers use differentiated strategies.
Self-Management Learners

**Tier 3 – Few Students**

Individual interventions based on intensive durable procedures. Positive Intervention research-based strategies/programs involving the cooperation of school-wide resources.

Teachers consistently support the Positive Behavior Intervention Plan.

**Tier 2 – Some Students**

Targeted least restrictive behavior interventions – following district policy on student conduct discipline, if a student becomes disruptive to the learning process the educator shall 1) counsel with the student (re-teach), 2) hold a parent-teacher-student conference, 3) implement a behavior contract, and 4) involve the administrator.

Teachers consistently implement district policy and procedures in a positive and supportive classroom setting.

**Tier 1 – All Students**

Research-based universal behavior interventions in all settings for all students. Interventions should be preventative and proactive. Effective school and classroom management includes the consistent implementation of procedures and routines, along with classroom rules.

Teachers consistently support school-wide and classroom discipline plans.
English Language Learners

**Tier 3 – Few Students**

Intensive individualized services and extended time in English development. Peer tutors, para-educator assistance, and primary language support are used to develop English proficiency.

Teachers hold SEI or ESL Endorsement.

**Tier 2 – Some Students**

Explicit English language development and greater opportunities for interactive learning in content areas. Targeted scaffolding strategies are used to increase the probability of student academic success (e.g. advanced organizers, pre-teaching, graphic organizers, re-teaching).

Teachers hold SEI or ESL Endorsement.

**Tier 1 – All Students**

Research-based instructional strategies, English language instruction, and differentiated strategies focusing on academic language development.

Teachers hold SEI or ESL Endorsement.
Advanced Learners

Tier 3 – Few Students

Targeted, custom-planned or designed responses to the individual student’s identified needs. Individualized instruction through advanced high-level sustained services often involving cooperation of multiple educational settings or connections with community resources (e.g. acceleration, individual learning plan, mentorships, internships).

Teachers of students at this level should hold a Gifted and Talented Endorsement or advanced credentials.

Tier 2 – Some Students

Individual or small group exploration within areas of strength or interest (e.g. compacting, contracting special classes, independent study, specialized programs). Participation in more focused enrichment or inquiry experiences (e.g. cluster grouping, specific skills grouping, honors classes, Advanced Placement).

Teachers of students at this level should be trained in working with advanced learners.

Tier 1 – All Students

Research-based appropriate and challenging content, process, and products. Instruction in foundational knowledge, skills, and tools for thoughtful, self-directed learning (e.g. higher order thinking skills, flexible instructional groups, open-ended assignments). Exposure to a variety of enrichment experiences (e.g. field trips, guest speakers).

Teachers use differentiated strategies.
Collaborative Teams: 
*Essential Learnings and Common Formative Assessments*

**Essential Learnings**

Essential content is the knowledge and skills that students need to know, understand, and be able to do in order to succeed in school.

Essential content is determined by unpacking standards and creating measurable objectives. This unpacked standard is explicit and measurable.

With a guaranteed and viable curriculum, essential content must be identified for all students by grade level and/or course.

Supplemental instruction then takes place for those students with extra needs.

Supplemental content extends understanding, but is not essential to understanding. It may or may not be related to grade-level content standards, and it can help students understand essential content.

**Common Formative Assessments**

*Common among educators assessing the students*

Once the collaborative teacher team has identified the essential learning targets, they can create common formative assessments to gather data about individual student progress towards the learning targets.

Common formative assessments may be in different formats that are appropriate for the content area and grade level.

“Formative assessments are considered common when student learning is assessed using the same instrument or process and according to the same criteria.” (Buffum et al, 2012, p. 57).

Intervention should begin in Tier 1, based on the information from the common formative assessments (Buffum et al, 58).
Collaborative Structures

1. **Collaborative Teacher Teams** (grade level, subject, vertical): Teams of educators whose classes share essential learning outcomes; these teachers work interdependently to ensure that their students master critical skills, through effective Tier 1 core instruction. Collaborative Teacher Teams are responsible for analyzing universal screeners, common formative assessments and benchmark assessments. Teams use the student data to plan Tier 1 and Tier 2 differentiated instruction, supplemental support, and interventions for students needing additional support or extension of the essential core learning standards.

2. **School-wide Collaborative Teams** (leadership team and intervention team): These teams are responsible for coordinating core instruction and interventions to meet the needs of individual students requiring intensive support.

---

**MTSS Common Language**

- **Tier 3**
  - Intensive Interventions for Individual Students
  - Students in need of intensive remedial support in universal skills

- **Tier 2**
  - Supplemental Interventions for SOME Identified Students
  - Students with motivation issues
  - Students with attendance issues
  - Students with behavior issues

- **Tier 1**
  - Effective Core Instruction for ALL Students
  - Universal Skills
    - *Reading
    - *Writing
    - *Number Sense
    - *English Language
    - *Attendance
    - *Behavior

---

Interventions led by School-wide Teams

**Tiers 1 & 2**
- Students with motivation issues
- Students with attendance issues
- Students with behavior issues

**Tier 3**
- Students in need of intensive remedial support in universal skills

Interventions led by Collaborative Teacher Teams

**Tiers 1 & 2**
- Students in need of supplemental support in learning essential core standards and English language
Interventions ~ Accommodations ~ Modifications ~ Differentiation

What is an Intervention?

Definition: An intervention is a specific academic/behavioral strategy or program that differs from activities occurring in the student’s classroom as part of the general curriculum. An intervention is instruction designed to build/improve an at-risk student’s skills in areas that are necessary to allow him/her to achieve grade-level expectations.

An Intervention:

- Must involve instruction.
- Must be provided in a small group or individually.
- Must be in addition to, not in place of, the general curriculum.
- Must be provided consistently a minimum of three times a week over a period of at least 6-8 weeks for a duration, per session, supported by research.
- Cannot be more of the same thing, presented in the same way. Must be focused on remediating a skill deficit.
- Must have a logical structure/progression of skills or be targeted to a specific identified weakness.

An Intervention is NOT:

- Completing a form or worksheet
- Giving the student an assessment or doing a classroom observation
- A change in seating or other change in the classroom environment
- Progress monitoring
- Parental contact
- Extra homework or extra practice activities to be completed at home
- Peer buddies
- Retention
- In or out of school suspension
- Small group or any other instruction, if the instruction is not specific to the student’s identified problem and does not include frequent and ongoing progress monitoring that measures the impact of the instruction on the student’s learning
- Other accommodations, modifications, or differentiation

An intervention is what the classroom teacher, or another designated and trained interventionist, does with a student. An intervention is the specific instruction provided to meet the student’s academic needs (program/lessons стратегии that are taught).
What are Accommodations?

Accommodations are changes to the way a child is expected to learn or how he/she is tested.

Accommodations eliminate obstacles that would interfere with a student’s ability to perform or produce at the same standard of performance as all general education students.

Accommodations:

- Are changes in instruction that enable children to demonstrate their abilities in the classroom or assessment/testing setting
- Are intended to reduce or even eliminate the effects of a student’s academic or behavioral deficits.
- Do not reduce learning expectations.

Accommodations can be provided for:

- Instructional method and materials
- Assignments and assessments
- Learning environment
- Time demands and scheduling
- Special communication systems

Examples of Accommodations:

- Reading a test to a student (with no additional help). This does not apply to reading or state testing such as Science AIMS or Math AZMERIT (unless noted on IEP).
- Allowing extra time to take the same test or complete the same assignment
- Signing an assignment book
- Breaking down work into smaller segments, but still expecting all elements to be completed
- Staying after school for homework help
- Preferential seating
- Providing an extra set of books at home
- Home-School communication journal
- Books on tape
What are Modifications?

Modifications are changes to what a child is expected to learn. Modifications are changes that actually lower the standards of performance. In order to provide modifications, modifications must first be identified on a student’s Individual Education Program (IEP).

Modifications:

- Are substantial changes in what the student is expected to demonstrate
- May be changes in instructional level, content, and performance criteria, and may include changes in test form or format or alternative assignments
- Can increase the gap between the achievement of students with academic/behavioral deficits and expectations for proficiency at a particular grade level

Examples of Modifications:

- Reading a reading test to a student
- Reading a test and rewording/re-explaining questions on the test
- Tests created at the student’s reading level
- Tests created including pictures or other visual aids
- Construction of test items at the student’s cognitive level of development
- Shortening a spelling test or other assignment

What is Differentiation?

Differentiation includes changes to instruction designed to meet the needs of students at different instructional levels within the classroom and should be a natural part of core instruction within each tier of instruction. Differentiation may include additional small group instruction and/or purposeful design of instructional centers within the classroom to meet the needs of learners at a variety of levels. Differentiation instruction should be utilized with all students, regardless if they are provided with a 504 or IEP.

Examples of Differentiation:

- Ability grouping students for small group reading during the literacy block and using appropriate below level, on level, and above level text to teach the emphasized concepts for the current lesson/unit
- Providing targeted lessons to address a specific need of a small group of students a few times within a given week or instructional unit (rather than consistently over a much longer period of time, as would be the case with an intervention)
Student Response to Intervention: 
Positive, Questionable, or Poor?

In the vast majority of cases, visual inspection of the progress monitoring graphs will be sufficient in determining the student’s response to intervention. It is necessary that all team members understand how to detect positive, questionable, and poor responses to intervention. This information should be linked to key decisions about next steps for intervention planning. Additionally, all steps of the process including follow-up must be documented. The following criteria should aid in determining actions needed to be taken:

**Positive Response to Intervention**
- Continue the intervention until the student reaches benchmark (at least); and
- then fade the intervention to determine if the student has acquired functional independence with the skill/behavior

**Questionable Response**
- Increase the intensity of the current intervention for a short period of time and assess impact; and
- if performance improves, continue;
- if performance does not improve, return to problem solving

**Poor Response**
- Return to problem identification/analysis to see if the problem is identified correctly and/or a new intervention is needed
Positive Response to Intervention:

- Is one in which the progress monitoring data shows a clear reduction in the gap between the student’s observed level of performance and the expected level of performance; and
- The point at which the student’s performance will meet expectations can also be clearly extrapolated on the progress monitoring graph.
**Questionable Response to Intervention:**

- is one in which the performance gap is closing, but the point at which the student’s performance will meet expectations is not able to be extrapolated on the progress monitoring graph (e.g. the lines representing observed performance and expected performance are essentially parallel after intervention); and
- this would represent progress, but not “sufficient” progress toward the goal.

![Questionable Response to Intervention Diagram]

**Poor Response to Intervention:**

- is one in which the performance gap continues to widen, even after intervention (e.g. the distance between the lines representing observed and expected performance is growing larger).

![Poor Response to Intervention Diagram]
MTSS for Behavioral Support (PBIS)
Adapted from San Jose USD - http://www.sjusd.org/student-services/pbis/what-is-pbis/

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- Practices: interventions and strategies that are evidence based. (How will you reach the goals?)
- Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)
Data-Based Decision-Making

Data-based decision-making aligns curricular instruction and behavioral supports to student and staff needs. Schools applying PBIS begin by establishing clear expectations for behavior that are taught, modeled, and reinforced across all settings and by all staff. This provides a host environment that supports the adoption and sustained use of effective academic and social/emotional instruction. PBIS has proven its effectiveness and efficiency as an Evidence-Based Practice. (Sugai & Horner, 2007).

DVUSD 17-18 MTSS Behavioral Support Sustainability Plan

Prevention programs are an essential component of the DVUSD overall safety plan. Tier I behavior programs support students’ social/emotional development, reduce discipline infractions and improve campus culture.

For these reasons, providing ongoing support to campuses is imperative. DVUSD district support realizes that many campuses have different social/emotional programs such as E.Q., Top 20, and Second Step. Each of these programs supports the PBIS philosophy for Tier I prevention.

The following information provides an overview of the DVUSD PBIS sustainability support plan for 2017-2018. Each school has been included in a group that will receive differentiated support each year based on a cycle rotation.

Additionally, noted are responsibilities listed for campus coordinators. Please note, we have planned a support training on 9/18/17 from 4:00 p.m. to 5:30 p.m. in the Governing Board Room West for anyone who is new to PBIS or needs a refresher. There is also a mandatory training for all campus PBIS coordinators on 11/16/17 at 4:00 p.m.-5:00 p.m. in the Governing Board Room East. This training will prepare you to administer a district wide assessment, Benchmark of Quality (BoQ), that will evaluate your campus’s Tier I implementation progress.
DVUSD 2017-2018 MTSS Behavioral Support Roles/Responsibilities

**District PBIS Coach**
Angie Knope (VM) *
PBIS Coach
angela.knope@dvusd.org

Jean Koeppen - Director of Cont. Improvement
jean.koeppen@dvusd.com
Lisa Crain - Manager of Federal Programs
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**District PBIS Coach**
Heather Henry (PH) *
PBIS Coach
heather.henry@dvusd.org

PBIS Campus Coordinators

* S.E.T. Trained

AH:
BGHS:
CC:
CE:
DE:
DV
MS:
ES:
GB:
HCM:
LB:
LS:
MRHS:
NC:
PM:
SH:
SV:
TE:
VM:
# DVUSD 2017-2018 MTSS Behavioral Support Roles / Responsibilities

| ALS Manager | Plan District PBIS Annual Training for 2017-18  
Plan and facilitate District MTSS-B Work Team Meetings  
Create sustainability plan for 2017-18 year that will be included in the DVUSD district MTSS Handbook (includes monitoring/support cycles)  
Create training materials for new DVUSD staff (MLP video orientation, training materials for new teacher orientation, set expectations for campuses to include MTSS-B and positive behavior system in campus new teacher orientation)  
Collaborate with CIA dept. to create a behavior assessment plan/schedule  
Collaborate with Federal Programs to co-plan training for RTIB specialists at Title I schools  
Coordinate quarterly meetings with PBIS coaches |
| District PBIS Coaches | Co-plan District PBIS Annual Training for 2017-18  
Co-plan training for RTIB specialists at Title I schools  
Consult on District 2017-2018 MTSS Work Team  
Communication Contact for School  
Conduct 3-5 school SET observations per year and provide feedback  
Provide support to campuses indicating need  
Collect monitoring items for feedback  
Monitor SET/BoQ data for district |
| Campus Coordinators | Communication Contact for School  
Administer Benchmark of Quality (BoQ) assessment for school  
Lead/participate in campus MTSS-B meetings  
Submit all documents needed for cycle monitoring and SET requirements  
Attend 1 hours BoQ district orientation |

**District PBIS Coaches**

**Heather Henry (PH)**  
PBIS Coach  
heather.henry@dvusd.org

**Angie Knope (VM)**  
PBIS Coach  
angela.knope@dvusd.org
2017-2018 MTSS Behavioral Support (PBIS) Support Cycle

**BGHS Region (8)**
- CE, ES, DVMS, PH, PM, NC, VM

**BCHS Region (8)**
- AN, GP, DC, CS, NR, SS, DM

**MRHS Region (7)**
- AH, CC, HCM, LS, SV, TE

**DVHS Region (8)**
- BE, HL, GB, MS, ME, SR, DSMS

**SDOHS Region (7)**
- LB, SH, WW, DE, VP*(BG), SF*(BG)

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>BCHS</th>
<th>Benchmark of Quality (BOQ) assessment (turn into district), Discipline Flow Map, Campus Expectations matrix, Reinforcement System (student and staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle 2</td>
<td>SDOHS</td>
<td>Benchmark of Quality (BOQ) assessment (turn into district), Evidence of behavior meeting agendas, data presentations and action plans.</td>
</tr>
<tr>
<td>Cycle 3</td>
<td>DVHS</td>
<td>Benchmark of Quality (BOQ) (turn into district), School-wide Evaluation Tool (S.E.T.) observation and feedback</td>
</tr>
<tr>
<td>Cycle 4</td>
<td>MRHS</td>
<td>Benchmark of Quality (BOQ) (turn into district), Discipline Flow Map, Campus Expectations matrix, Reinforcement System (student and staff), Evidence of data presentations and action plans.</td>
</tr>
<tr>
<td>Cycle 5</td>
<td>BGHS</td>
<td>Benchmark of Quality (BOQ) (turn into district), School-wide Evaluation Tool (S.E.T.) observation and feedback</td>
</tr>
</tbody>
</table>

**2017-2018 MTSS Behavior Assessment Calendar**

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>S.E.T. assessment for chosen campuses will be scheduled for Fall or Spring by the district PBIS coach</td>
<td>S.E.T. assessments</td>
<td>BoQ All Schools start BoQ</td>
<td>All Schools Complete BoQ</td>
<td>Cycle Monitoring Complete</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

2017-2018 MTSS Handbook
### DVUSD Tier I Assessments – MTSS for Behavioral Support (PBIS)

#### Benchmark of Quality (BoQ):

| *All schools will participate in the BoQ assessment during Spring semester |

**Who:** Teams that want to assess Tier I implementation once per year. Coordinators or school teams submit the results of the BoQ Scoring Form in PBIS APPs.

**When:** Annually – typically in the spring

The [BoQ](https://example.com) allows school teams to:

- Examine their Universal (Tier I) implementation fidelity – Are we doing what we said we would do?
- Document whether the Tier I implementation has been effective – Does our implementation have a positive impact?
- Identify strengths and weaknesses in the Tier I implementation – What are our strengths that we can acknowledge? What could we do to improve?

A team’s score comes from the [BoQ scoring form](https://example.com). This form is a reflection of team member consensus combined with the coach’s perspective. Some teams choose to complete the scoring form collaboratively with their coach during a team meeting. Other teams have team members provide input by each member completing a [team member rating form](https://example.com) individually. The coach collects the forms, consolidates the results, includes his/her perspective and records the final scores on the scoring form. A [scoring guide](https://example.com) provides descriptions of each item on the scoring form.

#### School-wide Evaluation Tool (S.E.T.)

| *Schools will participate in a SET evaluation based upon Cycle rotation |

**Who:** When school teams want an outside evaluation of Universal (Tier 1) SWPBIS implementation, the SET is recommended. The SET is a research tool used for grant and project evaluation, as well as providing schools with information on SWPBIS implementation. Coordinators enter SET scores in PBIS Assessment on behalf of the school. Both coordinators and school teams can review SET reports in PBIS Assessment.

**When:** First year SWPBIS implementers may conduct a Pre and Post evaluation in the fall and spring respectively – moving to an annual assessment in subsequent years. Many schools choose to conduct the SET annually.

The [SET](https://example.com) is a research tool designed to assess and evaluate the critical features of School-Wide PBIS (SWPBIS). It should be used in conjunction with other surveys and measures to create a complete picture of your school’s SWPBIS implementation status. Information gathered during the SET can be used to:

1. Assess features in place
2. Determine annual goals
3. Evaluate on-going efforts
4. Design and revise procedures
5. Compare year to year efforts

A trained SET evaluator will come to your school to conduct the survey. It takes about two hours to complete. The evaluator will interview the administrator on a set of 21 questions. The answers from the administrator interview are used to inform questions the evaluator asks at least 10 staff and at least 15 students about SWPBIS practices in their building. Finally, the SET evaluator receives a school tour and reviews all available SWPBIS materials. A school’s SET score is determined by compiling all of the information from the administrator, staff and student interviews, building observations and material review.
### DVUSD Tier I Assessments (Optional based upon campus data-driven needs)

*(Contact your district PBIS coach if you would like to use these assessments.)*

| Team Implementation Checklist (T.I.C.) | **Who:** School teams at the beginning of SWPBIS implementation will opt to use the TIC to assess Universal (Tier I) implementation. School teams complete the TIC. Coordinators and school teams can enter TIC results in PBIS Assessment.  
**When:** Quarterly – 3-4 times per year  
**The TIC (RTF)** is a progress monitoring tool used to assess Universal (Tier 1) implementation. Teams using the TIC will be able to:  
- Examine their Tier I implementation fidelity – Are we doing what we said we would do?  
- Identify Tier I implementation elements as in place, partially in place or not in place to inform action planning – What are our strengths that we can acknowledge? What could we do to improve? |
| --- | --- |
| Self-Assessment Survey (S.A.S.) | **Who:** Teams interested in knowing more about staff perception of SWPBIS implementation across all systems may favor the SAS. All school staff are encouraged to take the survey in PBIS Assessment, with at least 80% recommended for reliable results. When the survey window has closed and all participants have had a chance to take the survey, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.  
**When:** Annually  
**The SAS (RTF)** is an annual assessment used by schools to identify the staff perception of the implementation status and improvement priority for school-wide, classroom, non-classroom and individual student systems. Results of the SAS are effective in identifying the staff priorities for Action Planning. |
| School Safety Survey (S.S.S.) | **Who:** The survey is to be completed in PBIS Assessment by a minimum of five educators including an administrator, custodial staff member, supervisory/classified staff member, certified staff member and office staff member. When the survey window has closed, PBIS Assessment summarizes the individual responses providing a summary available to view the next day.  
**When:** Annually  
**The SSS (RTF)** is survey to help teams determine risk and protective factors for the school. Teams use the SSS summary to determine what training and support may be needed related to school safety and violence prevention in the school. Results may be tracked over time to see if risk factors decrease and protective factors increase when implementing SWPBIS. |
| Benchmarks for Advanced Tiers (BAT) | **Who:** Teams who have consistently scored 80% or higher on the MATT when assessing their Tier II and III implementation may consider moving to the annual BAT survey. The BAT takes more time to complete than the MATT, but is only conducted once a year versus quarterly. Coordinators and school teams involved with Tier II and Tier III supports complete this survey and enter the results into PBIS Assessment.  
**When:** Annually  
The BAT (PDF) allows school teams to self-assess the implementation status primarily of Tiers II and III behavior support systems within their school. The BAT is designed to answer three questions:  
Are the organizational elements in place for implementing secondary and tertiary behavior support practices?  
Is a Tier II support system in place?  
Is a Tier III system in place?  
The teams involved with Tier II and Tier III supports along with their coach complete the BAT during a team meeting. They review each item together and enter the scores into PBIS Assessment. The results of the BAT can be used to develop Action Plans (RTF) for improving the implementation of Tiers II and III and plan for next steps in the implementation process. Scores in each area of the BAT can be tracked from year to year. |
APPENDIX
Frequent In-Depth Data Use: What Kind? How Much?

- **Annually**
  - Summative State Assessments (AIMS, CCRS)
  - Diagnostic Assessments (Norm-Referenced Tests, Universal Screeners)

- **Multiple times a year**
  - Study data about people, practices, perceptions (e.g., demographic data, Walk-through data, Surveys, Professional Learning Evaluations)

- **After large chunks of instruction**
  - Summative Common Assessments (Benchmark assessments) (Literacy & Fluency Assessments)

- **After small chunks of instruction**
  - Formative Common Assessments (End-of-unit performance assessments, mini-assessments for sections of units)

- **Daily – Weekly**
  - Formative Classroom Assessments for Learning (e.g., student self-assessments, descriptive feedback, selected response, written response, personal communications, performance assessments)
Examples of Tier 1 Interventions

Tier 1 encompasses best practices in the classroom for all learners.

**Instruction Provided to All Learners**

- Emphasis on major points
- Opportunity to respond orally
- Provide students with review outlines
- Teach students to recognize signal words (sum, difference, a key feature, above all)
- Use visual aids and cues
- Provide auditory aids
- Provide an opportunity for students to verbalize steps
- Provide adequate wait time
- Allow paired working arrangements
- Establish relevancy and a purpose for learning by relating to previous experience
- Provide concrete experiences
- Immediate feedback
- Positive reinforcement of behavior
- Give key to begin work
- Check on progress often, especially during the first few minutes of the task
- Provide written backup for oral directions
- Have student repeat directions
- Provide examples
- Highlight, underline, number
- Pre-teach vocabulary
- Write schedules, timelines and calendars
- Give rules for class discussions
- Teach memory skills
- Provide structure by defining the roles within the group, the tasks to be performed
- Provide positive reinforcement often
- Provide experiences for a frame of reference
- Use brainstorming, role playing, simulation
- Cues for task completion
- Allow breaks
- Provide repetition of key concepts
**Visual Learner Best Practice Strategies**
Visual learners need to see, watch, and observe. Their eyes are the keys to learning.

- Color coding
- Visual patterns of words
- Graphics, pictures, and written key words to support auditory information
- Gestures and cues to support auditory information
- Charts
- Webs
- Outlines
- Story maps
- Diagrams
- Flashcards
- Maps
- Modeling
- Sequencing information
- Teach the student to visualize acronyms
- Encourage the student to keep an assignment log

**Auditory Learner Best Practice Strategies**
Auditory learners benefit from hearing information.

- Verbal instruction
- Subvocalize while reading
- Lecture
- Discussion
- Brainstorming
- Oral reports
- Creative dramatics
- Phonics
- Poetry
- Self-talk
- Verbalize the steps needed
- Audio
- Listening centers
- Partner activities
- Oral activities prior to independent work
- Sub-vocalization while reading to self
- Teach the student to talk through task
- Provide auditory and rhyming cues
- Use mnemonic devices for retention of skills
- Use oral tasks occasionally and require oral responses
**Kinesthetic Learner Best Practice Strategies**

These learners learn by doing, touching, and direct involvement.

- Hands-on activities
- Projects
- Manipulatives
- Performance/acting out experiences
- Crafts
- Drawing
- Construction
- Computers
- Tap/clap syllables
- Number lines
- Touch the student while talking
- Let student run errands, pass out papers
- When possible, allow student to move around the room as part of the learning experience
- Have student chart own progress
- Keep the work period short and gradually lengthen
Example of implementation of Tier 1, Tier 2, and Tier 3 instruction for K-3 Math

**Tier 3 includes 5-10% of students**
Students participate in Tier 3 in addition to Tier 2 and Tier 1
Homogenous small groups
Weekly progress monitoring
Tier 3 is used to work on below level skills to fill gaps in the student’s learning.

** Tier 2 includes 15-20% of students**
Students participate in Tier 2 in addition to Tier 1
Homogenous small groups
Bi-Weekly progress monitoring
Tier 2 is used to ensure that the student is learning the grade-level content and skills

**Tier 1 includes 100% of students**
- Core daily math instruction aligned to the AZCCRS
- Differentiated with flexible grouping
- Universal screening/benchmarks occur 3 times/year
- Formative and summative assessments occur throughout
Example of implementation of Tier 1, Tier 2, and Tier 3 instruction for 4-6 Reading

**Tier 3 includes 5-10% of students**
- Students participate in Tier 3 in addition to Tier 2 and Tier 1
- Homogenous small groups
- Weekly progress monitoring
- Tier 3 is used to work on below level skills to fill gaps in the student’s learning.

**Tier 2 includes 15-20% of students**
- Students participate in Tier 2 in addition to Tier 1
- Homogenous small groups
- Bi-Weekly progress monitoring
- Tier 2 is used to ensure that the student is learning the grade-level content and skills
- Examples:
  - *Leveled Literacy Intervention*  
  - *Reciprocal Teaching*
  - *Paired Reading*  
  - *Error Correction*

**Tier 1 includes 100% of students**
- Core daily reading instruction aligned to the AZCCRS
- Differentiated with flexible grouping
- Universal screening/benchmarks occur 3 times/year
- Formative and summative assessments occur throughout
Example of implementation of Tier 1, Tier 2, and Tier 3 instruction for 7-8 Math

Tier 3 includes 5-10% of students
Students participate in Tier 3 in addition to Tier 2 and Tier 1
Homogenous small groups
Weekly progress monitoring
Tier 3 is used to work on below level skills to fill gaps in the student’s learning.

Tier 2 includes 15-20% of students
Students participate in Tier 2 in addition to Tier 1
Homogenous small groups
Bi-Weekly progress monitoring
Tier 2 is used to ensure that the student is learning the grade-level content and skills
Examples: *ALEKS  *Cover-Copy-Compare  *Incremental Rehearsal

Tier 1 includes 100% of students
- Core daily math instruction aligned to the AZCCRS
- Differentiated with flexible grouping
- Universal screening/benchmarks occur 3 times/year
- Formative and summative assessments occur throughout
Example of implementation of Tier 1, Tier 2, and Tier 3 instruction for 9-12 Writing

**Tier 3 includes 5-10% of students**
- Students participate in Tier 3 in addition to Tier 2 and Tier 1
- Homogenous small groups
- Weekly progress monitoring
- Tier 3 is used to work on below level skills to fill gaps in the student’s learning.
- Examples: *Graphic Organizers  *Self-monitoring

**Tier 2 includes 15-20% of students**
- Students participate in Tier 2 in addition to Tier 1
- Homogenous small groups
- Bi-Weekly progress monitoring
- Tier 2 is used to ensure that the student is learning the grade-level content and skills
- Examples: *Graphic Organizers  *Self-monitoring

**Tier 1 includes 100% of students**
- Core daily writing instruction aligned to the AZCCRS
- Differentiated with flexible grouping
- Universal screening/benchmarks occur 3 times/year
- Formative and summative assessments occur throughout
## Reading Resources for Instruction and Intervention

<table>
<thead>
<tr>
<th>Intervention Programs</th>
<th>Grade Levels</th>
<th>Description of Program Use</th>
<th>Author</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% Group</td>
<td>K-12</td>
<td>Focused lessons that target specific phonological and phonics skills, Explicit instruction that scaffolds learning from isolated tasks to reading connected test. Designed for TIER II&amp;III instruction.</td>
<td>Hall</td>
<td>95% Group</td>
</tr>
<tr>
<td>Barton</td>
<td>K-12</td>
<td>The Barton Reading &amp; Spelling System is a one-on-one tutoring system that improves spelling, reading, and writing skills. It works well for children, teenagers, and adults who struggle due to dyslexia or a learning disability.</td>
<td>Barton</td>
<td>Bright Solutions for Dyslexia Inc.</td>
</tr>
<tr>
<td>Heggerty</td>
<td>K-2</td>
<td>Daily lessons that build automaticity in phonemic awareness in ten skills: Letter Naming, Rhyming, Onset Fluency, Blending, Identifying Final and/or Medial Sounds, Segmenting, Adding Phonemes, Deleting Phonemes, Substituting Phonemes, and Language Awareness.</td>
<td>Heggerty</td>
<td>Literacy resources, Inc.</td>
</tr>
<tr>
<td>Leveled Literacy Intervention (LLI)</td>
<td>K-5</td>
<td>LLI is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. It includes work on all 5 areas of reading.</td>
<td>Fountas &amp; Pinnell</td>
<td>Heinemann</td>
</tr>
<tr>
<td>Lindamood-Bell LiPS</td>
<td>K-12</td>
<td>This program encourages phonemic awareness by helping users understand how mouth movements correspond to spoken sounds. Children can then apply this understanding to their speech, spelling, and reading and see improvements</td>
<td>Linda Mood Bell</td>
<td>Gander Publishing</td>
</tr>
<tr>
<td>Orton Gillingham Approach</td>
<td>K-12</td>
<td>The highly structured program introduced the idea of breaking reading and spelling down into smaller skills involving letters and sounds, and then building on these skills over time. It also pioneered the “multisensory” approach to teaching reading.</td>
<td>Orton Gillingham</td>
<td>VoWac</td>
</tr>
<tr>
<td>Program</td>
<td>Grade Range</td>
<td>Description</td>
<td>Author(s)</td>
<td>Publisher</td>
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<tr>
<td><strong>PALS Series (Grades PreK-1)</strong> Build Early Literacy Skills</td>
<td>K-1</td>
<td>Peer Assisted Learning Strategies that have focused lessons that focus instruction on phonics and fluency. It is best used with students that are struggling with decoding.</td>
<td>Torgesen, Mathes, Allor, Clancy-Menchetti &amp; Allain</td>
<td>Voyager Sopris</td>
</tr>
<tr>
<td><strong>Phonics from A to Z</strong></td>
<td>K-6</td>
<td>Teach effective phonics using explicit, systematic instruction and practice. Students must learn to match a unit of sound (a phoneme) to the letter or letters that make the sound (a grapheme). Separating the written word into its individual sounds and blending the individual sounds of letters to make words is the foundation of reading.</td>
<td>Wiley Blevins</td>
<td>Scholastic</td>
</tr>
<tr>
<td><strong>Phonics for Reading (Grades 1-3)</strong></td>
<td>1-5</td>
<td>This program supports students who struggle with reading comprehension from weak phonemic awareness and decoding skills. They build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension through systematic, explicit instruction builds confidence and motivation. This program is specifically designed to appeal to older students.</td>
<td>Archer, Flood, Lapp &amp; Lungren</td>
<td>Curriculum Associates</td>
</tr>
<tr>
<td><strong>Phonics Lessons K-3</strong></td>
<td>K-3</td>
<td>Phonics Lessons provides scientific lessons that deal with the complex, intricate relationships between letters and sounds and the ways in which they work to support developing readers.</td>
<td>Fountas &amp; Pinnell</td>
<td>Houghton Mifflin Harcourt</td>
</tr>
<tr>
<td><strong>Read 180 (Grades 4-12)</strong></td>
<td>4-12</td>
<td>A core reading instruction program focusing on small group instruction, independent reading, and computer based reading instruction.</td>
<td>Hasselbring, Goin, Kinsella &amp; Feldman</td>
<td>Scholastic</td>
</tr>
<tr>
<td><strong>Read Naturally</strong></td>
<td>K-12</td>
<td>This program aims to improve reading proficiency through teacher modeling, repetitive reading, and student progress monitoring. It provides students with practice reading and writing problems that help the practitioner gauge progress and set reading fluency goals.</td>
<td>Ihnot</td>
<td></td>
</tr>
<tr>
<td><em><em>Reading Street RTI Kit,</em> My Sidewalks</em>*</td>
<td>K-5</td>
<td>Intervention for all 5 areas of reading aligned to skill progression in Reading Street. It designed for TIER III intervention.</td>
<td>Juel, Paratore, Simmons &amp; Vaughn</td>
<td>Pearson</td>
</tr>
<tr>
<td><strong>REWARDS (Grades 4-8)</strong> The Multisyllabic Word Reading Program</td>
<td>4-8</td>
<td>A program that teaches flexible decoding strategies and increasing fluency in applying skills, particularly in content area passages. The REWARDS program is a family of reading</td>
<td>Archer, Gleason &amp; Vachon</td>
<td>Voyager Sopris</td>
</tr>
<tr>
<td>Source</td>
<td>Grade Level</td>
<td>Description</td>
<td>Authors</td>
<td>Publisher</td>
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</tr>
<tr>
<td>Scholastic Phonics Booster Books</td>
<td>K-3</td>
<td>These short, age-appropriate stories present a sequence of sounds and high-frequency words that increase in difficulty throughout the series. Children build fluency, experience early reading success.</td>
<td>Various contributing authors</td>
<td>Scholastic</td>
</tr>
<tr>
<td>Scholastic Phonics Chapter Books</td>
<td>K-3</td>
<td>These books each provide opportunities for independent, sound-controlled reading materials and systematic phonics instruction.</td>
<td>Various contributing authors</td>
<td>Scholastic</td>
</tr>
<tr>
<td>Six-Minute Solution Primary</td>
<td>1-6</td>
<td>A program to increase reading fluency and comprehension. It is best used with kids that are at or close to grade level and have strong decoding skills.</td>
<td>Adams &amp; Brown</td>
<td>Voyager Sopris</td>
</tr>
<tr>
<td>StarLIT Phonological Awareness Toolkit (Big Blue Kit)*</td>
<td>K-2</td>
<td>Intervention materials for TIER II &amp; III to assist students in acquiring phonological skills and early phonics.</td>
<td>Hall</td>
<td>ETAhand2 mind</td>
</tr>
<tr>
<td>Visualizing &amp; Verbalizing</td>
<td>K-8</td>
<td>Intervention for students struggling with listening, speaking, vocabulary, working memory, and skills.</td>
<td>Bell</td>
<td>Lindamood-Bell</td>
</tr>
<tr>
<td>Wilson</td>
<td>K-12</td>
<td>This language-based program teaches the fundamentals of vocabulary and decoding by giving its users the tools to understand the English language coding system. It utilizes the Orton-Gillingham multi-sensory approach to assist readers.</td>
<td>Wilson</td>
<td>P. Education</td>
</tr>
<tr>
<td>Words Their Way</td>
<td>K-6</td>
<td>Core instructional program for connecting phonics skills and patterns to reading to spelling. It can be used in all TIERS of instruction</td>
<td>Templeton, Invernizzi, Johnston &amp; Bear</td>
<td>Pearson</td>
</tr>
<tr>
<td><strong>Companion Books:</strong></td>
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<tr>
<td>Words Their Way for PreK-K</td>
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<tr>
<td>Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*</td>
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<tr>
<td>Letter &amp; Picture Sorts for Emergent Spellers</td>
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<tr>
<td>Word Sorts for Letter Name Alphabetic Spellers</td>
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<td>Word Sorts for Within Word Pattern Spellers</td>
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<tr>
<td>Word Sorts for Syllables and Affixes Spellers</td>
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<tr>
<td>Word Sorts for Derivational Relations Spellers</td>
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## Supplemental Resources for lessons

<table>
<thead>
<tr>
<th>NO CHARGE</th>
<th></th>
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<tbody>
<tr>
<td>Florida Center for Reading Research</td>
<td><a href="http://www.fcrr.org">http://www.fcrr.org</a></td>
</tr>
<tr>
<td>Read Works</td>
<td><a href="http://www.readworks.org">www.readworks.org</a></td>
</tr>
<tr>
<td>West Virginia Phonics Lessons</td>
<td><a href="http://okcpscurriculumteam.weebly.com/west-virginia-phonics.html">http://okcpscurriculumteam.weebly.com/west-virginia-phonics.html</a></td>
</tr>
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<table>
<thead>
<tr>
<th>AVAILABLE FOR PURCHASE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>95% Group Inc.</td>
<td><a href="http://95percentgroup.com/">http://95percentgroup.com/</a></td>
</tr>
<tr>
<td>RAZ Kids</td>
<td><a href="http://www.raz-kids.com">www.raz-kids.com</a></td>
</tr>
<tr>
<td>Reading A-Z</td>
<td><a href="http://www.readinga-z.com">www.readinga-z.com</a></td>
</tr>
<tr>
<td>Read Naturally</td>
<td><a href="http://www.readnaturally.com">http://www.readnaturally.com</a></td>
</tr>
<tr>
<td>Six-Minute Solution</td>
<td><a href="http://www.voyagersopris.com/curriculum/subject/literacy/six-minute-solution">http://www.voyagersopris.com/curriculum/subject/literacy/six-minute-solution</a></td>
</tr>
<tr>
<td>Words Their Way</td>
<td><a href="http://www.pearsonhighered.com/educator/series/Words-Their-Way-Series/10888.page">http://www.pearsonhighered.com/educator/series/Words-Their-Way-Series/10888.page</a></td>
</tr>
</tbody>
</table>

The following websites should not take the place of instruction/intervention:

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enchanted Learning</td>
<td><a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a></td>
</tr>
<tr>
<td>Giggle Poetry</td>
<td><a href="http://www.gigglepoetry.com">www.gigglepoetry.com</a></td>
</tr>
<tr>
<td>Lanternfish</td>
<td><a href="http://www.bogglesworldesl.com">www.bogglesworldesl.com</a></td>
</tr>
<tr>
<td>Literactive: road to reading</td>
<td><a href="http://www.literactive.com">www.literactive.com</a></td>
</tr>
<tr>
<td>Phonological Awareness is Auditory</td>
<td><a href="http://oklahomaphonologicalawareness.weebly.com/phonological.html">http://oklahomaphonologicalawareness.weebly.com/phonological.html</a></td>
</tr>
<tr>
<td>Smart Exchange</td>
<td><a href="http://exchange.smarttech.com">http://exchange.smarttech.com</a></td>
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<tr>
<td>TVO Kids</td>
<td><a href="http://www.tvostudents.com">http://www.tvostudents.com</a></td>
</tr>
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The following websites should not take the place of instruction, but can be used to support Tiers intervention:

<table>
<thead>
<tr>
<th>GAMES</th>
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<tbody>
<tr>
<td>ABC Fast Phonics</td>
<td><a href="http://www.abcfastphonics.com">http://www.abcfastphonics.com</a></td>
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<tr>
<td><strong>Beginning Reading Help</strong></td>
<td><a href="http://beginningreadinghelp.blogspot.com/p/free-online-reading-games.html">http://beginningreadinghelp.blogspot.com/p/free-online-reading-games.html</a></td>
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<tr>
<td><strong>Fun Brain</strong></td>
<td><a href="http://www.funbrain.com">www.funbrain.com</a></td>
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<tr>
<td><strong>Fun English Games</strong></td>
<td><a href="http://www.funenglishgames.com">http://www.funenglishgames.com</a></td>
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<tr>
<td><strong>Knowledge Adventure</strong></td>
<td><a href="http://www.knowledgeadventure.com">www.knowledgeadventure.com</a></td>
</tr>
<tr>
<td><strong>Math and Reading Help</strong></td>
<td><a href="http://mathandreadinghelp.org/students_games/index.html">http://mathandreadinghelp.org/students_games/index.html</a></td>
</tr>
<tr>
<td><strong>PBS Kids</strong></td>
<td><a href="http://pbsstudents.org/games/reading.html">http://pbsstudents.org/games/reading.html</a></td>
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<tr>
<td><strong>Primary Games</strong></td>
<td><a href="http://www.primarygames.com">www.primarygames.com</a></td>
</tr>
<tr>
<td><strong>RIF Reading Planet</strong></td>
<td><a href="http://www.rif.org/students/readingplanet.htm">http://www.rif.org/students/readingplanet.htm</a></td>
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<td><strong>Book Adventure</strong></td>
<td><a href="http://www.BookAdventure.com">www.BookAdventure.com</a></td>
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<td><strong>Magic Keys</strong></td>
<td><a href="http://www.magickeys.com">www.magickeys.com</a></td>
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<tr>
<td><strong>Reading Rainbow</strong></td>
<td><a href="https://www.readingrainbow.com">https://www.readingrainbow.com</a></td>
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<tr>
<td><strong>Starfall</strong></td>
<td><a href="http://www.starfall.com">www.starfall.com</a></td>
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<tr>
<td><strong>Storyline Online</strong></td>
<td><a href="http://www.storylineonline.net">http://www.storylineonline.net</a></td>
</tr>
<tr>
<td><strong>Story Nory</strong></td>
<td><a href="http://www.storynory.com/">http://www.storynory.com/</a></td>
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