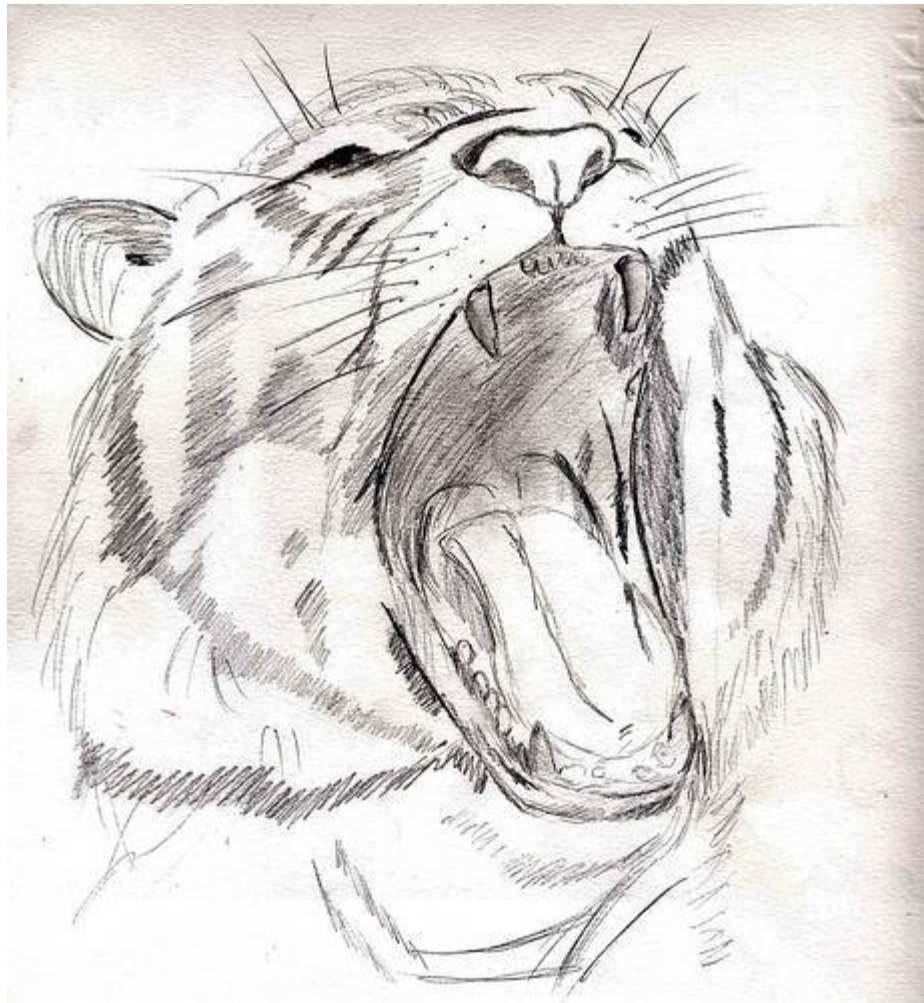


*Lafayette Township School District
Multi-Tiered Systems of Support*



Let's Be
The
"ROAR"
Of The
County

2020-2021

Our mission is to provide a quality education through shared responsibility in a safe supportive environment for all students to meet the challenges of a global society.

We are committed to providing a positive learning environment that meets the intellectual, social, physical and emotional development of all students. All members of the educational community provide instruction that allows each student the opportunity to reach their fullest potential, promote lifelong learning, make wise use of knowledge and become caring and responsible citizens in a global society.

In order to promote the success of all students, the Lafayette Township School District has implemented a multi-tiered system of support. The multi-tiered system of support contains three tiers. All students are given the opportunity to succeed in the general education environment prior to engaging in the tiered system of support. If a student is struggling to maintain or achieve grade level expectations, they are placed in Tier 1. Students will move up to Tier 2 and/or Tier 3 as necessary to generate positive student achievement outcomes. The three tiers are noted below.

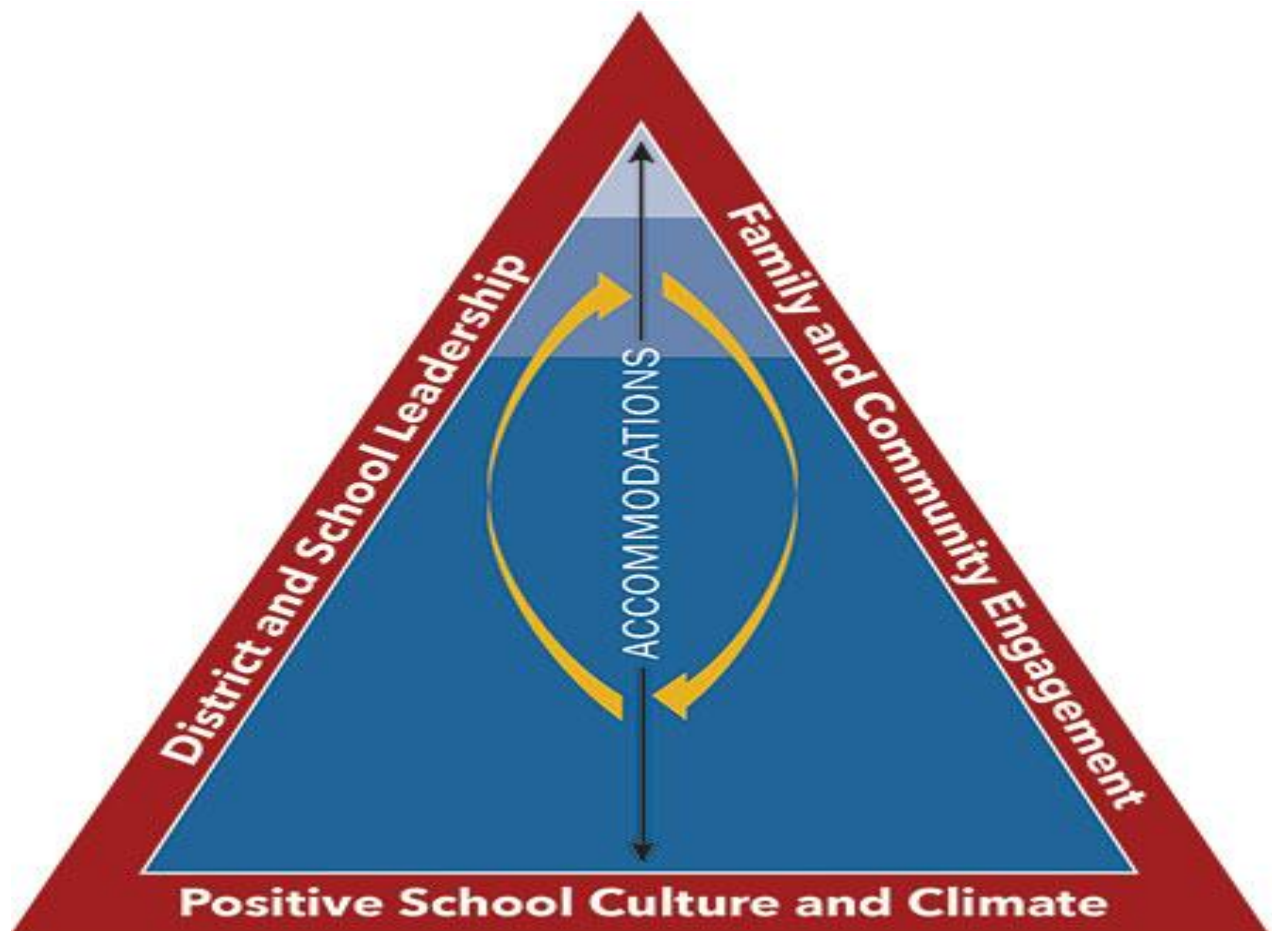
Multi-Tiered Systems of Support Tiered Intervention Model		
Tier Level	Setting of Intervention	Description of Interventions
Tier 1	General Education Classroom	Evidence Based Core Instruction delivered with fidelity
Tier 2	General Education Classroom Basic Skills Instruction - Push in Program Basic Skills Instruction - Pull out Program	Targeted, Small Group interventions in addition to the core instruction
Tier 3	Basic Skills Instruction - Push in Program Basic Skills Instruction - Pull out Program	Intensive interventions customized to students' needs

Tiered systems of support meetings may be requested by a teacher or parent for any presenting concern.

The Lafayette Township School District has implemented the New Jersey Tiered System of Support (NJTSS) as noted below. There are nine components to the NJTSS which include:

1. Effective district and school leadership
2. Family and community engagement
3. Positive school culture and climate
4. High-quality learning environments, curricula and instructional practices
5. Universal screening
6. Data-based decision making
7. Collaborative problem-solving teams
8. Progress monitoring
9. Staff Professional Development

The NJTSS is based upon the implementation of effective district and school leadership, family and community engagement, and a positive school culture and climate. The NJTSS offers three tiers of intervention. Each tier offers increased support and higher levels of individualized instructional opportunity to build skills and foster grade level knowledge and understanding.



ESSENTIAL COMPONENTS FOR EFFECTIVE NJTSS IMPLEMENTATION

Effective district and school leadership

Administrative leadership that supports the implementation of NJTSS with fidelity and includes:

- District and building leadership teams, with representation from administration, staff, students, families and community partners, that meet regularly and approach instruction and interventions in an integrated manner;
- Clear district and school vision and mission statements, developed collaboratively by the leadership teams, that include a commitment to build capacity and sustain the NJTSS framework;
- District and school implementation plans illustrating coordination of interventions and supports across tiers;
- A flexible approach to scheduling of students and staff to ensure student access to small group interventions in addition to core instruction and teacher access to professional development activities;
- A supportive leadership style that fosters effective teacher leaders with diverse backgrounds and expertise;
- A plan for the transitioning to new leaders to promote sustainability; and
- A commitment by district and school leadership to provide professional development opportunities and resources to teachers, school personnel, families and leadership.

Resources

- Success at the Core Leadership Development
 - <https://www.teachingchannel.org/success-at-the-core-sac>
- Kansas Multi-Tier System of Supports Building Leadership Team Implementation Guide Behavior
 - http://www.kansasmtss.org/pdf/Implementation_Guides/Behavior-BuildingLeadershipImplementation-Guide.pdf
- Kansas Multi-Tier System of Supports- Building Leadership Team System Implementation Guide
 - http://www.kansasmtss.org/pdf/Implementation_Guides/System-Implementation-Guide.pdf

Family and community engagement

Ongoing participation of family and community partners in the design, implementation and sustainability of the NJTSS framework that includes:

- Involvement of families and community partners in the development and implementation of the school vision and mission, including the NJTSS framework;
- Identification of strategies and resources to accommodate cultural and linguistic differences and link families, staff and students to appropriate service providers and community partners;
- Use of multiple means of culturally responsive, ongoing communication including review of district and school level performance and progress data; and

- Scheduling of intervention planning meetings to facilitate meaningful parent participation and review of student progress data.

Resources

- United States Department of Education- Dual Capacity Building Framework for Family Engagement
 - <http://www.ed.gov/parent-and-family-engagement>
- Virginia Department of Education- Increasing Parent and Family Involvement in Schools
 - http://www.doe.virginia.gov/support/virginia_tiered_system_supports/training/cohort/2012/apr/tips_and_strategies.pdf
- Ohio Department of Education- Sample Best Practices for Parent Involvement in Schools
 - <http://education.ohio.gov/Topics/Other-Resources/Familyand-CommunityEngagement/Getting-ParentsInvolved/Sample-BestPractices-for-ParentInvolvement-in-Sc3>

Positive school culture and climate

A school culture and climate that emphasizes positive, proactive, and preventive practices aligned to a student's sense of physical and emotional safety fostering optimal conditions for learning and includes:

- A clean, safe, welcoming and accessible physical environment;
- Assessment of school culture and climate using multiple sources (e.g., NJ School Climate Survey, indicator checklists, discipline data, etc);
- School environments that have clearly defined and articulated expectations, transitions and routines;
- Instruction on social norms, relationship building, and behavioral expectations infused into curricula and daily routines;
- Regular activities that are planned specifically to foster positive school climate and community building;
- Communication between staff and administrators that is reciprocal and occurs frequently;
- Use of supportive behaviors (e.g., listening, helping, expressing caring, etc.) by staff toward students and towards each other;
- Ongoing student and staff recognition for positive contributions to the school community;
- Opportunities for student and staff input into planning and decision making (e.g., through feedback discussions, focus groups, surveys, etc.); and
- Use of scaffolds (e.g., visuals, coaching, teachable moments, pre-correction, etc.) to support positive choices by students.

Resources

- NJDOE- School Climate Page with Survey
 - <http://www.state.nj.us/education/students/safety/sandp/climate/>
- National School Climate Center
 - www.schoolclimate.org
- CASEL- Collaborative for Academic, Social and Emotional Learning

- <http://www.casel.org/>

High-quality learning environments, curricula and instructional practices

A three-tiered model of instruction and intervention that includes:

- Evidence-based core instruction (Tier 1) delivered with fidelity;
- Targeted, small group interventions in addition to core instruction (Tier 2); and
- Intensive interventions (Tier 3) customized to students' needs; and
- Embedded use of differentiation and the Universal Design for Learning principles in the planning of curricula, instructional activities, and assessment including:
 - Options in the ways information is presented, different approaches for students to express learning and demonstrate knowledge and skills, and varied ways to encourage engagement often impacted by student interests;
 - Appropriate accommodations, supports, strategies, and scaffolds that reduce barriers to learning while promoting learner independence;
 - Personalization in terms of targeted strategies, self-reflection, and technology to enhance instruction;
 - Curricula and instruction based on the New Jersey Student Learning Standards and introduced by qualified and appropriately trained educators in a manner demonstrating fidelity and high expectations for all students;
 - Culturally responsive approach to instruction;
 - Flexibility and adjustment as necessary based on data collected during period of progress monitoring; and
 - Utilization of flexible grouping and cooperative learning.

Resources

- National Center on Universal Design for Learning
 - <http://www.udlcenter.org/> CAST UDL Exchange <http://udlexchange.cast.org/home>
- National Center on Intensive Intervention
 - <http://www.intensiveintervention.org/chart/instructional-interventiontools>

Universal screening

The use of reliable screening tools that are:

- Administered to all students in English language arts and mathematics, more than once per year, to identify students who are at risk for learning and behavior difficulties; and
- Administered in accordance with test protocols.

Resources

- Universal Screening within a Response-to-Intervention Model
 - <http://www.rtinetwork.org/learn/research/universalscreening-within-a-rti-model>
- RTI4Success.org (Universal Screening Tools)
 - <http://www.rti4success.org/resources/toolscharts/screening-toolschart>
- Best Practice for RTI: Universal Screening
 - <http://www.readingrockets.org/article/best-practice-rti-universalscreening>

Data-based decision making

The systematic analysis of data across multiple levels of instruction and interventions that includes:

- Use of data drawn from multiple sources (screening, classroom assessments, progress monitoring, state assessments, etc.) and analyzed at multiple levels (school-wide, grade, class, individual student) to set goals and monitor progress;
- Use of formative assessment to guide differentiation, as needed;
- Use of data tracking and analyzing tools that enable school personnel to access current information easily; and
- Decision rules that clearly define movement between tiers and determine whether interventions are effective or need to be modified.

Resources

- The University of Kansas Data-Based Decision Making
 - http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=assessment/data_based_decision_making
- Using Student Achievement Data to Support Instructional Decision Making- What Works Clearinghouse
 - http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf
- RTINetwork.org (Tools for Data Collection; Information about Data Based Decision Making)
 - <http://www.rtinetwork.org/essential/assessment/data-based>

Collaborative problem-solving teams

The active, cooperative involvement of diverse school staff and/or community resources to comprehensively study and creatively address the academic, behavioral and health needs of students that includes:

- Review of data from multiple sources;
- Members (i.e., teachers, parents, CST members, administrators, interventionists, specialists, etc.) selected depending upon the purpose of the meeting;
- A meeting schedule; and
- A pre-planned agenda.

Resources

- Collaborative Teams Toolkit- AchieveNJ
 - <http://www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf>
- Kansas Multi-Tier System of Supports Collaborative Team Workbook Reading
 - http://www.kansasmtss.org/pdf/Implementation_Guides/Reading-CollaborativeTeam-Guide.pdf
- All Things PLC
 - <http://www.allthingsplc.info/>

Progress monitoring

Ongoing review of progress to assess student outcomes, determine the effectiveness of academic and behavioral interventions, and determine the rate of student improvement which includes:

- A selection of progress monitoring tools and procedures that are implemented accurately and measure incremental growth;
- An established timeline for monitoring student progress;
- Regularly scheduled meetings to review data; and
- Review, and revise as needed, the action plan for student improvement.

Resources

- Intervention Central: Behavior Checklist Maker
 - <http://interventioncentral.org/tools/self-check-behaviorchecklist-maker>
- National Center on Intensive Intervention (Progress Monitoring Tools)
 - <http://www.intensiveintervention.org/chart/progressmonitoring>
- CBM Probes
 - <http://www.interventioncentral.org/curriculum-based-measurementreading-math-assesment-tests>

Staff Professional Development

Staff resources and high-quality coaching, training and technical assistance, based on the New Jersey Professional Learning Standards, to promote staff buy-in of a tiered system of supports that include:

- Modeling and performance feedback to support the development of high-quality instruction and interventions;
- Professional learning communities; and
- Opportunities to showcase district and school strengths at the district and school levels.

Resources

- PowerUp WHAT WORKS
 - <http://powerupwhatworks.org/home>
- Learning Forward- The Professional Learning Association
 - <http://learningforward.org/>
- NJDOE Professional Development Plan
 - <http://www.state.nj.us/education/profdev/>

Multi-Tiered System of Supports Intervention Meeting Request Form

Student: _____ Grade: _____

Meeting Requested By: _____ Date: _____

Meeting Type (Select One):

Initial Meeting

Tier 1 Intervention Meeting Tier 1 Intervention Meeting Follow Up

Tier 2 Intervention Meeting Tier 2 Intervention Meeting Follow Up

Tier 3 Intervention Meeting Tier 3 Intervention Meeting Follow Up

Reason for Meeting Request: Check the areas of concern and provide a brief description.

Behavioral _____

Academic _____

Social _____

Emotional _____

Wellness _____

Parent Concerns _____

Intervention Team Requested: Identify which team members you would like at your meeting.

Basic Skills Teacher Nurse Classroom Teacher

Child Study Team Member Administrator Specials Area Teacher

Description of Concerns:

Multi-Tiered System of Supports Meeting Intervention Plan

Student: _____ **Grade:** _____

Meeting Date: _____

Meeting Type (Select One):

Initial Meeting

Tier 1 Intervention Meeting **Tier 1 Intervention Meeting Follow Up**

Tier 2 Intervention Meeting **Tier 2 Intervention Meeting Follow Up**

Tier 3 Intervention Meeting **Tier 3 Intervention Meeting Follow Up**

Meeting Participants: List meeting participants

<u>Name</u>	<u>Position</u>

Meeting Discussion: Identified areas of concern.

Data that Supports Areas of Concern:

Classroom Interventions in Place:

Initial Intervention Plan:

<u>Targeted Interventions</u>	<u>Person Responsible</u>

Follow Up Intervention Plan:

<u>Targeted Interventions</u>	<u>Person Responsible</u>

Follow Up Meeting Date: _____