

Breathitt County School District

Multi-Tiered System of Supports (MTSS) Plan



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BREATHITT COUNTY SCHOOLS

Vision

Distinguished District Aspiring for Excellence

Mission

We will aspire for excellence and become a distinguished district by:

1. Putting students FIRST in ALL decision making,
2. Setting high expectations for student achievement,
3. Advocating for every child,
4. Promoting growth for students and staff,
5. Actively engaging community stakeholders, and
6. Promoting positive school/community culture.

OUR CORE BELIEFS

1. ALL children have the ability to learn in their own time.
2. Children should be challenged with high expectations from all stakeholders.
3. Teachers do make a difference.

OUR CORE VALUES

1. Attitude—High Expectations for ALL
2. Strong Work Ethic
3. Accountability/Ownership from ALL stakeholders

MTSS OVERVIEW

A **Multi-Tiered System of Support (MTSS)** is a comprehensive systematic framework used to describe an evidence-based model that uses data-based problem-solving to integrate academic and behavioral instruction and intervention for all students. In an MTSS framework the academic model is referred to as Response to Interventions (RTI) and the behavioral model is referred to as Positive Behavioral Interventions and Supports. Data based decision-making is used in all three tiers to ensure students are supported and challenged to achieve proficiency and meet established benchmarks. MTSS is NOT a pathway to Special Education Services but rather a pathway to support students in order to meet established benchmarks. The four key components of all MTSS Systems include screening, progress monitoring, data-based decision making, and multi-level prevention.

Key Components of MTSS:

Universal Screening:

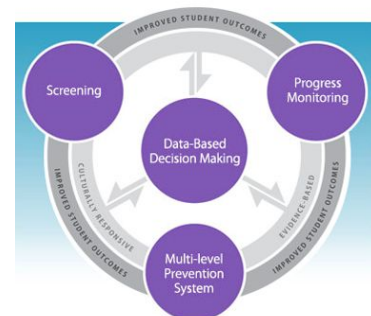
Screening is conducted to identify or predict students who may be at risk for failure as well as students who are exceeding benchmarks. Universal screening assessments are conducted with all students three times per year. Universal Screening selection should focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Progress Monitoring:

Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of core instruction or intervention. Progress monitoring can be implemented with individual students, a group, or an entire class. Progress monitoring selection should focus on fidelity of implementation and selection of evidence-based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Data- Based Decision Making:

Data analysis and decision making occur at all levels of Response to Intervention implementation and all levels of instruction. Teams use screening and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, and disability identification (in accordance with state law).



Multi-Level Prevention:

Multi-level prevention system includes three levels or tiers of intensity or prevention. The primary prevention level (Tier 1) includes high quality core instruction. The secondary level (Tier 2) includes evidence-based intervention(s) of moderate intensity. The tertiary prevention level (Tier 3) includes individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention. At all tiers, attention should be on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

Core Features of MTSS Include:

- High quality, evidence-based instruction in general education classrooms
- Collaborative, team-based approach to development, implementation, and evaluation of interventions
- Increasingly intense, multi-tiered application of an array of high-quality, evidence-based intervention matched to individual student deficits
- Continuous monitoring of progress to determine the impact of interventions
- Expectations for parent involvement throughout the process

PBIS OVERVIEW

Positive Behavioral Interventions and Supports (PBIS) is an implementation framework for maximizing the selection and use of evidence-based preventative and intervention practices along a multi-tiered continuum that supports academic, social-emotional, and behavioral competencies of all students. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. With PBIS all students develop and learn social emotional and behavioral competence that support their academic engagement. Districts, schools, and educators develop positive, proactive, predictable expectations that promote safe learning environments and strong interpersonal relationships with students through teaching, modeling, and acknowledgement.

PBIS outcomes include a decrease of disciplinary actions, inappropriate social behavior, substance abuse, and aggressive behaviors. Other outcomes include a reduction of reported bullying behaviors, as well as a reduction in teacher turnover. When implemented with fidelity, students and faculty show improvement in emotional self-regulation, academic engagement, and academic achievement along with improvement in overall school climate and culture.

The PBIS framework includes the following for students that enhance social emotional and behavioral competence:

- promoting, modeling, teaching and acknowledging expected student behavior
- frequent recognition when they engage in expected behavior
- extending expected behaviors to all parts of the school including common areas, classrooms, and buses
- predictable instructional consequences and re teaching for problem behavior
- a common language for communication, collaboration, problem solving, and conflict resolution

The PBIS framework includes the following for teachers in developing positive, predictable, proactive, safe learning environments:

- prompting, modeling, DEI teaching, and acknowledging expected student behavior
- actively supervising all students across all settings
- maximizing academic instruction to enhance student achievement and support, social emotional and behavior development of all students
- providing clear and predictable consequences for problem behavior with re teaching of expected behaviors in order to reduce the probability of future problem behaviors
- analyzing student data to determine students in need of more intense supports such as, Tier 2 and Tier 3 behavior or school mental health interventions

Teaming

Breathitt County Schools MTSS Teaming Structure Chart

Team	Membership	Area of focus	Purpose	Meeting Frequency
District Level MTSS Team	<ul style="list-style-type: none"> • State Manager • School Principals • Chief Academic Officer • DPP • Transportation Director • Safe Schools Coordinator • District School Psych • Director of Special Education • School Instructional Specialists • Educational Recovery Staff • ABRI- U of L State Support Liaison 	MTSS Framework and Implementation	<ul style="list-style-type: none"> • Develop and implement district action plan • Create and implement district MTSS plan for Academics/Behavior(PBIS)/School Mental Health • Evaluate implementation and effectiveness of MTSS model at the district and school level • Analyze monthly Academic and Behavior Data districtwide • Build capacity in schools 	Monthly 2 nd Friday of each month
School Level MTSS Team	<ul style="list-style-type: none"> • Principal • Counselor • School Instructional Specialists • Grade level/content area representatives • Family Resource Center Director • District Representative • Educational Recovery Staff 	MTSS Framework and Implementation	<ul style="list-style-type: none"> • Develop and implement school-wide MTSS plan including PBIS • Coordinate and manage integrated MTSS model including evidence based interventions • Evaluate implementation, fidelity and effectiveness of Tier 1 by analyzing academic and behavior data • Evaluate implementation, fidelity and effectiveness of Tier 2 and Tier 3 interventions/acceleration 	Monthly

	<ul style="list-style-type: none"> • ABRI- U of L State Support Liaison 			
Grade Level/ Content Area PLC Team	<ul style="list-style-type: none"> • Principal • School Instructional Specialists • Grade-level teachers • Content Area Teachers • Support staff/classroom aides 	<p>ALL grade level students</p> <p>Students receiving interventions/accelerations</p>	<ul style="list-style-type: none"> • Collect and review grade level universal screening data and diagnostic assessment • Collaborate and implement grade level integrated behavior and academic practices such as intervention groupings and evidence based intervention 	Weekly
Student Intervention Team	<ul style="list-style-type: none"> • Principal or Counselor • School Instructional Specialists • Classroom teacher • Support Services (OT/PT/Kentucky River Community Care (KRCC), psychologist, school nurse) • Family members 	Individual student intervention problem solving team	<ul style="list-style-type: none"> • Student Intervention Plan • Set individual student goals • Choose appropriate evidence based interventions • Review student progress monitoring data • Data based decision making 	4-6 weeks

Chart adapted from:

McIntosh, K. & Goodman, G. (2016). *Integrated multi-tiered systems of support: Blending RTI and PBIS*. New York, NY: The Guilford Press

Tier 1: UNIVERSAL/CORE INSTRUCTION

High-Quality Classroom Instruction, Screening, and Differentiation

In Tier 1, all students receive high-quality, culturally responsive, evidence based core instruction provided by highly qualified teachers. General education teachers implement evidence-based curriculum and/or strategies with fidelity for both academic and behavioral instruction. About eighty percent of students will succeed with evidence-based curriculum, appropriate instructional practices and differentiation to teach academic and behavioral content. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system **such as curriculum-based measurement**. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

A high-quality curriculum which incorporates universal screening, differentiation, additional strategies, resources, flexible grouping and progress monitoring.

Essential Components of Tier 1:

- Evidence Based Curriculum delivered in the general education classroom
- Fidelity of Differentiated Instruction
- Aligned to standards, instruction, and assessment
- Universal Screening
- Formative and Summative Assessments aligned to standards

Tier 2: SUPPLEMENTARY INSTRUCTION

At Tier 2 strategic interventions are provided to students who are not meeting benchmarks through core instruction. Strategic interventions supplement the instruction in core instruction provided in tier 1 and should be strategic for the student's area of deficit. Decisions about selecting the appropriate interventions should be made by the Student Intervention Team when a student enters Tier 2 and reviewed through progress monitoring through appropriate intervals after interventions are implemented with fidelity. Tier 2 intervention should be implemented for 4-6 in small group settings.

Tier 2 interventions may be provided in the general education classroom during a scheduled MTSS time. Schools may choose to utilize the push in model or pull out model for delivering Tier 2 interventions.

Tier 2 intervention should be implemented for 4-6 in small group settings. Tier 2 time and frequency shall be at a minimum of 2-3 sessions per week for 20-30 minutes.

Progress Monitoring

For students with high abilities and others exceeding advanced expectations, Tier 2 is designed to provide further challenges that are differentiated for pace, content and complexity.

When a student's universal screening and other data results indicate the student is struggling to meet benchmark skills/grade level expectations, Tier 2 provides appropriate instructional intervention(s) and progress is regularly monitored. Of the 20% of students who proceed to Tier 2, research shows that 15% of students have their needs met at this level, leaving the remaining 5% for Tier 3 instruction. Students must receive general education instruction plus targeted intervention. Movement between the tiers/level of support is fluid and based on the student's response or non-responsiveness to instruction.

The instruction in Tier 2 for an advanced student is designed to meet the needs of students who score above or below benchmark criteria in one or more critical areas (academic and/or behavioral) by providing targeted instruction. In Tier 2, the instruction may be provided by the classroom teacher and/or an interventionist. If the interventionist provides the targeted instruction then consistent communication and collaboration occurs with the classroom teacher.

Elements of Tier 2 include the following:

Access to highly effective, evidence-based instructional interventions for targeted students:
Multiple academic or behavioral interventions may be used to address student needs.
Match instructional interventions to student academic and behavioral needs.
Increased frequency of formative academic and behavioral assessments to analyze student response to instructional intervention(s):
Students move from one intervention to another within Tier 2 as evidenced by student response to formative assessment.
Professional learning opportunities support classroom teachers and interventionists in the implementation of targeted instruction for academic and behavioral needs.

Data Collection Plan

The school implementation team develops a data collection plan that includes:

- frequency of data collection
- a charting and analysis method
- number of data points to collect before analysis
- a process to monitor the progress of all students
- decision-making rules

INTENSIVE INSTRUCTION: TIER 3

Tier 3 provides Tier 1 core instruction in addition to interventions for students not making adequate progress in the curriculum and Tier 2. Tier 3 interventions are more intensive to the student's individual academic or behavioral needs and the student's progress is monitored more frequently.

For students with learning/behavioral difficulties or other instructional needs, Tier 3 is intended to provide more intense, individualized instruction based on student needs and address concerns that have continued even with the support of instruction in Tiers 1 and 2.

For students with high abilities and others exceeding advanced expectations, Tier 3 is designed to provide intensive instruction and/or highly individualized challenges. Frequent progress monitoring provides data that drives customized strategies to assure that the needs of these students are met. The customized strategies are recorded on the GSSP.

Intensive, individualized interventions provided through evidence based programs and/or strategies designed to meet individual needs.

Note: Tier 3 instruction is focused on instruction for the skills that pose the greatest threat to student achievement. This tier is characterized by providing the greatest amount of instructional time available for focus on specific skill(s) for individual or small groups with the same need. It is important to remember that RtI is a fluid model. Students may move between tiers until they demonstrate success in the general education program. However, when a student has received an intensive intervention (Tier 3) and is not making progress, the RtI team will determine if a referral to an Admissions and Release Committee (ARC) is warranted. Once the referral is made, the ARC will make all future decisions regarding this student's program.

Tier 3 Characteristics:

- Increased instructional time
- Small groups (smaller than seen in Tier 1) or individual
- Precisely targeted skills at the appropriate level
- Clearly detailed explanations used during instruction
- Systematic instructional sequences are used
- Extensive opportunities for practice are provided
- Increased opportunities for error correction and feedback are provided on a regular basis

*The district's Director of Special Education must review the Tier 3 data and documentation for completeness before a student who has been through the RtI process is referred for a special education evaluation.

ASSESSMENT FOR RtI

Tier 1:

Assessments at this level include both formative and summative assessments that occur daily or weekly and include benchmark assessments and end of year summative measures. Student progress will be monitored to evaluate effectiveness for Tier 1 instruction and supports. The goal is for 80-85% of students to demonstrate mastery of goals.

Data from assessments should answer the following questions:

- What percentage of students are meeting grade level expectations by making significant growth or reaching proficiency?
- Which students demonstrate significant gaps between their current performances on assessments in relation to grade level expectations of performance for a given point in time?
- Is there a relationship between Tier 1 formative assessments or benchmark assessments and performance on summative assessments?

Tier 2:

- Which students require additional supplemental instruction or practice based on analysis of their instructional needs in relation to Tier 1 standards of performance?
- How should students be grouped for small group instruction based on skill/content/subject area?
- Which students will need modified interventions and which students may be ready to address other areas of need?
- Which students need more intensive tiered interventions?
- Which students are ready to transition back to Tier 1 instruction?

Tier 3:

Tier 3 instruction is typically during very small group sessions or with individual students. Assessments and or behavior data at this tier must be frequent and assess more minute skills to address significant learning challenges that impede student success at Tiers 1 and 2. The more a student is behind in Tier 1 expectations, the more frequent monitoring should take place to ensure proper instructional supports are being provided. The following questions should be asked:

- Are student needs appropriately matched to the intervention plan/strategies being used?
- Are both the academic and behavior needs of students being met?
- Is student positive response to Tier 3 instruction successfully demonstrated in Tier 1 assessments?
- Does the student continue to need Tier 3 interventions or is student ready to move back to Tier Tier 2 ?
- Does assessment data support the need for a special education evaluation?

ENRICHMENT

Enrichment is defined as opportunities for students in grades K-12 to discover how content relates to life and other subjects. These **activities** are meant to challenge students to apply specific concepts and skills to everyday problems and extend the required curriculum. Enrichment support deeper learning.

Example of Enrichment activities at extend learning:

- Research/Exploration on specific topics relative to curriculum
- Projects
- STEM/STEAM Activities
- Next grade level work
- Field trips

Intervention Level Students Targeted for Intervention/Enrichment Services

Tier 1 (regular classroom)	All students regardless of district benchmark scores will be provided with Tier 1 instruction in a whole and/or small setting
Tier 2 (small group)	Students scoring below average on measures such as MAP(progressing and beginning student performance levels), Fountas & Pinnell, SNAP or students with recurring misbehaviors
Tier 3 (small group or individual)	Students scoring significantly below average on MAP, Fountas & Pinnell, students with chronic misbehaviors
Enrichment (small group)	Students scoring Proficient or Distinguished on K-PREP or those scoring proficient or above on MAP or GT assessment

Progress Monitoring: (Duration and Frequency)

Intervention	How Often	What?	By Whom?
Tier 1	Bi-Monthly	Weekly Checks	Classroom Teacher, computer lab

Tier 2	Weekly	Within program assessments(fluency probes for reading, (Reading Plus, ALEX)	Teacher
Tier 3	Weekly	Within program assessments	Teacher
Enrichment	Every four weeks	Teacher created assessments	Classroom teacher/GT teacher

Progress monitoring should be documented at all levels.

- Tier 1- monitoring is documented via classroom assessments, 4 ½ week progress reports, report cards, continuous assessment reports, anecdotal progress notes
- Tier 2 and 3- district RtI monitoring form, Intervention Daily Running Records, sample forms in District RtI plan. (Individual schools will determine process/procedure for documenting Tier 2 and 3 monitoring and forms to be used as well as enrichment services)

Timelines for Students in Tier 1, 2 and 3:

Duration of time students receive intervention varies. After a minimum of **four to six** (4-6) weeks of Progress Monitoring, the school RtI team will review data to see if student is on track for achieving goals. Next steps will be determined based on data, including dismissal from the tier, continuing/increasing intervention, or adjusting the goal of the student.

Students may receive intervention in various settings: Regular Class, Small Group, or in individual settings with a teacher or an interventionist.

Intervention	Frequency	Setting
Tier 1	Weekly during Regular Class Instruction	Regular Class
Tier 2	2-3 days a week 25 minute minimum in addition to regular classroom instruction	Regular Class or Small Group In-class or Pull-out
Tier 3	4-5 days a week-minimum of 25 minutes in addition to regular classroom instruction	Small group/individual pull-out setting
Enrichment	Additional instruction(times will vary) *student may be referred for GT education program	Regular Class or Small Group In-class Online Studies or Pull-out

Notifying parents of interventions:

Parent-Guardian Informational Meetings/Open House Nights/Parent Involvement Meetings, Agenda	School Messenger, Agenda Reminders, Facebook, School Websites
Letters to Parents (required letter in Appendix)	Letters mailed home, Teacher e-mail

Student progress will be reviewed during PLCs and again during school RtI Committee meetings.

1. Teachers will meet to discuss progress and decide on changes to intervention/enrichment class. Refer to the Response to Intervention Flow Chart and Student Performance Improvement Plan Implementation Process sheet in Appendix A.
2. RtI team will decide on changes to the evidence based program or duration/frequency of the intervention.
3. Review data to determine if changes have impacted student learning. If progress monitoring indicates consistent growth, continue intervention or determine if student can perform on grade level without interventions. If a student is not making adequate progress, consult RtI team again for review of interventions and recommendations for the next tier of interventions.
4. Once the student is in Tier 3 interventions and data supports that progress is not being made, the group will consult/collaborate and determine if a referral to Special Education is necessary. If so, steps to ensure proper procedures will be followed through the Referral Process; district special education referral procedures will be followed for any student referral.

We strive to provide evidence based, developmentally appropriate programs, resources and strategies to our students during core instruction and intervention services.

READING

Core Reading Program: Wit & Wisdom (grades K-8) EngageNY ELA (grades 9-12)

Evidence-based Programs Available for Reading Interventions

Tier 1 Differentiation	Tier 2 Intervention	Tier 3 Intervention
Standards KAS	Reading Plus	Reading Plus
Wit & Wisdom/EngageNY ELA	Lexia	Lexia - Orton Gillingham lessons
Guided Reading		Reading Recovery
Foundations		Leveled Literacy Intervention (LLI)

Strategies for Reading

Tier 1	Tier 2	Tier 3
Phonemic Awareness <ul style="list-style-type: none"> • Geodes • Foundations 	Phonics Awareness <ul style="list-style-type: none"> • Foundations • Letter/Sound Recognition 	Phonics Awareness <ul style="list-style-type: none"> • LLI • Foundations • Differentiated, personalized instruction
Phonics <ul style="list-style-type: none"> • Geodes • Foundations 	Phonics <ul style="list-style-type: none"> • Foundations • Letter/Sound Matching 	Phonics <ul style="list-style-type: none"> • LLI • Foundations • Differentiated, personalized instruction
Vocabulary <ul style="list-style-type: none"> • Vocabulary Deep Dive • Foundations 	Vocabulary <ul style="list-style-type: none"> • Frayer • Graphic organizers • Concept mapping 	Vocabulary <ul style="list-style-type: none"> • LLI • Differentiated, personalized instruction
Fluency <ul style="list-style-type: none"> • Geodes • Foundations 	Fluency <ul style="list-style-type: none"> • Timed Repeated Reading • Choral Reading • Teacher Paired Reading • Shared Reading 	Fluency <ul style="list-style-type: none"> • LLI • Differentiated, personalized instruction

Comprehension <ul style="list-style-type: none"> • Graphic organizers • Foundations 	Comprehension <ul style="list-style-type: none"> • Graphic organizers 	Comprehension <ul style="list-style-type: none"> • LLI • Differentiated, personalized instruction
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Evidence-based Programs Available for Writing

Tier 1 Differentiation	Tier 2 Intervention	Tier 3 Intervention
Standards KAS	OT Consultation	OT Consultation
Wit & Wisdom/EngageNY ELA	Assistive Technology	Assistive Technology

Strategies for Writing

Tier 1	Tier 2	Tier 3
Q-ACE	Small group and individual instruction	Small group and Individual instruction
3.8 Paragraphs		
Abel & Atherton strategies		

ENRICHMENT: Evidence based Strategies for Improving Student Achievement in Reading

Prompting Guide Task Analyzed Directions Computer Learning Mnemonic cues Increase Response time	Multisensory Techniques Increase visuals Increase multi-sensory Increase repetition Differentiation Peer Tutoring	Multiple modalities Extended time Graphic Organizers Audio Tapes of Literature Flexible Grouping
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MATH

Core Math Program: Eureka Math

Evidence-based Programs Available for Math Interventions

Tier 1	Tier 2	Tier 3
Eureka Math	ALEKS	ALEKS
		ALEKS QuickTables

Evidence-based Strategies for Improving Student Achievement in Math

Tier 1	Tier 2	Tier 3
Direct, Systematic Instruction	Direct, Systematic Instruction	Continuous monitoring
Self-monitoring	Manipulatives	Multiplication Rhymes
Math Talks	Peer Tutoring	Math Talks
	Math Talks	Drawing to Clarify Understanding

ENRICHMENT: sessions with Gifted Coordinator

BEHAVIOR

Behavior Interventions

Tier 1	Tier 2	Tier 3
School Wide positive behavior supports	Parent contacts	Small group/individualized counseling therapy/KRCC counseling referrals
Articulated expectations with rules posted	Student meetings with Advisor/Mentor every two weeks	Weekly sessions per week with advisor for mentoring and monitoring
Review rules and provide feedback regularly	Behavior Intervention Plans for a short period of time (to be determined by team) for the specific setting for the behavior	Individualized Behavior Plan implemented in all settings
Referral process for discipline	Positive behavior reinforcers	Reinforcers for positive behavior provided frequently
Prosocial and proactive discipline strategies	Teach self-monitoring of behaviors	Increase ratio of positive to negative comments to students to 10:1
Social skills instruction	Teach replacement behaviors	Referral for evaluation for special education
Universal screener for behavior	Strategic supplemental behavior programs	
Continuous progress monitoring	Small group training in social skills and anger management by the guidance counselor	
Student Code of Conduct	Increase ratio of positive to negative comments to students to 6:1	
Discipline Policy at each school	Rearrange the physical space to promote student/teacher interactions; proximity control	
Procedures clearly explained in discipline policy	Develop a signal to get students' attention when misbehaving	
Allow parent and student feedback via surveys	Goal contracts with students	
Ratio of positive to negative comments at 4:1		

<SCHOOL LETTERHEAD>
Response to Intervention Tier II Referral
Parent/Guardian Notification Letter

Date: _____

Dear Parent/Guardian of _____,

As part of district-wide efforts to improve student achievement, all Breathitt County School students are given brief assessments, or universal screenings, three times per year (fall, winter, spring) to measure their progress in the curriculum over time.

K--11th NWEA MAP

Interventions (extra support) will be provided as needed to all students who did not meet expected levels of achievement in reading, writing, and/or math. This system of providing intervention based on individual student needs is called Response to Intervention (RtI).

On the universal screening, your child did not meet the expected range for his/her grade level for the following benchmark assessment.

☐ fall

☐ winter

☐ spring

To better meet your child's needs, our school will begin providing your child with supplemental and/or small group instruction in the following area(s):

☐ reading

☐ math

☐ writing

Your child will be involved in a level of RtI referred to as TIER II, which is best described as a level of intervention in which teacher(s) use different instructional strategies and/or interventions with your child. The teacher(s) track your child's progress over time to monitor his/her success, and you will be notified monthly about your child's performance.

If you have any questions about this process, please do not hesitate to contact the school.

Respectfully,

School Intervention Team Member

<SCHOOL LETTERHEAD>
Response to Intervention Tier III Referral
Parent/Guardian Notification Letter

Date: _____

Dear Parent/Guardian of _____,

As part of district-wide efforts to improve student achievement, all students of Breathitt County Schools are given brief assessments, or universal screenings, three times per year (fall, winter, spring) to measure their progress in the curriculum over time.

K--11th NWEA MAP

Interventions (extra support) will be provided as needed to all students who did not meet expected levels of achievement in reading and/or math. This system of providing intervention based on individual student needs is called Response to Intervention (RtI).

Earlier this year, your child did not meet the expected range for his/her grade level for one of these benchmarks, and was referred to Tier II supplemental intervention and/or small group instruction in the following area(s):

- ☐ Reading
- ☐ Writing
- ☐ Math

Your child's teacher(s) have monitored his/her success, and the obtained data indicates the need for more intensive intervention, referred to as Tier III. Using these more intensive interventions, the teacher(s) track your child's progress over time to monitor his/her success, and you will be notified monthly about your child's performance.

If you have any questions about this process, please do not hesitate to contact the school.

Respectfully,

School Intervention Team Member

Family and Community Engagement

Families play a key role in any school/district intervention system. Family and community engagement must focus on improving student achievement. Continual and purposeful two-way communication between school and home must flow seamlessly. Families should regularly receive information concerning their children's academic achievement and behavioral standards. Productive and collaborative relationships between parents/guardians and school staff must be established to maximize efforts in meeting individual student needs.

The following practices occur in schools with successful family and community engagement programs:

- School/district has a clear purpose and vision that has been shared with families and other stakeholders.
- The school/district is a welcoming environment for families and other stakeholders.
- School/district has developed a communication plan. This plan includes the ability to translate all school notices/materials into the home language.
- The communication plan includes a description/process for distributing important school/district information to families and community members.
- Curriculum information is readily available to families and community members (e.g., Web site).
- Behavioral standards are included in orientation materials for families.
- The school has fully implemented curriculum, instruction and behavioral policies and procedures for review.
- Before-, after-, and summer-school programs, along with community and faith-based programs, are an integral part of the tiered intervention system.
- A volunteer program actively engages parents and community members. This would include volunteers who cannot be at the school during the school day.

Strategies for Family and Community Engagement for All Students

- Families are informed on academic and behavior-related instructional strategies used in classrooms (e.g., classroom newsletters, parent-teacher conferences, orientations).
- Universal screening and progress monitoring information and results are explained to the student's family as part of conferencing and in planning for any needed interventions.

- School/family partnerships are encouraged and fostered as part of the education process.
- Parenting training is provided as needed. Challenges/barriers to attending such as transportation are addressed.
- Parenting programs are designed to support families in guiding student learning and behavior and developing capacity within the family.
- Families should be provided training and be involved in the development of the Individual Learning Plan (ILP).
- In working with families whose native language is other than English, it may be necessary to utilize the services of an interpreter and/or provide translated print materials to meet federal regulations.
- Family training is provided in the use of Infinite Campus (IC).
- Family/community members serve as student mentors.

GLOSSARY

Ability Grouping: Students are placed in groups based on their abilities

Academic Ceiling: Any policy, instructional, or curricular procedure that withholds appropriate learning opportunities from a student who needs to move beyond age mates in order to maintain continuous progress

Accelerated Learning: "Accelerated learning" means an organized way of helping students meet individual academic goals by providing direct instruction to eliminate student performance deficiencies or enable students to move more quickly through course requirements and pursue higher level skill development. (Section 2. KRS 158.6453)

Acceleration Options: A variety of ways schools can apply instructional strategies to studying material earlier, or at a faster pace, than most students. (See Appendix D)

Aimline (see Goal Line): Line on a graph that represents expected student growth over time

Alignment: The focus and integration of the organization's strategies, common practices, systems, structures and resources to support and maintain the shared vision

Anecdotal Record: A written record of a child's progress based on milestones particular to that child's social, emotional, physical, aesthetic, and cognitive development. This method is informal and encourages the use of a notepad, sticky notes, a checklist with space for notes, etc. Continuous comments are recorded throughout the day about what a child can do and his/her achievements as opposed to what he/she cannot do

Baseline: A record of frequency, duration, and rate of intensity with which a behavior occurs over a period of time before the intervention. An initial data record of a target behavior's occurrence. A baseline is used to compare the initial data to the data collected after an intervention is implemented.

Baseline Data: The data collected prior to interventions being implemented and signifies the student's present level of performance on a targeted skill/concept. Establishes a reference point for comparison to the same data collected at a later time.

Benchmarks: Short or long term goal assessment goal that indicates that a student is on grade level. An example of student work that illustrates the qualities of a specific score on a rubric or scoring guide.

Classroom Performance: This feature emphasizes the important role of the classroom staff in choosing and periodically completing student assessments of academics and behavior/social skills rather than relying on end-of-the-year achievement tests (e.g., state or nationally developed tests) or routine office referral/detention/suspension for behavior.

Continuous Progress Monitoring: Students' classroom progress is monitored continuously. In this way, staff can readily identify those learners who are not reaching individual or classroom academic and behavior goals. Curriculum-based assessment models and data from instructionally-based classroom behavior monitoring systems are useful in this role.

Criterion-Referenced: Criterion-referenced tests determine what test-takers can do and what they know, not how they compare to others. Criterion-referenced tests report on how well students are doing relative to a predetermined performance level on a specified set of educational goals or outcomes included in the curriculum.

Criterion- versus Norm-Referenced: Screening measures can use either a criterion referenced or normative comparison standard of performance. In the former, a specific criterion level of skills is specified as indicating an

acceptable level of proficiency or mastery. In the normative comparison, the screening results are compared to an appropriate peer group (e.g., other students in first grade).

Curriculum-Based Assessment (CBA): Measurement that uses direct observation and recording of a student's performance in the local curriculum as a basis for gathering information to make instructional decisions. CBA's are evaluation method using frequent tests of specific skills and knowledge. Use of assessment materials and procedures that mirror instruction in order to ascertain whether specific instructional objectives have been accomplished and to monitor progress directly in the curriculum being taught. A type of informal assessment in which the procedures directly assess student performance in learning-targeted content in order to make decisions about how to better address a students instructional needs.

Curriculum Based Measurement (CBM): Instead of measuring mastery of a series of single short-term objectives, each CBM test assesses all the different skills covered in the annual curriculum. CBM samples the many skills in the annual curriculum in such a way that each weekly test is an alternate form (with different test items, but of equivalent difficulty). (Fuchs)

Cut score: Accuracy of screening also is determined by what cut scores are used. A cut score, also called cut point, is the score that represents the dividing line between students who are not at risk and those who are potentially at risk. (NRCLD)

Data Point: Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time.

Data Based/ Data-Driven Decision Making- Process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular, and most importantly linked to educational/socially important questions.

Diagnostic Assessment: Assessment(s) will provide specific data to assist in determining changes needed to further the student's learning based on data from multiple sources/assessments.

Differentiate: To provide varying levels of instruction and assessment for different learners.

Differentiation: A philosophy that involves giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products.

Differentiated Instruction: Differentiated instruction refers to educators tailoring the curriculum, teaching environments, and practices to create appropriately different learning experiences for students in order to meet each student's needs. To differentiate instruction is to recognize students' varying interests, readiness levels, and levels of responsiveness to the standard core curriculum and to plan responsively to address these individual differences. There are four elements of the curriculum that can be differentiated: content, process, product, and learning environment.

Direct Explicit Instruction: A systematic instructional process that emphasizes the use of carefully sequenced steps that include demonstration, modeling, guided practice, and independent application.

Direct Observation: Focuses on recording patterns of behavior and events in the environment as they are actually occurring. Data should be collected at various times and in different settings, continuing until discernible patterns emerge.

Discrepancy: a) difference between two outcomes; b) IQ-achievement discrepancy- difference between scores on a norm referenced achievement test; c) difference between pre-test and post-test on a criterion-referenced test.

Evidence-Based Practice: Instructional strategies and educational practices that are proven by scientific research studies.

Evidence-Based Instruction: Classroom practices and the curriculum vary in their effect on academic and behavioral outcomes. Thus, ensuring that the practices and curriculum have demonstrated their efficacy is important. If not, one cannot be confident that students' limited achievement or failure to meet behavior expectations is independent of the classroom experiences. (NRCLD)

Evidence-Based Interventions: When students' screening results or progress monitoring results indicate a deficit, an appropriate instructional intervention is implemented, either a standardized treatment protocol or an individually designed instructional intervention. The standardized treatment protocols are the academic and behavior interventions that researchers have proven effective. School staff is expected to implement specific, research-based interventions to address the student's difficulties. These interventions might include a "double-dose" of the classroom instruction or other instructional methods that are not adaptations of the current curriculum or accommodations. (NRCLD)

Fidelity Measures: While the interventions are designed, implemented, and assessed for their learner effectiveness, data on the fidelity of instruction is gathered. Fidelity measures assess whether the instructional methods and curriculum were used consistently and as they were intended. Staff members other than the classroom teacher has an important role in completing fidelity measures, which are usually an observational checklist of critical teaching behaviors or important intervention elements. (NRCLD)

Fidelity of Implementation: Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

Flexible Grouping: Allows students to move among different groups based on their performance and instructional needs.

Formative Assessment: The goal of formative assessment is to gain an understanding of what students know (and don't know) in order to make responsive changes in teaching and learning. (Black and Wiliam)

Functional Based Assessment: Behavior-Process to identify the problem behavior, decide the function of the behavior and develop interventions to teach acceptable replacement behaviors

Gifted Learner: Possessing either the potential or demonstrated ability to perform at an exceptionally high level in one or more areas of giftedness defined in KY (general intellectual, specific academic, visual / performing arts, creativity, and leadership)

Guided Reading: An instructional model involving the teacher and small group of children of similar reading ability. While the teacher is meeting with one group of students, other students are involved in skill centers and independent reading activities.

Gifted Student Services Plan (GSSP): An educational plan that matches a formally identified gifted student's interests, needs, and abilities to differentiated service options and serves as a communication vehicle between

parents and school personnel. The determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment.

Goal: System for measuring the student's progress toward long-range expectations

Goal Line (sometimes referred to as an aimline): The goal line on a graph connects the intersection of the student's initial performance level and date of that initial performance level to the intersection of the student's year-end goal and the date of that year-end goal. It represents the expected rate of student progress over time.

High Ability Learner: A student with consistently outstanding mental capacity as compared to children of one's age, experience, or environment

Highly Effective Classroom Instruction: Academic and behavior instruction or intervention matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for most students. (NASDSE) Students receive high-quality instruction in their general education setting. Before students are singled out for specific assistance, one has to have an assurance that the typical classroom instruction is of high quality. Instructional quality is indicated by several characteristics: e.g., personnel are appropriately and adequately prepared and trained, including having the knowledge and skills to serve children with disabilities (see [Sec. 612(a)(14)(A)]); the choice of the curriculum; the instructional practices used: and comparison of students' learning rates and achievement in different classrooms at the same grade level. (NRCLD)

Instruction: Instruction is how curriculum is taught. This domain includes instructional decision making regarding materials and curriculum level. Progress monitoring and the ability to control success rate are also included. Examples of other instructional variables include giving clear directions, communicating expectations and criteria for success, direct instruction with explanations and cues, sequencing lesson designs to promote success and offering a variety of activities and experiences for practice and application. Once an appropriate curriculum is implemented, instruction should be examined for effectiveness starting with the whole group. This can be determined by asking the following questions: Have the research-based practices been shown to increase student performance? Have effective practices been implemented with fidelity in ways that students will benefit? Do materials have documented efficacy? Has a sufficient amount of instructional time been allotted for curriculum implementation? Is instruction tailored to meet students' current levels of knowledge? Is instruction organized so that prerequisite skills are taught sequentially?

Instructional Level: A child is considered at instructional level for a passage when they are able to read between 90%-97% of the words correctly.

Intensive Intervention (Tier 3): Tier 3 and beyond provides universal instruction in addition to interventions for students not making adequate progress in the core curriculum and tier 2. These interventions are more intensive and individualized for the student's academic or behavioral skill deficiency. Frequent progress monitoring occurs with each student.

Intervention: An intervention is educational instruction, practice, strategy, curriculum or program.

Kentucky Academic Standards (KAS): The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content, have opportunities to learn at high levels, learn how to solve problems and think creatively. The KAS outline the minimum content standards required for all students before graduating from Kentucky public high schools.

Learning Rate: Learning rate refers to a student's growth in achievement or behavior competencies over time compared to prior levels of performance and peer growth rates. (NASDSE)

Level of Performance: Level of performance refers to a student's relative standing on some dimension of academic or behavioral achievement/ performance compared to expected performance (either criterion- or norm-referenced). (NASDSE)

Norm: An average, common, or standard performance under specified conditions (e.g., the average achievement test score of nine-year-old children or the average birth weight of male children).

Norm-Referenced: A norm-referenced test is designed to highlight achievement differences between and among studies to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers.

Off Level Testing: Administering assessments based on students' current academic ability.

Pace: The speed or rate at which learning takes place.

PBIS Positive Behavioral Interventions and Supports: A tiered intervention system based on school-wide practices that encourage and reward positive student and adult behavior. Evidence-based practices embedded in the school curriculum/culture/expectations that have a prevention focus; teaching, practice, and demonstration of prosocial behaviors.

Problem-Solving Approach (Individually Designed Instructional Package): Most schools currently have an existing form of a problem-solving team, such as a student instructional team (SIT), student study teams (SST) or building assistance team (BAT). The purpose of these teams is to develop instruction to support the targeted student, while simultaneously providing a positive effect on the instructional program for all students. Under an RtI service-delivery system, these teams would adopt a problem-solving approach that is based on data and a continuing system of evaluation. Academic and behavioral problems need to be objectively defined, observed and measured directly in the general education classroom. The data collected are then analyzed, using information to develop hypotheses about the causes of the problem and the appropriate selection of evidence-based strategies to remedy them. As the interventions are implemented, the student's progress is monitored at regular points in time. The team continues to meet to discuss the outcome data and determine whether the intervention is having its desired effect, whether the specific intervention needs to be revised or whether the student should be considered for further evaluation. (NRCLD)

Professional Learning Communities (PLC): Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve (DuFour, DuFour, Eaker, & Many, 2006).

Program Services Plan (PSP): A district or school PSP committee (e.g., English Learner (EL) and mainstream teachers/ specialists, an instructional leader, counselor, parent, student) will design a PSP for each student identified as having limited English proficiency. The PSP should include the following: the reasons for identification (results of the W-APT screener, and when available, the ACCESS for ELLs® annual language assessment), level of English proficiency, previous academic background and experience, cultural and language history, service delivery model/s for English language instruction, and all appropriate instructional and assessment accommodations and/or modifications. The PSP will be shared with all stakeholders involved in the EL's academic and language education. The PSP is consistently and regularly monitored for relevance and effectiveness throughout the year, and individualized accommodations should be evaluated for appropriateness and revised at least once a year based on the annual ACCESS for ELLs® assessment results. If a school does not have the accommodations documented in the PSP then there could be a test code violation if the accommodations are allowed on the state assessment.

Progress Monitoring: School staff use progress-monitoring data to determine the effectiveness of the intervention and to make any modifications as needed. Carefully defined data are collected, perhaps daily, to provide a cumulative record of the learner's response to the intervention. (NRCLD)

Response to Intervention (RtI): "Response to intervention (RtI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to maximize social and behavioral competencies. With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities" (National Center on Response to Intervention).

Reliability: the extent to which an experiment, test, or any measuring procedure yields the same results on repeated trials.

Re-Teach: teaching a concept a second time, often using a different instructional method.

Rigor: the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.

Scaffolding: an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance. Layers of support moving toward independence. The interaction between the teacher and learner that provides modeling, guidance, and support as new strategies provide independence for the learner.

Standard-Protocol Approach: Standardized protocols are academic and behavior interventions that researchers have validated as effective, meaning that the experimental applications were completed with the proper experimental and control groups to demonstrate that the interventions work. School staff are expected to implement specific evidence-based interventions to address the student's difficulties. These interventions are not accommodations to existing curriculum; rather, they are instructional programs targeted to remediate a specific skill. Research for standard protocol interventions should specify the conditions under which the intervention has proven successful, including the number of minutes per day, the number of days per week, and the number of weeks (typically eight to 12) required for instruction with the intervention. Information about each research-based intervention also should describe the specific skills addressed, where the instruction should be provided, who should provide the instruction and the materials used for instruction and assessing progress (adapted from Fuchs et al., 2003) (NRCLD)

Summative Assessment: Summative Assessment is an assessment of the learning. It indicates a student's learning at a particular point in the instructional process. Summative assessment is typically administered to obtain a comprehensive evaluation of student knowledge and skills, rather than for short-term instructional decision-making

Supplemental Instruction (Tier 2): Tier 2 is when a student's universal screening and other data results indicate a deficit on benchmark skills/grade level expectations. This tier provides appropriate instructional intervention(s) and progress is regularly monitored. About fifteen percent of students will succeed at this level of instruction. Students must receive general education instruction plus targeted intervention. Movement between the tiers/level of support should be fluid and based on the student's response or non-responsiveness to instruction.

Trend Line: A trend line is a line on a graph that represents a line of best fit through a student's data points. The trend line can be compared against the goal line/aimline to help inform responsiveness to intervention and to tailor a student's instructional program.

Triangulation: A process of gathering multiple data sets to focus in on understanding an issue rather than relying upon a single form of evidence. Multiple forms of data provides a more distinct and valid picture of reality.

Twice-Exceptional Learners: "Twice-exceptional student" means a pupil who is identified as gifted and talented in one or more areas of exceptionality and is also identified with a disability defined by Federal/State eligibility criteria (i.e. specific learning disability, emotional-behavioral disability, physical disability, sensory disability, autism, ADHD)

Underachievement: The development of a significant gap between a student's potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability.

Universal/Core Instruction (Tier 1): Tier I is highly effective, evidence-based core or universal instruction, provided to all students in the general education classroom. General education teachers must implement evidence-based programs with fidelity for both academic and behavior instruction. About eighty percent of students will succeed at this level of instruction with little or no modifications of the curriculum or instructional practices

Universal Screening: School staff conducts universal screening of academics and behavior. This feature focuses on specific criteria for judging the learning and achievement of all students, not only in academics but also in related behaviors (e.g., class attendance, tardiness, truancy, suspensions and disciplinary actions). Those criteria are applied in determining which students need closer monitoring or an intensive intervention. Screening is a type of assessment that is characterized by providing quick, low-cost, repeatable testing of age-appropriate critical skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors (e.g., problem-solving and social interaction skills, tardiness, or aggression). (NRCLD)

Validity: An indication that an assessment tool consistently measures what it is intended to measure.

MTSS

National Center on Response to Intervention <https://www.rti4success.org>

National Association of State Directors of Special Education <http://www.nasdse.org>

RTI Action Network <http://www.rtinetwork.org>

Michigan's Integrated Behavior and Learning Support Initiative <https://miblsi.org>

Colorado Department of Education MTSS Supports <http://www.cde.state.co.us/mtss>

National Center for Learning Disabilities <https://www.ncld.org>

University of Louisville Academic and Behavioral Response to Intervention <https://louisville.edu/education/abri>

Center for Instructional and Behavioral Research in Schools <http://www.cibrs.com>

READING

International Reading Association <https://www.literacyworldwide.org/get-resources/literacy-glossary>

Easy CBM <https://www.easycbm.com>

Florida Center on Reading Research <http://www.fcrr.org/curriculum/SCAindex.shtm>

Reading Rockets <http://www.readingrockets.org>

Adolescent Literacy <http://www.adlit.org>

Jan Richardson <http://www.janrichardsonguidedreading.com>

Fountas and Pinnell <https://www.fountasandpinnell.com>

Jim Wright's literacy strategies PDF <http://www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF>

ReadWorks <https://www.readworks.org/>

Live Binders <https://www.livebinders.com>

Reading A-Z <https://www.learninga-z.com/site/products/readinga-z/overview>

Intervention Central <http://www.interventioncentral.org>

WRITING

KDE <https://education.ky.gov/AA/items/Pages/K-PREPItems.aspx>

Common Core ELA <http://www.corestandards.org/ELA-Literacy/>

Achieve the Core <https://achievethecore.org>

North Carolina Resources <http://www.ncpublicschools.org/curriculum/languagearts/>

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

Kentucky Writing Project <http://www.kentuckywritingproject.com>

National Writing Project <https://www.nwp.org>

Intervention Central <http://www.interventioncentral.org>

Teacher College Reading & Writing Project – Columbia University <http://readingandwritingproject.org>

Response to Intervention Rx <https://sites.google.com/site/interventionrx/tier-1-toolkit/writing-interventions>

WritingFix http://writingfix.com/about_us/permission.htm

easyCBM (for writing probes) <https://easycbm.com>

Reading Rockets <http://www.readingrockets.org/reading-topics/writing>

All About Adolescent Literacy <http://www.adlit.org/article/c139/>

LD Online http://www.ldonline.org/spearswerling/The_Importance_of_Teaching_Handwriting

KDE <https://education.ky.gov/AA/items/Pages/K-PREItems.aspx>

Common Core ELA <http://www.corestandards.org/ELA-Literacy/>

Achieve the Core <https://achievethecore.org>

North Carolina Resources <http://www.ncpublicschools.org/curriculum/languagearts/>

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

Kentucky Writing Project <http://www.kentuckywritingproject.com>

National Writing Project <https://www.nwp.org>

Intervention Central <http://www.interventioncentral.org> Under CBM/Downloads Tab

Teacher College Reading & Writing Project – Columbia University <http://readingandwritingproject.org>

Response to Intervention Rx <https://sites.google.com/site/interventionrx/tier-1-toolkit/writing-interventions>

WritingFix http://writingfix.com/about_us/permission.htm

The Screener of Handwriting Proficiency
<https://www.lwtears.com/resources/screener-handwriting-proficiency>

easyCBM <https://easycbm.com>

Reading Rockets <http://www.readingrockets.org/reading-topics/writing>

MATH

<https://greatminds.org/resources/products/group/parent-tip-sheets-4d7503e3-3fd7-4ef4-9f29-4332bcf469bd> - Eureka Math parent tip sheets grades K-8

https://s3.greatminds.org/documents/attachments/000/001/015/original/Parent_Letter_ENG.pdf?1505738627 - Eureka Math parent letter

www.greatminds.org - Resources for Eureka Math

<https://embarc.online> - Resources for Eureka Math K-8
<http://eurekamathhelp.piqua.org/home> - Eureka Math student math resources
www.zearn.org - Aligns with Eureka Math modules K-5
www.aleks.com
<https://my1.mheducation.com/dle-login/login.php> - Redbird Math
www.interventioncentral.org
<http://www.debbiewaggoner.com> - Math resources for all grade levels
<https://achievethecore.org> - Math resources for all grade levels
<https://www.kentuckymathematics.org>
<http://www.mathlanding.org>
https://knp.kentuckymathematics.org/#!/page_knphome - Kentucky Numeracy Project Intervention Guide
<https://elemath.hallco.org/web> - Resources for elementary math and RTI/progress monitoring strategies
<https://www.nctm.org> - National Council of Teachers of Mathematics
<https://gfletchy.com> - Graham Fletcher; 3-act tasks; math progression videos
<https://learnzillion.com> - Instructional videos, resources
<https://education.ky.gov/curriculum/conpro/Math/Pages/default.aspx> - Kentucky Department of Education
<http://learn.district196.org/course/view.php?id=1482> - Add+VantageMR; resources for Number Sense and Computation
http://ebi.missouri.edu/?page_id=805 - Evidence Based Intervention Network - University of Missouri
<https://cehs.unl.edu/secd/mathematics/> - Math strategies from the University of Nebraska-Lincoln; College of Education and Human Sciences; Special Education and Communication Disorders
<http://www.mathwire.com/archives/index.html> - Math intervention strategies
<https://www.khanacademy.org> - Video learning followed by practice activities
<https://gregtangmath.com/index>
<https://www.prodigygame.com> - Math games that address over 1,200 math skills
<https://www.sumdog.com> - Engaging, evidence-based math resource
<https://www.desmos.com> - Online graphing calculator; classroom activities
<https://numberock.com> - Songs/videos to engage students in learning various math concepts
<http://www.sheppardsoftware.com/math.htm> - Interactive math activities
<https://toytheater.com/category/teacher-tools/virtual-manipulatives> - Virtual manipulatives for various math concepts

BEHAVIOR/Interconnected Systems Framework

Clayton Cook Matching Tool <http://www.pent.ca.gov/mt/simform.pdf>

RTI Action Network Behavior <http://www.rtinetwork.org/learn/behavior-supports>

Intervention Central Behavior Supports https://www.interventioncentral.org/MTSS_behavior

Positive Behavior Interventions and Supports <https://www.pbis.org>

Collaborative for Academic, Social, and Emotional Learning <https://casel.org>

Midwest PBIS <http://www.midwestpbis.org>

PBIS World <https://www.pbisworld.com>

Mental Health

Video series ISF

Using an Interconnected Systems Framework in NITT, Project AWARE - Part 1: The "What and Why" of ISF
<https://www.youtube.com/watch?v=cgWIm7p4zC0&t=72s>

Using an Interconnected Systems Framework in NITT, Project AWARE - Part 2: The "How" of ISF
https://www.youtube.com/watch?v=hKwLsW_PKhQ&t=80s

Using an Interconnected Systems Framework in NITT, Project AWARE - Part 3: The Outcomes of ISF
<https://www.youtube.com/watch?v=0xtfj0G1UAY&t=3s>

Attendance Works <http://www.attendanceworks.org/>