

	<h1 style="text-align: center;">Ninth District Elementary School KyMTSS PROTOCOL</h1> <p style="text-align: center;">(previously RtI)</p>
<p><b>VISION FOR SUCCESS:</b></p>	<p>The vision of the Kentucky Department of Education (KDE), “each and every student empowered and equipped to pursue a successful future”, sets the focus for the work of the agency and is also the goal of an integrated MTSS. The essential elements of KyMTSS align with this vision and the KDE core values of equity, achievement, collaboration and integrity as outlined in the <a href="#">2018-2023 Strategic Plan</a></p>
<p><b>PURPOSE/ DEFINITION:</b></p>	<p><b>PURPOSE: Kentucky Multi-Tiered System of Supports (KyMTSS)</b> promotes the integration of systems-level approaches and state/district/school initiatives under one comprehensive framework to more efficiently use resources while focusing on improving outcomes for every student.</p> <p><b>DEFINITION: Kentucky Multi-Tiered System of Supports (KyMTSS) -</b> A multi-level prevention system to support student achievement and social-emotional behavioral competencies through an integration of differentiated core instruction, assessment and intervention.</p> <p><a href="https://kymtss.org/">https://kymtss.org/</a></p>
<p><b>PROCESS:</b></p>	<p><b><u>Before the MTSS/RtI Meeting</u></b></p> <ol style="list-style-type: none"> <li>1. Instructional Coach creates MTSS/RtI grade-level tracking sheet template for each scheduled meeting. <ol style="list-style-type: none"> <li>a. Based on universal screener data, determine which students, falling below the 25%ile, will receive intervention services.</li> <li>b. For each student on the sheet, include student name, photo, homeroom, attendance record, current tier of intervention, current and/or past interventions being implemented, progress monitoring status, universal screener data, relevant intervention and progress monitoring data, plan of action/next steps, and parent communication directive.</li> <li>c. For each student on the tracking sheet, create a progress monitoring report (ProgressMonitoringAllInOnePlace)</li> </ol> </li> </ol>

2. Instructional Coach and Teachers individually complete within the MTSS/RtI Grade-Level Tracking Sheet:
  - a. Data relevant to each student assigned to him/her for Reading, Math and/or Behavior
  - b. Enter data into graphing template; print graph reports to bring to meeting

### **During the MTSS/RtI Meeting**

1. Revisit MTSS/RtI Norms
2. MTSS/RtI leader completes the top section of the MTSS/RtI Agenda template with date, meeting times and members present
3. ALL members of the team review the MTSS/RtI Grade-Level Tracking Sheet to discuss, for each student listed, the following items:
  - a. Area of deficit
  - b. Current intervention(s)
  - c. Recorded and/or graphed data with trend lines
  - d. Progress/Lack of Progress with current interventions
  - e. Additional interventions, if necessary
  - f. \*Plan of action/Next steps
  - g. Student growth goal
  - h. Parent communication
4. ALL members of the team collaboratively determine the progress monitoring tool, timeline for collecting data and data/reports expected to be brought to the next MTSS/RtI meeting

\*Tier 1 Instruction: All students participate in a high quality program of instruction based on the grade level state standards/benchmarks.

Tier 1 Behavior: School-wide common behavior program developed with Foundations (CHAMPS).

Tier 2 Instruction & Behavior: In addition to Tier 1 Instruction, Tier 2 is focused, targeted instruction for students not making adequate progress in the core curriculum. Students receive general instruction, plus supplemental instruction. Students in Tier 2 receive increasingly intensive academic and/or behavior instruction matched to their needs, based on results of progress monitoring performed every 2 weeks.

Tier 3 Instruction & Behavior: Tier 3 is intensive, individually designed instruction in universal basic skills for students not making progress in Tier 1 and 2. The interventions target the student's academic or behavioral skill deficits for remediation of existing problems; progress monitoring is done weekly for students receiving Tier 3 interventions.

	<p><u><b>Tier Movement:</b></u> Lack of progress MUST result in some action by the committee and some changes in the child's program. Although it is difficult to generate a trend line with less than 6 to 9 data points, 4 consecutive weekly data points that show NO progress indicate change is needed. A change in the intervention (not tier) can take place after 6 weeks. A change in the tier can take place after 12 weeks of an intervention done with fidelity. If a student is significantly ahead of goal, they should be exited by slowly decreasing intervention times and tiers.</p> <p><u><b>After the MTSS/RtI Meeting</b></u></p> <ol style="list-style-type: none"> <li>1. Teachers complete and send the appropriate communication document to parents/guardians.</li> <li>2. Teachers implement the plan of action/next steps</li> <li>3. Teachers continue progress monitoring, collecting data and recording data to be graphed for the next meeting</li> </ol>
MONITORING:	<ol style="list-style-type: none"> <li>1. Work samples and data collected and stored in 2-pocket folders and/or digital folder</li> <li>2. Progressing Monitoring data entered into the online template available to all team members, administrators and coaches in Google Drive</li> <li>3. MTSS/RtI Grade-Level Tracking Sheet template completed and available to all team members, administrators and coaches in Google Drive.</li> <li>4. Administrator(s) and/or Instructional Coach will attend and/or lead MTSS/RtI meetings to support and monitor fidelity to the process.</li> <li>5. Administrator(s) and/or Instructional Coach will report out to the Administrative Team. Reports will include celebrations of progress and any additional support or coaching needed by specific teams. This is a standing agenda item and reports will be reflected in each Administrative Team meeting notes/minutes.</li> </ol>