



FLOYD COUNTY BOARD OF EDUCATION
Anna Whitaker Shepherd, Superintendent
442 KY RT 550
Eastern, KY 41622
Telephone (606) 886-2354 Fax (606) 886-4550
www.floyd.kyschools.us

Linda C. Gearheart, Board Chair - District 1
William Newsome, Jr., Vice-Chair - District 3
Dr. Chandra Varia, Member- District 2
Keith Smallwood, Member - District 4
Steve Slone, Member - District 5

Action/Discussion Item:

Approve the recommended draft for the Floyd County MTSS Manual

Applicable Statute or Regulation:

The Floyd County Board of Education must approve any revisions and/or updates to comply with Kentucky Department of Education guidelines. KRS 160.295 and KRS 160.290 give the responsibility for the operation of Floyd County Schools to the local school board.

Fiscal/Budgetary Impact:

There will be no cost to the district. Handbook access will be electronic only.

History/Background:


To better meet the needs of Floyd County students, several meetings have occurred with the district level instructional team to discuss necessary changes improve the effectiveness of the district's MTSS system. School level administrator feedback, KDE's MTSS Implementation Guidance, and the counsel of KDE and KVEC was used to refine the MTSS system and develop the draft of the MTSS manual.

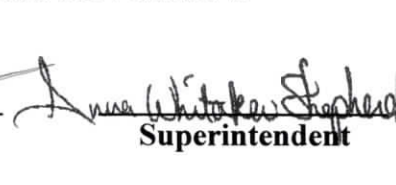
Recommended Action:

The 2021-2022 MTSS manual reflects policies and procedures of Floyd County Schools to communicate essential information concerning our MTSS system. Adoption of the Floyd County Schools MTSS Manual is recommended.

Contact Person(s):

Serena Anderson 606-886-2354 ext. 5542


Director


Superintendent

Date:

4/22/22

The Floyd County Board of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, or disability in employment, educational programs, or activities as set forth in Title IX & VI, and in Se

The Floyd County Board of Education does not discriminate on the basis of race, color, national origin, age, religion, marital status, sex, or disability in employment, educational programs, or activities as set forth in Title IX & VI, and in Section 504.

Floyd County School District

Multi-Tiered System of Supports (MTSS) Plan



Table of Contents

VISION	3
MISSION	3
MTSS OVERVIEW	3
Key Components of MTSS	3
Universal Screening:	3
Progress Monitoring:	3
Data- Based Decision Making:	3
Multi-Level Prevention:	3
Core Features of MTSS	4
Outcomes of MTSS	4
PBIS OVERVIEW	4
The PBIS framework includes the following for students that enhance social emotional and behavioral competence:	4
The PBIS framework includes the following for teachers in developing positive, predictable, proactive, safe learning environments:	4
Virtual Academy	5
Reporting in Infinite Campus	5
Teaming: MTSS Teaming Structure Chart	6
Tier I: UNIVERSAL/CORE INSTRUCTION	8
High-Quality Classroom Instruction, Screening, and Differentiation	8
Essential Components of Tier I	8
Guidelines for Tier I	8
Tier I - Goal: 80% of student population	8
ASSESSMENT FOR RTI	9
Progress Monitoring	9
Progress monitoring should be documented at all levels.	9
Tier II: SUPPLEMENTARY INSTRUCTION	9
Elements of Tier II include the following:	10
Tier II - Goal: 15% of student population	10
Criteria for participation in Tier II	10
Multiple sources of data that include formative and summative assessments derived from curriculum based measurements and benchmark data.	10
ASSESSMENT FOR RTI	11
Tier II:	11
Progress Monitoring	11
Progress monitoring should be documented at all levels. Documentation should include the student intervention tracking tool, school level agendas/minutes, grade-level PLC agendas/minutes, the student intervention plan (which houses progress monitoring data), and progress reports.	11
TIER III: INTENSIVE INSTRUCTION	11

Decision Making Guidelines for Tier Movement	12
Tier III - Goal: 5% of student population	12
ASSESSMENT FOR RTI	12
Tier III:	12
Progress Monitoring	13
Timelines for Students in Tier I, II and III	13
Floyd County Academic MTSS Flowchart	14
BEHAVIOR	16
Tier I - Universal (School-wide)	16
Tier III - Intensive (Individualized; wraparound)	17
Trauma Informed Care Plan	19
GLOSSARY	23
Appendix C:	26
Appendix D:	31
District Monitoring Forms	31

FLOYD COUNTY SCHOOLS

VISION

The Floyd County School District, in collaboration with our communities, will provide a safe environment with intentional instruction to inspire students and staff, support a culture of innovation, and instill competencies for all students to be globally productive citizens.

MISSION

Floyd County Schools will accomplish this vision by providing amazing opportunities for ALL Floyd County students in a safe, supportive learning environment.

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 (PBIS). 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 I) includes high quality core instruction. The secondary level (Tier II) includes evidence-based intervention(s) of moderate intensity. The tertiary prevention level (Tier III) 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

- 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

Outcomes of MTSS

- The district curriculum will be aligned to the Kentucky Academic Standards and will be implemented and monitored for fidelity.
- Systems that focus on prevention, early intervention, and data-based decision making will be in place and will be consistent across the district.
- MTSS will provide ongoing support and progress monitoring for all students that is implemented and monitored for fidelity.
- A culture of collaboration and shared responsibility will lead to increases in learning for all students.

* For special education referrals initiated by parents/guardians, MTSS tiers II and III **cannot** occur simultaneously during the evaluation process. Tier movement criteria identified in the FCS MTSS manual will consistently be followed.

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 II and Tier III behavior or school mental health interventions

Virtual Academy

Students who are admitted to the Floyd County Virtual Academy (FCVA) are required to daily participation in classes and are expected to adhere to the daily schedule. Those that do not meet daily progress and completion of assigned performance tasks for the day will be counted absent. FCVA students will follow and be held accountable to all attendance expectations, regulations, and laws as defined by Floyd County Board of Education and state law.

Students identified as Tier II or Tier III will follow all guidelines set forth by Floyd County Schools MTSS Handbook. Students who are in Tier II will receive at least 60 minutes of small group instruction based on identified area(s) of need. Tier III students will receive at least 120 minutes of 1:1 and/or small group instruction based on their identified area(s) of need. FCVA students will be required to attend **on-campus** intervention sessions throughout the school year, as needed, based on progress monitoring data, as described in FCVA contract. All documentation will be collected and recorded by classroom teachers into the Floyd County Schools Student Intervention Plan.

Reporting in Infinite Campus

Any student receiving Tier II or Tier III instruction should be flagged in Infinite Campus with the appropriate flag (T2 or T3) with an added comment to identify in what areas goals are being progress monitored (Reading, Writing, Math, and/or Behavior). The flag begin date should be the date the student is added to that tier of instruction in the grade level PLC meeting and the end date should be the date that the grade level team agrees that movement to a new tier is necessary. Additionally, the Student Intervention Plan should be uploaded into the PLP tab under documents once every grading period and until the student is moved to tier I instruction only or an ARC meeting is conducted for special education placement.

Teaming: MTSS Teaming Structure Chart

TEAM	MEMBERSHIP	AREA OF FOCUS	PURPOSE	MEETING FREQUENCY
District Level MTSS Team	<ul style="list-style-type: none"> • Superintendent • Executive Officer of Instruction • Chiefs of Instruction • DAC • DPP • Chief of Transportation • Safe Schools Coordinator • Director of Special Education • District Instructional Consultant • District Level School Counselor • School Principals Representatives 	MTSS Framework and Implementation	<p>Provide leadership, guidance and build capacity and commitment in schools.</p> <p>Develop and implement district action plan</p> <p>Monitor Implementation of the district MTSS plan.</p> <p>Revise plan at least annually based on data and identified needs.</p> <p>Evaluate implementation and effectiveness of MTSS model at the district and school level</p> <p>Analyze Academic and Behavior Data</p> <p>Identify PD needs and goals.</p>	Monthly (COLT and District Principals meeting)
School MTSS Leadership Team	<ul style="list-style-type: none"> •Principal •Counselor •Grade level/content area representative •Family Resource Center Director •District Representative 	MTSS Framework and Implementation School capacity	<p>Develop, implement, and monitor school-wide MTSS plan, including PBIS</p> <p>Coordinate and Manage integrated MTSS model including evidence based interventions</p> <p>Facilitate continuous improvement based on ongoing</p>	Monthly

			<p>analysis of school wide data.</p> <p>Identify trends in the curricular and instructional program.</p> <p>Communicate results with stakeholders.</p> <p>professional development needs and goals.</p>	
Tier II Intervention Team	<ul style="list-style-type: none"> •Principal •Interventionist •Grade level/content area representative •Support staff/classroom 	<p>ALL grade level students</p> <p>Students receiving interventions/ accelerations</p>	<p>Collect and review grade level universal screening data and diagnostic assessment data</p> <p>Identify students in need of intervention and enrichment</p> <p>Monitor student progress</p> <p>Determine if additional intervention is required</p>	Monthly. A calendar will be developed prior to the beginning of the year.
Tier III Intervention Team	<ul style="list-style-type: none"> •Principal or Counselor •Interventionist •Classroom teacher •Support Services (OT/PT/SLP, school psychologist, school nurse, Mountain Comprehensive Care Center) •Family members 	<p>Individual student intervention problem solving team</p>	<p>Use data to identify student needs</p> <p>Create a Student Intervention Plan that includes individual student goals and appropriate, intensive evidence-based interventions</p> <p>Monitor student progress</p>	Every 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 I: UNIVERSAL/CORE INSTRUCTION

High-Quality Classroom Instruction, Screening, and Differentiation

In Tier I, 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 summative/formative assessments receive supplemental instruction during the school day in the regular classroom. Differentiated, evidence-based instruction must be implemented and documented for Tier I instruction prior to Tier II consideration. The length of time for this step can vary, but it generally should not exceed 8 weeks but should be less than 4 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 II.

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

Essential Components of Tier I

- 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

For the purposes of Tier I Instruction, the Floyd County School District defines differentiation as 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 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. Furthermore, the FCSD defines content, process, product, and learning environment as:

- Content--what the student needs to know or be able to do
- Process--activities in which the student engages to achieve mastery of the KAS
- Products--culminating projects that ask the student to demonstrate their mastery of the KAS
- Learning environment--the way a classroom looks and feels

Guidelines for Tier I

Tier I - Goal: 80% of student population

- Grade level learners

ASSESSMENT FOR RTI

Tier I

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 I 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 I formative assessments or benchmark assessments and performance on summative assessments?

Progress Monitoring

Intervention	How Often	What?	By Whom?
Tier I	Monthly	Classroom assessments, midterm progress reports, report cards, running records, continuous assessment reports anecdotal progress notes	Classroom Teacher

Progress monitoring should be documented at all levels.

- Tier I- monitoring is documented via classroom assessments, midterm progress reports, report cards, running records, continuous assessment reports, anecdotal progress notes

Tier II: SUPPLEMENTARY INSTRUCTION

At Tier II 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 I 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 II and reviewed through progress monitoring through appropriate intervals after interventions are implemented with fidelity. Tier II interventions should be implemented for a minimum of 6 weeks in small group settings.

Tier II 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 II interventions.

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

Vision and hearing screenings MUST be administered no later than two weeks after a student has been moved to Tier II. This is to ensure that RTI is being completed with fidelity and that the student doesn't have a vision or hearing impairment. If the student is unable to pass a vision or hearing screening this may be addressed with the student's guardians, the school nurse/health aide, and/or vision/hearing impaired teachers. The student will continue to receive the level of tier support needed while any failed vision/hearing screening concerns are being addressed.

For students with high abilities and others exceeding advanced expectations, Tier II 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 II provides appropriate instructional intervention(s) and progress is regularly monitored by administration of bi-weekly probes. Of the 20% of students who proceed to Tier II, research shows that

15% of students have their needs met at this level, leaving the remaining 5% for Tier III 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 II for an advanced student is designed to meet the needs of students who score above benchmark criteria in one or more critical areas (academic and/or behavioral) by providing targeted instruction. In Tier II, 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 II 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 II as evidenced by student response to progress monitoring.
- At a minimum, two evidence-based strategies will be utilized and data will be collected on each strategy by the interventionist. This data will be presented to the grade level PLC team before movement into Tier III.
- Professional learning opportunities support classroom teachers and interventionists in the implementation of targeted instruction for academic and behavioral needs.

Decision Making Guidelines for Tier II Movement

Tier II - Goal: 15% of student population

- Criteria for participation in Tier II
 - Multiple sources of data that include formative and summative assessments derived from curriculum based measurements and benchmark data.
 - * Benchmarking data indicates scores between the 11th percentile or below and 49th percentile for students in grades 3-12
 - * Benchmarking data indicates scores between the 11th percentile or below and 64th percentile for students in grades K-2
 - * At the middle and high school levels the Early Warning System can be used to help determine if Tier II supports are needed.
 - Team agreement
- Criteria for movement to Tier III
 - Student must receive a minimum of 6 weeks of Tier II intervention
 - Progress monitoring data indicate a minimum of THREE data points below the goal line
 - Universal screener data must be below the 11th percentile
 - A minimum of ONE revised intervention strategy (at least TWO strategies in total)
 - Team agreement
- Criteria for movement to Tier I
 - Progress monitoring data indicates steady progress and a minimum of THREE consecutive data points meeting goal
 - Team agreement

ASSESSMENT FOR RTI

Tier II:

Tier II instruction is typically provided in a small group setting (5-8 students), at least 20 minutes a day, 3-5 days a week. Progress monitoring will occur bi-weekly.

Guiding Questions for Tier II Instruction

- Which students require additional supplemental instruction or practice based on analysis of their instructional needs in relation to Tier I standards of performance?
- How should students be grouped for small group instruction based on skill/content/subject area?
- Which students are making progress with current interventions and which students need revised interventions?
- Which students may need to be moved to Tier III?
- Which students are ready to transition back to Tier I instruction?

Progress Monitoring

Intervention	How Often	What?	By Whom?
Tier II	Every two weeks	MAP benchmark scores Lexia Reading STAR Progress reports Classroom assessment data (summative and formative)	Teacher

Progress monitoring should be documented at all levels. Documentation should include the student intervention tracking tool, school level agendas/minutes, grade-level PLC agendas/minutes, the student intervention plan (which houses progress monitoring data), and progress reports.

TIER III: INTENSIVE INSTRUCTION

Tier III provides Tier I core instruction in addition to interventions for students not making adequate progress in the curriculum and Tier II. Tier III 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 III 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 I and II.

For students with high abilities and others exceeding advanced expectations, Tier III 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.

Intensive, individualized interventions are implemented using evidence-based strategies designed to meet individual needs.

Note: Tier III 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 to focus on specific skill(s) for individual or small groups (1-3 students) 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 III) and is not making progress, the grade level PLC team will request progress-monitoring review by district instructional consultant to determine need for SPED

review/referral. If a referral has been made for a special education evaluation, the student will continue to receive RTI during the evaluation process and after if the student is determined not eligible for specially designed instruction. This may include an area that the student did not meet eligibility criteria.

Tier III Characteristics:

- Increased instructional time
- Small groups (1-3 students) or individual
- Precisely targeted skills at the appropriate level
- Explicit instruction utilizing research based strategies
- At a minimum, two evidence-based strategies will be utilized and data will be collected on each strategy by the interventionist. This data will be presented to the grade level PLC before movement back to Tier II or contacting the instructional consultant for folder review.

Decision Making Guidelines for Tier Movement

Tier III - Goal: 5% of student population

- Criteria for participation in Tier III group
 - Student must receive a minimum of 6 weeks of Tier II intervention
 - Progress monitoring data indicate a minimum of THREE data points below the goal line
 - Universal screener data must be below the 11th percentile
 - A minimum of ONE revised intervention strategy
 - Team agreement
- Criteria for movement to Special Education Referral

NOTE: The district instructional consultant and SPED consultant must review the Tier III data and documentation completeness before a student who has been through the RTI process is referred for a special education evaluation.

 - Student must receive a minimum of 6 weeks of Tier III intervention
 - Progress monitoring data indicate a minimum of THREE data points below the goal line
 - A minimum of ONE revised intervention strategy (at least TWO strategies in total)
 - Benchmarking data indicates a score below the 11th percentile
 - Team agreement
- Criteria for movement to Tier II
 - Progress monitoring data indicates steady progress approaching the goal line
 - Team agreement

ASSESSMENT FOR RTI

Tier III:

Tier III 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 I and II. Tier III instruction is in addition to Tier I and Tier II instruction.

Guiding Questions for Tier III Instruction

- Are student needs appropriately matched to the intervention plan/strategies being used?
- Are both the academic and behavioral needs of students being met?
- Is student positive response to Tier III instruction successfully demonstrated in Tier I assessments?
- Which students are making progress with current interventions and which students need revised interventions?
- Does assessment data support the need for a special education evaluation?

Progress Monitoring

Intervention	How Often	What?	By Whom?
Tier III	Weekly	MAP benchmark scores Lexia Reading progress reports (K-5) Classroom assessment data (summative and formative)	Teacher/Interventionist

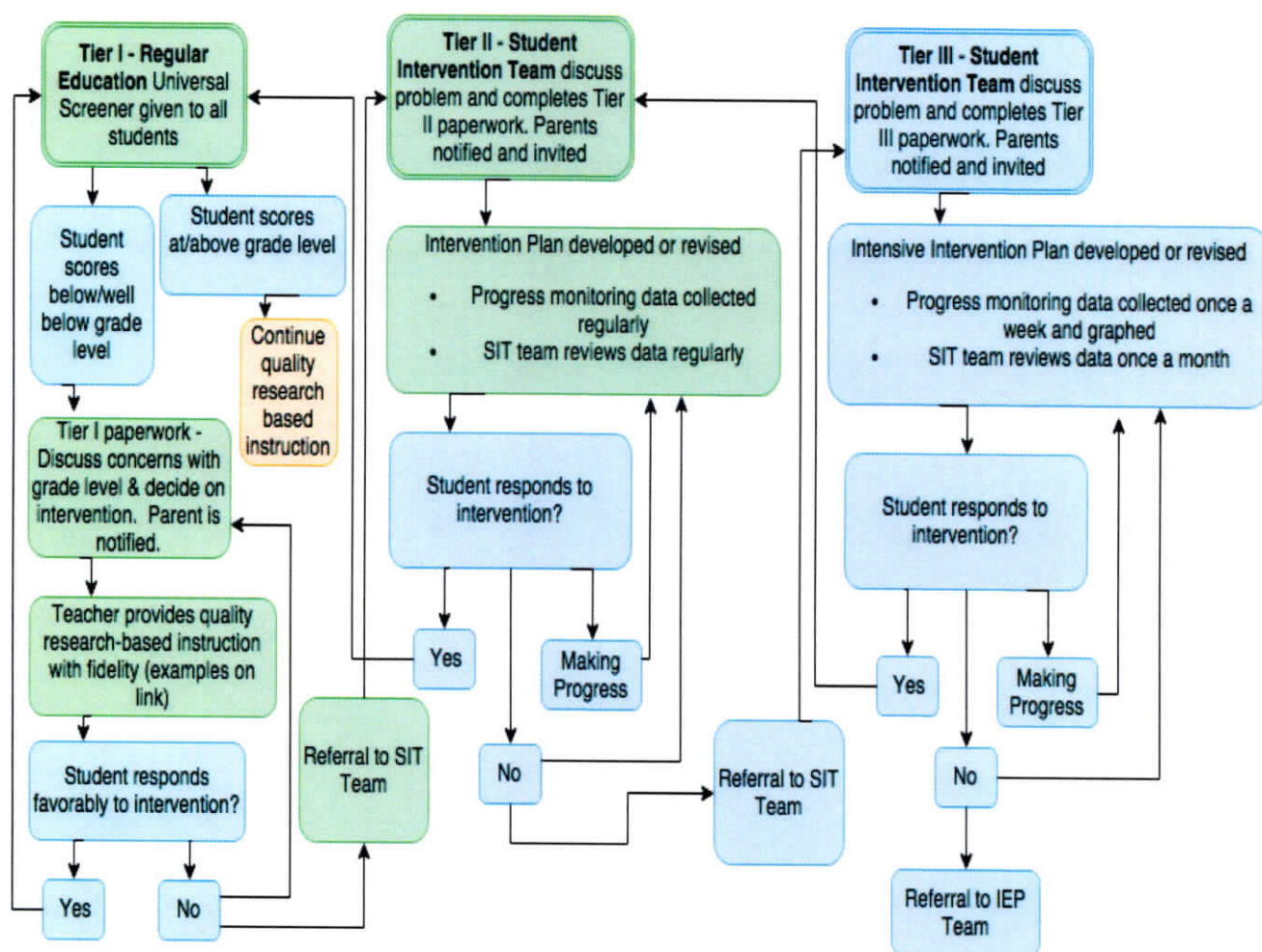
Timelines for Students in Tier I, II and III

Duration of time students receive intervention varies. After a minimum of 6 weeks of progress monitoring, the appropriate grade level PLC team will review data to see if a student is on track for achieving goals. Next steps will be determined based on data, including dismissal from the tier, continuing/increasing intervention, revising the evidence-based strategy, or adjusting the goal of the student. Progress monitoring of students will occur at least once a month during a designated grade level PLC meeting.

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 I	Weekly during Regular Class Instruction	Regular Class
Tier II	3 days a week a minimum of 20 minutes in addition to regular classroom instruction	Regular Class or Small Group In-class or Pull-out
Tier III	4-5 days a week minimum of 30 minutes in addition to regular classroom instruction and Tier II 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

Floyd County Academic MTSS Flowchart



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 supports deeper learning.

Enrichment activity examples include:

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

- Field trips

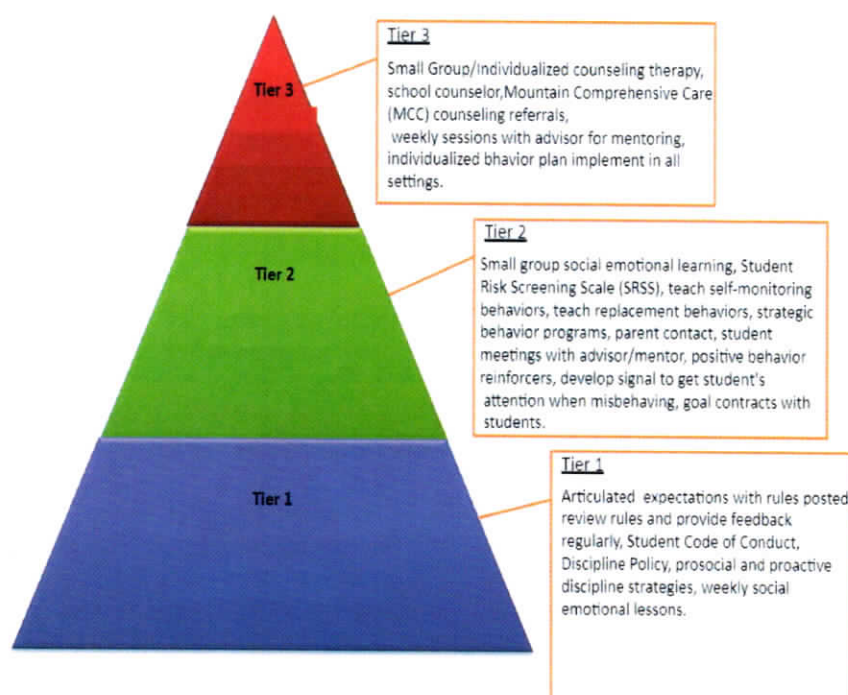
For further enrichment guidance and more examples of enrichment activities to extend learning please see the [Floyd County Schools Gifted and Talented web page](#).

Intervention Level	Students Targeted for Intervention/Enrichment Services
Tier I (regular classroom)	All students regardless of district benchmark scores will be provided with Tier I instruction in a whole and/or small setting
Tier II (small group)	Students scoring below average on measures such as MAP (progressing and beginning student performance levels), Lexia reading,, classroom data assessments-formative and/or summative, attendance, office discipline referrals.
Tier III (small group or individual)	Students scoring at or below the 10th percentile on measures such as MAP (progressing and beginning student performance levels), Lexia reading, classroom data assessments-formative and/or summative, attendance, office discipline referrals.
Enrichment <u>(small group)</u>	Students scoring Proficient or Distinguished on K-PREP or those scoring proficient or above on MAP or GT assessment

BEHAVIOR

The goal for most educators, parents, and other professionals is to provide amazing opportunities for ALL Floyd County students in a safe, supportive learning environment. To reach that goal, Floyd County School District has adopted a three-tiered model of behavioral support. Interventions are developed at **Tier I – Universal**, **Tier II – Targeted**, and **Tier III – Intensive** levels to teach ALL students what they must do to be successful.

Continuum of School-Wide Positive Behavior Supports



Tier I - Universal (School-wide)

Tier I instruction is the universal support that is provided to all students in the school building. Ideally, this should be an effective behavioral strategy for about 80% of the students. At this level, articulated expectations with rules are posted. A review of rules and feedback provided regularly (Student Code of Conduct and Discipline Policy). Prosocial and proactive discipline strategies and weekly Social Emotional Learning lessons will be taught. There will be a number of students who are at-risk for behavioral difficulties and will require more intensive social-emotional and behavioral support.

Tier II - Targeted (small groups or students at-risk for chronic behavioral issues)

At Tier II, students may receive small group social emotional learning (7 Mindsets), Student Risk Screening Scale (SRSS), teaching of self-monitoring behaviors, teaching of replacement behaviors, strategic behavior programs, parent contact, student meetings with advisor/mentor, positive behavior reinforcers, develop a signal to get student's attention when misbehaving, and goal contracts with students. Direct instruction and lessons regarding social skills training, anger management, organization skills training, mentoring, or other small group intervention strategies.

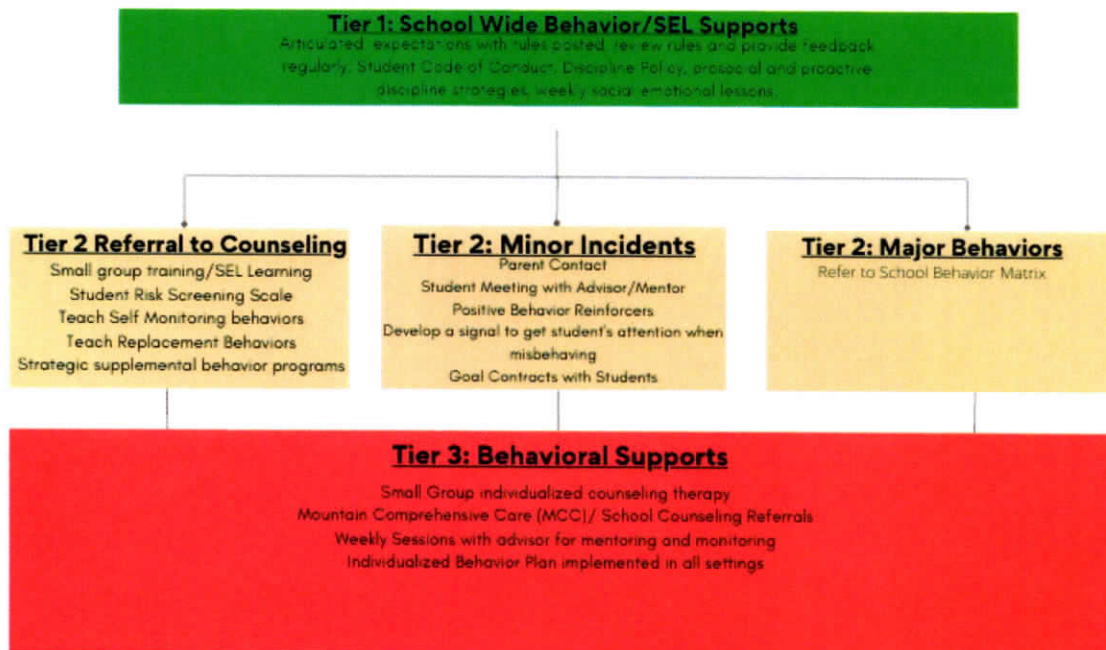
These students are at-risk and their needs can usually be met in small groups or with classroom modifications/accommodations. When those strategies are ineffective and the student is at intensive risk for behavioral difficulties, Tier III interventions are needed.

Tier III - Intensive (Individualized; wraparound)

In Tier III, interventions are more intensive, more frequent, and more individualized for the student. This will include referral with District School Counselor or Mountain Comprehensive Care (MCC) for one-on-one counseling, a behavior contract, and an individualized behavior intervention plan. At this level of support, a multi-disciplinary team usually meets to problem-solve the behaviors and come up with an intervention plan specific to the student.

Behavior Interventions

Floyd County Schools Behavior Flow Chart



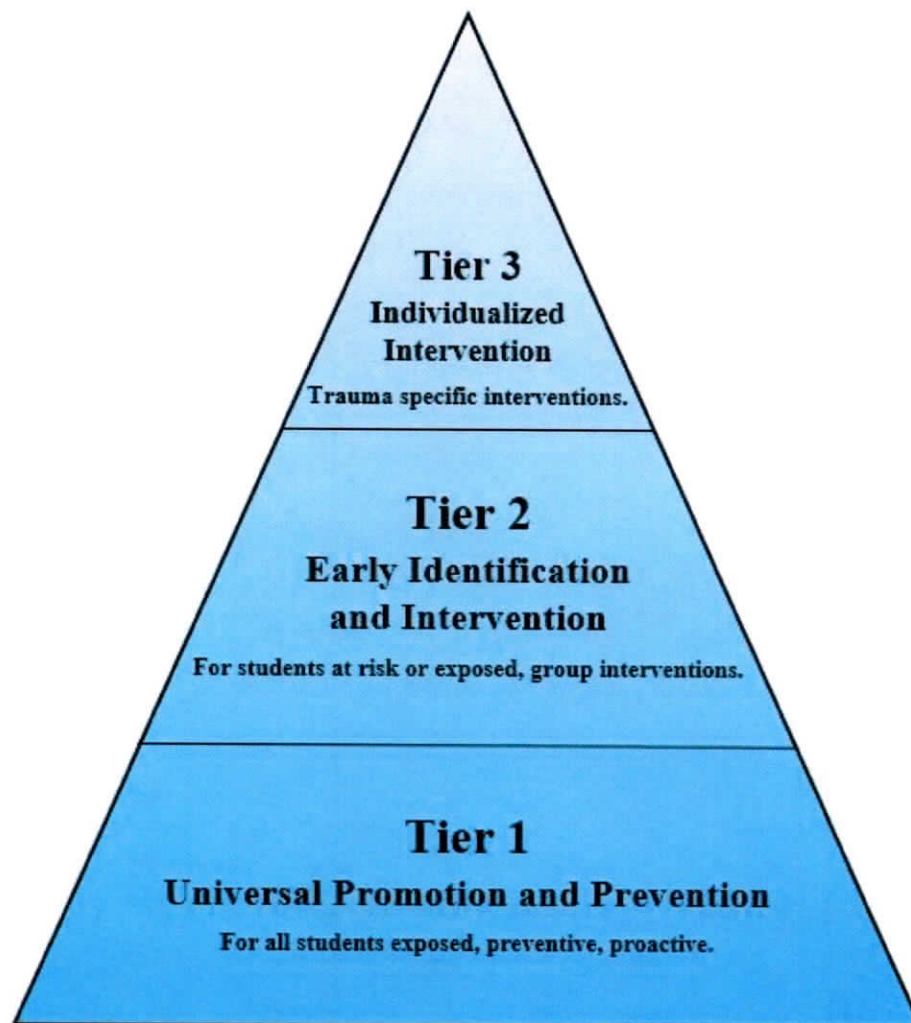
Family and Community Engagement

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.

Events	How to Involve Parents
Start of school year (all students)	<p>May send notice home to all parents, as appropriate, referencing MTSS process, universal screener to be used, benchmark scores, using Parent Portal, sharing contact information for supports (before, during and after school), and parent volunteering opportunities.</p> <p>Provide any necessary parent training for MTSS, Parent Portal, etc.</p>
MTSS Tier I Math and Reading Universal Screener scores Progress Reports/Report Cards	<p>Notify parents through written notice or document of universal screener scores</p> <p>Notify parents through written notice or document of progress reports, and report card postings</p>
MTSS Tier II Tier II Team meets to address problems of identified students Documentation of progress	<p>Send written notice to notify parents that a student has been identified for intervention. Sample Parent Letters</p> <p>Invite parents to attend meetings, solicit input from parents, send feedback to parent regarding meeting if he/she is unable to attend</p> <p>Send home RTI Progress Monitoring Form each nine weeks with traditional report card</p>
MTSS Tier III Tier III Team meets to address problems of identified students Documentation of progress	<p>Send written notice to notify parents that a student has been identified for intervention. Sample Parent Letters</p> <p>Invite parents to attend meetings, solicit input from parents, send feedback to parent regarding meeting if he/she is unable to attend</p> <p>Send home RTI Progress Monitoring Form each nine weeks with traditional report card</p>

Case Review	
• Decisions that result in more intense services	
*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.	

Trauma Informed Care Plan



[Link to Trauma Informed Care Plan](#)

Appendix A: Sample Letters



Floyd County Schools
442 RT 550
Eastern, KY 41622
(606)886-2354

SAMPLE LETTER FOR ACADEMIC ACHIEVEMENT

2021-2022

Dear Parent/Guardian,

In efforts to improve student achievement, Floyd County School District has implemented district-wide screenings for all students (K-12) that are administered three times a year (fall, winter, spring) to monitor student progress within the curriculum. Screenings are completed for reading, math, and writing to help identify students who may be having difficulty with one or more of these important skills. (CHILD'S NAME) has been identified as having a weakness in one or more of these areas according to our most recent screening.

A research-based intervention program has been implemented to assist your child with improving the identified area(s) of weakness. This intervention process coincides with the Response to Intervention (RtI) model that has been adopted within the Floyd County School District. RtI is the practice by which students receive high-quality instruction and research-based interventions to meet individual student needs. Students are monitored weekly or bi-weekly to assist with decision-making regarding instructional and/or intervention changes. Regular team meetings are held to determine progress for your child. You will be provided updated progress for your child as team meetings are held.

School staff will be in contact with you to answer any questions or concerns that you may have regarding the RtI process. We value your help in improving your child's academic skills for optimal school success.

Below is a review of your child's current benchmark data that indicates a need for more intensive intervention services.

MAP Scores	Your child's score	Benchmark score (goal)
MATH		
READING		

Thank you,

Principal's Signature



Floyd County Schools
442 RT 550
Eastern, KY 41622
(606)886-2354

SAMPLE LETTER FOR BEHAVIOR

2021-22

Dear Parents/Guardian,

In order to provide the most effective education for ALL students, Floyd County Schools implements the Floyd County Schools Intervention System (RtI) which utilizes a three-tier approach with varying levels of support beyond that used as regular classroom expectations and behavior plans. This intervention system is a preventative model that is aimed at identifying students who exhibit behavioral concerns early before they fall significantly behind in academic achievement due to behavior.

The RtI Team has identified concerns about (Child's Name) progress in the classroom through behavior observations and teacher documentation. Your child has participated in Tier 1 Interventions. At this point, your child exhibits behaviors that require more intensive, frequently monitored interventions through Tier II. Your child's teacher will be developing a behavior plan specifically designed for his/her needs within the regular education classroom. It is our hope that with this additional assistance, behavioral concerns will lessen so that maximum learning can be achieved. School staff will be in contact with you to answer any questions or concerns that you may have regarding the RtI process.

Thank you,

Principal's Signature

Appendix B: GLOSSARY

GLOSSARY

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.

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.

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 (DEI): A systematic instructional process that emphasizes the use of carefully sequenced steps that include demonstration, modeling, guided practice, and independent application.

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 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)

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.

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?

Intensive Intervention (Tier III): Tier III 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.

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).

Positive Behavioral Interventions and Supports (PBIS) : 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.

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 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.

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

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 II): Tier II 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.

Universal/Core Instruction (Tier I): 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 conduct 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.

Appendix C:

Evidence-Based Resources

Evidence-Based Reading Strategies	
Phonics/Phonemic Awareness	Sight Words/Vocabulary
Geodes Foundations and Foundations Intervention resources Letter/Sound Matching LLI Differentiated, personalize instruction	How To: Build Sight-Word Vocabulary: 4 Methods How To: Build Sight-Word Vocabulary With the Reading Racetrack Letter Cube Blending
Fluency	Comprehension
Error Correction & Word Drill Techniques How To: Increase Reading Fluency With a Group Repeated-Reading Intervention Geodes Foundations Timed Repeated Reading Choral Reading Teacher Paired Reading Shared Reading LLI Differentiated, personalized instruction	"Click or Clunk?": A Student Comprehension Self-Check Advanced Story Map How To: Improve Reading Comprehension With a Cognitive Strategy: Ask-Read-Tell Keywords: A Memorization Strategy Main-Idea Maps Mental Imagery: Improving Text Recall Oral Recitation Lesson Phrase-Cued Text Lessons Prior Knowledge: Activating the 'Known' Question-Generation Reading Comprehension Fix-Up Skills: A Classroom Toolkit Reciprocal Teaching: A Reading Comprehension Package How To Increase Reading Comprehension: Repeated Reading and Oral/Written Retell Text Lookback Graphic Organizers Foundations

Evidence-Based Writing Strategies	Evidence-based Enrichment Strategies
How To: Master Spelling or Sight Words: Cover-Copy-Compare Integrated Writing Instruction School Wide Strategies for Managing... WRITING Sentence Combining: Teaching Rules of Sentence Structure by Doing Spelling: Repeated Review of Spelling Words with Shared Rime Spelling: Self-Correction with Verbal Cues How To: Teach Student Writing Skills: Elements of Effective Writing Instruction Q-ACE 3.8 Paragraph Abel & Atherton Strategies Small Group and Individual Instruction	Prompting Guide Increase repetition Task Analyzed Directions Differentiation Computer Learning Peer Tutoring Mnemonic cues Multiple modalities Increase Response time Extended time Multisensory Techniques Graphic Organizers Increase visuals Audio Tapes of Literature Increase multi-sensory Flexible Grouping Sessions with Gifted and Talented Coordinator Floyd County Schools Talented and Gifted Program

Evidence-Based Math Strategies	
Early Math Fluency	Math Facts
Number Sense: Promoting Basic Numeracy Skills through a Counting Board Game	Taped Problems
	Math Computation: Increase Accuracy and Productivity Rates Via Self-Monitoring and Performance Feedback
Math	
Graphic Organizers Concrete-Representational-Abstract (CRA) Applied Math Problems: Using Question-Answer Relationships (QARs) to Interpret Math Graphics Math Problem-Solving: Combining Cognitive & Metacognitive Strategies Number Operations: Strategic Number Counting Instruction Self-Monitoring: Customized Math Self-Correction Checklists Direct, Systematic Instruction Self-monitoring Math Talks Manipulatives Peer Tutoring Continuous monitoring Multiplication Rhymes Drawing to Clarify Understanding	Math Computation: Increase Accuracy By Intermixing Easy and Challenging Computation Problems Math Computation: Promote Mastery of Math Facts Through Incremental Rehearsal Math Computation: Student Self-Monitoring of Productivity to Increase Fluency Peer Tutoring in Math Computation with Constant Time Delay How To: Improve Proficiency in Math-Facts Through a Self-Administered Folding-In Technique Incremental Rehearsal
Enrichment	Word Problems

Sessions with Gifted and Talented Coordinator Floyd County Schools Talented and Gifted Program	Math Problem Solving: Combining Cognitive and Metacognitive Strategies Applied Math Problems: Using Question-Answer Relationships (QARs) to Interpret Math Graphics
---	--

Evidence-based Behavior Intervention Strategies	
Defusing/De-escalation	Communication
Active Response Beads Calm the Agitated Student Reduce Disruptive Behaviors Through a Brief Escape Break: Class Pass	Effective Teacher Commands Precision Requests Working With Defiant Kids: Communication Tools for Teachers
Special Needs	Rewards
Extending Learning Forced-Choice Reinforcer Assessment: Guidelines Teaching Children With Developmental Disabilities: Classroom Ideas	Appropriate School Performance Jackpot! Ideas for Classroom Rewards Trouble-Shooting Reward Programs: A Teacher's Guide
PreK-2	Challenging Students
Use Language Strategies to Promote Engagement in Pre-K and Primary Grades Use a Zone Defense System to Increase Instructional Time in Pre-K and Primary Grades	'Rubber-Band' Intervention Identify the Big Ideas To Guide Behavior Management Breaking the Attention-Seeking Habit: The Power of Random Positive Teacher Attention Check-In/Check-Out Dodging the Power-Struggle Trap: Ideas for Teachers How to Reduce Disruptive Behavior Through Antecedent Physical Exercise Points for Grumpy Response Effort Response-Cost Lottery Strategies for Managing Strategies for Managing... Hyperactivity Strategies for Managing... Off-task/Inattention Teach Students to Change Behaviors Through Self-Monitoring Strategies for Working With Emotionally Unpredictable Students Talk Ticket Teacher Behavioral Strategies: A Menu Time Out From Reinforcement What Every Teacher Should Know About... Punishment Techniques and Student Behavior Plans 'Defensive Behavior Management': Advance lanning, Connecting With the Student, and Defusing Crisis Situations
Schoolwide Classroom/Mgmt.	

Improve Classroom Management Through Flexible Rules: The Color Wheel Critters!: Rewarding Positive Behaviors Establishing a Positive Classroom Climate: Teacher Advice Good Behavior Game Manage Classroom Behavior Through Group Self-Monitoring Manage Group Behaviors With the Element of Surprise: The Mystery Motivator Positive Peer Reports: Changing Negative Behaviors By Rewarding Student Compliments Preventive Graffiti and Vandalism: Enlisting the Power of Classrooms Respectful Classroom Safe Playground Strategies for Managing... Bus Conduct Smooth Classroom Traffic Strategies to Prepare Classrooms for Substitute Teachers Manage Groups Large and Small: The Teacher-Student Learning Game Classroom Check Up The Response Cost Raffle Improving Group Behavior with Randomized Group Contingencies The Good Behavior Game K-2nd 7 Mindsets lessons 3rd-5th 7 Mindsets Lesson Middle School 7 Mindsets Lesson High School 7 Mindsets Lesson	
--	--

Self-Management	Bullying Prevention
Teach Students to Change Behaviors Through Self-Monitoring Self-Monitoring of Attention to Instruction Improve Classroom Behaviors Using Self-Monitoring Checklists	Bullies: Turning Around Negative Behaviors Bullying: What It Is & What Schools Can Do About It Bystanders: Turning Onlookers into Bully-Prevention Agents Locations: Transforming Schools from Bully-Havens to Safe Havens Victims: Preventing Students From Becoming 'Bully-Targets'
Motivations	
Activities Classroom Finding the Spark: More Tips for Building Student Motivation Increase Motivation in Students: High-Probability Requests Motivation Challenge 2: The Response Effort to do the Work Seems Too Great Motivation Challenge 4: The Student Does Not See an Adequate Payoff for Doing the Work Motivation Challenge 6: The Student Lacks a Positive Relationship with the Teacher Teacher Praise: an Efficient Tool to Motivate Students	Encouraging Student Academic Motivation How to Encourage Students to Try: Growth Mindset Statements Motivation Challenge 1: The Student Cannot Do the Work Motivation Challenge 3: Classroom Instruction Does Not Engage Motivation Challenge 5: The Student Lacks Confidence the He or She Can Do the Work Build a Student Motivation Trap to Increase Academic Engagement School-Home Notes: enlisting the Teacher, Parent, and Student to Improve Behavior Help Students Accept Constructive Criticism: 'Wise' Feedback

Instructional Strategies		
Marzano's High Yield Strategies		
Reading and Writing Resources		
Kentucky Academic Standards International Reading Association Easy CBM Florida Center on Reading Research Ian Richardson	Jim Wright's literacy strategies PDF ReadWorks Reading A-Z Intervention Central Improving Adolescent Literacy: Effective Classroom and Intervention Practices	Achieve the Core What Works Clearinghouse Kentucky Writing Project National Writing Project Fountas and Pinnell
Math Resources		
Kentucky Academic Standards National Council of Teachers of Mathematics Network Desmos - Online graphing calculator Number Rock	KY Mathematics Math strategies from the University of Nebraska-Lincoln; College of Education and Human Sciences; Special Education and Communication Disorders Prodigy Math	Intervention Central Achieve the Core Mathwire Khan Academy Greg Tang Math: Educational Math Games Virtual manipulatives for various math concepts
Behavior Resources		
Positive Behavior Interventions and Supports	RTI Action Network Behavior Collaborative for Academic, Social, and Emotional Learning	Intervention Central Behavior Supports PBIS World
University of Louisville Academic and Behavioral Response to Intervention	RTI Action Network Center for Instructional and Behavioral Research in Schools	National Center for Learning Disabilities
Mental Health Resources		
Video series ISF Using an Interconnected Systems Framework in NITT, Project AWARE - Part 1: The "What and Why" of ISF Using an Interconnected Systems Framework in NITT, Project AWARE - Part 2: The "How" of ISF Using an Interconnected Systems Framework in NITT, Project AWARE - Part 3: The Outcomes of ISF Attendance Works		

[illegible]



Floyd County School District Response to Intervention Parent Progress Report

Student:		
DOB:	Grade:	Teacher:

Current RtI Tier:

- Tier 1
- Tier 2
- Tier 3

Area(s) of Concern:

• Reading	• Writing	• Math	• Behavior
• Language	• Medical	• Speech	• Cognitive
• Other			

As you are aware, your child is participating in the RtI process at _____ School because we have identified an area of concern that requires intervention in addition to the core instruction. We have met to discuss progress for the area of concern. Progress is noted below. If you have any questions please contact any administrator at your child's school

- **Student is progressing (student will continue with current intervention and Tier level within the RtI process or may exit RtI)**
- **Progress is sporadic (Intervention and/or Tier may be adjusted or changed to improve progress)**
- **There is minimal progress (we will be contacting you for a meeting to discuss how we can meet your child's current needs)**

Comments:

School Administrator

Date

Additional Resources to Support MTSS Tier II and Tier III Team meetings:

[Initial Meeting](#)

[Facilitator's Guide Initial](#)

[Meeting Participant](#)

[Guide](#)

[Progress Monitoring Meeting](#)

[Facilitator's Guide Progress Monitoring](#)

[Participant's Guide](#)