

# Sonora Elementary School District

## Multi-Tiered System of Support Implementation Plan

### Sonora Elementary One Education Program Beliefs

*With passion and conviction, we declare:*

1. *All students will thrive by being given access to appropriate and evidence-based curriculum that educates the whole child-intellectually, socially, and emotionally.*
2. *Children with special needs have the right to be included and valued in our school communities and to be free from discrimination.*
3. *Teachers will be provided with training and curriculum that are evidenced-based and which enable students to achieve their full learning potential.*
4. *The District will fund and support continuing education for teachers, support staff, administrators and parents in the areas of inclusion and research-based practices.*

### **Introduction**

In 2021, a strategic planning team met to develop the Sonora Elementary One Education plan. This multi-disciplinary team created a set of core beliefs and priorities. These beliefs and priorities continue to be valued by the Sonora Elementary School District. This MTSS Implementation seeks to further operationalize those priorities and outline steps for implementation. The identified priorities (adapted from the One Education Plan) are:

1. Develop and implement a multi-tiered system of support in which students' needs are identified and specific interventions provided in response to those needs.
2. Ensure a district-level system is in place in order to sustain the implementation of the multi-tiered system of support.
3. Develop an accountability system in which the multi-tiered system of support is evaluated for effectiveness.
4. Provide effective leadership and facilitate communication with staff and parents regarding the implementation and necessary revisions to the system to ensure effectiveness of the multi-tiered system of support.

### **Implementation**

*Priority 1: Develop and implement a multi-tiered system of support in which students' needs are identified and specific interventions are provided in response to those needs.*

#### **Universal Screening**

The foundation of a multi-tiered system of support is the identification of student needs. Universal screening is the process in which all students are assessed multiple times per year to identify areas of need. A Universal Screening process is proposed for grades K-8 and will screen in the areas of reading, mathematics, and social-emotional-behavioral. The Universal Screening process will be multifaceted and include both norm referenced benchmark assessment data as well as teacher provided information through a proposed Student Data Review Team (SDRT) process. Universal Screening will be administered by general education teachers with support from Special Education and Title 1 Intervention staff. The SDRT will be a multi-disciplinary team that will include administrators, specialized



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service providers, special education teachers, and general education teachers. Students identified below the 25%tile in the area of reading or math and identified by their general education teacher during the SDRT process will be provided with additional support services.

Universal Screening Matrix by Grade Level		
	Kindergarten	1st-8th
<b>Fall Benchmark</b> <b>K: August 16th</b> <b>1st-8th: October 16-27</b>	Reading: earlyReading (Letter Sounds, Onset Sounds, Concepts of Print, Letter Names)  Math: earlyMath (Numeral Identification, Match Quantity, Number Sequence)  Social/Emotional/Behavioral: SAEBRS	Reading: iReady Reading Diagnostic  Math: iReady Math Diagnostic  Social/Emotional/Behavioral: SAEBRS
<b>SDRT Meeting</b> <b>November 13-15th</b>	Teacher shares all academic, social, emotional, and behavioral needs identified based on classroom data and observation.	
<b>Winter Benchmark</b> <b>February 16-March 1st</b>	Reading: earlyReading (Letter Sounds, Onset Sounds, Nonsense Words, Decodable Words, Word Segmenting)  Math: earlyMath (Numeral Identification, Number Sequence, Decomposing)  Social/Emotional/Behavioral: SAEBRS	Reading: iReady Reading Diagnostic  Math: iReady Math Diagnostic  Social/Emotional/Behavioral: SAEBRS
<b>SDRT Meeting</b> <b>March 5-7th</b>	Teacher shares all academic, social, emotional, and behavioral needs identified based on classroom data and observation.	
<b>Spring Benchmark</b> <b>May 6-17th</b>	Reading: iReady Reading Diagnostic, earlyReading (Letter Sounds, Nonsense Words, Decodable Words, Word Segmenting, Sight Words-50)  Math: earlyMath (Numeral Identification, Number Sequence, Decomposing)  Social/Emotional/Behavioral: SAEBRS	Reading: iReady Reading Diagnostic  Math: iReady Math Diagnostic  Social/Emotional/Behavioral: SAEBRS

### Instruction and Support

It is proposed that a multi-tiered system of support be implemented to support all students in improving learning outcomes. Tier 1 support includes general education instruction and state adopted curriculum. It will also include supplemental/differentiated instruction provided to students identified as working below

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grade level or below the 25%tile. Tier 2 support includes supplemental small group instruction provided in addition to Tier 1 ELA and Math Instruction. Tier 2 support **will not** supplant Tier 1 ELA or Math

instruction. Tier 3 support includes specialized instruction for students who remain below the 25%tile or two grade-levels behind in either ELA or Math after consistent Tier 1 and Tier 2 services have been provided, with fidelity, for at least one full school year.

A variety of school personnel will be deployed to provide intervention within the MTSS system. Tier 1 Instruction will be provided by general education teachers. Tier 2 ELA intervention will occur during universal intervention blocks (WIN time) and be provided by general education teachers, Title 1 intervention teachers, special education teachers, supervised paraprofessionals, and psychologists/counselors. Tier 2 Math intervention will be provided for grades 4-8 during grade-level allocated math intervention time, through grade leveled groupings and push-in paraprofessional and/or intervention teacher support. Tier 3 is a replacement ELA or Math core. Tier 3 intervention will be provided by the Title 1 teachers, special education teachers, paraprofessionals, and/or psychologists/counselors.

<b>Curriculum &amp; Intervention Menu by Grade Level</b>									
	K	1	2	3	4	5	6	7	8
<b>Tier 1 General Education Instruction</b>									
ELA	<i>Wonders* &amp; WonderWorks*, Writer's Workshop*</i> , iReady Reading-60 minutes weekly (Classroom)					Collections, <i>Writer's Workshop*</i> , iReady Reading-60 minutes weekly (Classroom)			
Math	Savvas Realize Math, iReady Math-60 minutes weekly (Classroom)					Big Ideas Math, iReady Math-60 minutes weekly (Classroom)			
SEL	Second Step/School-wide PBIS Implementation, Teacher/Parent Communication								
<b>Tier 2 What I Need (WIN) Intensive, Strategic, Benchmark, Enrichment</b>									
ELA	SIPPS, Soday System iReady Reading mini lessons (Leveled across Grade-levels during WIN)			Soday System 2, Read Live, iReady Reading mini lessons (Leveled across Grade-levels during WIN)					
Math	iReady Math mini lessons (Classroom)								
SEL	Second Step or Other Counseling Groups, Check-in/out, Student Study Team (Psychologist or Counselor)								
<b>Tier 3 Specially Designed Intervention</b>									

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ELA	Sonday System 1 (SDC and Learning Center)	Sonday System 2 (Learning Center)	Read 180 Stage A (Learning Center)	Read 180 Stage B (Learning Center)
Math	Savvas Realize Math, iReady mini lessons, lesson repetition with additional practice, visuals and manipulatives (SDC and Learning Center)	Savvas Realize Math, iReady mini lessons, lesson repetition with additional practice, visuals and manipulatives (Learning Center)	Big Ideas Math, iReady Math mini lessons, lesson repetition with additional practice, visuals and manipulatives (Learning Center)	
SEL	Individual Counseling, Behavior Intervention Plans (Psychologist or Counselor)			

#### Progress Monitoring

- Tier 1: Utilize iReady Reading and Math Diagnostic/lesson progress and SAEBRS
- Tier 2 & Tier 3: Utilize iReady Reading and Math Diagnostic/lesson progress and SAEBRS. Intervention staff may also utilize FastBridge progress monitoring assessments: earlyReading, CBMreading, CBMcomp, earlyMath, CBMmath Automaticity, and/or CBMmath Process in order to measure progress on a weekly or bi-monthly schedule.
- All Tiers: Conduct multidisciplinary Student Data Review Teams before the start of the 2nd and 3rd Trimester in order to review Universal Screening Data, Progress Monitoring Data, and teacher collected data.

#### District-Level Support

*Priority 2: Ensure a district-level system is in place in order to sustain the implementation of the multi-tiered system of support.*

#### Commitment of Resources

In order to begin implementation of MTSS, multiple resources need to be provided by the District. These resources include administrative oversight, staffing, materials, training, and scheduling.

- Administrative:
  - Data Collection: Benchmark windows and SDRT days will need to be scheduled prior to the start of each school year as part of a master calendar. All assessment systems must be set up with class rosters uploaded and logins assigned to all assessors.
  - WIN Time: Administrative support is required in developing a master schedule that includes a universal WIN time per grade level in which 35 minutes of Tier 2 ELA will be provided daily.
  - Common Daily Schedule By Grade Level: It is necessary that administrators work with grade-level teams to develop a common daily schedule with allocated Tier 1 Reading and Math.
- Staffing:
  - Intervention Groups: iReady Diagnostic Benchmark 2 data suggests there is a need for 2-4 Tier 2 Reading groups operating simultaneously during each grade level's WIN.
  - Push-in or Grade-level deployments: It is recommended that paraprofessionals be deployed for Tier 2 Math intervention along with possible grade-level deployment. Paraprofessionals who push into the classroom should be assigned to monitor and support

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students who are on grade level. General Education teachers should provide Tier 2 Math intervention. Intervention support may provide pull-out or push-in support for Tier 2 or Tier 3 Math Intervention as needed.

- Psychologist and School Counselors: Psychologist and School Counselors will utilize data from SDRT and SAEBRS to identify students who need Tier 2 Social Emotional Learning Curriculum and include them in groups as appropriate.
- Materials:
  - Assessment: FastBridge Assessment system is recommended to support Universal Screening for K- ELA and Math. FastBridge also provides SAEBRS and academic progress monitoring probes at all grade levels for Reading and Math.
  - Curriculum:
    - Consider purchasing Wonders ELA curriculum for grades 3-5. This would aid in curriculum continuity and better support students who are working below grade level in the area of Reading.
    - Consider purchasing one set of WonderWorks per grade level for Tier 2 WIN time to be used with students one grade level behind in Reading grades K-5.
    - Consider purchasing Writer’s Workshop for all grade levels (24-25 school year).
    - Purchase additional Soday System kits as needed.
- Training:
  - Provide teacher and intervention staff training and/or instructional coaching for Wonders, Writer’s Workshop, Soday System, and Read 180.
- Scheduling:
  - Dedicate administrative resources to the development of a district schedule with universal screening timeframes, intervention blocks, and adequate staffing needs allocated.

#### Accountability

*Priority 3: Develop an accountability system in which the multi-tiered system of support is evaluated for effectiveness.*

#### **Monitoring Fidelity of Implementation**

In order to ensure the success of the proposed multi-tiered system of support, the District will need to engage in ongoing monitoring to ensure that the schedule is operational, the materials and supplies are present, the staff are available, and the interventions are implemented according to publishers recommendations. Administrative staff should allocate time to complete classroom walk-thrus and observations during intervention blocks to ensure that the system is being implemented. If barriers for implementation are identified, administrative staff should develop a solution to address the identified barrier.

#### **Evaluating Program Effectiveness**

Current baseline data suggests that there is a high need for support in both ELA and Mathematics across all grade levels. SBAC data from Spring of 2022 suggest that 51.7% of 3rd-8th grade students scored below State standards in ELA. In the area of Math, 67.66% of 3rd-8th grade students scored below State standards. It is recommended that State data from 2022 and 2023 be used as the baseline for measuring

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the impact of MTSS implementation within the District. Additionally, iReady diagnostic data showing the number of students scoring one or more years below grade-level should be monitored after each benchmark. Spring 2022 iReady data should be used as Baseline iReady data. A yearly data review should be conducted by the administrative team and should be shared at faculty meetings as well as with the School Board on an annual basis.

#### System Maintenance & Communication

*Priority 4: Provide effective leadership and facilitate communication with staff and parents regarding the implementation and necessary revisions to the system to ensure effectiveness of the multi-tiered system of support.*

#### **System Maintenance**

In order to continue operating an effective MTSS system, ongoing administrative support will be required in order to schedule, staff, provide needed materials, and training. During the annual data review, the administrative team should review needs and attempt to allocate needed resources to ensure the MTSS system is functional and effective. Any barriers identified should be problem solved and resolved.

#### **Communication**

Ongoing communication between administration, faculty, and community is vital to ensure MTSS continues to be implemented with fidelity. It is recommended that regular communication occur in a variety of forums including Faculty Meetings, Professional Learning Communities, and School Board Meetings. Individual student progress should also be provided during regular report card periods.

- Faculty Meetings: Regular communication with teacher teams should occur during faculty meetings regarding the MTSS logistics and/or challenges. Classroom, grade, and school-level data should be shared after each administration of Universal Screenings.
- Professional Learning Communities: Professional Learning Community meetings should include dedicated time to review classroom and grade-level data in grade level teams. These meetings should focus on teacher led curriculum adjustments and instructional strategies needed to meet the needs of target students.
- Board Meetings: Annual reporting of student progress utilizing both State testing and Universal Screening Data should occur. Reports should include baseline and current year performance comparisons, highlighting growth, the number of students to move up a level, and number of students per grade level served in each Tier of the MTSS system.
- Report Cards: Students who are identified for Tier 2 or Tier 3 intervention should have progress monitoring data provided during report card periods. Intervention providers will be responsible for collecting and creating Tier 2 and Tier 3 progress reports and sharing those documents with classroom teachers. Classroom teachers will include the progress reports with report cards sent home to parents.