Fairbanks North Star Borough School District
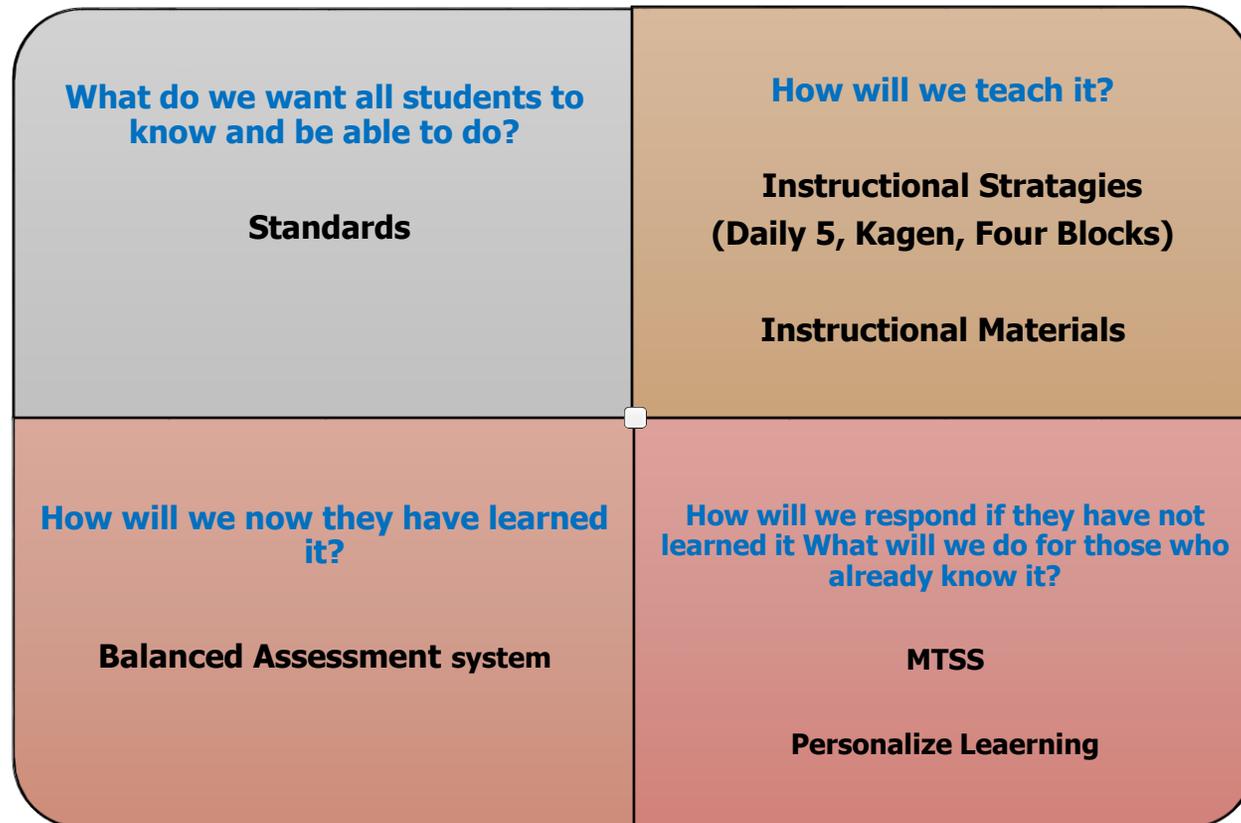
Multi-Tiered System of Support (MTSS) Guidelines

Introduction

Purpose of This Document

This document is designed to provide schools and teachers with common language, understanding, and guidelines of the Fairbanks North Star Borough School District Multi-Tiered System of Support (MTSS). MTSS guidelines supports the districts adopted framework of effective teaching - Danielson Framework for Teaching.

An effective MTSS process provides the structure to address the four questions asked by effective teachers:

What do we want all students to know and be able to do? **Standards**	**How will we teach it?** **Instructional Stratagies (Daily 5, Kagen, Four Blocks)** **Instructional Materials**
How will we now they have learned it? **Balanced Assessment system**	**How will we respond if they have not learned it What will we do for those who already know it?** **MTSS** **Personalize Leaerning**

Universal Screening	Progress Monitoring
Why: The purpose of universal screening is to identify what supports students might need to grow in their learning. **What**: The tools used for universal screening will be: • Grades K-2 - AIMSweb Plus Tests needed for composite scores in Early Literacy and Early Numeracy will administered. Individual sites may choose to give additional tests for more comprehensive data. • Grades 3-6 – Measures of Academic Progress (MAP) Tests in Math and Reading will be given to all students **Who:** Classroom teacher will administer the universal screeners to ALL students. **When:** All students will take the universal screeners three time per year. Once in the fall, once in the winter, and once in the spring. Resources: • AIMSweb Plus • MAP Resources	**Why:** Progress monitoring is a practice that helps teachers use data to continually evaluate student growth and learning in an effort to make more informed instructional decisions. **What:** The tools used for progress monitoring will be: • Grade K-2 – AIMSweb Plus • Grades 3-6 – MAP Growth **Who/When:** Progress monitoring schedule is: 1. Students who score between the 11th and 25th percentile on the fall benchmark assessment and are receiving Tier 2 supports should be progress monitored biweekly for 6 weeks. 2. Students who score between 1st and 10th percentile on the fall benchmark assess and are receiving Tier 3 supports should be progress monitored weekly for 6 weeks. Resources: • AIMSweb Plus • MAP Resources

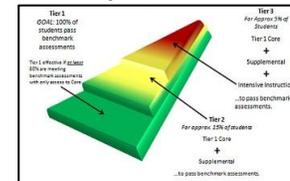| Data Analysis	Supports and Instruction
What: Classroom teachers and school level teams will interpret and analysis data to identify which supports students will receive. **When:** Data analysis will happen after each administration of the universal screening and following a six-week cycle of instructional supports. **How:** Using data from universal screening, Buildings will define the data analysis process for their site.	**What:** Tier 1 instruction and support is provided by the classroom teacher and refers to the core curriculum and instructional practices used. Instruction and support at Tier 1 includes: • evidence-based core curriculum delivered to all students • differentiated learning activities (e.g., mixed instructional grouping, peer tutoring, use of stations) to address individual needs • accommodations to ensure all students have access to the core instructional program Tier 2 instruction and support is the level at which more intensified supports, strategies, and group supports are provided. Tier 2 supports are provided in addition to Tier 1 instruction and accommodations and are delivered by the classroom teacher or designated professional. Tier 3 support relies on evidence based interventions that specify the instructional procedures, duration, and frequency of instruction. This level of support has the following distinguishing characteristics: • is evidence-based • relies primarily on small-group rather than whole-class instruction • involves a clearly articulated support which is followed with precision