

Havasupai Multitiered System of Support (MTSS) Program

General MTSS Process and Information

Havasupai Elementary School (HES) serves a population of underserved and economically disadvantaged students who reside at the bottom of the Grand Canyon, on the Havasupai Indian Reservation.

HES has developed an additional plan of support and review, in an attempt to further aid and support its students. To this end, all students will start on Tier One of the school's Multi-Tiered System of Support (MTSS) and receive additional levels of support as needed, and as outlined below. The following assessments and items will be used to gauge student progress and determine their levels of support: iReady Diagnostic Assessments for Reading and Math, Sounds in Action Phonemic Awareness Assessment, Literacy First Phonics Assessment, Happy Numbers, and Common Core Math Assessments.

All students will be screened for hearing and vision, prior to receiving additional MTSS supports.

HES will be implementing the MTSS to support all K-8 students. HES will designate at least one MTSS coordinator. The MTSS team will generally include the general education teachers, special education teacher(s), school counselor, and school principal. If one or more of these positions is ever unavailable temporarily, due to staffing issues or otherwise, they will rejoin the MTSS team as soon as possible.

The MTSS team will meet monthly, at a minimum, to review, discuss and make decisions regarding all students who need additional support or referrals for further evaluation.

Data Used for MTSS Decision Making and Movement

- Quarterly Grades - below 65% in reading, written expression (ELA), or math for two grading periods
 - minimum of a period of 9-weeks of documented remediation
- Spring Standardized Testing (BIE)
 - Approaches
 - Partially Meets
 - Did Not Yet Meet
- iReady Diagnostic Assessment for Reading and Math
 - 2+ grade levels below in any area
- Sounds in Action Phonemic Awareness Assessment
 - 2+ grade level below
 - PreK
 - Kindergarten
 - 1st Grade
 - 2nd Grade
- Literacy First Phonics Assessment
 - 2+ grade level below
 - Kindergarten

- 1st Grade
 - 2nd Grade
 - 3rd Grade
- Behavioral Concerns
 - 3 office referrals
 - has been suspended or expelled for more than 20 days in the current school year.
- Attendance
 - cumulative 10 absences/tardiness
 - screened for all students

All students will be provided with services and supports based on their individual needs.

The entry level for all students is:

- Tier 1 - supports may be offered to all students in the classroom as part of the school's universal design

For students needing additional support:

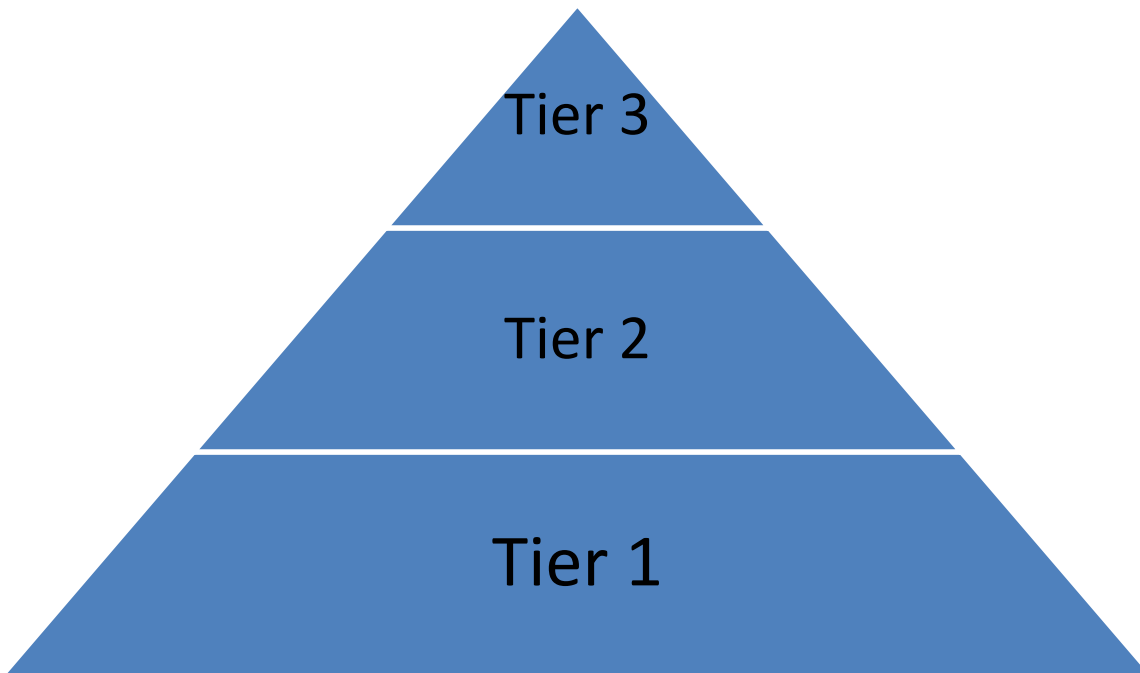
- Tier 1 support
- Tier 2 - supports are offered to students who need additional support assistance

For students needing the most support:

- Tier 1 supports
- Tier 2 supports
- Tier 3 - supports are offered in the most limited situations
 - are highly targeted for student success

Each student's tier placement will be re-evaluated after each 9-week intervention period. Movement between tiers will be determined by data collected and MTSS team consensus. Attendance is a big factor in the decision to transition student(s) to a more restrictive tier.

Tier 1, Tier 2, Tier 3 Interventions for MTSS students may be visualized as follows:



Exiting the MTSS Process

- To no longer qualify for Tier 2 MTSS supports, a student must meet success in **two** of the following:

Data Source	Data Taken Frequency	Criteria For Data	Grade Levels
iReady	3x yearly	on grade level 1 grade level below	K-8
Sounds in Action Phonemic Awareness Assessment	1x quarterly	on grade level 1 grade level below	K-3
Literacy First Phonics Assessment	1x quarterly	on grade level 1 grade level below	K-4
Happy Numbers	3x yearly	on grade level 1 grade level below	K-8
Happy Numbers Progress Monitoring	15 minutes daily	on grade level 1 grade level below	K-8
Common Core Math Assessments	1x quarterly	on grade level 1 grade level below	K-8
Mid-term and Quarterly Grades	2x quarterly	65% or above	K-8

- To no longer qualify for Tier 3 MTSS supports, a student must meet success in **three** of the following:

Data Source	Data Taken Frequency	Criteria For Data	Grade Levels
iReady	3x yearly	on grade level 1 grade level below	K-8
Sounds in Action Phonemic Awareness Assessment	1x quarterly	on grade level 1 grade level below	K-3
Literacy First Phonics Assessment	1x quarterly	on grade level 1 grade level below	K-4
Happy Numbers	3x yearly	on grade level 1 grade level below	K-8
Happy Numbers Progress Monitoring	15 minutes daily	on grade level 1 grade level below	K-8
Common Core Math Assessments	1x quarterly	on grade level 1 grade level below	K-8
Mid-term and Quarterly Grades	2x quarterly	65% or above	K-8

Behavioral Interventions

- Behavior Write-Ups
- Teacher Recommendation based on documentation
- Conduct a Functional Behavior Assessment (FBA)
 - develop Behavior Intervention Plan (BIP)
 - analyze success or failure of BIP
- Must be gradual release of intervention

