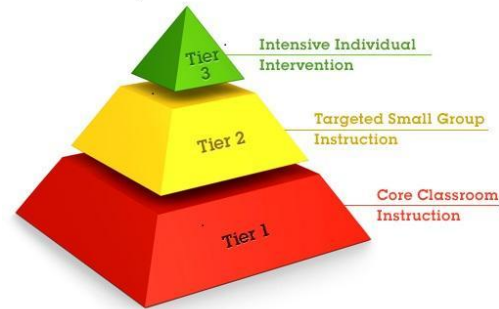


# 2022-23 Michigan Collegiate Elementary MTSS Plan



**Goal:** Michigan Collegiate Elementary School will implement a remediation and enrichment program focused on the progression of learning and success for ALL students.

## **Performance Indicators:**

P1: MTSS Level I Classroom Instruction is designed to meet the needs of all learners.

P2: MTSS Level II Supplemental Programming is designed to meet the needs of struggling or advanced learners struggling to meet growth goals.

P3: MTSS Level III Intensive Intervention Programming is designed to meet the needs of learners not progressing with supplemental programs.

P4: Students not progressing in MTSS Level III will be identified for Special Education.

P5: Compliance of restricted fund programs is adhered to.

**Process:** Supplemental intervention programs provide additional services to students at risk of meeting academic growth targets. These services are in addition to the regular classroom instruction and access to learning. They may be implemented in multiple ways as determined by the Intervention Program Coordinator as described by the procedures below.

**Structure:** The intervention program is structured by student need and the staff members assigned. Groups will be pulled-out of the classroom for reading/math support by interventionists or teachers. The physical arrangement and the most effective student/interventionist pairings will be determined by class size, student dynamics, size of highest need groups, etc.

**Scheduling:** Math Intervention and ELA Intervention blocks are scheduled into the daily schedule 30-45 minutes, 5 days a week. These are outside the core Math and ELA instructional blocks.

**Resources:** For intervention programming, resources are lessons that can be given in at least 30 minute increments, founded in mastery of skills, not content driven.

**Assessments:** Assessments are given on a regular basis to monitor mastery as well as transition students in and out of intervention groups. Progress monitoring should occur regularly on skills covered. Transitioning of students should be monitored every 30 days to address shifting students as skills are mastered.

**Grouping:** Students are grouped on student data by one of the following:

- NWEA Data Ranges
- DRA Levels
- Pre/post Test Data
- Skill or standard development

\*Students are grouped by learning level or skill to ensure that the focus of the group work can be very intentional, increasing both the efficiency and effectiveness of the intervention instruction.

**Documentation:** MTSS Data Walls will be completed by interventionists and teachers to track the skills addressed during the intervention blocks. Reading levels and mastery of skills will also be monitored and documented.

## Language Arts

	Tier I Students	Tier II & III Students
Instructional Group Size and Frequency	<p><u>Whole-class Instruction</u> Core Curriculum: Into Reading</p> <p><u>MTSS Block</u> Approximately 6-10 per group 5 days @ 45 minutes</p>	<p><u>Whole-class Instruction</u> Core Curriculum: Into Reading</p> <p><u>MTSS Block</u> Tier II: Approximately 4-6 per group 5 days @ 45 minutes</p> <p>Tier III: Approximately 2-4 per group 5 days @ 45 minutes</p>
Intervention/Enrichment	<p>Grades K-2: 5 Days Guided Learning (with strong focus on phonemic awareness, phonics, decoding, and writing using leveled readers and decodable books) <b>AT APPROPRIATE LEVEL</b></p> <p>Incorporate writing into guided reading when possible (based on district pacing guides) <b>AT APPROPRIATE LEVEL</b></p> <p>Grades 3-5: 5 days Writing <b>AT APPROPRIATE LEVEL</b></p>	<p>Grades K-2: 5 Days Guided Learning (with strong focus on phonemic awareness, phonics, decoding, and writing using leveled readers and decodable books) <b>AT APPROPRIATE LEVEL</b></p> <p>Incorporate writing into guided reading when possible (based on district pacing guides) <b>AT APPROPRIATE LEVEL</b></p> <p>Grades 3-5: 5 days Reading and/or Writing <b>AT APPROPRIATE LEVEL</b></p> <p>*Students not making progress during MTSS (Tier III) may receive the following: Intervention with a specialist, more targeted instruction, and/or smaller group size. If progress is still insignificant, student may be referred to special education</p>

<p>Identification Process</p>	<p>At or above grade level  K-3: DRA assessment and local phonics/phonemic awareness assessments  4-5: DRA and NWEA</p>	<p>Tier II:  Up to 1 year below grade-level  K-3: DRA assessment and local phonics/phonemic awareness assessments  4-5: DRA and/or NWEA</p> <p>Tier III:  1 year or more below grade-level  K-3: DRA assessment and local phonics/phonemic awareness assessments  4-5: DRA and NWEA</p>
<p>Exit Protocol</p>	<p>N/A</p>	<p>Attainment of grade level expectations on local phonics/phonemic awareness assessments and/or DRA assessment → Placement in Tier I enrichment during the scheduled MTSS block.</p> <p>Possible referral to Special Education</p>
<p>Progress Monitoring</p>	<p>District Monthly Common Assessments</p> <p>Periodic meetings with Rdg Specialists &amp; Teachers to discuss student progress</p> <p>Formative assessment during small group instruction</p>	<p>District Monthly Common Assessments</p> <p>Periodic meetings with Rdg Specialists &amp; Teachers to discuss student progress</p> <p>Formative assessment during small group instruction</p> <p>Extra progress monitoring assessments (Local phonics/phonemic awareness assessments and DRA)</p>
<p>Expanded Learning Time</p>	<p>Tutoring  Summer School</p>	<p>Tutoring  Summer School</p>

## Mathematics

	Tier I Students	Tier II & III Students
Instructional Group Size and Frequency	<p><u>Whole-class Instruction</u> Core Curriculum: Into Math</p> <p><u>MTSS Block</u> Approximately 6-12 per group 5 days @ 45 minutes</p>	<p><u>Whole-class Instruction</u> Core Curriculum: Into Math</p> <p><u>MTSS Block</u> Tier II/III: Approximately 4-6 per group 5 days @ 45 minutes</p>
Intervention/Enrichment	<p>Grades K-5: Do the Math <b>AT/ABOVE GRADE-LEVEL</b> w/ Enrichment materials</p>	<p>Grades K-5: Do the Math <b>AT APPROPRIATE LEVEL</b> w/ Intervention materials</p> <p>*Students not making progress during MTSS (Tier III) may receive the following: Intervention with a specialist, more targeted instruction, and/or smaller group size. If progress is still insignificant, student may be referred to special education</p>
Identification Process	NWEA and/or pretest data from Do the Math	NWEA and/or pretest data from Do the Math
Exit Protocol	N/A	<p>*Attainment of grade level expectations on Do the Math Post-tests and/or NWEA → Placement in Tier I enrichment during the scheduled MTSS block.</p> <p>*Possible referral to Special Education</p>

Progress Monitoring	Monthly Common Assessments  Periodic meetings with Math Specialist & Teachers to discuss student progress  Formative assessment during small group instruction and Do the Math 5 Day assessments	Monthly Common Assessments  Periodic meetings with Math Specialist & Teachers to discuss student progress  Formative assessment during small group instruction and Do the Math 5 Day assessments
Expanded Learning Time	Tutoring Summer School	Tutoring Summer School