



ALLEN PARK PUBLIC SCHOOLS

an uncompromising commitment to excellence

Riley Education Center

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Dear Elementary Staff,

As we look at our procedures for our Multi-Tier System of Support (MTSS), we wanted to send a note to ensure clarity of terms and process for our MTSS program. This year, we will have 3 types of meetings. Each meeting will serve a different purpose but be an important part of the MTSS program. Tier 1 programming and interventions will be discussed through the lens of our new literacy programs [Wonders 2023](#) and [UFLI](#). Below are a list of progress monitoring and benchmark assessments as used by our K-5 teachers.

- **MTSS Data Dive meetings** with [Reading Specialist](#), [Special Education Representative](#), and [Building Administrator](#)
- **1:1 Grade-level Dialogue meeting** with [individual Teachers](#) and [Building Administrator](#)
- **Child Study meetings** with [Special Education staff](#), [Social Workers](#), [Reading Specialists](#), and [Administrators](#)

MTSS DATA DIVE MEETINGS

The **MTSS Data Dive meetings** are to occur after Universal Screening data has been obtained three times per year with 8-week checks occurring after the 1st and 2nd Universal Screeners.

Focus will be on using universal screening data (see below) to identify students in need of Tier 2 intervention. Students will be assigned to or continue in an intervention group that best addresses their needs and incorporates regular progress monitoring.

- *As indicated, student progress should be reviewed as an MTSS Data Dive group every 8 weeks with changes being made to intervention groups as the data dictates. Meetings should take place*
 - *Early-October (after 1st Universal Screener),*
 - *Early-December (8-week check),*
 - *Early-February (after 2nd Universal Screener),*
 - *Early-April (8-week check),*
 - *Early-June (after 3rd Universal Screener)*
- *It is anticipated that such students will receive at least 8-12 weeks of documented interventions delivered with fidelity (regular attendance, intervention procedures followed, etc.), with adjustments in interventions made as needed (i.e. discontinued from intervention with return to Tier 1, discontinued from intervention with progress monitoring, adjusted intervention, referral to child-study meeting)*

Benchmark assessments (universal screening) for K-1

- ESGI (instructional support team to determine specific assessments)
- FastBridge for ALL in K-1 (to be completed by instructional support teams)
- NWEA
- BAS (K Spring; 1st Fall & Spring)

ESGI will be used to replace NWEA in K-1 for **qualifying criteria only** for academic support/tiered intervention. NWEA is still our benchmark assessment, as listed above.

Benchmark assessment (universal screening) for 2-5

- NWEA
- BAS (Fall/Spring, bottom 40% on NWEA in Winter)
- FastBridge for bottom 40% on NWEA

Suggested FASTBridge reports to review during the MTSS Data Dive meetings

- Detailed Group Report (by grade level)
- Screening to Intervention Report (by grade level)

When student data indicates that they are able to be discontinued from Tier 2 intervention (pull out reading with an aide), teachers will be provided with names and strategies that students are working on. The expectation will be that the classroom teacher will provide additional time in Tier 1 instruction for these students (stay extra in guided reading group, extra group time, etc.).

Reading Aides are to exit such students from their current intervention group in EduClimber (do not delete them), and enlist them in a Tier 1 Progress Monitoring only intervention group in EduClimber. Progress monitoring is to take place “as needed”, therefore attendance in the group will not be necessary.

1:1 DATA DIALOGUE MEETINGS

The **1:1 Data Dialogue meetings**, incorporating the classroom teacher and building administrator, will use data from the NWEA, Fast Bridge Assessment Suite, BAS, and other local data to discuss Tier 1 interventions within the classroom including mini lesson content, small group instruction and configuration, differentiation, etc... Additional interventions may also be developed and include additional targeted small group instruction in reading that occurs for 15 minutes, 3 times per week, for example. Such meetings are to occur monthly.

Suggested FASTBridge reports to review during the 1:1 Data Dialogue meetings

- Class List
- Detailed Group Report
- Individual Benchmark Report.

CHILD STUDY MEETINGS

Finally, **Child Study meetings** will focus on determining if students who have received at least 8-12 weeks of interventions through the MTSS process and have not seen improvement will need further testing to determine if they should be receiving special education services, or if other additional information is needed. These meetings are to occur as needed following MTSS Data Dive Meetings.

Suggested FASTBridge reports for Child Study meetings

- Individual Benchmark Report
- Progress Monitoring Report

It is important to remember that one needs to be viewing the FASTBridge system from a classroom teacher view in order to have access to the above-mentioned reports.

It is anticipated that with the above system in place, students will be intervened with quickly, monitored frequently, and transitioned seamlessly based on what the data dictates. Any written requests for Special Education Services will be followed by a meeting that ensures the student has exhausted all appropriate interventions through MTSS prior to being considered for such services.