

Multi-Tiered System of Support Model 2023-2025

Dryden Central School District



Our Mission

Educate and empower each learner to achieve excellence and build a better world.

1. Introduction

The Dryden Central School District utilizes a three-tiered approach to further Dryden’s mission to “Educate and empower each learner to achieve excellence and build a better world.” This model explains the steps in our Multi-Tiered Systems of Support (MTSS) process, in accordance with [Board of Education Policy #7618](#) and the [NYS RtI Guidance Document of October 2010](#).

Interventions are intended to prevent small learning gaps from becoming larger by identifying and addressing them early. In addition, New York State requires all schools utilize a system of tiered interventions before classifying a student with a learning disability in reading in grades kindergarten through four.

2. Assessment and Tiers of Intervention

Using the MTSS process, Dryden Schools provide assistance to students based on each individual’s unique needs. All students receive instruction using high-quality curriculum materials aligned to the New York State Standards. In addition, research-based interventions are provided, increasing in time and intensity as needed. Student response to the selected intervention is systematically tracked to determine the effectiveness of the student’s intervention plan. As students demonstrate the need for increasingly intensive interventions, they are moved to a higher tier.

Universal Screening

Three times per year all students are assessed for Reading and Mathematical proficiency using local assessments. This information, along with the results of annual New York State tests provides information on the quality of our Tier I academic program and allows us to identify students at risk for not meeting the New York State standards. Universal screening for social and emotional needs occurs three times per year via survey for students in grades 3-12. This information, along with attendance and discipline referral data is used to monitor school climate and to identify students in need of additional support on a regular basis.

Progress Monitoring

Using a response-to-intervention approach, individual student interventions are monitored and adjusted as needed. Progress monitoring is the practice of measuring student growth using data to determine how well a student is responding to an intervention. Using data obtained from progress monitoring faculty determine a student’s rate of progress, determine the effectiveness of interventions and decide whether to continue, modify or discontinue the intervention.

Tier 1

Tier 1 addresses the needs of all students and faculty. Tier 1 includes evidence-based, high-quality, teaching strategies for all students. It also includes social and emotional programs and supports available

to all students. Teachers consult with other specialists and team members for assistance to discuss alternative instructional approaches, and strategies for differentiation, for students who struggle before recommending students for Tier 2 services.

Tier 2

Tier 2 provides academic and social-emotional interventions to small groups of students who are not meeting expectations. Tier 2 is implemented when students are identified through the universal screening process as in danger of not meeting state standards for their grade level, or who show that they are in need of individualized social and emotional supports. At this stage, efforts to close gaps in student learning, or to address specific social and emotional needs, involve more targeted and individualized interventions in addition to regular classroom (Tier 1) instruction. Individual student needs determine the curriculum focus, group size, frequency and duration. Individual student progress is monitored every two to three weeks. All interventions at Tier 2 that go beyond what is available to students within their regular class schedule require written family notification and documentation of family contact.

Tier 3

Tier 3 provides intensive interventions to individual students who are still struggling after receiving extra support. This tier provides individualized academic instruction in a small group setting, typically one or two students, anywhere from 30 to 60 minutes per session, up to five days per week, as allowed within a given student's schedule. For social and emotional needs students may receive intensive one-on-one interventions including individualized counseling, or assistance from an outside provider. These academic and social emotional interventions will be implemented by a teacher, counselor, or highly trained professional in the area of need. A designated team will help the provider design, monitor, and document the intervention plan, which will include progress monitoring at least once per week. All interventions at Tier 3 require written family notification and documentation of family contact. Some Tier 3 students will be recommended to the Committee on Special Education (CSE) for further evaluation.

3. Service Delivery Model

A key component of a Multi-Tiered Systems of Support framework is the use of data to inform educational decision-making at the individual student, classroom, and school levels. Many different groups, teams, and committees come together to implement the MTSS model. These groups use data to monitor student success at multiple levels within the organization and make recommendations to help all students succeed.

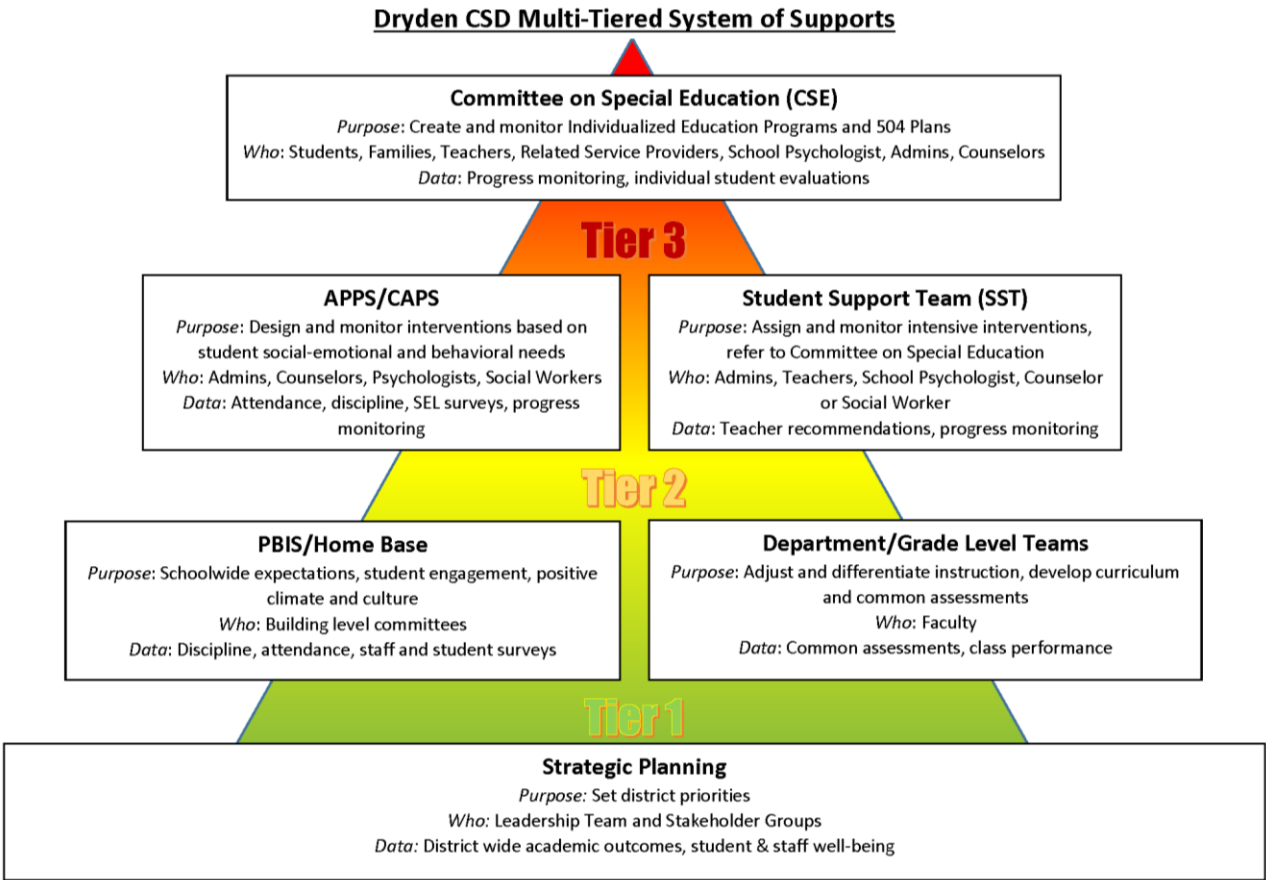
Strategic planning occurs annually at the district and building level, led by the Superintendent, and Building Leaders. This group is responsible for looking at longitudinal district-wide data and ensuring the district is on track to meet its mission to "Educate and empower each learner to achieve excellence and build a better world." This team sets priorities for the year and has a direct impact on the Tier 1 instruction provided to all students.

Each department and grade level meets monthly to monitor student growth and achievement in their subject area. These teams are empowered to make decisions about Tier 1 instruction, and make recommendations for Tier 2 interventions. Each building also has a PBIS or Home Base Committee that is responsible for monitoring and facilitating Tier 1 instruction in social and emotional well-being.

Students who continue to struggle academically, despite receiving Tier 2 interventions are recommended to the Student Support team. This team analyzes student data and creates a plan for intensive intervention. This team monitors the success of the Tier 3 intervention, and may make recommendations to the Committee on Special Education if warranted. Each building also has a team of administrators and other service providers (CAPS or APPS) that create and monitor individualized social, emotional, and attendance interventions that go beyond what is available in the classroom.

The Committee on Special Education delivers the highest level of support to students with disabilities. This team meets regarding individual students and is composed of teachers, psychologists, the student and their family to develop and monitor Individual Education Programs (IEPs).

This graphic shows the many groups that participate in the delivery of instruction, interventions and supports.



4. Academic Intervention Services

Academic Intervention Services (AIS) is the term New York State uses for additional instructional supports provided to students whose Universal Screening data indicates that they may not meet the New York State Standards. Students qualify for AIS based on the results of academic universal screening assessments.

Universal Screening for Academic Intervention Services

These screenings are characterized by brief testing of age-appropriate skills in math and English Language Arts (ELA). Screenings are conducted for the purpose of initially identifying students who are at-risk and require closer monitoring, further assessment, or supplemental instruction. Teacher referrals supplement these assessments.

At the secondary level Academic Intervention Services are provided to students who have failed to pass a Regent’s Examination required for graduation. In addition, multiple measures are used to indicate if students are at risk of not being successful on these required exams and are in need of additional support.

Students in Kindergarten through Grade 8 are eligible for academic intervention services if 50% or more of the available indicators show they are in need of additional support in either Mathematics or English Language Arts. A student may receive services in one, or both areas.

Please see the following table for information on assessments used to identify students at each grade level.

Grade K-3 English Language Arts indicators include: <ul style="list-style-type: none">• STAR* shows a student is in need of intervention (≤ 9 PR)• DIBELS** shows a student is reading significantly below grade level• Classroom teacher assessment shows performance is below grade level expectations
Grade 4-5 English Language Arts indicators include: <ul style="list-style-type: none">• Most Recent New York State test score is below the state cut point***• STAR* shows a student is in need of intervention (≤ 9 PR)• DIBELS** shows a student is reading significantly below grade level• Classroom teacher assessment shows performance is below grade level expectations
Grade 6-8 English Language Arts indicators include: <ul style="list-style-type: none">• Most Recent New York State test score is below the state cut point***• STAR* shows a student is in need of intervention (≤ 9 PR)• Scholastic Reading Inventory (SRI) shows a student is reading significantly below grade level• Classroom teacher assessment shows performance is below grade level expectations

Kindergarten & 1st Grade mathematics indicators include:

- Early Numeracy Assessment indicates student is below grade level expectations
- Curriculum embedded assessments demonstrate the student is well below grade level expectations
- Classroom teacher assessment shows performance is below grade level expectations

Grade 2 & 3 mathematics indicators include:

- STAR* shows a student is in need of intervention (<10 Percentile Rank)
- Mathematics fluency assessment in basic computations demonstrates the student is well below grade level expectations
- Classroom teacher assessment shows performance is below grade level expectations

Grade 4-8 mathematics indicators include:

- Most Recent New York State test score is below the state cut point (grades 4-8)***
- STAR* shows a student is in need of intervention (<10 Percentile Rank)
- Mathematics fluency assessment in basic computations demonstrates the student is well below grade level expectations
- Classroom teacher assessment shows performance is below grade level expectations

* STAR is a computer-based adaptive assessment that evaluates NYS standards and skills. Student scores are reported in terms of percentile ranks which indicate how students perform compared to national norms. A student who is below the tenth percentile is classified as being in need of “urgent intervention”.

** DIBELS stands for the Dynamic Indicators of Basic Early Literacy

*** Students with severe cognitive disabilities who take the New York State Alternative Assessment (NYSAA) will be considered below the cut point if they score a Level 1 or Level 2.

Grade 9-12 Indicators Include:

- NYS grade 8 assessment in Mathematics or English Language Arts is below the state cut point
- Does not achieve a passing score on a NYS Regents Examination
- Scholastic Reading Inventory shows student is reading significantly below grade level
- Classroom teacher assessment indicates performance is below grade level expectations

2022-23 MTSS Committee Members

Billi-Jo Lott, Elementary Mathematics Teacher, Chairperson

Bridget Commisso, Elementary Reading Teacher

Cheryl Covell, Director of Curriculum and Instruction

Gregory Harris, Middle School Assistant Principal

Lisa Harris, Instructional Coach

Joan Ludewig, Elementary Reading Teacher

Neal McDowell, High School Reading Teacher

Allison Peet, Interim High School Assistant Principal

Sarah Powell, High School Principal

Jessica Reynolds, Middle School Counselor

Cara Smith, School Psychologist

Katie Willson, Dryden ES Principal