

# BYRAM HILLS

## CENTRAL SCHOOL DISTRICT

### **Multi-Tiered System of Supports (MTSS) Plan**

*2019 - 2022*

***Includes Academic Intervention Services (AIS) and  
Response to Intervention (RTI)***

Revised: April 2019

**Dr. Tim Kaltenecker**, *Deputy Superintendent*  
**Ms. Jill Boynton**, *Director of Special Services and Health Services*  
**Ms. MaryBeth Crupi**, *Principal, Coman Hill Elementary School*  
**Ms. Peggy McInerney**, *Principal, Wampus Elementary School*  
**Ms. Kim Lapple**, *Principal, H. C. Crittenden Middle School*  
**Mr. Chris Walsh**, *Principal, Byram Hills High School*  
**Ms. Lisa Pellegrino**, *Chairperson, Mathematics Department 6 - 12*  
**Mr. Duane Smith**, *Chairperson, English Department 6 - 12*

# BYRAM HILLS CENTRAL SCHOOL DISTRICT

## *Multi-Tiered System of Supports Plan 2019 - 2022*

---

### INTRODUCTION

Byram Hills Central School District strives to meet the individual learning needs of each child through a rigorous yet differentiated academic program. At times, however, some students demonstrate a need for additional support in order to meet the New York State Learning Standards in English language arts, mathematics, science, or social studies. As a result, the District provides targeted academic support through a collaborative process to help students succeed. The following plan outlines the multi-tiered system of supports (MTSS), a framework which includes Academic Intervention Services (AIS), Response to Intervention (RTI), and Positive Behavioral Interventions and Supports (PBIS), provided by the Byram Hills School District and as required by the NYS Commissioner's regulation, 100.2.ee.

### MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

A multi-tiered system of supports (MTSS) is a framework to provide targeted and tiered interventions to students struggling to meet academic and behavioral standards. MTSS uses various screening and progress monitoring tools to determine if students are meeting the standards, and provides a tiered intensity to the levels of support, depending on student needs.

In Byram Hills, the MTSS model includes several components, described below. Each component contributes to the overall support to help students achieve excellence in all aspects of their learning.

#### **MTSS FRAMEWORK: ACADEMIC AND BEHAVIORAL TIERS OF SUPPORT**

The left side of the MTSS framework lists the academic tiers of support, which is our RTI model. The right side of the MTSS framework lists the behavioral tiers of support, which is our PBIS model.

**BYRAM HILLS CENTRAL SCHOOL DISTRICT**

*Multi-Tiered System of Supports Plan 2019 - 2022*

---

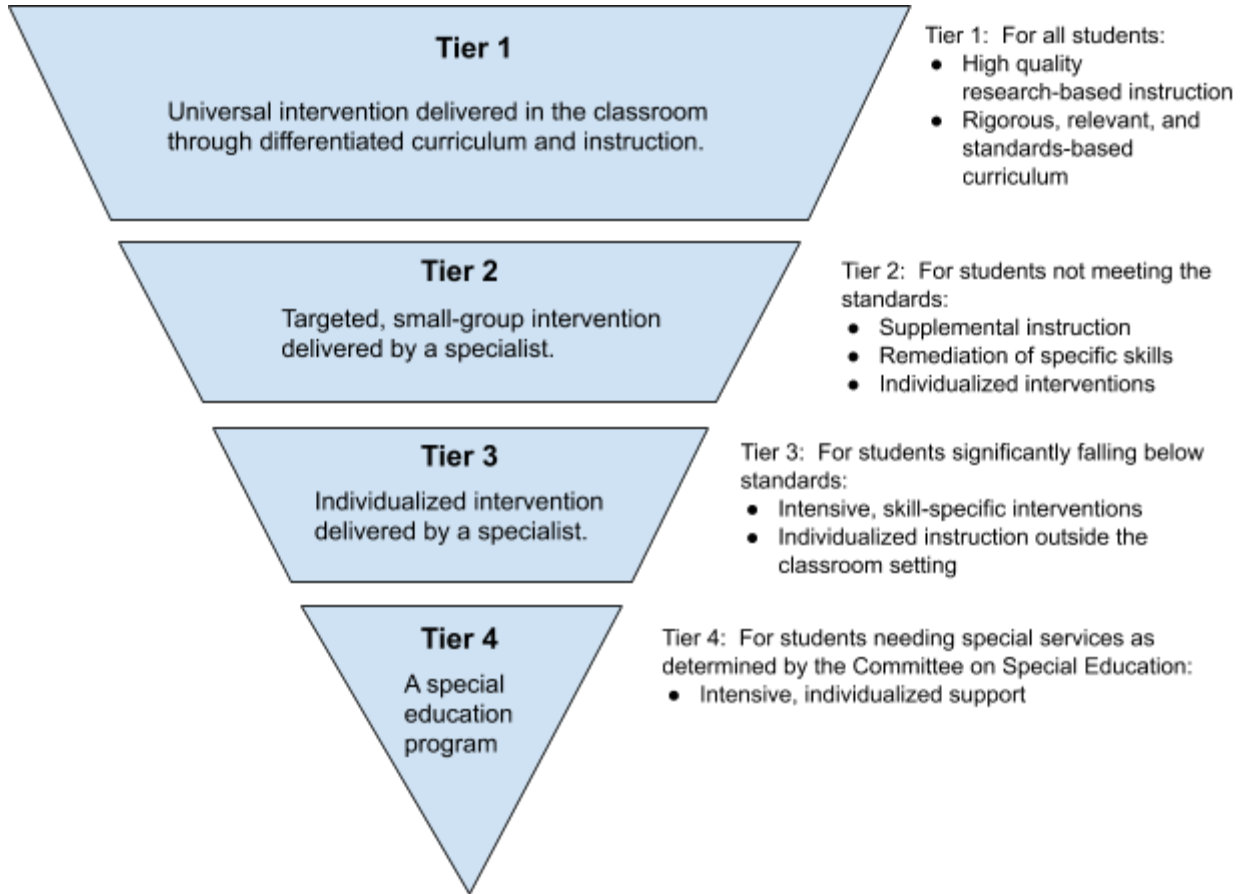
<b>ACADEMICS (RTI)</b>	<b>MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)</b>	<b>BEHAVIORAL (PBIS)</b>
All students receive high-quality curriculum and instruction in the classroom through differentiation.	<b>TIER 1</b>	All students are explicitly taught positive behavioral expectations. The teacher uses a consistent approach to classroom management.
The school provides supplemental instruction and remediation of skills, with progress monitoring, for students not meeting the academic standards.	<b>TIER 2</b>	The school provides supplemental targeted behavioral skill interventions, with progress monitoring, often in small groups.
The school provides intensive skill-specific interventions with frequent progress monitoring outside the classroom setting for students falling significantly below standards.	<b>TIER 3</b>	The school provides customized interventions with frequent progress monitoring in collaboration with administration, specialists and families.

**RESPONSE TO INTERVENTION (RTI): ACADEMIC SUPPORT**

Academic support is provided through a model called response to intervention (RTI.) RTI is provided in a multi-stage model depending on the level of intensity of support needed by the student. The student’s needs are determined through universal screening, interim assessments, summative assessments, and progress monitoring. The Byram Hills RTI framework is outlined in the chart below.

# BYRAM HILLS CENTRAL SCHOOL DISTRICT

## Multi-Tiered System of Supports Plan 2019 - 2022



### RTI IMPLEMENTATION

The implementation of the RTI model may vary in each school building. In general, the table below shows a guideline for what RTI looks like for students within each tier.

	INTERVENTION PROGRAM			Teacher to Student Ratio	Teacher of Intervention
	Frequency	Session Length	Duration		
<b>TIER 1</b>	Differentiation and small group instruction in the classroom.				Classroom teacher
<b>TIER 2</b>	1 to 5 times per week	20 to 45 minutes	4 to 8 weeks	1:4, 1:5 or 1:6	Classroom teacher, curriculum specialist, or special education teacher
<b>TIER 3</b>	4 to 5 times per week	40 to 60 minutes	6 to 8 weeks	1:1, 1:2 or 1:3	Specialist
<b>TIER 4</b>	Special services as determined by the committee on special education.				Special education teacher

**BYRAM HILLS CENTRAL SCHOOL DISTRICT**

*Multi-Tiered System of Supports Plan 2019 - 2022*

**POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)**

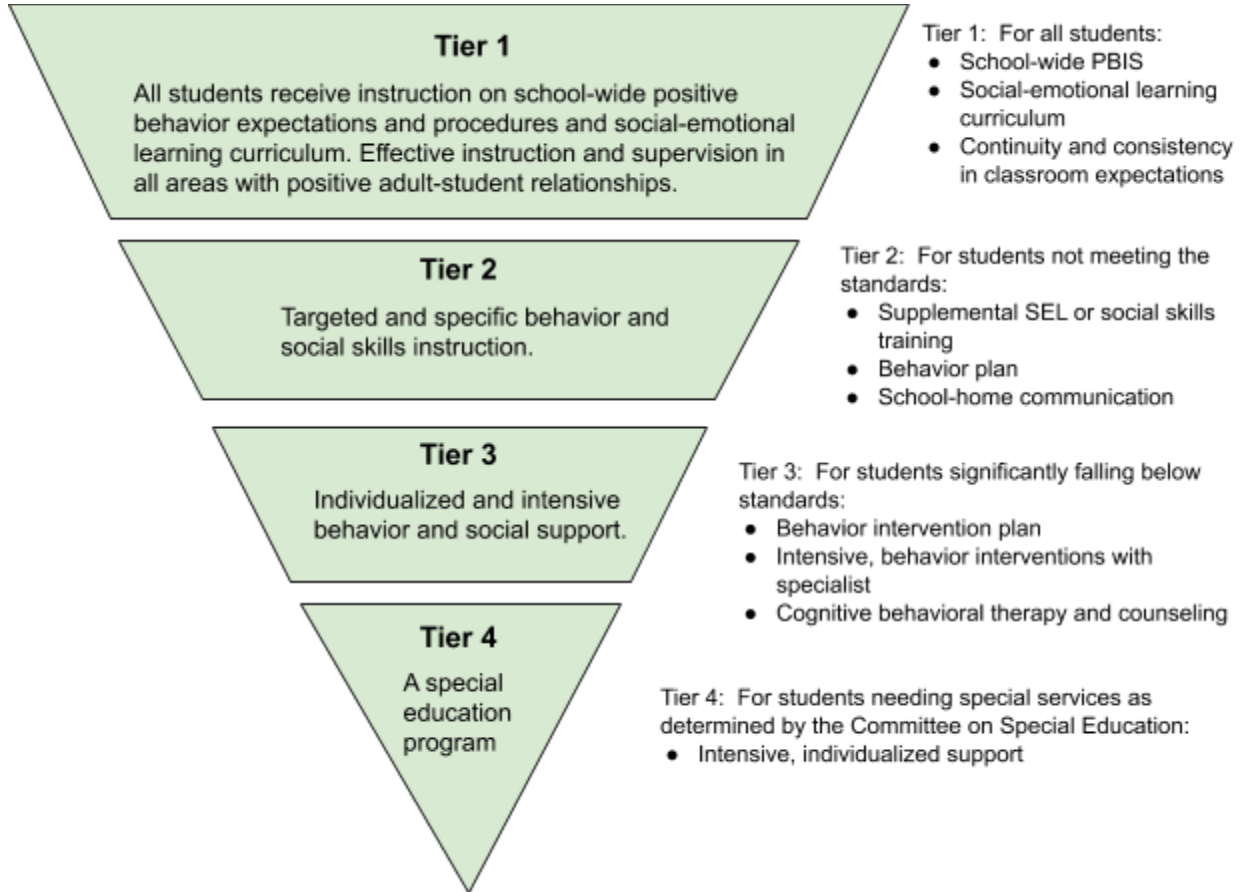
Positive behavioral interventions and supports (PBIS) is a framework for using evidence-based prevention and intervention practices along a continuum that supports students’ academic, social, emotional, and behavioral competencies. Each school building describes the appropriate behavioral expectations, and classroom teachers are trained in supporting students to meet these expectations. The PBIS framework for each school is described below.

	<b>PBIS Framework / Programs</b>	<b>Resources</b>
<b>Coman Hill Elementary</b>	<ul style="list-style-type: none"> <li>● Social-emotional learning curriculum</li> <li>● Kelso’s Choice</li> <li>● Behavior Plans</li> </ul>	<a href="#">K - 5 Code of Conduct - Child Friendly Version</a>  <a href="#">Home-School Connection</a>
<b>Wampus Elementary</b>		
<b>H. C. Crittenden Middle School</b>	<ul style="list-style-type: none"> <li>● #kindness</li> <li>● Recognition Program</li> <li>● Behavior Plans</li> <li>● Student Voice Circles</li> <li>● Guidance Grade Level Team Meetings</li> </ul>	<a href="#">All About HCC</a>  <a href="#">Pre-Referral Intervention Manual (PRIM)</a>  <a href="#">Code of Conduct</a>  Guidance Newsletter
<b>Byram Hills High School</b>	<ul style="list-style-type: none"> <li>● 9th Grade Mentor Class</li> <li>● Peer Leaders</li> <li>● Guidance Counselors</li> <li>● Assistant Principals</li> </ul>	<a href="#">Community Handbook</a>
<b>District-wide</b>	<ul style="list-style-type: none"> <li>● Character Education:                             <ul style="list-style-type: none"> <li>○ Respectful dialogue</li> <li>○ Respect for self and others</li> <li>○ Service and Kindness</li> </ul> </li> <li>● K-12 SEL curriculum (in development)</li> </ul>	<a href="#">Code of Conduct Policy</a>

# BYRAM HILLS CENTRAL SCHOOL DISTRICT

## Multi-Tiered System of Supports Plan 2019 - 2022

As with academic support, the District provides a system of support for student behavior as well. The model below shows the tiered support for behaviors.



### HIGH QUALITY CURRICULUM AND INSTRUCTION

A key ingredient to student success is a high quality, research-based curriculum. Curriculum and programs are selected by a committee of administrators and teachers. When possible, curriculum materials are piloted and assessment data is analyzed to determine the impact on student learning. Additionally, research-based instructional techniques are utilized to support student access to the learning goals. Monitoring of student learning throughout the instructional process provides teachers with valuable information regarding student learning in order to apply appropriate interventions as needed. Various techniques are utilized to differentiate the curriculum and instructional practices to ensure that all students meet and exceed the learning goals and content standards.

## **BYRAM HILLS CENTRAL SCHOOL DISTRICT**

### *Multi-Tiered System of Supports Plan 2019 - 2022*

---

#### **PROFESSIONAL LEARNING AND COLLABORATION**

Highly collaborative environments increase students' academic achievement. In Byram Hills, administrators, teachers, support staff, and families work together to support students. Teachers receive ongoing professional learning in content-specific areas, instructional techniques, assessment design, and other research-based strategies. Learning is supported during the school day, after school, and through workshops in the summer.

School faculty engages in dialogue with principals, department chairpersons, academic specialists, and special education faculty to maintain knowledge of support strategies for students.

#### **COLLABORATION WITH PARENTS AND FAMILIES**

Successful schools work closely with parents and families to support the students. Parents have many opportunities to get involved in their child's school and the District. The schools communicate academic progress several times throughout the year, through parent-teacher conferences, report cards, and other interim reports. The schools' administration, psychologists and guidance counselors maintain contact with families as needed.

#### **ACADEMIC INTERVENTION SERVICES (AIS)**

Students receive Academic Intervention Services (AIS) in the core academic subjects, English language arts, mathematics, science, or social studies, when they are at risk of not meeting proficiency levels on New York State assessments or based on local assessment measures. The services, which are in addition to the regular instructional program and special education services, may be provided during the regular school day or in an extended day program. Students may receive services based upon the school's Response to Intervention (RTI) plan as outlined above. The RTI process provides students with strategies and supports by classroom teachers or additional school personnel based upon students' needs as identified by the Instructional Support Teams.

The Byram Hills School District follows a district-wide process for implementing AIS and all aspects of the multi-tiered system of supports (MTSS) as outlined below.

# BYRAM HILLS CENTRAL SCHOOL DISTRICT

*Multi-Tiered System of Supports Plan 2019 - 2022*

---

## BYRAM HILLS DISTRICT-WIDE APPROACH

The Byram Hills approach to the multi-tiered system of supports is outlined below.

### **ELIGIBILITY CRITERIA**

Students are eligible for support services if they are not making adequate progress toward the learning goals or the content standards in the core academic subjects, or if they are at risk of not meeting proficiency standards on the NYS assessments, or not meeting the behavioral expectations.

### **SCREENING, ASSESSMENTS, AND PROGRESS MONITORING**

Various tools are used to screen students, monitor progress, and assess their learning and behavior. Some of the tools include:

- NYS assessments in ELA, mathematics, science, and social studies
- Student report card data
- Classroom assessments and grades
- Fountas and Pinnell Leveled Literacy (pilot in 2018-2020)
- Lexia
- iXL
- Reflex
- Math Navigator (pilot 2018-2020)

### **EXPLANATION OF SERVICES**

The level of services is determined by the classroom teacher, appropriate specialists, and the school-based instructional support teams using the MTSS, RTI, and PBIS models described above. Duration of services is based on the rate at which the students demonstrate proficiency as determined by the progress monitoring data, classroom performance, and/or NYS assessments.

### **INTERVENTIONS**

Examples of the academic and behavioral interventions are noted in the descriptions of RTI and PBIS above. Each building administration reviews the success of appropriate interventions with the instructional support teams and makes appropriate changes or additions as necessary.



## **BYRAM HILLS CENTRAL SCHOOL DISTRICT**

*Multi-Tiered System of Supports Plan 2019 - 2022*

---

### **EXIT CRITERIA**

Students are exited from support services based upon a demonstration of appropriate progress toward meeting the grade level learning and behavioral goals and expectations using progress monitoring data, classroom performance and recommendations from the instructional support teams.

### **PARENT NOTIFICATION**

The school will notify parents of students who require support services upon commencement of the support program. The support strategies and interventions, estimated duration of the services, and exit criteria from the services will be outlined. Parents will be notified when services are no longer necessary.

Communication regarding a student's progress will be given through regular school monitoring systems and/or report cards. Additional communications regarding student progress may be provided as needed. Parents are encouraged to remain in contact with the classroom teachers and the support teachers regarding their child's academic progress.

*The building-specific information is noted in the following sections.*

**BYRAM HILLS CENTRAL SCHOOL DISTRICT**

*Multi-Tiered System of Supports Plan 2019 - 2022*

---

**COMAN HILL ELEMENTARY SCHOOL**

**WAMPUS ELEMENTARY SCHOOL**

**ELIGIBILITY CRITERIA K-5**

- Lack reading readiness / literacy skills
- At risk of not achieving proficiency on NYS designated performance levels
- Lack appropriate behaviors that promote learning

**EXPLANATION OF SERVICES**

- Consultation - Classroom teacher collaborates with specialist to support identified skills
- Tier 1 - Classroom teacher provides small group support for identified skills
- Tier 2 - Specialist provides push in or pull out instruction
- Tier 3 - Specialist provides intensive small group instruction with increased frequency

The level of services will be determined by the teacher / specialist in consultation with Instructional Support Team (IST).

**DURATION OF SERVICES**

Duration of services is based on student success rate as per progress monitoring data and classroom performance.

**EXIT CRITERIA**

The exit criteria are based upon progress monitoring data, classroom performance and recommendation from the IST.

**STUDENT DATA**

1. Cumulative Data File (K-5)
2. Student Work Samples and anecdotal data (reading, writing, math, conferring notes, parent information, observations)
3. Local Assessments (math and ELA)

## BYRAM HILLS CENTRAL SCHOOL DISTRICT

*Multi-Tiered System of Supports Plan 2019 - 2022*

---

### **LONGITUDINAL ARTICULATION**

Student data is recorded in the cumulative IST database. This data is used to make decisions regarding curriculum and instruction, placement, and social-emotional needs. In addition, teachers from the Coman Hill School and the Wampus School meet to articulate student needs.

### **FORMS:**

- ❖ Coman Hill Google Form

[https://docs.google.com/forms/d/e/1FAIpQLSeXCO\\_RNvbxO1qJvZGfxU8ScbHaVc6IEiAlvPiDsNzS91ldQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLSeXCO_RNvbxO1qJvZGfxU8ScbHaVc6IEiAlvPiDsNzS91ldQ/viewform)

- ❖ Wampus Google Form

[https://docs.google.com/forms/d/e/1FAIpQLSdS\\_IJHBHGfGOpntSjUU87DEt2XMh0IzU7i8yJb-eCL-vZgOg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdS_IJHBHGfGOpntSjUU87DEt2XMh0IzU7i8yJb-eCL-vZgOg/viewform)

All information written on the Google Form is automatically transferred to the IST spreadsheet.

### **IST MEETING**

Agenda is generated based upon completion of IST forms. Students are discussed and follow-up actions are determined and recorded. Follow-up notes are then electronically shared with all faculty members who work with the child.

- Follow-up Notes may include: Tier 1-3 intervention strategies and a follow-up date to return to the team (as needed) to discuss progress of interventions.

## BYRAM HILLS CENTRAL SCHOOL DISTRICT

*Multi-Tiered System of Supports Plan 2019 - 2022*

---

### H. C. CRITTENDEN MIDDLE SCHOOL

#### **ELIGIBILITY CRITERIA**

Students are eligible for Academic Intervention Services in the academic subjects, English language arts, mathematics, science, and social studies. Any student scoring below the NYSED Median Cut Point Score Between Level 2 and Level 3 will be considered for academic intervention services for the corresponding academic subjects. If no state assessment exists, services may be provided for students scoring below proficiency in classroom achievement.

The following procedures will be followed to determine eligibility for academic intervention services:

- The Child Study Team (CST) reviews the list of eligible students.
- CST will review the NYS assessments, classroom grades, and report cards.
- CST will review the following additional assessment data, including, but not limited to: Scholastic Reading Assessment, IRI, Read Naturally, Lexia, Razkid data, mid-module assessments, exit tickets, math naturally, and common local assessments, quizzes, and unit and quarterly exams.
- CST reviews background information on previous interventions and responses to such interventions.
- CST reviews any other evaluations and data on students.
- CST may request additional information from classroom teachers.
- CST makes recommendations for intervention services to building administration.
- Building administration schedules intervention services and communicates such services to teachers and parents as appropriate.

#### **EXPLANATION OF SERVICES**

The possible services include:

- Pull-out services by an academic support teacher or a specialist; the frequency per week is determined by the Child Study Team (CST)
- Progress monitoring of classroom achievement
- Consultation
- Other services as deemed appropriate by the CST

The level of services will be determined by the building principal in consultation with the CST.

## **BYRAM HILLS CENTRAL SCHOOL DISTRICT**

*Multi-Tiered System of Supports Plan 2019 - 2022*

---

### **EXIT CRITERIA**

The student will exit from academic intervention services upon reaching proficiency (level 3 or level 4) on the subsequent NYS assessment in the subject for which services were provided.

For other support services, and where no state assessment exists, the exit criteria are based upon progress monitoring data and recommendations from the CST. Support services may be reduced or eliminated, based on the data.

## BYRAM HILLS CENTRAL SCHOOL DISTRICT

*Multi-Tiered System of Supports Plan 2019 - 2022*

---

### BYRAM HILLS HIGH SCHOOL

#### **ELIGIBILITY CRITERIA**

Students are eligible for Academic Intervention Services in the academic subjects, English language arts, mathematics, science, and social studies. Any student scoring below the NYSED Median Cut Point Score Between Level 2 and Level 3 will be considered for academic intervention services for the corresponding academic subjects. If no state assessment exists, services may be provided for students scoring below proficiency in classroom achievement.

#### **PUPIL PERSONNEL TEAM (PPT)**

The Pupil Personnel Team (PPT) meets weekly to review the disposition of students, either as a status update or a clinical discussion. PPT reviews background information on previous interventions and responses to such interventions. The Team may request additional information from classroom teachers as needed. PPT will make recommendations for accommodations or intervention services to building administration, and then the school counseling staff will schedule intervention services and communicate such services to staff as appropriate. Additionally, PPT can make recommendations that a student be evaluated for special education services.

#### **EXPLANATION OF SERVICES FOR ACADEMIC SUPPORT**

A variety of services may be offered to support students' academic needs:

- Pull-out services by an academic support teacher or a specialist; the frequency per week is determined by the classroom teaching in consultation with the PPT and academic chairperson
- Push-in services by academic support teacher
- Progress monitoring of classroom achievement
- Consultation with school psychologist or guidance counselor
- Participation in a special instructional course as necessary to target areas of need
- Other services as deemed appropriate by the PPT

*Specific services and processes in the core academic subjects are noted below:*

## BYRAM HILLS CENTRAL SCHOOL DISTRICT

### *Multi-Tiered System of Supports Plan 2019 - 2022*

---

#### ENGLISH DEPARTMENT

*Below is the process for academic support:*

- Over the summer, the English chairperson reviews raw performance data from the ELA to determine students who may be in need of AIS support, amending these recommendations once scale scores are released. In addition, the chairperson solicits recommendations from the HCC administrative team, focusing on students who did not participate in the ELA test. Prior to the start of the academic year, the chairperson makes final recommendations for AIS support, scheduling those students for Writing Workshop, a course that provides support in reading and writing, one period per cycle.
- During the first semester, the English chairperson monitors student progress in English 9, using classroom performance to indicate current Writing Workshop students who no longer need AIS support and/or new students who will benefit from additional support. In general, students who fail to maintain a B average or better in the English 9 classroom are recommended for AIS support.
- During the second semester, Writing Workshop will be scheduled for those students still identified as performing below proficiency standards. The course integrates a variety of in-class assignments to provide the foundation for writing instruction and for the development of critical reading skills. Writing Workshop meets for two periods per cycle.
- Tier 2 RTI services will be determined and may be implemented based upon student assessment data.

#### MATHEMATICS DEPARTMENT

- Math teachers will monitor any student scoring below the cut scores and submit regular Progress Monitoring Report forms to the department chairperson and principal.
- Based on their 8th grade mathematics performance, students may be recommended for placement in the expanded Algebra 1 math class their freshman year, which is a smaller group of students that take Algebra 1 over two years (instead of one).
- Students may also receive support through an additional support class, Math Workshop.
- Tier 2 RTI services will be determined and may be implemented based upon student assessment data.

## BYRAM HILLS CENTRAL SCHOOL DISTRICT

### *Multi-Tiered System of Supports Plan 2019 - 2022*

---

*The survey questions below are used to monitor student progress in the academic support program:*

**Current Grade in Class:**

A/A+

B/B+

C/C+

D

F

**Has there been a drop in performance?**

Significant drop

Slight drop

No drop/increase

**Has the student been attending extra help?**

Yes

Once or Twice

Never

**Has the student been completing assignments?**

Mostly

Could use some improvement

Could use significant improvement

**Any immediate, urgent concerns about this student?**

Yes

No

**Any other information?**

### SOCIAL STUDIES AND SCIENCE DEPARTMENTS

- The chairpersons review student results from the 8th grade assessments. Students falling below proficiency on their assessments are monitored.
- Chairpersons meet with classroom teachers regularly to review student performance and plan Tier I strategies to support students.
- Tier 2 RTI services may be implemented based upon student assessment data.



## **BYRAM HILLS CENTRAL SCHOOL DISTRICT**

*Multi-Tiered System of Supports Plan 2019 - 2022*

---

### **EXIT CRITERIA**

The student will exit from academic intervention services (AIS) upon reaching proficiency (65 or better) on NYS Regents exams in the subject for which services were provided.

For other support services, and where no state assessment exists, the exit criteria are based upon progress monitoring data and recommendations from the classroom teacher in consultation with their administrator.