

Manchester Essex Regional School District Multi-Tiered System of Support

District Mission: The Manchester-Essex Regional School District (MERSD) provides a high quality, comprehensive, student-centered educational experience that supports students' academic, social, and emotional development and prepares them for a post-secondary educational or service experience, a career, and life as an engaged member of society.

Vision for MERSD Tiered Systems of Support: The District will ensure high quality tiered instruction across academic, behavioral, and social emotional domains and provide an inclusive environment that utilizes the concepts of Universal Design for Learning to foster equitable access for all students.

Definition of Tiered Systems of Support: MTSS is a multi-tiered system of support that offers a comprehensive continuum of systematic, evidence-based practices to ensure a proactive response to students' needs. Data collection and progress monitoring are integral in guiding decision making. Students move fluidly through Tier 1, 2, 3 supports based on progress monitoring data. Staff is allocated annually and throughout the year based on student need.

Areas of Focus:

Academic – Reading, Written Language, Mathematics

Behavioral – Positive Behavior Intervention Supports (PBIS)

Social Emotional – Social Skills, Emotional Regulation

Description of Tiers:

Tier 1:

Universally designed academic, behavioral, and social emotional curriculum, and instruction within the general education classroom.

Tier 2:

Targeted, small group support to address academic, behavior, and social emotional skill gaps within or outside the classroom setting. This supplements rather than replaces Tier 1 instruction.

Tier 3:

Short-term, frequent, and explicit focused interventions for students in need of more intensive support and instruction.

Universal Screening: Assessment of all students is completed three times per year utilizing a system of nationally normed, universal screeners. MERSD uses I-Ready Assessment System for universal screening.

Identification of Student Needs:

Student scores below the national norm are reviewed by the District Data Team to establish a list of students requiring tiered intervention.

- District Data Team reviews student scores, establishes students in need of targeted support based on District criteria, and determines starting tier for these students.

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Teacher leaders from Data Team hold building-based data meetings to review student data with classroom teachers.

- Data Teams will identify appropriate tiered supports and targeted interventions based on student needs.
- Teacher leaders from the district data team will continue throughout the year to facilitate data cycle meetings for classroom support and progress monitoring.
- The building-based Data Team creates a matrix for student skill deficits and planned interventions.

Instruction and Methodologies:

Interventions and supports will be delivered in small groups within or outside of the classroom setting by the classroom teacher and/or an interventionist. The continuum of research-based resources used to provide intervention instruction is differentiated by tier and matched to student needs.

Reading - Phonemic Awareness:

Heggerty Phonemic Awareness, Phonemic Awareness for Young Children, Explode the Code, Lively Letters, Wonders

Reading - Phonics:

Orton Gillingham Based Programs (e.g., Project Read, Recipe for Reading), Phonics First, Megawords, Wonders

Reading - Comprehension and Fluency:

Visualizing and Verbalizing, The Comprehension Tool Kit, Reciprocal Teaching, Read Naturally

Mathematics:

Everyday Math, Number Worlds, I Ready

Progress Monitoring: Formal progress monitoring assessment administered twice annually (mid-year and end-of-year) after fall screening.

Goal Attainment: When students meet the established grade level criteria (to be determined by the District Data Team), instruction will be provided in the general classroom setting.