



Multi-Tiered System of Supports Blueprint

June 2019

Respecting Our Traditions, While Embracing New Ideas



All Means
ALL
CENTER JUSD

Table of Contents

Superintendent's Message 1

Connecting to Our Commitments 1

 Local Control Accountability Plan (LCAP) Goals 1

 Commitment to MTSS 2

Introduction to MTSS: Key Components 1–4 3

 Multi-Tiered System of Supports Defined 3

 Key Components of the MTSS Framework 4

Tiered Support in Elementary School 6

Tiered Support in Middle School 7

Tiered Support in High School 8

Tier 1 Programs 9

Tier 2 Programs 10

Tier 3 Programs 11

MTSS Student Support Plan 12

 Tier 1 Universal Classroom Interventions Template 13

 Tier 2 Smart Goal Template 14





Superintendent's Message

Welcome to Center Joint Unified School District. Whether you are a student, family member, staff, or community member, we want you to feel welcomed and a part of our Center Community. At CJUSD, we focus on academic achievement and social emotional development through a Multi-Tiered System of Supports (MTSS).

We believe that ALL students CAN learn and achieve at high levels. It is up to us to assist ALL students in reaching their fullest potential. We believe it is our duty to empower students to realize their dreams by developing communication skills, reasoning, integrity, and motivation through academic excellence, a well rounded education, and being active citizens of our diverse community.

This Blueprint lays out our vision for a Multi-Tiered System of Supports for ALL students. I would like to acknowledge and thank those individuals who have contributed to the development of this document. We look forward to working together to ensure the success of every student.

Scott Loehr, Superintendent
Center Joint Unified School District



Connecting to Our Commitments

Local Control Accountability Plan (LCAP) Goals

Through a Multi-Tiered System of Supports (MTSS):

- Students will be challenged and supported to achieve **academic** success in a clean, safe environment.
- Students will be **college and career** ready.
- Students and families will be **engaged and informed** throughout the educational process.





Commitment to MTSS

At Center Joint Unified School District, we are committed to providing support to meet all of our students' academic, social/emotional, and behavioral needs through a three-tiered system of supports.

We use a collaborative approach to collect, analyze, and review student data to monitor the effectiveness of our system and ensure students have the resources and tools they need to successfully engage in school.

All students participate in Tier 1 research-based curriculum and social/emotional programs.

In addition to Tier 1, students who are not making adequate progress will be provided Tier II targeted supports and interventions based on their identified needs.

Tier III programs and services are provided for those few students who require supplemental, individualized, and customized intervention.

Introduction to MTSS: Key Components 1–4

The Blueprint’s purpose is to support sustainability of MTSS within the Center Joint Unified School District including systems, practices, and application of data. The Blueprint will be revised through the approval process of the district MTSS Task Force.

Multi-Tiered System of Supports Defined

A Multi-Tiered System of Supports (MTSS) functions as a *system that supports **all** diverse learners (including general education, special education, English learners, GATE/AP students) through a **framework** of academic, social/emotional and behavioral best practices. MTSS provides prevention, intervention, enrichment, and ongoing support in the most inclusive settings as guided by schoolwide data systems and progress monitoring. This framework organizes scientifically evidence-based resources to support students through a three-tiered format.*

In California, MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. California has a long history of providing numerous systems of support. These include the interventions within the RtI² processes, supports for Special Education, Title I, Title III, support services for English learners, American-Indian students, and those in gifted and talented programs. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students (CDE 2015).



Key Components of the MTSS Framework

CDE Definition	Center Joint Unified School District Definition
<p>1. High Quality, Differentiated Classroom Instruction</p> <p>All Students receive high-quality, standards-based (with a focus on CCSS), culturally-and linguistically-relevant instruction in their general education classroom settings by highly qualified teachers, who have high academic and behavioral expectations, attained through differentiated learning instructional strategies, such as Universal Design for Learning.</p>	<p>1. High Quality Research-Based Instruction</p> <p>All students will receive high quality research-based instruction that is delivered with fidelity utilizing a curriculum that is viable, rigorous, and standards driven. High quality research-based instruction is the first tier and is designed for all students. This core instruction is delivered by the classroom teacher. Teachers using high quality research-based instruction move through a systematic progression of direct instructional steps - explicitly state learning objective and purpose, teach, facilitate structured and independent practice, and then close and assess – while employing strategies to motivate and engage students and checking for understanding throughout the lesson.</p> <p>Teachers adjust and differentiate teaching and pacing in response to instructional goals, methods, materials, and assessments that can be customized and adjusted to provide multiple means of representation, multiple means of action and expression, and engagement to meet the students’ individual needs.</p> <p>Instruction should also include universal supports that are available to all students in both academics and behavior. Teachers should routinely use a variety of supports as soon as a student begins to struggle in their classroom. Strategies could include flexible grouping, differentiated instruction, re-teaching, and multiple opportunities for practice. Teachers may also adjust their method of instruction and provide additional support and/or accommodations</p>
<p>Universal Design for Learning (UDL) is a framework that embraces variability, removes barriers, and supports all students as expert learners through specific strategies that are based on what we know about how we learn.</p> <p>UDL is standards-based, goal-driven, and requires a paradigm shift in how we as educators approach the design of learning experiences.</p>	
<p>2. Systematic and sustainable change</p> <p>MTSS principles promote continuous improvement processes at all levels of the system (district, school site, and grade/course levels). Collaborative restructuring efforts made to align RtI², CCSS, identified key initiatives, collect, analyze, review data implement supports and strategies based on data are then refined as necessary to sustain effective processes.</p>	<p>2. Systematic and Sustainable Change</p> <p>A key component of an MTSS framework is the use of data to inform decision-making at the individual student, classroom, and school levels. Screening assessments, diagnostic assessments, and progress monitoring data inform decisions relative to risk status, tier or level, and specific type of interventions or enrichments needed to meet individual student needs. The district uses progress monitoring data and other data sources to examine the student’s level of performance and rate of progress over time.</p> <p>Parents are to be notified when their child has been identified for an intervention or enrichment beyond that provided to all students in the general education classroom; parents will have the option to agree to or decline the offered intervention or enrichment. Students who are identified for support in Tiers II and III will have information related to the interventions or enrichments employed and the student’s progress recorded in the district’s student information system.</p>



Key Components of the MTSS Framework, *continued*

CDE Definition	Center Joint Unified School District Definition
<p>3. Integrated Data System</p> <p>District and site staff collaborate to create an integrated data collection system that includes assessments such as state tests, universal screening, diagnostics, progress monitoring, and teacher observations at the site to inform decisions about tiered support placement, as well as data collection methods such as parent surveys for continuous systemic improvement.</p>	<p>3. Integrated Data System</p> <p><i>Universal Screening</i></p> <p>Screening is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills or behaviors. Screenings are conducted for the purpose of initially identifying students' levels and needs.</p> <p><i>Diagnostic</i></p> <p>Following universal screening, diagnostic assessments will be used to determine specific needs.</p> <p><i>Progress Monitoring</i></p> <p>Progress monitoring is the practice of assessing student performance using assessments on a repeated basis to determine how well a student is responding to instruction. Data obtained from progress monitoring can (1) determine a student's rate of progress, (2) provide information on the effectiveness of instruction and whether to modify the intervention, and (3) identify the need for further or additional information. Progress monitoring data is also used to determine a student's movement through tiers. The intensity of instruction/intervention will determine the frequency of progress monitoring.</p>
<p>4. Positive Behavioral Support</p> <p>District and school staff collaboratively select and implement schoolwide, classroom, and research-based positive supports for achieving important social and learning outcomes. A strong focus on integrating instructional and intervention strategies supports systemic changes based on strong, predictable, and consistent classroom management structures across the entire system.</p>	<p>4. Positive Behavioral Support (PBS)</p> <p>One of the foremost advances in schoolwide discipline is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. PBS is a tiered, systematic approach of positive behavior support for all students within a school. The purpose of PBS is to establish a school culture in which appropriate and positive behavior is the norm in all classroom and non-classroom settings.</p>



Tiered Support in Elementary School

Universal – Tier 1 (All Students)

ACADEMICS

Universal Screeners

Standards-Aligned Curriculum

Universal Design for Learning (UDL)

Integrated English Language Development (ELD)

BEHAVIORAL

Positive Behavioral Interventions & Supports (PBIS)

- Dudley
- Oak Hill

Leader in Me

- North Country

SOCIAL EMOTIONAL

Second Step



Universal + Supplemental – Tier 2 (Some Students)

ACADEMICS

Rotation/Workshop

Targeted Intervention

- Title 1
- pull out
- push in

Designated English Language Development (ELD)

Long-Term English Learner (LTEL)

BEHAVIORAL

Positive Behavioral Interventions & Supports (PBIS) – Tier 2

SOCIAL EMOTIONAL

Family Resource Center Services

Counselor

- Individual
- Group

Universal + Supplemental + Individualized – Tier 3 (Few Students)

ACADEMICS

Independent Living Skills (ILS)

Self-Contained Classes

1:1 Aides

Unique Learning System

Individualized Education Plan (IEP)/504 Services

SOCIAL EMOTIONAL

Educationally Related Mental Health Services (ERMS) Counseling

IEP/504 Services

Threat Assessment/Counselor/Resource Officer

Family Resource Center Services

Tiered Support in Middle School

Universal – Tier 1 (All Students)

ACADEMICS

Universal Screeners

Standards-Aligned Curriculum

Universal Design for Learning (UDL)

Integrated English Language Development (ELD)

BEHAVIORAL

Positive Behavioral Interventions & Supports (PBIS)

SOCIAL EMOTIONAL

Second Step

Question, Persuade, Refer (QPR)



Universal + Supplemental – Tier 2 (Some Students)

ACADEMICS

Corrective Reading

Academic Lab

Math Intervention

Designated English Language Development (ELD)

Long-Term English Learner (LTEL)

BEHAVIORAL

Positive Behavioral Interventions & Supports (PBIS) – Tier 2

SOCIAL EMOTIONAL

Family Resource Center Services

Counselor

- Individual
- Group

Universal + Supplemental + Individualized – Tier 3 (Few Students)

ACADEMICS

Independent Living Skills (ILS)

Self-Contained Classes

SCOE Self-Contained Class

1:1 Aides

Unique Learning System

Individualized Education Plan (IEP)/504 Services

SOCIAL EMOTIONAL

Educationally Related Mental Health Services (ERMS) Counseling

IEP/504 Services

Threat Assessment/Counselor/Resource Officer

Family Resource Center Services

Tiered Support in High School

Universal – Tier 1 (All Students)

ACADEMICS

Universal Screeners

Standards-Aligned Curriculum

Universal Design for Learning (UDL)
Beginning of August 2019

Integrated English Language Development (ELD)

BEHAVIORAL

Positive Behavior Supports

SOCIAL EMOTIONAL

Question, Persuade, Refer (QPR)



Universal + Supplemental – Tier 2 (Some Students)

ACADEMICS

Corrective Reading

Math Lab

Designated English Language Development (ELD)

Advanced English Language Development (ELD)

Long-Term English Learner (LTE)

McClellan High School

Academic Lab

SOCIAL EMOTIONAL

Family Resource Center Services

Counselor

- Individual
- Group

Universal + Supplemental + Individualized – Tier 3 (Few Students)

ACADEMICS

Independent Living Skills (ILS)

Self-Contained Classes

1:1 Aides

Unique Learning System

Individualized Education Plan (IEP)/504 Services

Structured English

SOCIAL EMOTIONAL

Educationally Related Mental Health Services (ERMS) Counseling

Best Buddies

IEP/504 Services

Threat Assessment/Counselor/Resource Officer

Family Resource Center Services

Tier 1 Programs

Tier 1 is considered the primary level of instruction and intervention, delivered by qualified personnel, and is always accessible to all students. The following matrix lists the approved Tier 1 programs at Center Joint Unified.

Academics

English Language Arts Curriculum		Mathematics Curriculum	
Transitional Kindergarten (TK)	Worlds of Wonder	TK–5	My Math
Grades K–6	Wonders ELA/Wonders ELD	Grades 6–8	College Preparatory Mathematics (CPM) Core Connections 1–3; Core Connections Integrated 1
Grades 7–8	Study Sync	Grades 9–11	College Preparatory Mathematics (CPM) Core Connections Integrated 1–3
Grades 9–12	My Perspectives	Grades 10–12	Geometry in Construction
Grades 10–12	Study Sync (<i>McClellan</i>)	Grades 10–12	Pearson Integrated Math (<i>McClellan</i>)

Behavioral

TK–Grade 8	Positive Behavioral Interventions and Supports (PBIS) (<i>Dudley, Oak Hill, Wilson C. Riles</i>)
TK–Grade 6	Leader in Me (<i>North Country</i>)



Social Emotional

Suicide Prevention	
Grades 7–12	Suicide Prevention: Question, Persuade, Refer
Social Emotional	
Grades K–8	Second Step



Tier 2 Programs

Tier 2 instruction is supplemental, small-group instruction designed for approximately 15% of students not making adequate progress in Tier I. Tier 2 interventions do not supplant Tier I instruction, but are provided in addition to what the student is receiving in Tier I. Interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures along with parent notification. Targeted instruction is provided by trained personnel who may push in, pull out, or have a designated class. The following matrix lists the approved Tier 2 programs at Center Joint Unified.

Academics

English Language Arts Curriculum		Mathematics Curriculum	
TK		TK–5	
Grades K–6	Wonder Works, Lexia - CORE 5	Grades 6–8	
Grades 7–8	Corrective Reading	Grades 9–12	
Grades 9–12	Corrective Reading (<i>Center High School</i>)		

Behavioral

TK–Grade 8	Positive Behavioral Interventions and Supports (PBIS) - Tier 2 (<i>Dudley, Oak Hill, Wilson C. Riles</i>)
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Social Emotional

Suicide Prevention	
Grades 7–12	Suicide Prevention: Question, Persuade, Refer
Social Emotional	
Grades K–12	Counselors (<i>Dudley, Oak Hill, Wilson C. Riles, Center High School</i>)



Tier 3 Programs

Tier 3 instruction is supplemental, individualized and customized intervention provided for approximately 5% of students in a smaller group format. Students in Tier 3 continue to receive core instruction at Tier 1 to the greatest extent appropriate. Interventions at Tier 3 are tailored to the student’s needs and provided by a highly trained, knowledgeable, and skilled educator. The following matrix lists the approved Tier 2 programs at Center Joint Unified.

Academics

English Language Arts Curriculum		Mathematics Curriculum	
TK		TK–5	
Grades K–6		Grades 6–8	
Grades 7–8		Grades 9–11	
Grades 9–12		Grades 10–12	

Behavioral

TK–Grade 8	Positive Behavioral Interventions and Supports (PBIS) - Tier 3 <i>(Dudley)</i>
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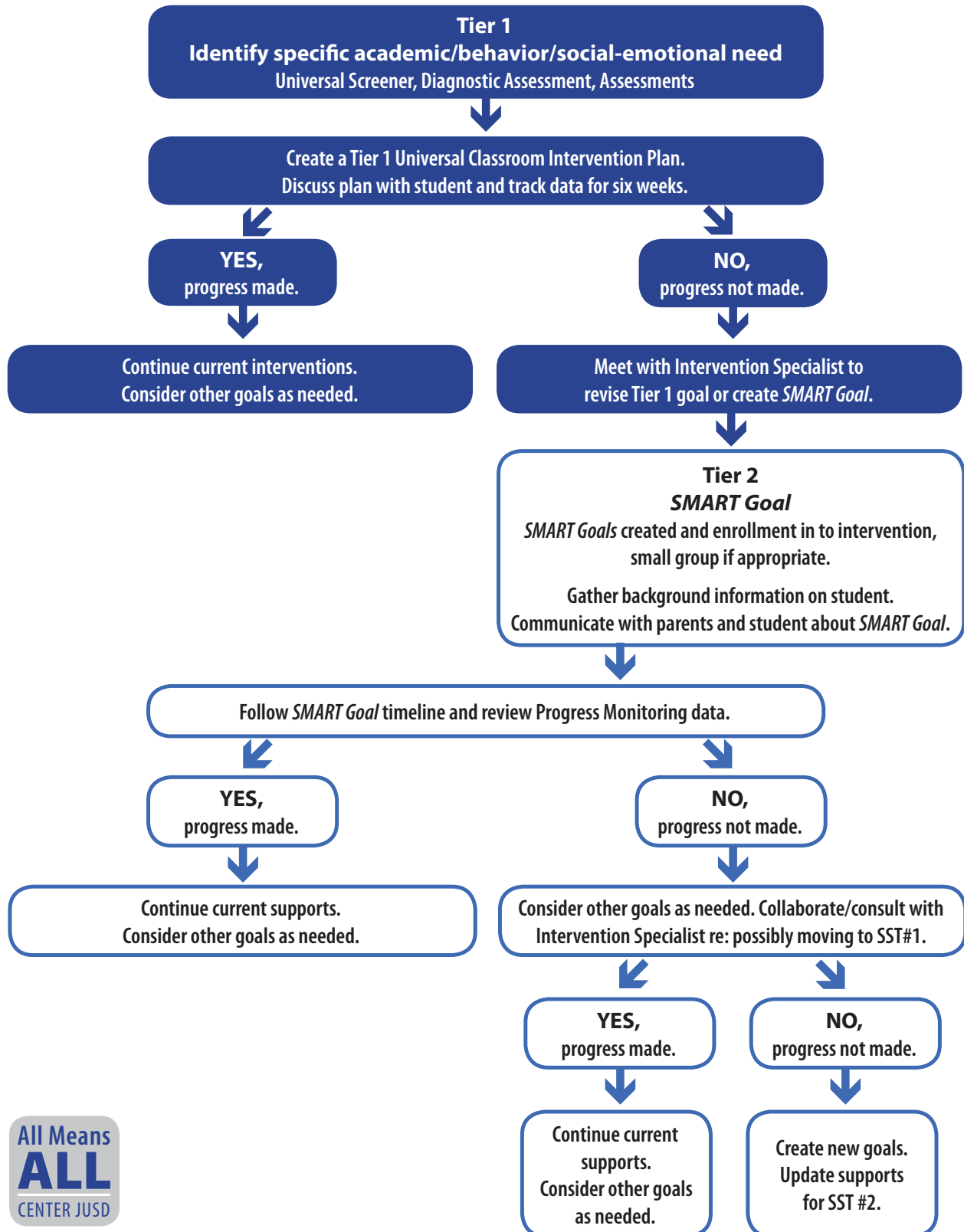
Social Emotional

Suicide Prevention	
Grades 7–12	Counselors School Resource Officer
Social Emotional	
Grades K–12	Early Related Mental Health Service Counseling



MTSS Student Success Plan

The *MTSS Student Success Plan* outlines the process to access academic, behavioral, and social emotional supports to ensure students have the resources and tools they need to successfully engage in school.



Tier 1 Universal Classroom Interventions Template

CJUSD Tier I Universal CLASSROOM Interventions	
Student Name:	Date:
Teacher Name:	Grade:

Areas of Concern			
	Academics		Behavior
			Other
<i>Describe in clear, specific terms the student's <u>academic or behavior</u> problem.</i>			
<i>How do you know? Use classroom data and evidence to support your concern. (i.e., formative and summative scores)</i>			

Interventions should be implemented with fidelity and consistency for 4-6 weeks.

Baseline Data List the assessment you used and the scores.		
Date of conference with student: Baseline assessment:		
CLASSROOM Intervention <u>WHAT</u> specifically are you doing in class to help this student?		
Week 1:		
Week 2:		
Week 3:		
Progress Monitoring	If improved, continue classroom intervention.	If improvement was not made, revise classroom intervention.
Results:		
Week 4:		
Week 5:		
Week 6:		
Progress Monitoring	If improved, continue classroom intervention.	If improvement was not made, meet with intervention specialist.
Results:		

Tier 2 Smart Goal Template

CJUSD Tier 2 SMART Goal			
Student Name:		Date:	
Teacher Name:		Grade:	
Areas of Concern			
	Language Arts		Math
			Behavior
			Other
Date of parent contact and signature:			
Date of conference with student and signature:			
Specific: <i>What goal do you wish to accomplish? (x to y)</i>			
Measurable: <i>What assessment are you using to measure progress?</i>			
Action: <i>What activities/strategies will you use to attain the goal?</i>			
Results: <i>What assessment data will you use to monitor progress?</i>	Week 1:		
	Week 2:		
	Week 3:		
	Progress Monitoring	Results:	
	Week 4:		
	Week 5:		
	Week 6:		
	Progress Monitoring	Results:	
Time: <i>What date will you re-evaluate?</i>			

Tier 2 Smart Goal Template, *continued*

Description of Outcome: <i>Was the goal met? What are your next steps?</i>	
Date parent notified of results	

CJUSD Tier 2 Cumulative Review

Date of cumulative file review	
Academic, Intervention (ie. SMART Goals), Behavior, Previous Meetings (ie. SST, SARB), Attendance, Health	
<p><u>Kindergarten:</u> Teacher/School Teacher Comments/Relevant Information:</p> <p><u>First Grade:</u> Teacher/School Teacher Comments/Relevant Information:</p> <p><u>Second Grade:</u> Teacher/School Teacher Comments/Relevant Information:</p> <p><u>Third Grade:</u> Teacher/School Teacher Comments/Relevant Information:</p> <p><u>Fourth Grade:</u> Teacher/School Teacher Comments/Relevant Information:</p> <p><u>Fifth Grade:</u> Teacher/School Teacher Comments/Relevant Information:</p> <p><u>Sixth Grade:</u> Teacher/School Teacher Comments/Relevant Information:</p>	

STATE TESTING					
Grade		Grade		Grade	
ELA		ELA		ELA	
MATH		MATH		MATH	
Overall ELPAC		Overall ELPAC		Overall ELPAC	



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