

Gowanda Central School District

Multi-Tiered System of Supports Plan



Gowanda Central School District Multi-Tiered System of Supports (MTSS) Plan

Grades K-8

Includes Response to Intervention (RTI)

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INTRODUCTION

Gowanda 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 Phase 1 of a multi-tiered system of supports (MTSS), a framework which includes Response to Intervention (RTI), social emotional learning (SEL), and Positive Behavioral Interventions and Supports (PBIS), provided by the Gowanda Central School District.

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 Gowanda Central School District, the MTSS model includes several components and each component contributes to the overall support to help students achieve excellence in all aspects of their learning.

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MTSS Framework

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.

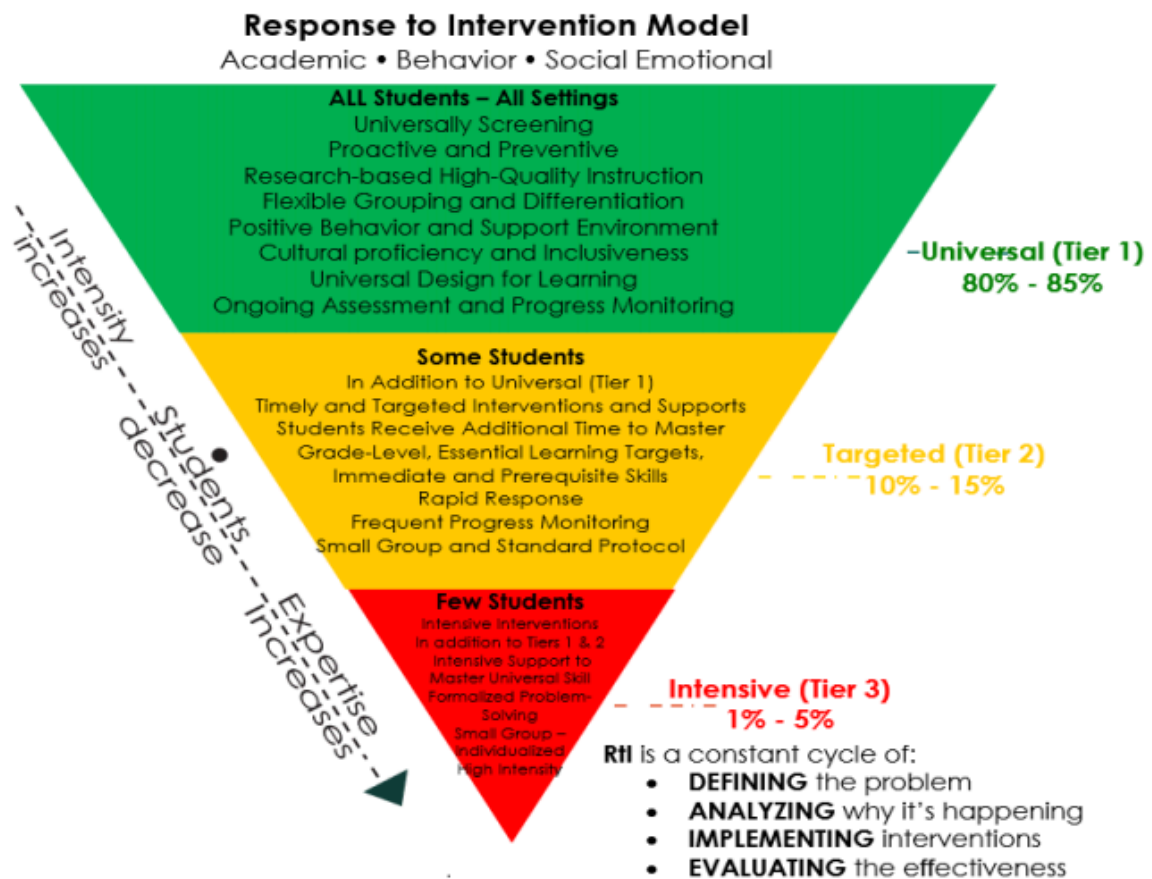
ACADEMICS (RTI)	MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)	Behavioral and Social Emotional Learning (SEL)
All students receive high-quality curriculum and instruction in the classroom through differentiation.	TIER 1	All students are explicitly taught positive behavioral expectations. The teacher uses a consistent approach to classroom management.
The school provides supplemental instruction and remediation of skills, with progress monitoring, for students not meeting the academic standards.	TIER 2	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.	TIER 3	The school provides customized interventions with frequent progress monitoring in collaboration with administration, specialists and families.

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RESPONSE TO INTERVENTION (RTI): ACADEMIC SUPPORT

Academic support is provided through a model called Response to Intervention (RTI.) RTI is provided in a multi-tiered 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 Gowanda RTI framework is outlined in the chart below.



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RESPONSE TO INTERVENTION (RTI) IMPLEMENTATION

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
TIER 1	Quality core instruction with tier 1 interventions: Universal Design for Learning (UDL) Essential standards for Math and K-12 Literacy			classroom teacher and/or teacher assistant
TIER 2	1 to 5 times per week <i>within the classroom</i>	30-42 minutes	Varies	classroom teacher, teacher assistant, and/or intervention teacher
TIER 3	3 to 5 times per week	30-42 minutes	1:1 to 1:3	intervention teacher

New York State RTI Minimum Requirements for Grades K-4

- Scientific, research-based instruction in reading and math provided to all students in the general education class by qualified personnel. Instruction in reading and math, per Commissioner's Regulations, shall mean scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies; math computation and fluency.
- Universal screening administered 3 times annually to students enrolled in grades K-4 to identify those students who are not making academic progress at expected rates;
- Scientific, research-based instruction is matched to student needs with increasingly intensive levels of targeted interventions for those students who do not make satisfactory progress with regard to levels of performance and/or in rate of learning compared to national norms.
- Repeated assessments of student achievement to include curriculum based measures to determine if interventions are effective; i-Ready and AIMSwebplus.
- Application of student achievement data and response to intervention to inform educational decisions regarding changes in goals, method of instruction and/or provision of services, as well as when to initiate a referral to the Committee on Special Education for evaluation; and
- Written notification to the parents/guardians when the student requires an intervention beyond that provided to all students in the general education classroom. Such notice shall include the following:
 - The amount and nature of student performance data that will be collected and the general education services that will be provided as enumerated in Commissioner's Regulations.
 - The nature of the intervention/ instructional support the student will receive.
 - The parents' right to request an evaluation for special education programs and/or service.

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The Gowanda Elementary Approach to Response to Intervention- Universal Screening

All elementary students will be screened using the following assessments:

- **iReady-K-4: Fall, Winter, and Spring are required**
- **Aimswelcomeplus-K-2-Fall, Winter, and Spring are required (refer to the chart for specific measures)
To be completed within a 3 week testing window.**

The term “universal” denotes that all students in grades K-4 will be assessed using a standardized test. Screenings will occur 3 times per year (fall/winter/spring) and upon arrival for new students entering the district. The Gowanda Central School District has determined the assessment instruments to be used as the universal screening measures as i-Ready and/or AIMSwebplus. Additional information on i-Ready can be found at <http://www.i-Ready.com> and additional information on AIMSwebplus can be found at <http://www.aimswebplus.com/>. These products are supported by the Western New York Regional Information Center through which District personnel receive appropriate training and technical support. They are web-based tools that make it easily accessible to school personnel.

Students will each have a unique username and password that allows them to log into i-Ready. Students will take the i-Ready diagnostic at the beginning of the year to establish a baseline for instructional decisions. School administrators and teachers will also have the option to use monthly progress monitoring assessments to monitor progress throughout the year. These mini-assessments will provide a quick “temperature check” to see if students are on track or need further intervention. Students will take follow-up diagnostics at the end of the school year to measure growth over the year.

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Skills Assessed by the Diagnostic Assessment

The following two charts outline the domains in reading and math that are assessed by the diagnostic, as well as the grade-level difficulty of the skills.

Reading Skills		
Domain (Grade-Level Difficulty of Questions)		Skills Assessed
Foundational Skills	Phonological Awareness (Grades K–1)	• Rhyme Recognition • Phoneme Identity and Isolation • Phoneme Blending and Segmentation • Phoneme Addition and Substitution • Phoneme Deletion
	Phonics (Grades K–4)	• Letter Recognition • Consonant Sounds • Short and Long Vowels • Decoding One- and Two-Syllable Words • Inflectional Endings; Prefixes and Suffixes • Digraphs and Diphthongs • Vowel Patterns • Decoding Longer Words
	High-Frequency Words (Grades K–3)	• Words from Dolch and Fry lists
Vocabulary (Grades K–4)		• Academic and Domain Specific Vocabulary • Word Relationships • Word-Learning Strategies • Use of Reference Materials • Prefixes, Suffixes, and Word Roots
Comprehension: Informational Text (Grades K–4)		• Author's Purpose • Categorize and Classify • Cause and Effect • Drawing Conclusions/Making Inferences • Fact and Opinion • Main Idea and Details • Message • Summarizing/Retelling • Text Structure • Determining Word Meaning • Compare and Contrast Across Different Texts and Mediums • Analysis of Close Reading of a Text • Citing Textual Evidence
Comprehension: Literary Text (Grades K–4)		• Point of View and Purpose • Cause and Effect • Drawing Conclusions/Making Inferences • Figurative Language • Story Elements • Summarizing/Retelling • Theme/Mood • Analyzing Character • Determining Word Meaning • Compare and Contrast Across Different Texts and Mediums • Analysis of Close Reading of a Text • Citing Textual Evidence

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Math Skills	
Domain (Grade-Level Difficulty of Questions)	Skills Assessed
Number and Operations (Grades K–4)	• Counting and Cardinality • Base Ten - Whole Numbers and Decimals - place value, compare, add, subtract, multiply, divide • Fractions - model, compare, add, subtract, multiply, divide
Algebra and Algebraic Thinking (Grades K–4)	• Operations and Algebraic Thinking - fluency, number relationships, properties, solving word problems
Geometry (Grades K–4)	• Two-Dimensional Shapes • Three-Dimensional Shapes • Lines, Segments, Points, Rays, and Angles • Symmetry and Transformations • Congruence and Similarity
Measurement and Data (Grades K–4)	• Measurement Units and Tools: Customary and Metric • Time, Money, Length, Capacity, Weight and Mass • Geometric Measurement • Area, Perimeter, Surface Area • Creating and Interpreting Graphs

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AIMSwebplus ELA Measures Tables			
Test Name and National Reading Panel Area Assessed	Grades/Season F: Fall W: winter. S: Spring	Use	Time/Method
Letter Naming Fluency	K (F, W, S)	Benchmark and PM	1/Ind.
Initial Sounds	K (F, W)	Benchmark and PM	2/Ind.
Phoneme Segmentation	K (W, S) 1 (F)	Benchmark and PM	2/Ind.
Letter Word Sound Fluency	K (F, W, S) 1 (F)	Benchmark and PM	1/Ind.
Word Reading Fluency	K (S) 1 (F, W, S)	Benchmark and PM	1/Ind.
Oral Reading Fluency	1 (F, W, S) 2 (F, W, S)	Benchmark and PM	2 (1 min each probe)/Ind.
Nonsense Word Fluency	K (W, S) 1 (F, W, S)	Benchmark and PM	1/Ind.

AIMSwebplus Mathematics Measures Tables			
Test Name	Grades/Season	Use	Time/Method
Concepts and Applications	K (F, W, S) 1 (F, W, S)	Benchmark	8-12/Ind.
Number Naming Fluency	K (F, W, S)	Benchmark and PM	1/Ind.
Quantity Total Fluency	K (F, W, S)	Benchmark and PM	1/Ind.
Quantity Difference Fluency	K (W, S)	Benchmark and PM	1/Ind.
Number Comparison Fluency Pairs	1 (F, W, S)	Benchmark and PM	1/Ind.
Math Facts Fluency -1-digit	1 (F, W, S)	Benchmark and PM	1/Ind.
Math Facts Fluency TENS	1 (W, S)	Benchmark and PM	1/Ind.

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Continuum of Services	
Qualifying Students	Provider of Service
All students will receive core instruction in reading and math.	Tier 1-Classroom Teacher
All students will receive targeted, small-group instruction if they fall below grade-level expectations on several formative assessments in class.	Tier 2- Classroom Teacher and/or Teaching Assistants or Aides
All students scoring at or below the 15 th percentile on iReady/Aimsweb plus benchmarks and are significantly below grade level expectations on common formative assessments and progress report/report card data will receive targeted, intensive small group or 1:1 instruction.	Tier 3- Intervention Specialist

Upon completion of the universal screening, the results will be reviewed within 30 school days by the grade-level teams and other school personnel as appropriate. Based on the results, the team will prioritize the students who may need Tier 3 intervention and/or progress monitoring.

The school shall employ a **progress monitoring route model**, initially identifying a student as at-risk based on results from a screening process and continue to progress monitor those students as needed.

Students **new to the school** (without progress monitoring data) will not fall under the progress monitoring route model. If **new students** fall below the 15th percentile on universal screening measurements, they will be ***considered*** for Tier 3 Services.

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Gowanda Elementary School Approach to Response to Intervention Program

“Prevention Focus Rather Than An Intervention Focus”

The school shall employ the **Problem Solving Model**. The **Problem Solving Model** involves an in depth analysis of skill deficits and instructional and environmental variables that comprise a student’s academic performance. Information obtained from the examination of instructional variables are used to identify sub-skill deficits and inform targeted intervention

Tier 1 Instruction

Tier 1 instruction is provided to all students in the general education setting. The use of scientific, research based instruction in the area of reading and math will be provided by the general education teacher and/or other qualified personnel as appropriate, and will emphasize an evidence-based, instructionally-sound core curriculum delivered in the classroom setting. Group and/or individualized instruction, assessment and reinforcement activities will be provided as deemed appropriate by the classroom teacher.

The analysis of Tier 1 student performance data will be used to identify those students who need additional intervention at the Tier 2 level of instruction.

Tier 1 is commonly identified as the core instructional program provided to all students by the general education teacher in the general education classroom. Research based instruction and positive behavior intervention and supports are part of the core program.

An elementary school’s core program (Tier 1) should minimally include:

- **Core curriculum aligned to the NYS /Next Generation Learning Standards**
- **Appropriate instruction** and research-based instructional interventions that meets the needs of at least 80 percent of all learners;
- **Universal screening** administered to all students 2-3 times per year;
- **Differentiated instruction** based on the abilities and needs of all students in the core program
- **A daily uninterrupted block of instruction in reading (90 minutes) and math.**
- **Progress monitoring** – as determined by the teacher based on the needs of students.

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Implementing an Intervention within the Classroom

When students begin to struggle with academic issues, the classroom teacher selects and implements a research-based intervention strategy to assist those students.

This could include, but is not limited to, additional small group time, more targeted instruction during small group time, short-term individualized assistance, more frequent conferencing for goal setting, checking work more frequently during independent work time, etc. A strong intervention plan requires more than just well-chosen interventions.

- Use of iReady lessons as determined by GES must be **no less than 30 minutes a week for both math and reading** (Tier 3 students will be reviewed to determine if this requirement can be met. It will not be done during Tier 3 services).
- All iReady lessons must be **explicitly assigned by the teacher** for each student based on their current level of need. **iReady generated lessons are not acceptable.**

4 Additional Intervention Components Include:

- 1) Student concerns (targeted area) should be clearly and specifically defined.
- 2) One or more methods of formative assessment should be used to track the effectiveness of the intervention.
- 3) Baseline student data should be collected prior to the intervention.
- 4) A goal for student improvement should be determined at the beginning of the intervention to judge whether that intervention is ultimately successful.

The classroom teacher may discontinue the intervention when the area(s) targeted for instruction/intervention is resolved or the student is making progress (example iReady scores, formative and state assessments, etc.).

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Tier 2 Instruction

Tier 2 intervention is typically small-group, supplemental instruction. This supplemental instructional intervention is provided ***in addition to, and not in place of,*** the core instruction provided in Tier 1. Teachers will group students across their grade level homogeneously in small groups; exceptions will be made with only administrative approval.

For example, a student who is receiving Tier 2 intervention would be provided core instruction plus 20-30 minutes of supplemental interventions three to five days per week.

Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional need.

In Tier 2, direct, systematic instruction provides more teacher directed instruction, carefully structured and sequenced to an individual student, than was provided in Tier 1. The determination of a student's achievement is well defined and mastery is achieved before moving on to the next step in the sequence.

Students will fluctuate in and out of Tier 2 services as needed based on performance in the classroom. Students needing Tier 2 services will take place during the daily intervention block. **Tier 2 providers must document Tier 2 goals, interventions, and progress monitoring data through the shared Tier 2 spreadsheet for each student receiving Tier 2 services. When referring a student to the Instructional Support Team for consideration of Tier 3 services, teachers in addition to utilizing the shared Tier 2 spreadsheet must complete the Tier 3 Referral Cover Letter and the Data Collection Form found in the shared drive-Employee Reference Folder-Employee Reference Folder (yes again)-ES Office-2024-2025-RTI/MTSS Folder..**

The Problem Solving Model will be applied to Tier 2 Intervention. Tier 2 instruction will consist of small group, targeted interventions for those students identified as being "at risk" and are failing to make adequate progress in the general education classroom. The use of scientific, research based instruction in the area of reading and math will be provided by the classroom teacher and/or other qualified personnel as appropriate, and will emphasize an evidence-based, instructionally-sound intervention. Tier 2 instruction will include programs and intervention strategies designed to supplement Tier 1 instruction as provided to all students.

Grade-level teams will meet during their collaborative PLC time to discuss student progress.

This will be to determine if students should be returned to the Tier 1 level due to evidence of satisfactory progress. **Once students illustrate proficiency on grade level expectations for the target standard or skill they are receiving Tier 2 intervention for on several formative assessments, then they will return to Tier 1 for enrichment on those target standards/skills.**

The team will also review if Tier 2 interventions need to be maintained as is, or adjusted in terms of frequency, intensity, duration and or methodology for students remaining in Tier 2.

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Tier 3 Instruction

If adjustments have been made at the Tier 1 and Tier 2 levels, and the student is still not showing evidence of progress, the student should be referred to IST for possible Tier 3 instruction.

The Problem-Solving Model will be applied to Tier 3 Intervention. Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a small group setting (generally one to two students at a time) anywhere from 30 to 60 minutes at a minimum of four days per week. The progress of students at Tier 3 is monitored more frequently, at least once a week, to determine the student's response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. The setting for Tier 3 intervention is determined by school personnel. **It is important to note that Tier 3 is considered supplemental instruction to Tier 1 and is not intended to replace Tier 1 instruction.** Similar to Tier 2, school personnel must conduct regular fidelity checks to determine if the intervention was implemented the way it was intended.

- All students scoring at or below the 15%ile on iReady/Aimsweb plus benchmarks and are significantly below grade level expectations on common formative assessments and progress report/report card data will receive targeted, intensive small group or 1:1 instruction.
- If a student within the first 2 months of being dismissed from Tier 3 once again falls below the 15%ile on iReady/Aimsweb plus benchmarks and is significantly below grade level expectations on common formative assessments and progress report/report cards data he/she will be recommended to the Instructional Support Team to be reconsidered for Tier 3 services.

Tier 3 providers must document Tier 3 goals, interventions and progress monitoring data within RTI Edge for each student receiving Tier 3 services.

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Tier 3 Instructional Support Team

The Instructional Support Team will meet to discuss student progress on a bi-monthly basis. The team will determine if the student should be returned to the Tier 2 level due to evidence of satisfactory progress or continue receiving Tier 3 interventions. If Tier 3 intervention is to be continued the team will review data, assess and redesign short term goals, examine or change interventions, and/or analyze the nature of student challenges. The Instructional Support Team will determine if a referral to the Committee on Special Education is needed.

The Instructional Support Team, whose members may include, but is not limited to, school psychologist, school counselor, general education teachers, special education personnel, intervention teachers, designated administrators, and other individuals deemed appropriate by the school, will be designated to facilitate the implementation of Tier 3 services.

Instructional Support Team Responsibilities

Responsibilities of the Instructional Support Team shall include, but are not limited to, the following:

- Determining interventions and student performance criteria appropriate for Tier 3 of the RTI model.
- During Instructional Support Team meetings, held with parents and educators, information/assessments will be analyzed concerning a student's response to intervention (fidelity checks) and making educational decisions about changes in goals (short and long term), instruction and/or services.
- Determining whether to make a referral to the Committee of Special Education for evaluation.
- Determining whether a student should be referred back to Tier 2, and no longer receive Tier 3 services.
- The Instructional Support Team will consider moving a student out of Tier 3 services if they are at or above the 15thile on iReady/Aimsweb plus benchmarks and/or making progress towards grade level expectations on common formative assessments and progress report/report cards data.

Continuous progress monitoring is an integral part of Tier 3. Assessments will be administered weekly to assess efficacy of intervention, as well as the need/level of further services and/or educational placement.

Classroom teachers are responsible for collecting and sharing formative assessment and progress report/report card data at each IST meeting scheduled for students. **Intervention teachers** are responsible for collecting and sharing iReady/Aimswebplus progress monitoring and/or any other relevant data at each IST meeting scheduled for students.

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Guidelines For Referral To Committee On Special Education

- A minimum of 20 weeks of Tier 3 intervention services
- The Tier 3 intervention provider must implement at least **two** interventions and record data to evaluate student progress. The tier 3 interventionists will use the Tier 3 Intervention Plan to document goals, interventions and progress of students.
- The Tier 3 intervention provider will meet with the Instructional Support Team (IST) to review and discuss the lack of progress (**documented minimal or no progress**). The team will decide if the student should be referred to the Committee on Special Education (CSE) for an evaluation.

Parent Notification of Tier 3 Services

An important component of the RTI service delivery cycle centers upon parent involvement. An essential step in this process requires timely written communication between the parent/guardian and school personnel. Parents/Guardians must be notified in writing when a Tier 3 intervention plan is agreed upon and implemented or there are changes to tier placement. The notification will include the nature of the intervention the student will receive; how much and what kind of information (data) the school will collect to monitor the student's progress; and the parents' right to request an evaluation for special education services. When considered for Tier 3 services, parents will be notified and invited to Instructional Support Team meetings to participate and provide essential input to the process.

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The Gowanda Middle School Approach to Response to Intervention Program

Tier 1 Instruction

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. The analysis of Tier 1 student performance data will be used to identify those students who need additional intervention at the Tier 2 Level of instruction.

Tier 2 Instruction

In addition to the high quality core instruction, some students will receive Tier 2 interventions within their classroom in small groups based on their performance on grade level formative assessments. Both the classroom teacher, teacher assistants and/or specialists will work together to provide supplemental instruction on deficits within the current academic material. Students not needing additional supplemental instruction will receive enrichment at this time.

Progress monitoring:

Students receiving Tier 2 Instruction are progress monitored every 2 weeks using formative assessments. Students rotate fluidly based on performance on the assessments.

Tier 2 Interventions include:

Reteaching, Explicit instruction, additional practice (independent or guided).

If adjustments have been made at the Tier 1 and Tier 2 levels, and the student is still not showing evidence of progress, the student should be referred to IST for possible Tier 3 instruction.

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Tier 3 Instruction

Tier 3 instruction is characterized by individualized, highly intensive interventions to meet significant skill deficits in Math and/or English Language Arts (ELA). Tier 3 is provided by an academic intervention teacher outside of the classroom in a small group of 3 or less. Students needing Tier 3 instruction will receive this in addition to Tier 1 instruction and interventions.

Eligibility for Tier 3 Support

The Problem Solving Model will be applied to Tier 3 Intervention. Tier 3 intervention is designed for those students who demonstrate insufficient progress in Tier 2. Tier 3 differs from Tier 2 instruction in terms of such factors as time, duration, group size, frequency of progress monitoring and focus. This tier provides greater individualized instruction in a small group setting for 42 minutes every other day or 3 days out of a 6 day letter day cycle. The progress of students at Tier 3 is monitored more frequently, at least bi-weekly, to determine the student's response to intervention. Instruction is provided by school personnel who are highly skilled or trained in the areas of academic need indicated by student performance data. **It is important to note that Tier 3 is considered supplemental instruction to Tier 1 and is not intended to replace Tier 1 instruction.**

All students scoring at or below the 15th percentile on iReady/Aimsweb plus/NWEA benchmarks and are significantly below grade level expectations on common formative assessments and progress report/report card data are eligible for targeted, intensive small group or 1:1 instruction.

- If a student within the first 2 months of being dismissed from Tier 3 once again falls below the 15th percentile on iReady/Aimsweb plus/NWEA benchmarks and is significantly below grade level expectations on common formative assessments and progress report/report card data he/she will be recommended to the Instructional Support Team to be reconsidered for Tier 3 services.

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Instructional Support Team (IST) and Referral

The IST is a multi-disciplinary team consisting of classroom teachers, guidance counselors, academic intervention teachers, and the school principal. The team will meet as needed to determine the level of needs of students referred for more intensive service.

The Referral Process

1. The classroom teacher or specialist will fill out the Tier 3 RtI Referral Form with all required attachments.
2. A meeting will be held with the referring teacher and the team to determine the eligibility of the student for services.
3. The IST reviews the list of eligible students.
4. The IST will review the Universal Screening data (i-Ready/NWEA) NYS assessments, classroom grades, progress monitoring, and report cards.
5. The IST reviews background information on previous interventions in Tier 1 and Tier 2 and responses to such interventions.
6. It is to be noted that the IST may request additional information from classroom teachers.
7. IST makes recommendations for intervention services to building administration. These recommendations will be based on deficits in academic skills. The IST will not recommend that students receive Tier 3 Academic interventions solely based on a lack of homework completion, excessive absences or behavioral challenges.
8. Building administration along with the guidance counselors schedule intervention services and communicate such services to teachers and parents as appropriate.

Exit Criteria

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

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Professional Learning and Collaboration

Highly collaborative environments increase students' academic achievement. In Gowanda Middle School, 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. School faculty engages in dialogue with principals, department chairpersons, academic specialists, and special education faculty to maintain knowledge of support strategies for students. Teachers have designated time to meet as professional learning communities to ensure consistent alignment of the curriculum and assessments, and continuous improvement of instructional practices.

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.

Parent Notification

The school will notify parents of students who require Tier 3 support services upon commencement of the support program. 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.

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Gowanda Central School Approach to Social-Emotional Learning

Systemic whole school implementation of SEL encourages safe, supportive school communities in which all individuals are valued. When a school's culture is based on students' strengths, providing tiered support as needed, all students in the school community benefit. Each implementation component addressed within the three tiers reflects this commitment to creating and sustaining a school culture and climate that enables all students to thrive.

Gowanda Elementary School

Tier 1

Interventions:

- PBIS (Rules and Routines, PAW Store, monthly events) *Reward incentive*
- SEL Lessons
- Classroom rules/routines
- Social Hour-For staff, outside of school hours
- Panorama surveys
- Progressive Restorative Practices
- Building wide rules
- Golden Spatula-For the cafeteria (Weekly certificate, monthly certificate-newsletter, class certificate with pizza party)
- Sunshine Club-Celebrations for staff

Progress monitoring: PBIS points and teacher referral will be used to determine the need for Tier 2 interventions.

Tier 2

Interventions:

- Lunch group/small groups
- Student Support Center
- Peer mediation
- Title VI
- SRO-check-ins, conflict resolution, peer monitoring
- Seneca Nation Resources
- SSC-Student service coordinators
- Mindfulness Lessons

Progress monitoring: Discipline referrals will be used to determine the need for Tier 3 interventions.

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Tier 3

[Add Tier 3 Behavior/SEL Plan](#)

- Individual behavior plans- team
- Individual counseling
- Work with CPS
- Care coordinators-outside school support for families
- Law guardians
- Outside counselors
- Community partner- Josh Dry-Counselor through Catt County
- SRO-check-ins, conflict resolution, peer mediation
- Discipline referral

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Gowanda Middle School Approach to Social-Emotional Learning

Tier 1

- Counselors-push ins to all grade levels (2x/year)
- Check & Connect Mornings-small groups
- Collective Communication at grade levels
- Beginning of the year grade levels meeting-set expectations/Student handbooks
- Established transitional routines
- Beginning of period check-ins (2 to 3 minutes)
- Monthly TAP whole school assembly
- School wide incentives
 - PPP (Panther Privilege Place), RAK (Random Acts of Kindness), Lunchroom Incentives, Grade level trips
- Therapy dogs
- Panorama Survey
- Sunshine Club
- Social Hour

Tier 2

- Collective Communication at grade levels-team meetings
- Calming room-sensory, music
- Mindfulness
- Counselors-check ins, lunch groups, academic reflection
- Peace Room-Short/long term (suspension room)
- JOM/LPP- positive adult connections
- Restorative Resolutions-Group/individuals

Tier 3

- Calming Room
- Peace Room
- Ease Group
- Outside Referrals
- JOM/LPP-positive adult connections
- Behavior Plans
- Individual Counseling
- SRO
- IST/SIT-child centered problem-solving team
- Action Plan-academic and/or behavioral, strengths and weaknesses, reflections