

MTSS Terms Defined:

- Tier- All students at Clover Garden are in a tier of the MTSS framework, students will be placed in a tier based on their individual needs.
 - Core
 - Supplemental
 - Intensive
- Interventions- Additional support that a student receives that is in addition to Core instruction
- Behavior- A student engaging in their environment, This encompasses engagement, attendance, attention , social/emotional wellbeing, etc.
- Behavior Matrix- Expectations throughout the building of how students should conduct themselves
- SEL- Social/Emotional Learning
- Progress Monitoring– A series of data points showing student performance before, during, and after supplemental instruction.
- Goal– Desired performance of a student after receiving a duration of interventions of a specified period of time.
- DEN- Direct Engagement Now- designated protected time for supplemental instruction

If you have any questions or concerns regarding your child's progress please contact your child's teacher.

For additional assistance concerning MTSS the following staff are available for support:

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**OUR CHOICE.
OUR EDUCATION.
OUR FUTURE.
MY CLOVER GARDEN.**

Clover Garden MTSS Multi-Tiered Systems of Support

Clover Garden School believes that ALL children are able to grow and learn in classrooms that provide effective instruction tailored to meet the needs of each learner. We believe the MTSS framework will help foster student engagement, positive social interactions, and academic achievement for all students.

Our school's MTSS framework provides comprehensive support for all students in Academics and Behavior.

Clover Garden Mission Statement

Clover Garden School will foster community, generate enthusiasm, challenge students academically, and produce successful citizens.

	CORE All Students	SUPPLEMENTAL Some Students	INTENSIVE Few Students	EC- Students with Disabilities
What Instruction?	Students receive instruction aligned to the North Carolina Standard Course of Study for the student's assigned grade level/subject area.	Students receive additional support through targeted intervention to assist the student in meeting the presently taught grade level standard.	Students receive intensive support 2/3 days a week using research based interventions from an Interventionist to target a student's specific academic or behavioral deficits.	Student is eligible for Special Education and/or Related Services with one or more disabling conditions and require specially designed instruction from a Special Education Teacher/Related Services Personnel that is specific to the individual child's needs in order to gain educational benefit.
How often are students assessed?	Students are monitored 3 times a year using diagnostic assessments in reading and math. Teachers perform a behavior rating scale on students 3 times per year.	Students are monitored using progress monitoring every 2-4 weeks in the area of intervention.	Students are monitored using progress monitoring every 1-2 weeks in the subject area/ skill focus of intervention.	Students are monitored using progress monitoring according to the child's IEP, Formal re-evaluation consideration tri-annually, Annual review of students Individualized Education Program (IEP)
When is student performance reviewed?	After each diagnostic assessment and/or at the end of a grading period	Intervention effectiveness and student progress is reviewed after 3 progress monitoring data points and multiple weeks of instruction.	Intervention effectiveness and student progress is reviewed every 4-6 weeks.	Goal Progress reports every 9 weeks or as specific in the child's IEP and at each Annual review
How do I know and what do I do?	<p>Monitor your child's Powerschool and Canvas accounts</p> <ul style="list-style-type: none"> View graded work when it is sent home. Review assignments with your child. Attend parent/teacher conferences. 	<p>Teacher notification of Intervention will be sent home if your child is in need of supplemental instruction.</p> <ul style="list-style-type: none"> Encourage student attendance at tutoring. Continue to monitor work and remain in communication with the teacher/subject of concern. 	<p>MTSS Team will request your attendance at a conference for intensive intervention referral and planning.</p> <ul style="list-style-type: none"> Encourage student attendance at tutoring. Continue to monitor work and remain in communication with the teacher/subject of concern. Provide opportunities for targeted practice at home. Encourage your child to do their best. 	<p>Parent notification of EC processes and review of periodic communication sent home.</p> <ul style="list-style-type: none"> Continue to review and monitor work. Discuss accommodations or modifications with your child's teacher to increase success. Collaborate with your child's EC Team for appropriate supportive activities to increase individual skills. Attend parent/teacher conferences and IEP team meetings.