



ESS Team Structure

Everest System of Support - D.C. Everest Area School District

	Team Purpose	Team Members
District ESS Action Committee	<ul style="list-style-type: none"> Establishes a collaborative culture for the improvement of learning for all students in the District Creates and communicates District RtI/PBIS vision and non-negotiables Identifies District RtI/PBIS goals and action plans that are based on data <p><i>NOTE- Individual student discussions do not occur within this team</i></p>	<ul style="list-style-type: none"> District Administrators Teacher Leaders from all Building Levels <p><i>NOTE-Team composition is determined at the district level</i></p>
Building ESS Leadership Team	<ul style="list-style-type: none"> Provides building leadership in the communication and implementation of District RtI/PBIS initiatives. Reviews/manages RtI/PBIS procedures within building Ensures RtI/PBIS systems are being implemented with desired results <p><i>NOTE- Individual student discussions do not occur within this team</i></p>	<ul style="list-style-type: none"> Administrator or Designee Instructional Leaders <p><i>NOTE-Team composition is determined at the building level</i></p>
Tier I Instructional Team	<ul style="list-style-type: none"> Works together to develop and monitor the fidelity of Universal Tier I interventions Regularly discusses progress of students at the Universal level Works collaboratively to decide if a student should be moved to Tier II, at which point the administrator or designee is notified and verifies that Universal curriculum and initial intervention(s) have been delivered with fidelity 	<ul style="list-style-type: none"> Instructional Team Leader/Curriculum Leader Regular Education/Grade Level or PLC teachers (include Related arts/Encore teachers as needed) Administrator or Designee (invited as needed) Pupil Services Personnel* (as needed) EL Teacher (if appropriate) <p><i>NOTE-Consultation with Specialists as needed</i></p>
Tier II Collaborative Support Team	<ul style="list-style-type: none"> Collaboratively problem solves and identifies appropriate interventions for designated students Develops and monitors Tier II goals, interventions, and progress monitoring Establishes roles and responsibilities of Tier II team members (i.e. determine who will progress monitor the student) <p><i>NOTE- Tier II team is not always the same. Composition of team will change based on need of individual student</i></p>	<ul style="list-style-type: none"> Administrator or Designee Regular Education Teacher(s) Interventionist Parent(s)/Guardian(s) (informed) – Parent(s)/Guardian(s) must be invited if consideration is being made to progress monitor. Related Arts/Encore Teachers (if appropriate) EL Teacher (if appropriate) Pupil Services Personnel* (as needed)
Tier III Collaborative Support Team	<ul style="list-style-type: none"> Collaboratively problem solves and identifies intensive individualized interventions for designated students Develops and monitors Tier III goals, interventions, and progress monitoring Team comprised of individuals with a specialized level of professional expertise Establishes roles and responsibilities of Tier III team members <p><i>NOTE- Tier III team is not always the same. Composition of team will change based on need of individual student</i></p>	<ul style="list-style-type: none"> Administrator or Designee Regular Education Teacher(s) Interventionist Psychologist Parent(s)/Guardian(s) Related Arts/Encore Teachers (if appropriate) EL Teacher (if appropriate) Pupil Services Personnel* (as needed) Special Education Teacher(s)** (for consultation as needed) Community Agencies*** (if appropriate)

*Pupil services personnel may include: Psychologist, Counselor, District Nurse, Liaison Officer, and/or District Social Worker

**Parent(s)/Guardian(s) must be notified of Special Education Teachers presence/participation on a team as a consultant

***Parent(s)/Guardian(s) must consent to Community Agency presence/participation on team.



Tier I, II, and III Meeting Agenda Guide

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<p>Step 1: Define the Need</p>	<p>Administer and review universal screening data (academic and behavioral/social/emotional) to determine students who scored above and below the expected benchmark compared to normative data. Further discuss student strengths as well as needs and gather parent/guardian insight.</p>
<p>Step 2: Analyze</p>	<p>Analyze additional data (multiple sources) to determine student’s specific area(s) of need (e.g. phonemic awareness, problem-solving skills, peer interactions, etc.).</p> <ul style="list-style-type: none"> • Variables affecting the student’s performance should also be considered (exposure to core curriculum, motivation, missing skills, home life, attendance, etc.) • Review current successes and interventions
<p>Step 3: Develop a Plan</p>	<p>Instructional Team or Collaborative Support Team meets to identify student needs and discusses best ways to differentiate classroom instruction to meet the student’s needs within the general education curriculum.</p> <ul style="list-style-type: none"> • Plan one scientifically-researched or evidence-based intervention to meet the student’s academic skill or social/emotional deficit
<p>Step 4: Implement a Plan</p>	<p>Classroom teacher(s) and/or interventionist(s) delivers differentiated, instruction/intervention to student with fidelity and documents progress.</p>
<p>Step 5: Evaluate the Plan</p>	<p>Analyze student’s performance/growth and determine if adequate progress is being made.</p> <ul style="list-style-type: none"> • If student is not making adequate growth after a period of 6 – 8 weeks (or after amount of time required for intervention fidelity), Instructional Team or Collaborative Support Team discusses additional support. • ESS Support Form is completed (Tier I) or updated (Tier II and III). Consult with specialists as needed. • If student is making adequate growth, Instructional Team or Collaborative Support Team discusses continued intervention needs within the general education curriculum.



Guiding Questions for Meetings

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General Guiding Questions

1. Is the universal curriculum meeting 80-85% of your students' needs?
2. Do clear learning targets exist in every classroom?
3. Does formative assessment drive instruction?
4. Is classroom instruction differentiated and culturally responsive?
5. Does each classroom have a defined set of behavior expectations?
6. Do other teachers note a concern with the student?
7. Have we considered relevant health information, student strengths, or other existing evaluation information?
8. Is there a social/emotional/behavioral component/link?
9. Have we established a meeting date for students needing additional support to discuss and review next steps within Tier I?

Guiding Questions for Identifying Students of Concern

1. Ask the team as well as the parent/guardian: What is the student good at? What does he/she enjoy doing? What is currently going well for the student?
2. What observed behaviors are concerns at school and at home?
3. What is the greatest area of need at this point in time?
4. When is the behavior/concern most apparent? Is there something about that setting or content area that is particularly frustrating for the student?
5. When is the behavior/concern least apparent? Is there something about that setting or content area that is particularly motivating for the student?
6. How often is the behavior/concern observed? Is there something that seems to happen before it?
7. Are academic deficits also present? Could they be contributing to the behavior/concern?
8. What strategies have worked so far? Differentiation techniques? Accommodations used?
9. Has information been documented from previous school years that might help us understand the student better?

Guiding Questions for Goal Setting and Intervention Planning

1. Consider the strategies used so far at school and at home. Is there something to add (layer) to those strategies that would increase success or further challenge the student?
2. What supports could we combine as an intervention?
3. Are there specific incentives that would make a positive impact on this student (i.e. lunch with teacher, 10 minutes of free time, etc.)?
4. While all teachers will implement the intervention, is there one person who will serve as a "go-to" for this student?

Guiding Questions for Reviewing Interventions

1. What successes has the student experienced? What can be celebrated?
2. What remains a challenge?
3. Is the intervention working as implemented? If not, what about it is not working?
4. Is there a layer of support we can add to what we are already doing to make the student more successful?
5. Do we need to consider a gradual or complete release of any of the layers in order to foster more independence?
6. Are we at a point when we need to consider Tier II/Tier III supports

