

LACKAWANNA TRAIL ELEMENTARY CENTER  
2025-2026 SCHOOL YEAR



Multi-Tier System of Supports (MTSS)  
“PRIDE TIME”  
Grades K-6, Reading

## TABLE OF CONTENTS

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MTSS Team Members	2
Roles and Responsibilities	3-4
Initial List of MTSS Students, New Students	5
aimsweb Plus Targets K-6	6-7
Tier 1, Movement From Tier 1 to Tier 2	8
Movement Within Tiers	9
Tier 3 Implementation, Retention	10
Reading Specialist Responsibilities Within Tiers	11
Tier 1 Strategies for Letter Naming Fluency	12
Tier 1 Strategies for Initial Sounds & Phoneme Segmentation	13-14
Tier 1 Strategies for Nonsense Word Fluency	15
Tier 1 Strategies for Oral Reading Fluency & Comprehension	16
Tier 2 & 3 Resources, aimsweb Plus Schedule	17

## MTSS TEAM MEMBERS

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### Members of the LTEC MTSS Team:

- Mr. Brian Kearney, Elementary Principal
- Mrs. Shannon Kuchak, Curriculum Director
- Mr. Kelly Carey, School Psychologist
- Ms. Amie Talerico, Director of Special Education
- Mrs. Kathy Ewing, MTSS Coordinator/Title I Reading Specialist
- Mrs. Sarah Wright, Title I Reading Specialist
- Ms. Leanne Lombardi, Guidance Counselor
- Mrs. Jaime Voglino, Speech Therapist
- Mrs. Ann Jones, Speech Therapist
- Ms. Marena Horan, Learning Support

## ROLES AND RESPONSIBILITIES

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### **MTSS Coordinator Responsibilities:**

- Schedule and participate in MTSS meetings
- Coordinate Title I services for the Tier 2 and Tier 3 interventions
- Research and disseminate best practices in literacy and interventions
- Act as a liaison between administration and MTSS personnel
- Maintain MTSS database and all meeting information
- Collaborate with regular education teachers and reading specialists
- Other duties assigned by administration

### **MTSS Paraprofessional Responsibilities:**

- Duties related to MTSS assigned by Administration or MTSS Coordinator
- Assist with student interventions as designated

### **Classroom Teacher Responsibilities:**

- Instruct all students, using research-based core curriculum, with fidelity
- Administer Wonders core diagnostics to students in Grades K-6.
- Use Wonders program with small groups to teach/reteach skills within the core reading program
  - Wonders small groups are required to meet 15 minutes per day, 4-5 days/week
- Progress monitor students on the progress monitor list, as well as, any other struggling students
- Implement Tier 1 Strategies for 4 weeks for any struggling students
- Follow the MTSS action plan as prescribed for any student who has one
- Bring concerns regarding a student's academic struggles to the MTSS team
- Attend MTSS meetings
- Provide data to the MTSS team
- Communicate with parents regarding their child's education and progress

### **Reading Specialist Responsibilities:**

- Act as a resource for the classroom teacher
- Recommend research-based strategies for classroom teacher to use
- Monitor Tier 1 assessment and progress monitoring data
- Analyze data to determine qualifications for movement to Tier 2 services
- Report data at MTSS meetings to show need for movement from Tier 1 to Tier 2
- Provide direct instruction at the Tier 2 level (in addition to Tier 1 core instruction)
- Determine skill(s) that need to be remediated at the Tier 2 level
- Work with students in small groups (no larger than 6), at least 30 minutes per day, 4-5 days a week
- Use research-based strategies approved by the MTSS team
- Keep the MTSS team informed about Tier 2 students
- Progress monitor Tier 2 students bimonthly & Tier 3 students weekly
- Enter all student data in the database in a timely manner so that the MTSS team can view current data
- Facilitate continued communication with the classroom teacher to determine if the remediation is having a positive effect in the classroom
- Administer additional diagnostic assessments when necessary
- Communicate with parents regarding their child's education and progress

### **The Reading Specialist will not:**

- Complete make-up work with students during intervention time
- Progress monitor students that are not being seen by the reading specialist

## **INITIAL LIST OF MTSS STUDENTS FOR BEGINNING OF THE SCHOOL YEAR**

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- At the end of the school year the Reading Specialists and classroom teachers will meet to determine a list of MTSS students for the following school year
- The list will be formed using May aimsweb Plus data, Wonders report card data, Foundations initial assessment data, CDTs, and established Pride Time groups.
- After the formation of the initial list, if a teacher has a student that is a concern then the teacher must complete 4 weeks of intervention activities and progress monitor this student during this time
- After that the student may be referred to an MTSS meeting

## **NEW STUDENTS**

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When a student moves into the district during the school year, the classroom teacher will allow 2 weeks for the student to adjust before recording any grades. During this two week adjustment period, the student should take tests for diagnostic purposes. A Reading Specialist will give the appropriate aimsweb Plus testing. If the student received Tier 2 or 3 services at another school they will immediately start receiving those services. If the classroom teacher has concerns then Tier 1 Strategies should be implemented for 4 weeks. If after 4 weeks there is data demonstrating a need for Tier 2 services, the teacher can begin the referral process for MTSS.

**aimsweb Plus TARGETS FOR 2025-2026**

<u>Grade</u>	<u>Measure</u>	<u>Sept</u>	<u>Jan</u>	<u>May</u>
Kdg	PC	7	7	7
	IS	8	11	--
	LNf	19	36	43
	LWSF	2	24	36
	WRF	--	--	9
	PS	--	29	37
	AV	20	21	23
	NWF	--	15	29
<u>Grade</u>	<u>Measure</u>	<u>Sept</u>	<u>Jan</u>	<u>May</u>
1st	LWSF	41	--	--
	WRF	14	24	42
	PS	38	--	--
	AV	23	22	24
	ORF	19	36	51
	NWF	23	41	52
	MAZE	1	2	5
<u>Grade</u>	<u>Measure</u>	<u>Sept</u>	<u>Jan</u>	<u>May</u>
2nd	VOC	142	150	158
	RC	127	136	146
	ORF	46	61	77

	MAZE	2	7	11
<u>Grade</u>	<u>Measure</u>	<u>Sept</u>	<u>Jan</u>	<u>May</u>
3rd	VOC	159	165	171
	RC	147	154	161
	ORF	68	86	102
	MAZE	9	11	12
<u>Grade</u>	<u>Measure</u>	<u>Sept</u>	<u>Jan</u>	<u>May</u>
4th	VOC	172	176	180
	RC	163	168	173
	SRF	96	102	112
	ORF	92	104	114
	MAZE	10	15	15
<u>Grade</u>	<u>Measure</u>	<u>Sept</u>	<u>Jan</u>	<u>May</u>
5th	VOC	181	184	188
	RC	174	179	184
	SRF	100	117	120
	ORF	104	122	126
	MAZE	13	17	21
<u>Grade</u>	<u>Measure</u>	<u>Sept</u>	<u>Jan</u>	<u>May</u>
6th	VOC	189	191	195
	RC	184	188	192
	SRF	111	118	121
	ORF	126	127	133

	MAZE	16	23	22

PC- Print Concepts  
 IS- Initial Sounds  
 LNF- Letter Name Fluency  
 LWSF-Letter Word Sounds Fluency  
 WRF-Word Reading Fluency  
 PS- Phoneme Segmentation  
 AV- Auditory Vocabulary

NWF- Nonsense Word Fluency  
 VOC- Vocabulary  
 RC- Reading Comprehension  
 SRF- Silent Reading Fluency  
 ORF- Oral Reading Fluency  
 MAZE- Comprehension Passage

### **TIER 1**

- Students in Tier 1 may be divided into groups based on reading needs
- These students will be placed into these groups based on aimsweb Plus data, Wonders data and any other assessments that may be helpful
- Students may move between these groups based on data and information from the Tier 1 teacher
- Based on student needs, some Tier 1 students will be progressed monitored by the Tier 1 teacher

### **MOVEMENT FROM TIER 1 → TIER 2**

- Students in Tier 2 meet 5 days/week for 30 mins. for Grades K-4 and as needed for Grades 5 and 6
- The reading instruction given is based on a research based program(s)
- A student must be in the Intensive group for at least 4 weeks
- A student must have been progress monitored using aimsweb Plus and have 4 data points under the Benchmark line for the assessments given

## MOVEMENT WITHIN TIERS

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### Tier 2 → Tier 1

- Students who are in Tier 2 will have their Action Plans reviewed every 8-10 weeks by the MTSS team. The MTSS Coordinator may monitor data more frequently.
  - Movement from Tier 2 to Tier 1 will occur when the student has met the goals in the Action Plan and the Team determines there are no further goals to reach through Tier 2 Interventions.
  - Based on Progress Monitoring data, the team will determine if:
    1. the interventions are working successfully and should continue
    2. the interventions have worked successfully and the student meets the criteria for movement back to Tier 1
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### Remain in Tier 2

- the intervention is not working and something needs to change:
    1. time per session
    2. number of sessions per week
    3. number of students in the group
    4. implementation of intervention
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### Tier 2 → Tier 3

- the intervention has been tried and modified over at least 6 weeks and:
  1. the student remained at the Intervention Level Reading group or grade in Reading is <75%
  2. aimsweb Plus progress monitoring reveals little or no growth

The team will determine:

1. what additional diagnostics are needed if any
2. what Tier 3 should look like to meet the student's needs
3. the teacher, the schedule, and the goal(s) for Tier 3

When moving to Tier 3, the MTSS Coordinator will send home a letter to explain the movement from Tier 2 to Tier 3. A parent meeting will be scheduled, if needed.

## **TIER 3 IMPLEMENTATION**

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Students who are in Tier 3 will have their cases reviewed every 6-8 weeks by the MTSS team. The MTSS Coordinator will review data weekly. Movement from Tier 3 to Tier 2 will occur when the student reaches Tier 3 goals and is ready to attempt Tier 2 goals.

At Tier 3 students will:

1. be given an additional 30 mins. of reading instruction 5 days/week
2. receive direct, intensive instruction from an approved research-based program
3. be progressed monitored weekly by the Tier 3 teacher

Based on progress monitoring data, the team will determine if:

1. the interventions are working successfully and should continue
2. the interventions have worked successfully and the student meets the criteria for movement back to Tier 2

OR

1. the intervention has been implemented for at least 8 weeks and minimal or no improvement has occurred—the team will recommend special education testing
2. possible retention

## **RETENTION**

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For the 2025-2026 school year, decisions for retention will be made through the MTSS and Retention committees for Grades K-6. A teacher who has Reading concerns regarding a student should refer that student to the MTSS committee. MTSS will be part of the retention decision in order to consider a student at the end of the school year for retention. It is expected that the student has moved through the MTSS process and meets the requirements designated for retention at that student's grade level.

## READING SPECIALIST RESPONSIBILITIES FOR MOVEMENT WITHIN TIERS

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### **Tier 1 → Tier 2:**

- Write final action plan
- Send letter home informing parents
- Create student's file. Included will be a Meeting Form/Action Plan and Initial Referral Form/Input Form
- Get Health Information from school nurse
- Complete any diagnostic testing
- Create a Progress Monitoring schedule
- Communicate with the classroom teacher about student's progress in the classroom
- Communicate with the parent about any issues or concerns

### **Tier 2 → Tier 1:**

- Send letter home informing parents of movement from Tier 2 to Tier 1.
- Put copy of parent letter in student's file
- Notify classroom teacher so that the teacher knows and will progress monitor student
- Complete a student action plan for classroom teacher
- Include a copy of aimsweb Plus data or CDTs in student's file

### **Tier 2 → Tier 3:**

- Send letter home informing parents of movement from Tier 2 to Tier 3. Parent meeting will be scheduled, if needed
- A new schedule and action plan will be created
- All changes will be noted in the action plan

## TIER 1 STRATEGIES for LETTER NAMING FLUENCY

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- Learning the Alphabet with Songs
  - Singing the Alphabet Song with Varying Pace and Rhythm
  - Singing only Part of the Alphabet Song
  - Singing the Alphabet Song to Other Tunes
  
- Matching Letter Shapes to Letter Names
  - Pre-Arc Cards
  - Alphabet Arc Side 1
  - Matching Letters Game
  - Matching Uppercase and Lowercase Letters
  
- Letter Sequencing
  - Alphabet Arc Side 2
  
- Building Fluency in Letter Recognition and Naming
  - Instant Letter Recognition Charts
  - Letter Naming Flashcards
  - Closer to Z
  - Missing Letter Decks
  
- Florida Center for Reading Research
  - <http://www.fccr.org>

## **TIER 1 STRATEGIES for INITIAL SOUNDS and PHONEME SEGMENTATION**

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- Segmenting Sentences into Words
  - Just Say Part
  - Clapping Words in a Sentence
  - Word Chairs
  
- Segmenting Words into Syllables
  - Clap, Snap, or Tap
  - Break It in Half
  - Syllable Puzzles
  
- Segmenting Words into Onset-Rime, Rhyming, and Alliteration
  - Rhyming Picture Sort
  - Rhyming Picture Puzzles
  - Rhyme-Away Story
  - Oops! Wrong Rhyme
  - Stand-Up Rhyme Time
  - Say It, Take It
  
- Phonemic Awareness: Isolation
  - Isolate that sound
  - All Aboard!
  - Saying Silly Sentence
  - Where's That Sound?
  - Thumbs Up
  
- Phonemic Awareness: Identity
  - Sound Dominoes
  
- Phonemic Awareness: Categorization
  - Picture Card Sort
  - Sort Objects into Piles

- Phonemic Awareness: Blending
  - Turtle Talk
  - Blending Animal Names in “Old MacDonald” Song
  - Tap and Sweep, or Tapping Out the Sounds
  - Blending Phonemes
  
- Phonemic Awareness: Segmentation
  - Head, Waist, and Toes
  - Say It and Move It
  - Let’s Count Sounds
  
- Phonemic Awareness: Deletion
  - Deleting a Sound
  - Take Away a Sound
  
- Phonemic Awareness: Addition
  - Make a New World
  
- Phonemic Awareness: Substitution
  - Change That Word
  
  
- Florida Center for Reading Research
  - <http://www.fccr.org>

## TIER 1 STRATEGIES for NONSENSE WORD FLUENCY

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- Introducing and Practicing Letter-Sound Associations
  - Using Letter-Sound Cards to Introduce Letter-Sound Association
  - Reviewing Letter-Sound Relationship with Letter-Sound Cards
  - Fill in the Initial Letter
  - Beginning Sounds Beach Ball
  - Mystery Picture
  - Scavenger Hunt
  
- Blending Letter Into Words
  - Touch and Say
  
- Building Fluency When Reading Real and Nonsense Words
  - Detective Game with Real and Nonsense Word Cards
  - Sorting Real and Nonsense Words on Cards
  - Timed Reading of Word Lists
  - Three Wounds Word Deck
  
- Spelling Simple One-Syllable Words
  - Elkonin Boxes with Pictures
  - Sound Boards
  - Word Chains
  - Say and Write
  
- Reading and Spelling Multisyllabic Words
  - Spelling Words with Two or More Syllables
  - Flexing Syllables for Multisyllabic Words
  
- Techniques of Teaching Nonphonetic Sight Words
  - Heart Words
  
- Practicing with Text
  - Decodable Text
  
- Florida Center for Reading Research
  - <http://www.fccr.org>

## **TIER 1 STRATEGIES for ORAL READING FLUENCY**

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- Building Fluency with Repeated Oral Readings
  - Repeated Oral Readings
  - Partner Reading
- Other Strategies for Building Passage Reading Fluency
  - Audiotaped Stories
  - Echo Reading

## **TIER 1 STRATEGIES for COMPREHENSION**

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- Comprehension Activities
  - KWL Chart
  - Write Predictions
  - Story Web
  - Green, Yellow, and Red Question Cards
  - Comprehension Bookmark
  - Questioning the Author
  - Make a Movie
  - Compare and Contrast
  - Cause and Effect
  - Sequencing Event
  - Main Idea
- Florida Center for Reading Research
  - <http://www.fccr.org>

## TIER 2 & 3 RESOURCES

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### Programs

### Skills

Road to the Code	Phonemic awareness (PA)
Language for Learning	Vocabulary
Fast ForWord	Letters, sounds, PA, colors, shapes
6 minute fluency solution	Fluency
Foundations	Multisensory
Bridge to Early Reading	Multisensory, phonics, PA
Orton Gillingham	Multisensory
Scott Foresman Direct Instruction	Letters, sounds, segmenting, blending
Great Leaps	Letter rec, sight words, PA, fluency
Read Naturally/Live	Fluency
Project Read	Multisensory, phonics, PA
Visualizing and Verbalizing	Comprehension
Heggerty	PA
Bridge the Gap	PA
Just Words	Phonics
Phonics for Reading	Phonics, comprehension
Splash Learn	Reading skills
Signs for Sounds	Spelling
Comprehension Plus	Comprehension
Explode the Code	Letters/Sounds/PA
UFLI	Multisensory, phonics

## 2025-2026 aimsweb Plus SCHEDULE

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- September 8-26 ~ aimsweb Plus Assessments
  - October 10 ~ Data Day
- January 7-30 ~ aimsweb Plus Assessments
  - February 13 ~ Data Day
- May 4-22 ~ aimsweb Plus Assessments
  - May 29 ~ Data Day