

A large, stylized purple logo is centered in the background. It features a central vertical element with horizontal bars extending outwards, all enclosed within a thick, curved purple border that resembles a stylized letter 'W' or a similar symbol.

West Irvine Intermediate

**MTSS**

**Teacher Handbook**



# Table of Contents



	<b>Page #</b>
<a href="#"><u>What is MTSS?</u></a> .....	3
<a href="#"><u>MTSS Matrix</u></a> .....	4
<a href="#"><u>Summary of MTSS at West Irvine (Academic)</u></a> .....	5
<a href="#"><u>Summary of MTSS at West Irvine (Behavior)</u></a> .....	6
<a href="#"><u>Team Members and Mission Statement</u></a> .....	8
<a href="#"><u>The 3 Tiers and Teacher Responsibilities</u></a> .....	9
<a href="#"><u>MTSS Flowchart</u></a> .....	10
<a href="#"><u>Progress Monitoring Methods</u></a> .....	11
<a href="#"><u>MTSS Forms</u></a> .....	12
<a href="#"><u>Tier II Academic Documentation Form</u></a> .....	13
<a href="#"><u>Ideas for Tier II Documentation</u></a> .....	15
<a href="#"><u>Student Discipline Report</u></a> .....	16
<a href="#"><u>Tier II Behavior Intervention Plan</u></a> .....	18
<a href="#"><u>Student Intervention Matching Form</u></a> .....	20
<a href="#"><u>Tier III Behavior Intervention Request Form</u></a> .....	22
<a href="#"><u>Links to current Tier II and Tier III Lists</u></a> .....	24
<a href="#"><u>Examples of Completed Forms</u></a> .....	25

# What is MTSS?

A Multi-Tiered System of Supports (MTSS) is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a “way of doing business,” which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. A Multi-Tiered System of Supports helps schools and districts to organize resources through alignment of academic standards and behavioral expectations, implemented with fidelity and sustained over time, in order to enable every child to successfully reach his/her fullest potential.

Here is a basic outline of how a three-tiered system works.

**Tier 1: The Whole Class.** All students are taught with methods that research has shown to be effective. All students are screened to see who is and isn't responding to these strategies. Kids may be broken into small groups that address different strengths and areas of need.

**Tier 2: Small Group Interventions.** Some students receive more targeted support in small groups. The scheduling of these interventions is important. The goal is to keep students from missing any core instruction or other Tier 1 activities that might make it harder to catch up.

**Tier 3: Intensive, Individualized Support.** A few students who move up to this most intensive level of support continue with Tier 1 activities. Their break-out groups are smaller than in Tier 2. And these sessions last longer and are more narrowly focused.

MTSS is an “umbrella” term. It includes some multi-tier systems of support you may know already:

**Response to Intervention (RTI)** focuses on academics. It identifies kids who are struggling. And it provides increasing levels of support to help them catch up. Tier 1 is class-wide instruction and support. Ideally Tier 2 interventions are scheduled so students won't miss any core instruction. The same is true for Tier 3.

**Positive Behavioral Interventions and Supports (PBIS)** is a school-wide system. All students are taught how they are expected to behave. And these expectations are described in a positive way. (“Be respectful” instead of “Don't talk back.”)

## MTSS Matrix

	Tier I	Tier II	Tier III
<b>Screening</b>	<ul style="list-style-type: none"> <li>• MAP</li> <li>• Fountas &amp; Pinnell Benchmark Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Assessments</li> <li>• Running Records</li> <li>• Writing Samples</li> <li>• Engineer Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• EasyCBM</li> <li>• PAST Assessment</li> <li>• Sight Word Assessment</li> <li>• Word-Study Inventory</li> </ul>

Progress Monitoring	Tier I	Tier II	Tier III
<b>Decide when changes need to be made</b>	Follow at-risk students closely- monitor student progress monthly	Frequently- weekly	More Frequently- bi-weekly
<b>We Use</b>	Universal screeners and classroom data	Classroom data from interventions	Progress data from interventions
<b>Who is Involved</b>	Classroom Teacher -Support from coaches	Classroom teacher -Support from coaches	Interventionists

Interventions	Tier I	Tier II	Tier III
<b>We Use</b>	Flexible grouping, targeted instruction, differentiated instruction, questioning strategies, feedback, and other research-based instruction	Research-based strategies -Look at "Tier II Documentation" form in MTSS Classroom Teacher Handbook for ideas	Research-based strategies/instruction  EasyCBM Jan Richardson Strategies LLI
<b>Who is Involved</b>	Classroom Teacher -Support from coaches	Classroom Teacher -Support from Coaches	School Intervention Team

# Summary of MTSS at West Irvine

## Academic

- All students at West Irvine will receive Tier I classroom instruction from their homeroom teacher. This includes implementation of the Kentucky Academic Standards as well as all school-wide academic expectations.
- Students who are performing close to the bottom 10% in any subject area but are not currently receiving any additional services, are considered Tier II. The classroom teacher must put interventions in place within the classroom to support the success of the student. This may include extra small groups, differentiated center work or other supplements beyond what all students in the room are receiving.
- The teacher must collect and document data on the [Tier II Documentation](#) Form for at least 4 weeks. Then the intervention team will analyze the findings and decide whether the student should be placed in Tier III for more intense interventions or if the students should continue with Tier II supports.
- When a student is placed in Tier III, they will receive services from intervention team members who will either pull that student out of the classroom to provide one-on-one/small group interventions or push into the classroom to provide support to the student while in class. The student will not be pulled out during core instruction time and the number of days a week a student receives services will be determined by the intervention team.
- The intervention team will meet once a month to discuss intervention students' progress and whether any students need to move tiers.
- If a Tier III student is identified by their intervention teacher as needing a special education referral, the intervention and classroom teacher will work together to complete the Special Education Referral Form.
- After the form is completed and the correct screeners administered, the referral will then be the responsibility of the special education team.

# Summary of MTSS at West Irvine

## Behavior

\*See the [West Irvine Intermediate Behavior Handbook](#) for detailed information regarding behavior.

- All students at West Irvine will follow our school behavior expectations.
  - Respectful
  - Responsible
  - Safe
- All students will also be a part of their classroom “Dojo” system where they will receive points for following expectations and documentation of failing to meet expectations will be recorded. Teachers and the school as a whole will reward students meeting expectations as determined by their Dojo points. All Dojo behavior information is linked to parents so they can see how their child is doing.
- Teachers may implement other systems within their classroom to manage behavior.
- When a teacher has a student that is consistently not meeting behavior expectations, they will start filling out a [Student Discipline Report](#) for that student.
- Starting on “Side 1”, they will record the problem behavior and the dates they implemented the PBIS strategies to support the student in meeting expectations.
- If a teacher goes through all 3 PBIS steps, and the problem behavior continues, after-school detention must be given to the student by their homeroom teacher.
- If there is no improvement in behavior after that, they will complete the office referral on the reverse side of the form and turn it into the principal.

# Summary of MTSS at West Irvine

## Behavior Continued

- After the administration has completed their response to the office referral, if the student's behavior does not improve, the classroom teacher will fill out a [Tier II Behavior Intervention Plan](#) Form.
- On this form, the teacher (with help from the intervention team if needed) will create measurable behavior goals for the student and decided what reward system and correction techniques will be implemented. On the back of that form, they will record data reflecting the the success of the implementation of the goals for at least 4 weeks.  
Resources to determine correction techniques:
  - [www.pbisworld.com](http://www.pbisworld.com)
  - [Student Intervention Matching Form](#)
  - [Intervention Flow Chart](#)
- After the data is collected, the teacher will meet with the intervention team and a a decision will be made regarding next steps for the student.
- If the student is being referred to Tier III Intervention by the intervention team, the teacher will complete a [Tier III Behavior Intervention Request](#) Form and it will be sent to the district level where further screening and assessments will take place.

West Irvine Intermediate  
Response to Intervention  
**Team Members**

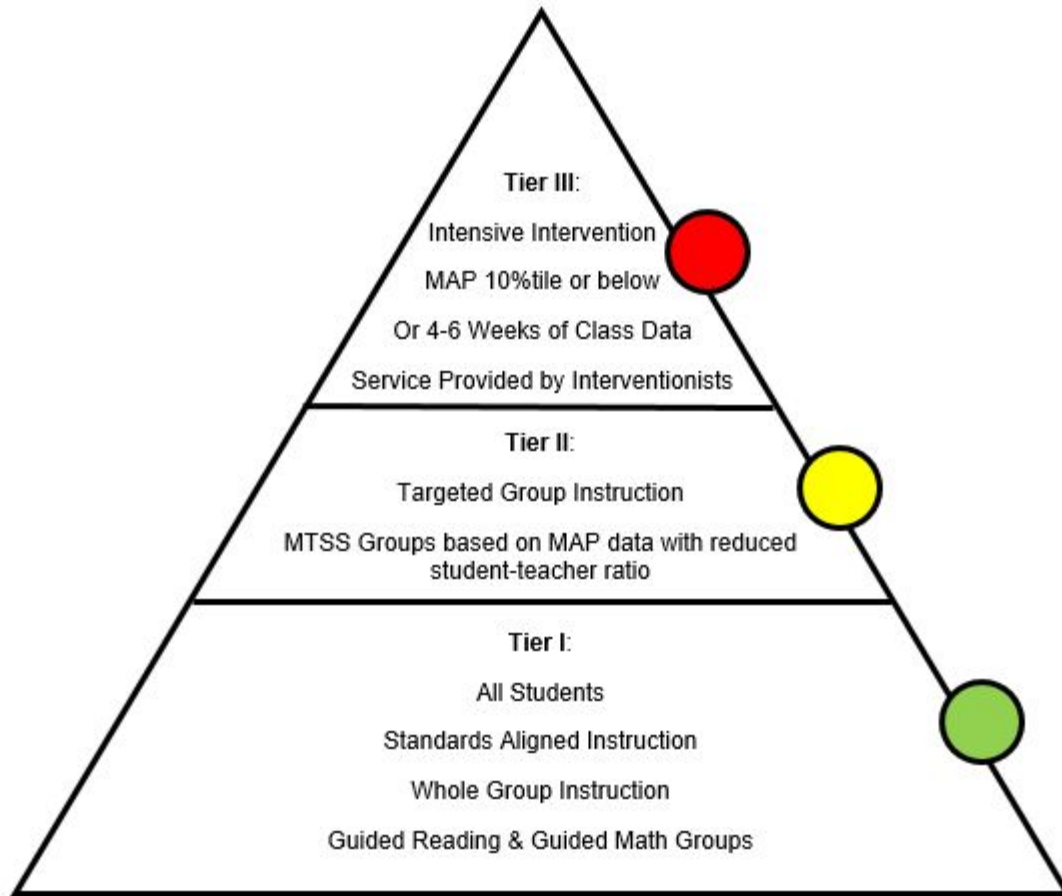
<b>Staff Member</b>	<b>Role</b>	<b>Areas of Influence</b>
Brooke Young	School Coordinator	Teachers
Stephanie Smith	Reading Co-coordinator	Teachers & Reading RTI Students
Zelicia Hughes	Math Co-coordinator	Teachers & Math RTI Students
Growth Goal Team	Behavior Co-coordinator	Teachers and Behavior RTI Students
Bo Brooks	Behavior Interventionist	Behavior RTI Students
Lorene Clark	Reading Interventionist	Reading RTI Students
Valeria Kirby	Reading Interventionist	Reading RTI Students
Sheila Blackwell	Math Intervention Teacher	Math RTI Students
Amanda Bryant	Director of Special Education	Coordinators, Teachers and Students

**West Irvine MTSS Mission:**

We will provide students at West Irvine Intermediate with high quality instruction and appropriate evidence-based academic and behavior interventions to meet the needs of all students. Teachers, coordinators, and support staff will use student performance data to make decisions about instruction, interventions and goals to achieve academic success.



# A 3-Tiered System

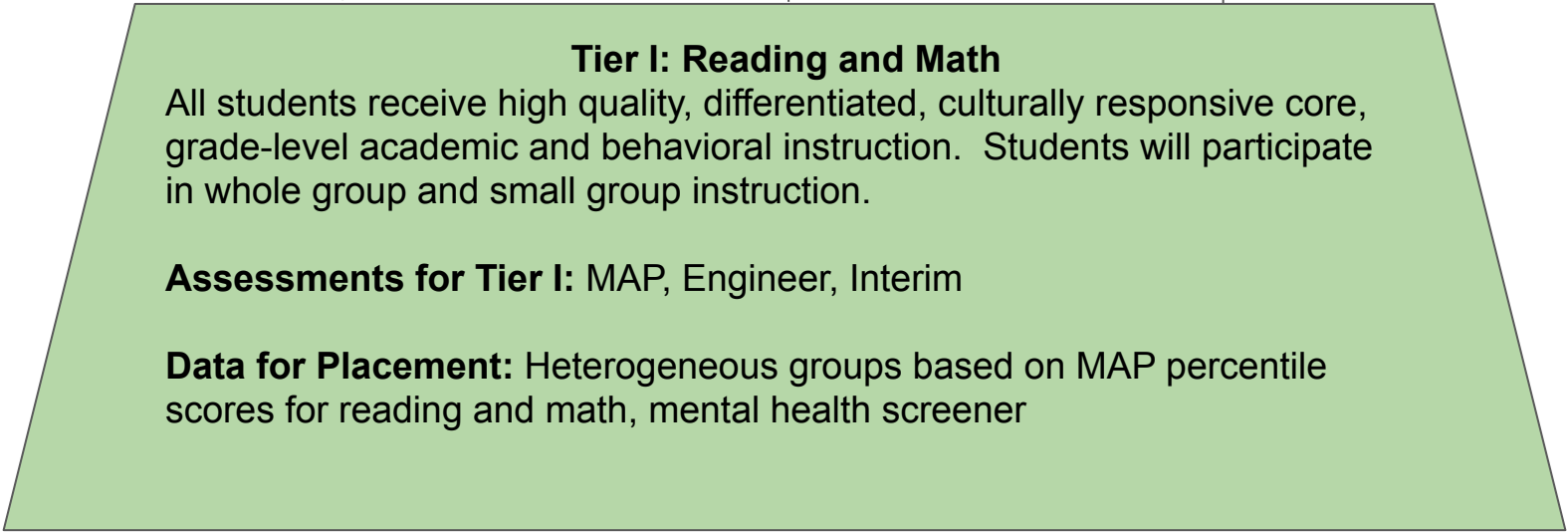
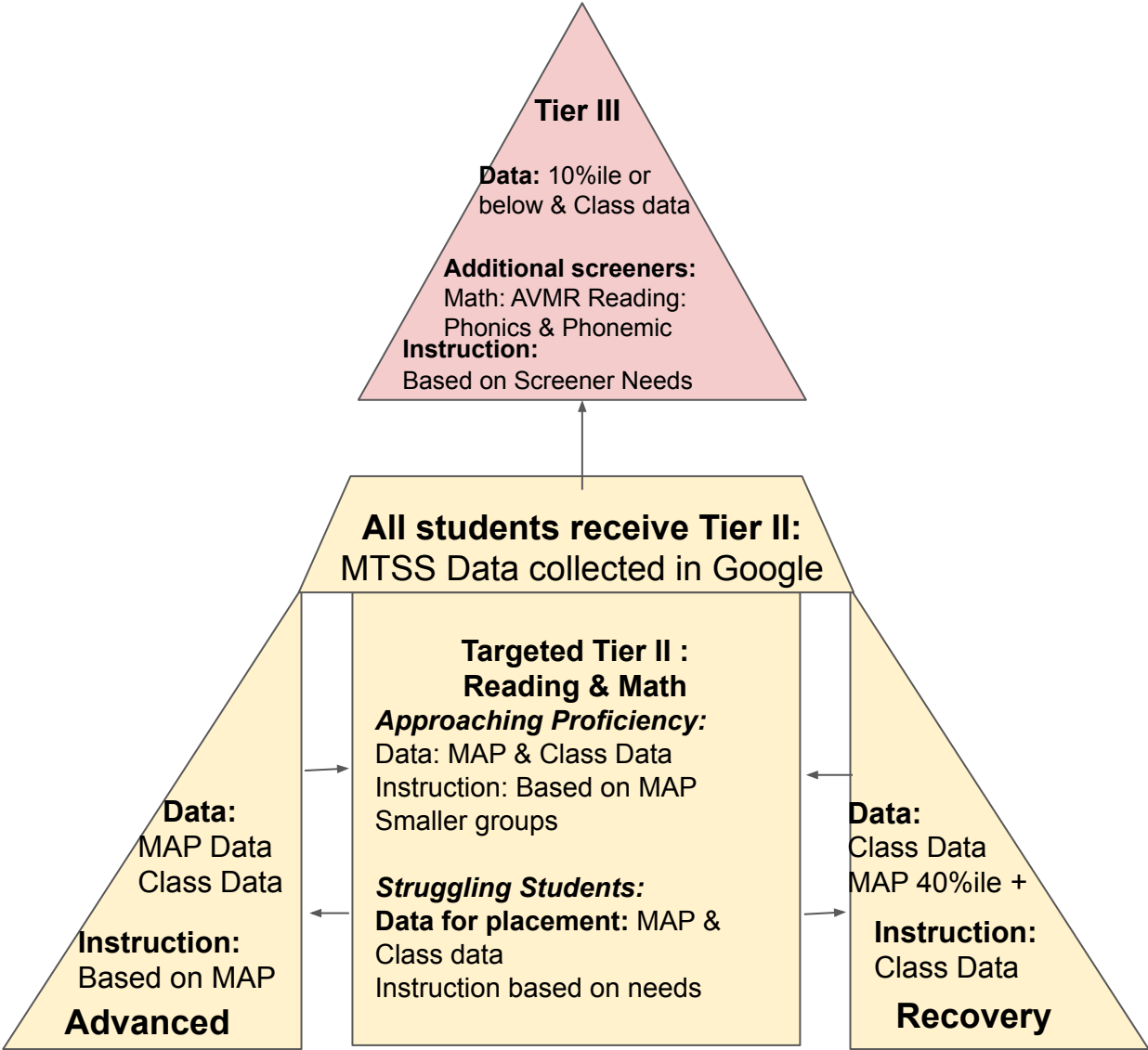


Classroom teachers are responsible for:

- Teaching all students Kentucky Academic Standards (Tier I)
- Identifying and keeping data on struggling students (Tier II)
- Assist intervention teacher in filling out special education referral forms if needed (Tier III)

Tier III services are provided by members of the intervention team.

# West Irvine MTSS Flowchart



# Progress Monitoring Methods for MTSS

West Irvine Intermediate  
2020-2021

## Tier 1

## Tier 2

## Tier 3

### Placement Data:

Heterogeneous groups based on MAP percentile scores for reading and math, mental health screener



### Assessment Data:

MAP, Engineer, Interim



### Instruction:

All Students participate in whole group and small group instruction for reading and math.

### Placement Data:

Advanced: Classroom Data & MAP Data (51-99th percentile)

Approaching Proficiency: Classroom Data & MAP Data (25th-50th percentile)

Struggling Students: Classroom Data & MAP Data (1st-24th percentile)

Recovery: Classroom Data (40 percentile and above that require intervention on classroom instruction)



### Assessment Data:

MAP, weekly formative assessment



### Instruction:

All Students participate in differentiated instruction for reading and math with reduced student-teacher ratio.

### Placement Data:

MAP 10%ile or below & Class data showing 4-6 weeks of little/no improvement



### Assessment Data:

MAP, F&P, AVMR, weekly probes (including reading fluency, accuracy, and comprehension; math Easycbm)



### Instruction:

Students in Tier 3 receive instruction based needs identified through screeners and probes.

# **West Irvine**

## **MTSS Forms**







## Tier II Documentation Ideas

### Reading

Type	Examples
Running Records	Accuracy and Comprehension Scores
Writing Samples (grades with rubric)	On-Demand, Writing Pieces, Extended Responses, ACE Strategy
Vocabulary or Spelling	Flocabulary assignments or tests
Guided Reading Strategies Checklist or Assessments	% of success using any of the Jan Richardson strategies
Phonics/Sight Words Checklists or Assessments	Sight Word Knowledge, Dictated Sentences, blends, vowel teams, etc.
Anecdotal Records	Notes/records from small group
Exit Slips	
Engineer Assessments	
Quizzes	
Worksheets	Any worksheet that targets a specific skill
Reading A-Z	Comprehension Scores

### Math

Type	Examples
Math Facts	2s Multiplication Facts Assessment
Math Strategies (data collected from Guided Math groups)	CUBES, Box Method, Standard Algorithm, etc.
Exit Slips	Short worksheet, checklist, sticky notes
Anecdotal Records	Notes/records from small group
Engineer Assessments	
Quizzes	
Worksheets	Any worksheet that targets a specific skill
Prodigy/Edgenuity	Any data that is targeted on a specific skill



# STUDENT DISCIPLINE REPORT

## West Irvine Intermediate

155 Riverview Road, Irvine, KY 40336  
Phone: 606-723-4800 Fax 606-723-5350

Principal: Charlotte Arvin  
[charlotte.arvin@estill.kyschools.us](mailto:charlotte.arvin@estill.kyschools.us)  
Assistant Principal: Brooke Young  
[brooke.young@estill.kyschools.us](mailto:brooke.young@estill.kyschools.us)  
Counselor: Renae Wainscott  
[renae.wainscott@estill.kyschools.us](mailto:renae.wainscott@estill.kyschools.us)

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Referring Staff: \_\_\_\_\_ Location: \_\_\_\_\_ IEP/504 \_\_\_\_\_  
Teacher's Description of Incident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>Problem Behavior</b> Check One	<b>Possible Motivation</b> Check One
<input type="checkbox"/> Bus referral <input type="checkbox"/> Leaving class/building without permission <input type="checkbox"/> Aggression toward self/others/property <input type="checkbox"/> Disruption <input type="checkbox"/> Skipping class <input type="checkbox"/> Fighting <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Physical/Verbal/Sexual/Racial Threat Harassment <input type="checkbox"/> Possession of tobacco, drugs, weapons, or other contraband <input type="checkbox"/> Repeated Minor: _____	<input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain items/activities <input type="checkbox"/> Avoid peers <input type="checkbox"/> Avoid adults <input type="checkbox"/> Avoid task/activity <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

Administrative Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>Administrative Decision</b>	<b>Due Process</b>	<b>PBIS Expectations</b>
<input type="checkbox"/> Loss of privilege <input type="checkbox"/> Time in office <input type="checkbox"/> Conference with student <input type="checkbox"/> Parent contact/conference <input type="checkbox"/> In-school suspension _____ <input type="checkbox"/> After-school detention _____ <input type="checkbox"/> Out of school suspension <input type="checkbox"/> Referred to counselor <input type="checkbox"/> Individualized instruction <input type="checkbox"/> Expulsion	<input type="checkbox"/> Student was given oral or written notice of charges <input type="checkbox"/> Student was given an explanation of evidence <input type="checkbox"/> Student was given opportunity to admit or deny guilt <input type="checkbox"/> Parent was notified <input type="checkbox"/> Parent was sent a copy of the referral	<input type="checkbox"/> Respectful <input type="checkbox"/> Responsible <input type="checkbox"/> Safe

Principal's signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_



Office Referral

### Minor Discipline Incidents

- Lying
- Disrespect toward adults
- Unprepared for class
- Horseplay
- Provoking
- Chronic failure to follow directions

### Major Discipline Incidents

- Bus referral
- Leaving class/building without permission
- Aggression toward others/self
- Disruption
- Skipping class
- Fighting
- Inappropriate language (including sexual)
- Physical/Verbal/Sexual/Racial/Threat Harassment
- Possession of tobacco, weapons, or other contraband

## 2020-21 West Irvine Intermediate PBIS Behavior Management System

### Step 1: Positive Correction Reinforcement

- Praise (nearby student for positive behavior)
- Non-verbal cues (Eye contact, head shaking, eyebrow raise)
- Proximity

Date/Time: \_\_\_\_\_

### Step 2: Positive Student Communication

- Appropriate proximity (private not public)
- Pause before giving directions
- Speak in calm and neutral tones
- Student redirection (explicit, quick reminders, restate expectations)
- 4:1 Ratio (positives vs. negatives)

Date/Time: \_\_\_\_\_

### Step 3: Positive Parent Communication

- Positive comments first
- List of key point (explicit)
- Calm neutral tone
- Clear-cut goal of improvement

Date/Time: \_\_\_\_\_

### Step 4: After-school Detention

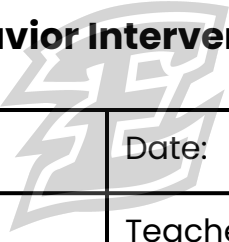
Date/Time: \_\_\_\_\_

### Step 5: Office Referral (Complete the reverse side of this document)

Date/Time: \_\_\_\_\_

Student Behavior

## Tier II Behavior Intervention Plan



Student:	Date:
School: West Irvine Intermediate	Teacher:

**Describe behavior(s) targeted for intervention:**

---

---

---

---

---

**Measurable Behavior Goals:**

---

---

---

---

---

**Positive Reinforcements:** Compliance with specified behaviors will result in the student earning frequent positive reinforcement.

---

---

---

---

**Correction Techniques:** Steps to follow to correct inappropriate behavior.

---

---

---

---

**\*Use "Student Intervention Matching Form" for assistance in deciding on techniques.**

### Personnel Responsibilities

Personnel Assigned	Responsibility



## Student Intervention Matching Form

**Instructions:** This form is designed to match students identified as emotionally or behaviorally at-risk by a universal screening process to particular Tier 2 interventions. A teacher or other staff member who is familiar with the student should complete the form. This form includes statements assessing a variety of student characteristics. Your job is to answer whether each statement is very true, true, untrue, or very untrue about the target student. For statements that you don't know, simply check the box that indicates so. Your answers will then be scored to determine which evidence-based Tier 2 intervention(s) should be considered for implementation to address the student's emotional and behavioral needs.

Student Name: \_\_\_\_\_ Person Completing Form: \_\_\_\_\_ Date: \_\_\_\_\_

**Scale:** Very True= 3      True= 2      Untrue= 1      Very Untrue= 0      Don't Know= 0

Item	Statement	Very True	True	Untrue	Very Untrue	Don't Know
1	Good relationship with the student's parents					
2	Student seeks or likes attention from adults					
3	Student is rejected or isolated by peers					
4	Student is eager to earn rewards or privileges					
5	Student's main problem is disruptive classroom behavior					
6	Parents are open and willing to collaborate with the school					
7	Student can behave well when the appropriate incentive is available (e.g., recess, computer time, field trip, ect.)					
8	Student can only work so long before escaping and being off-task					
9	Student could benefit from having a positive, adult role model					
10	Student needs constant reminders to stay on-task					
11	Student spends most of free time alone					
12	Student's main problem of concern happens with a certain degree of regularity or high frequency					
13	Student is unaffected by school-based disciplinary consequences (reprimand, removal from class, ect.)					

## Student Intervention Matching Form Continued

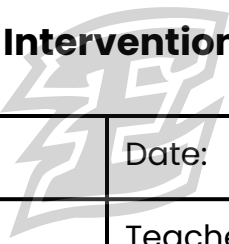
Item	Statement	Very True	True	Untrue	Very Untrue	Don't Know
14	Student could benefit from having nice things said about him/her					
15	Student's academic skills are low and, as a result, finds academic instruction and activities frustrating					
16	With the right incentive, student's behavior likely will improve					
17	Student could benefit from starting the day off on a good note and ending the day with praise or feedback					
18	Student had difficulty concentrating and staying focused until task completion					

**Scoring System:** interventions with scores equal to or greater than 6 are considered reasonable for implementation

Intervention	Items	Score (sum the items)
School-home Note System	1, 6, 13	
Behavior Contract	4, 7, 16	
Self-monitoring	10, 12, 18	
Check-in/Check-out Mentoring	2, 9, 17	
Positive Peer Reporting	3, 11, 14	
Class Pass	5, 8, 15	

**Implement only one intervention identified as reasonable for the student at a time. For details on how each intervention works, see the "Research-Based Behavior Intervention Guide".**

# Tier III Behavior Intervention Request Form



Student:	Date:
School: West Irvine Intermediate	Teacher:

### Internalized Behavior Concerns

(check those that apply)

- |   |                                 |  |                                     |
|---|---------------------------------|--|-------------------------------------|
| <input type="checkbox"/> emotionally flat | <input type="checkbox"/> shy    | <input type="checkbox"/> withdrawn           | <input type="checkbox"/> anxious    |
| <input type="checkbox"/> sad/depressed    | <input type="checkbox"/> lonely | <input type="checkbox"/> social difficulties | <input type="checkbox"/> hurts self |

### Externalized Behavior Concerns

(check those that apply)

- |  |  |                                     |
|--|--|-------------------------------------|
| <input type="checkbox"/> frequently absent/tardy | <input type="checkbox"/> contraband use/possession | <input type="checkbox"/> disruptive |
| <input type="checkbox"/> non-cooperative         | <input type="checkbox"/> lying/cheating            | <input type="checkbox"/> tantrum    |
| <input type="checkbox"/> bullying                | <input type="checkbox"/> aggression toward others  | <input type="checkbox"/> steals     |

Specific Problem Behavior	Time/Location of problem	Specific activity or task that triggers problem	With whom does problem occur?	Likelihood of problem occurring (Scale of 1-5)

<p style="text-align: center;"><b>Referrals this school-year</b></p> <p># office referrals   ___</p> <p># In-school Suspensions   ___</p> <p># Out-of-School Suspensions   ___</p>	<p style="text-align: center;"><b>Health Concerns</b></p>
--	---

**Academic Concerns**

(check all that apply)

Student does not master academics at the same rate as peers.

Student does not complete assignments and/or homework.

Other (explain) \_\_\_\_\_  
\_\_\_\_\_

**Possible Functions of the Behavior**

(check all that apply)

obtain adult attention

obtain peer attention

obtain stimulation/sensory

escape/avoid adult attention

obtain tangible/activity

escape/avoid peer attention

escape/avoid tangible/activity

escape/avoid stimulation/sensory

**Strategies You Have Already Tried**

(check all that apply)

establish positive relationship with student

self-monitoring

pre-correction and redirection

modified assignments

tangible recognition for expected behavior

4:1 positive verbal feedback

retaught expected behavior

parent/guardian contact

role-played/practiced expected behavior

Class Pass

School-home Note System

Behavior Contract

Check-in/Check-Out Mentoring

Positive Peer Reporting

Other (specify) \_\_\_\_\_

**How has the student responded to these strategies? Include any other important notes.**

---

---

---

---

---

# Links to Current Tier II and Tier III Lists

Located in "WII 2020-21" folder on Google Drive

[Academic Tier II List \(Watchlist\)](#)

[Academic Tier III Intervention List](#)

[Behavior Tier II List \(Watchlist\)](#)

[Behavior Tier III Intervention List](#)





# **Examples of Completed Forms**

## Tier II Documentation Form

Student: Jane DoeGrade: 4thTeacher: SmithSchool Year: 20/21Targeted Area: Reading

## Alternative Strategies and Interventions that have been Implemented

Data must reflect 4-6 weeks of implementation

Skill	Strategy/Intervention	Date Started	Date Ended	Results
initial blends	focused center work	9/10/20	10/16/20	little progress
Comprehension	extra guided reading group	9/10/20	10/16/20	no progress
writing	graphic organizers	10/1/20	10/16/20	little progress

## Examples of Interventions for Tier II:

- Guided math/reading groups in addition to what the whole class receives
- Instruction broken down into smaller, more manageable steps
- Instruction provided using a different teaching strategy
- Instruction using a different response mechanism
- Student provided with additional practice activities
- Student provided with immediate and specific feedback



## Tier II Behavior Intervention Plan

Student: Jane Doe	Date: 10/28/20
School: West Irvine Intermediate	Teacher: Smith

### Describe behavior(s) targeted for intervention:

disrespect to teacher - rude comments, talking back, + refusing to comply

### Measurable Behavior Goals:

Jane will complete classwork without talking back at least 80% of the time.

**Positive Reinforcements:** Compliance with specified behaviors will result in the student earning frequent positive reinforcement.

lunch with the teacher

**Correction Techniques:** Steps to follow to correct inappropriate behavior.

Self-monitoring check list

\*Use "Student Intervention Matching Form" for assistance in deciding on techniques.

### Personnel Responsibilities

Personnel Assigned	Responsibility
Mrs. Smith	monitor student fidelity



## Tier II Behavior Documentation

Data must reflect implementation of intervention plan for at least 4 weeks.

Date	Data	Notes
11/1	talked back 90%	
11/2	" 80%	
11/3	" 85%	lots of probing
11/4	" 70%	
11/7	" 70%	
11/8	" 70%	
11/9	" 60%	
11/12	" 50%	changed reward to computer time
11/13	" 20%	met goal!
11/14	" 25%	
11/20	" 18%	
11/21	" 10%	
11/22	" 10%	

### Ways Data Can be Collected

- Anecdotal notes
- Tally Marks/frequency chart
- Results from self-monitoring chart
- Results from check-in/check-out chart
- Results from class pass use
- Success rate of behavior contract

#### Examples:

- Student called out in class 12 times today.
- Student used class pass 3 times this week.
- Student earned 10 check marks on their check-in/check-sheet this week.
- Student met their behavior goal 3 out of 5 days this week.