

# Elevate Teacher Conference

MTSS: Multi-Tiered Systems of Support

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## Mississippi Department of Education

### VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

### MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



## State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher



## Today's Purpose



## Purpose

- Review MTSS
- Intervention vs. Remediation
- Tier II
- Tier III
- Data
- Implementation Model



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## MTSS

# Multi-Tiered System of Supports



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## MTSS

- A multi-tiered system of supports is a **framework** for effective **team**-based problem solving that is **data-informed**, **evidence-based**, and **flexible** enough to meet the **academic** and **behavioral** needs of **all** students.



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## What is MTSS

IS	IS Not
A framework for effective problem solving to improve academics and behavioral outcomes for ALL students.	A single curriculum or program
For ALL students including those who need enrichment	Just for struggling students
Flexible to meet the unique needs of districts and schools	A one size fits all prescription
Data informed and evidence based	Based on assumptions or anecdotal info
Collaborative team based decision making	The responsibility of one person
A framework to make decisions about the need for further services.	A pre-referral process



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# MTSS

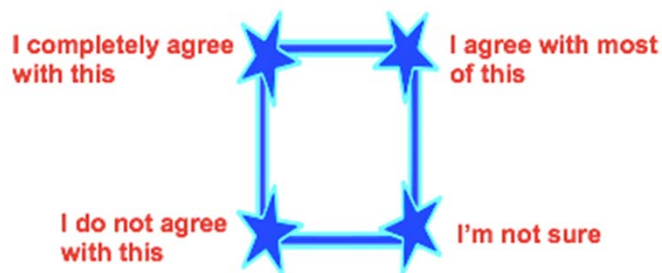
## ACTIVITY

- 4 Corners
- Implementation Rubric



## ACTIVITY – Ice Breaker

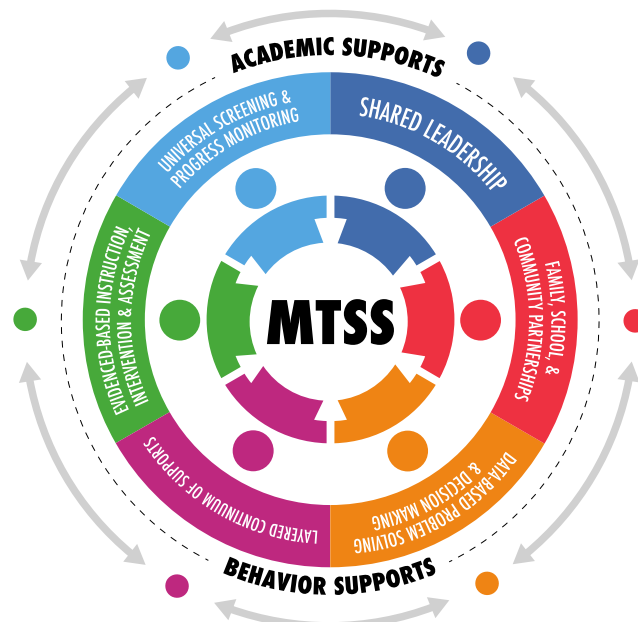
The facilitator will read statements about the MTSS process. Move to one of the labeled corners to reflect your understanding of these statements.



## Ice Breaker Activity

1. A student must move through all phases of the tier process in order to have a comprehensive assessment.
2. After 16 weeks, a decision to move to comprehensive evaluation must be made.
3. After 8 weeks of Tier II interventions, a student should be moved to Tier III.
4. Students receiving Special Education, EL or Gifted services are eligible for intervention services.
5. Behavior interventions specifically address disruptive behaviors.
6. Teacher made interventions are the best way to address student deficits.

## MTSS Essential Components



## Intervention or Remediation



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## Intervention

- Systematic and explicit instruction provided to accelerate growth in an area of identified need.
- Provided by both special and general educators, based on training, not titles.
- Designed to improve performance relative to a specific, measurable goal.
- Based on valid information about current performance, realistic implementation, and includes ongoing student progress monitoring.



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## Remedial Instruction

- Using individualized or small group teaching of students who are experiencing difficulties in specific subject areas
- Targets academic weaknesses that may hinder learning
- Intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate



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## Activity

Locate your number and join your group.  
Get 4 scenarios and decide if they are an intervention or a remediation.  
Place them on the correct chart paper. Be ready to share out.



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## What is Tier I?



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## Tier I - High Quality Instruction

- Instructional strategies that address patterns of weaknesses among students
- ALL students receive instruction within an evidence-based, scientifically researched core program
- Differentiation occurs to meet the needs of ALL students
- High-quality instruction can make a substantial difference for struggling students



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## Differentiation

What is differentiation?

- Tailoring instruction to meet individual needs
- Reaching out to an individual or small group to vary your teaching in order to create the best learning experience possible



## Intervention vs. Remediation

Interventions	Remediation
Data informed	Re-teaching
For students who need supplemental support in academic or behavior skills (Tier II)	Remedial program for students who are not performing well and need reinforcement
Meets the needs of all students	Review previously taught skills
Targets specific learning difficulties	Struggling with one subject area like reading, writing, or math
Systematic and explicit instruction of identified deficits with individual skills	Typically, short term
Deficit area has been described	Spiraling review in addition to new content



## Intervention

Interventions	Remediation
The specific intervention to be utilized has been identified	Teachers differentiate their instruction
Determine the evaluation criteria to be used	Target students individually
Implemented by classroom teacher, interventionist, or other designated personnel	Uses classroom data to determine which skills need improvement
Utilize a specific evidence-based intervention program	Utilize small groups or work stations
For students who need more intensive and frequent support (Tier III)	Chunks skills into small tasks rather than giving one large task

## What is Tier II?

## Tier II Supplemental Instruction

- Some students will need more support in addition to the school-wide supports
- Evidence-based, targeted, supplemental, skill-building intervention
  - Systematic, explicit, and aligned with Tier I instruction
  - Individual or small group targeted instruction/intervention and supplemental supports with similar skill building needs.
  - In addition to Tier I academic and behavior instruction and supports



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## Making the Decision to Move to Tier II

- Look at data to determine when to move to Tier II
  - Discrepancy on universal screener when compared to class peers
  - Improvement never meets or exceeds intervention group
  - Standard scores on mastery test are below a given percentile (25<sup>th</sup> percentile)
  - Scores on specific skills are below basic or proficient, Level 1 or Level 2
  - Failing grades (least reliable source)



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## Tier II Behavior

- Students who need additional help
- To reduce current incidents of problem behavior for students identified as "at-risk" for engaging in behavior problems

## Critical Features of Tier II Interventions for Behavior

- Small Group
- Matched to Student Need(s)
- Explicit Instruction of Skills
- Structured Prompts for Appropriate Behavior
- Opportunities to Practice
- Frequent Feedback to Students
- Fading Supports

# What is Tier III?



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## Tier III Intensive Interventions and Instructional Supports

- Tier III is for students who demonstrated little to no progress in Tier II
- Typically reserved for 1-5% of students in a class
  - The most intensive instruction/intervention
  - Smaller group setting (1-3 students)
  - 30-60 minutes at a minimum/ 4 days per week
  - Progress is monitored more frequently to determine students response to intervention, typically 1 time per week



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### Tier III Intensive Interventions and Instructional Supports

- Intervention is provided by school personnel who are highly trained with the areas of the academic need indicated by the student performance data
- Not intended to replace Tier I
- Regular fidelity checks should be conducted to determine if the intervention was implemented the way it was intended



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### Tier III Intensive Interventions and Instructional Supports

- Documentation
  - Does the information on the teacher narrative match the intervention?
- Implementation
  - Are sign-in sheets available for my students to track their attendance?
  - Does the intervention support the data from the assessments (STAR, MAAP,...)



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## Tier III Behavior

- Intensive programs and strategies for students who need individualized supports
- Complete a Functional Behavioral Assessment (FBA)
- Develop a comprehensive intervention support plan



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## Child Find

- **Follow Child Find Procedures**

-**Child Find** is the ongoing obligation to identify, locate, and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities.

*Note: A district should not violate its Child Find duty by repeatedly referring a student for interventions rather than evaluating the student's need for special education and related services.*



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## Some Examples of Interventions

- Read 180
- Fast ForWord
- Reading Plus
- iReady
- Read Naturally
- Achieve 3000



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## Content Areas



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## English Language Arts

- Determine if the problem is at the comprehension level or the word level through diagnostic assessments
- Provide explicit vocabulary instruction
- Include technology component
- Build background knowledge



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## English Language Arts

Student	Strategy
Poor Readers	Focus on Phonological Skills
Less Severely Impaired	Target Text Reading Fluency
Deciphering Words	Address Vocabulary Deficiencies to Increase Comprehension

- Louisa Moats (2002)



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## English Language Arts

- Repeated Reading is a strategy where students read through a passage repeatedly and receive help with errors
- You will need a reading book and a stopwatch
- Resources for this strategy can be found on Intervention Central including the step by step process



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## Math

- Determine if problem is due to conceptual understanding, fluency, reasoning, etc.
- Encourage students to verbalize, or think aloud
- Use visual representations
- Provide ongoing formative assessment and teacher feedback



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## Content Area

- Academic discipline should define essential literacy skills required for success
- Collaborate regarding
- Utilize text coding
- Model locating text evidence
- Use visuals

## Data

## Tips for Reviewing Data

- Look at multiple pieces (assessments, attendance, classroom data, discipline referrals, environmental situations, ...)
- Question if there are discrepancies on the different assessment pieces
- Look at the qualitative vs. the quantitative (classroom behaviors, assignment completion, ...)



## Section 2A: Supplemental Instruction

- Target Deficit Area of Intervention Identified - What is the student having difficulty with specifically?
- Supplemental Instruction Utilized – What supplemental instruction or small group strategies will be used?
- Specific Evaluation Criteria in Measurable terms - What is the student expected to demonstrate to determine effectiveness of the intervention?

SECTION 2A		TIER II (SUPPLEMENTAL INSTRUCTION) DOCUMENTATION	
<p><i>Instructions: TEACHERS should complete this form for each student that did not respond to high quality Tier I core instruction. For students receiving more than one intervention in multiple academic or behavioral areas, teachers can duplicate this form. Visit <a href="http://www.mde.k12.ms.us/intervention">www.mde.k12.ms.us/intervention</a> RTI Resource Links for additional resources.</i></p>			
DETAILS OF INTERVENTION		DATE	
Student Name: _____	Describe supplemental and/or small group strategies utilized – should be evidence-based:	Provide specific evaluation criteria, in measurable terms, utilized to determine effectiveness and monitor progress:	
Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain: _____	_____	_____	



## Section 2B: Integrity Checks

### SECTION 2B TIER II (SUPPLEMENTAL INSTRUCTION) INTERVENTION INTEGRITY CHECKS

*Instructions: SCHOOL ADMINISTRATORS, check the box next to each trait of quality implementation demonstrated during Tier II intervention observation. Complete at least two (2) integrity checks at equal intervals during course of intervention.*

INTEGRITY CHECK #1	Date: _____	INTEGRITY CHECK #2	Date: _____
<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. (See Section 2A.) <input type="checkbox"/> The intervention is being delivered in a manner which is consistent with the intervention details as described above. <input type="checkbox"/> The intervention seems appropriate for the needs of this student. <input type="checkbox"/> The individual(s) responsible for delivering intervention has the materials and support he/she needs. <input type="checkbox"/> The student's attendance has not been a significant factor in hindering his/her progress. <input type="checkbox"/> The parent/guardian(s) of student received notification of the intervention plan.		<input type="checkbox"/> The intervention is described in specific, measurable terms that can be progress monitored and evaluated. (See Section 2A.) <input type="checkbox"/> The intervention is being delivered in a manner which is consistent with the intervention details as described above. <input type="checkbox"/> The intervention seems appropriate for the needs of this student. <input type="checkbox"/> The individual(s) responsible for delivering intervention has the materials and support he/she needs. <input type="checkbox"/> The student's attendance has not been a significant factor in hindering his/her progress. <input type="checkbox"/> The parent/guardian(s) of student received notification of the intervention plan.	
COMMENTS: _____		COMMENTS: _____	
Signature and title of person completing integrity check: _____		Signature and title of person completing integrity check: _____	

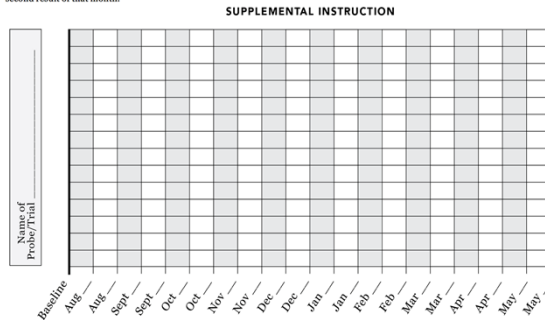


## Section 2C: Progress Monitoring

- Progress Monitoring
- Documented Reviews
- Cumulative Documented Review
- Recommendations based on data

### SECTION 2C PROGRESS MONITORING AND EVALUATION FOR TIER II INTERVENTIONS

*Instructions: INDIVIDUALS RESPONSIBLE FOR DELIVERING INTERVENTIONS should complete progress monitoring using the graph below or a report generated by your district intervention program. It is recommended that the teacher establish a baseline by administering three (3) probes or trials, selecting the median, and marking the baseline by placing a dot on the vertical axis. Teachers should determine the goal by determining the expected rate of progress and marking the target by placing a dot at the intersections. On the bolded line above each month, indicate the first result recorded that month; on the line to the right, indicate the second result of that month.*



## Section 3A: Teacher Support Team

### SECTION 3A TEACHER SUPPORT TEAM REFERRAL AND MEETING

**Instructions:** **TEACHERS**, complete this form if progress monitoring data does not show adequate student progress and further support is needed. Attach completed **Section 1A, 1B, or 1C; 1D, 2A, 2B, and 2C.**

#### TO: TEACHER SUPPORT TEAM CHAIR

I request that (student name) be reviewed by the TST to assist in providing interventions to improve his/her overall performance. I have observed problems that interfere with his/her educational progress in the following area(s):

- Academic performance, low or failing grades
- Behavior and/or discipline
- Other, specify: \_\_\_\_\_

**OR**

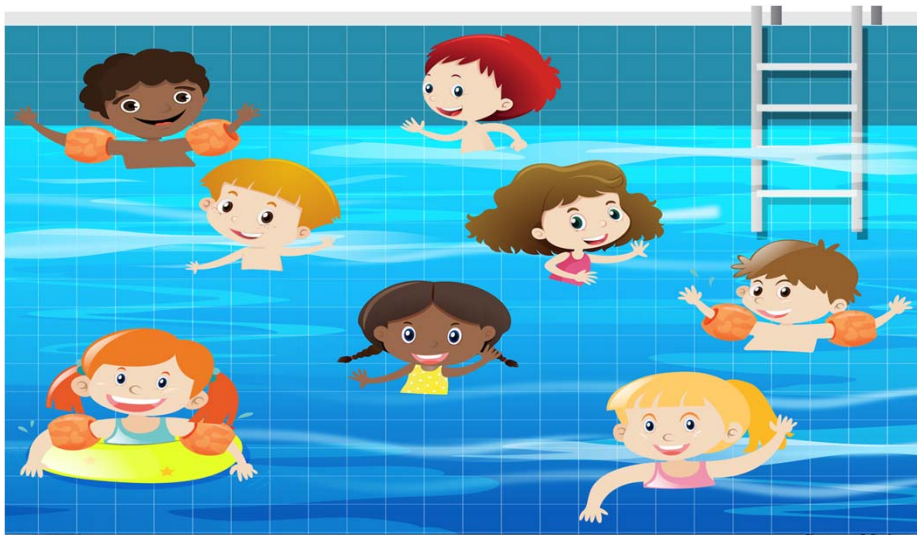
Referral of the student is made based upon Mississippi State Board Policy Part 3 Chapter 41, Rule 41.1: Intervention. These referrals must be made within the first 20 school days of a school year if the child failed the preceding year. Please indicate below:

- Grades K-3: Student has failed one grade. Grades 4-12: Student has failed two grades.
- A student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
- A student scored at the "lowest level" on any part of the grade 3 or grade 7 statewide accountability assessment.
- A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act. (Attach Appendix F.)

Teacher submitting referral:	TST Chair acknowledging receipt:	Date of receipt of referral:	Date of TST Meeting to discuss referral:
_____	_____	_____	_____ (must be within 2 weeks)



## ALL Students



# Activity

Work as a team to develop a Tier II or Tier III intervention for the scenarios provided.

Fill out the Details of the Intervention on chart paper and be ready to share out.



# Intervention Groups





## Establishing Intervention Groups

- Identify students
- Use diagnostic assessment to identify the goal
- Review current groups to see if student fits according to needs and current performance level
- Create an additional group if needed

## Accommodations And Modifications

## Accommodations and Modifications

Success for ALL (English Learner, gifted, special education) students can be significantly impacted by implementing appropriate accommodations and modifications

- **Accommodations** don't change the actual content being delivered. They're add-ons, tools that ensure that students can demonstrate what they know without lessening their expectations.
- **Modifications** are changes made to the core content so that the learning objectives are different and more accessible for the student.



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## Modifications

- are typically implemented when they are written in the LSP or an IEP
- change the content or learning objectives, so teachers should try as many accommodations as possible
  - maintain instruction for the standard/skill
  - modify the reading material level as needed
  - teachers should provide documentation of the accommodations and modifications used and their results



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## Examples of Accommodations

- Alternate responses
- Advance notes
- Extended time
- Teacher modeling
- Simplified written and verbal directions
- Frequent breaks
- Use of dictionaries/glossaries

## Implementation Model

## Multi-Tiered System of Supports

- The MTSS Documentation Packet was developed to:
  - Assist districts, schools, and educators with the process of implementing and documenting required supports for **ALL** students
  - Provide the means to collect data to improve Pre-K-Grade 12 student outcomes



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## Section 1B-1C: Student Profiles

- Student Profile: Data Collection and Review
  - Course Performance
  - Behavior
  - Attendance
  - Retention
  - Special Population
  - Universal Screener Results
  - Medical information
  - Hearing and Vision Screener



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## Section 1B Student Profile (K-8)

SECTION 1B		K-8 STUDENT PROFILE	
<b>STUDENT NAME:</b> _____		<b>DATE:</b> _____	
MSIS Number/ID: _____		Date of Birth: _____	
Teacher: _____		Gender: _____ Race: _____	
Parent/Guardian Name: _____		School/Site: _____ District: _____	
Street Address: _____		Phone: _____ Email: _____	

COURSE PERFORMANCE						BEHAVIOR	
Indicate recent term grades in the table below.						Check if documentation is applicable and available.	
<b>Academic Area</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>Final</b>	<input type="checkbox"/> Social Emotional Issues ( <b>Appendix A</b> ) <input type="checkbox"/> Discipline Record <input type="checkbox"/> Total Number of Discipline Reports: _____ <input type="checkbox"/> Total Number of Suspensions: _____ <div style="font-size: x-small;"> <input type="checkbox"/> In School: _____ <input type="checkbox"/> Out of School: _____                 </div> <input type="checkbox"/> Parent Conference(s) Date(s): _____ <input type="checkbox"/> Additional behaviors that may impact performance: _____	
Reading							
Mathematics							
Science							
Social Studies							
Language Arts							
ATTENDANCE						GRADE RETENTION	
						SPECIAL POPULATION	



## Section 1C Student Profile (9-12)

SECTION 1C		9-12 STUDENT PROFILE	
<b>STUDENT NAME:</b> _____		<b>DATE:</b> _____	
MSIS Number/ID: _____		Date of Birth: _____	
Teacher: _____		Gender: _____ Race: _____	
Parent/Guardian Name: _____		School/Site: _____ District: _____	
Street Address: _____		Phone: _____ Email: _____	

COURSE PERFORMANCE						BEHAVIOR	
Indicate recent term grades in the table below.						Check if documentation is applicable and available.	
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Reading							
Mathematics							
Science							
Social Studies							
Language Arts							
Indicate recent SATP course grades.							
<b>Academic Area</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>	<b>T4</b>	<b>Final</b>		
Algebra I							
English II							
Biology							
U.S. History							
ATTENDANCE						GRADE RETENTION	
CURRENT SCHOOL YEAR    DAYS ABSENT    DAYS PRESENT						(If applicable, indicate grade(s))    (Check if applicable to student)	



## Section 2A: Supplemental Instruction

- Supplemental Instruction within the General Classroom
  - Review Student Profile
  - Determine Deficit
  - Determine duration and frequency of intervention
  - Implement Tier II Interventions to address specific weaknesses of students
  - Monitor progress to determine next steps (possible further assessments or specific intensive interventions needed)



## Section 2A: Supplemental Instruction

- Target Deficit Area of Intervention Identified - What is the student having difficulty with specifically?
- Supplemental Instruction Utilized – What supplemental instruction or small group strategies will be used?
- Specific Evaluation Criteria in Measurable terms - What is the student expected to demonstrate to determine effectiveness of the intervention?

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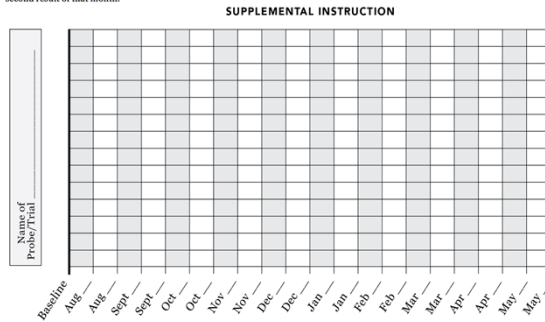


## Section 2C: Progress Monitoring

- Progress Monitoring
- Documented Reviews
- Cumulative Documented Review
- Recommendations based on data

### SECTION 2C PROGRESS MONITORING AND EVALUATION FOR TIER II INTERVENTIONS

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TO: TEACHER SUPPORT TEAM CHAIR			
<p>I request that <u>(student name)</u> be reviewed by the TST to assist in providing interventions to improve his/her overall performance. I have observed problems that interfere with his/her educational progress in the following area(s):</p> <p><input type="checkbox"/> Academic performance, low or failing grades</p> <p><input type="checkbox"/> Behavior and/or discipline</p> <p><input type="checkbox"/> Other, specify: _____</p>	OR	<p>Referral of the student is made based upon Mississippi State Board Policy Part 3 Chapter 41, Rule 41.1: Intervention. These referrals must be made within the first 20 school days of a school year if the child failed the preceding year. Please indicate below:</p> <p><input type="checkbox"/> Grades K–3: Student has failed one grade. Grades 4–12: Student has failed two grades.</p> <p><input type="checkbox"/> A student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.</p> <p><input type="checkbox"/> A student scored at the “lowest level” on any part of the grade 3 or grade 7 statewide accountability assessment.</p> <p><input type="checkbox"/> A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act. (Attach Appendix F.)</p>	
Teacher submitting referral:	TST Chair acknowledging receipt:	Date of receipt of referral:	Date of TST Meeting to discuss referral:
_____	_____	_____	_____ (must be within 2 weeks)



## Section 3B: Intensive Intervention Documentation

- Target Deficit Area of Intervention Identified: What is the student having difficulty with specifically?
- Supplemental Instruction Utilized: What supplemental instruction or small group strategies will be used?
  - Specific Evaluation Criteria in Measurable Terms: What is the student expected to demonstrate to determine effectiveness of the intervention?

SECTION 3B TIER III (INTENSIVE INTERVENTION) DOCUMENTATION		
TST Referral Date: _____		Initial Eligibility Date: _____
<p><i>Instructions: TST MEMBERS, CLASSROOM TEACHERS, AND INTERVENTIONISTS should work together to complete this form for each student that did not respond to Tier II interventions or for 4th grade students requiring Intensive Intervention after a Good Cause Exemption promotion or for Intensive Reading Interventions for Special Education students (K-4) and English Learners (ELs).</i></p> <p>Visit <a href="http://www.mde.k12.ms.us/intervention">www.mde.k12.ms.us/intervention</a> <i>Rtl Resource Links</i> for additional resources.</p>		
DETAILS OF INTERVENTION		
Student Name: _____	Describe intensive intervention strategies utilized – should be evidence-based:	Provide specific evaluation criteria, in measurable terms, utilized to determine effectiveness and monitor progress:
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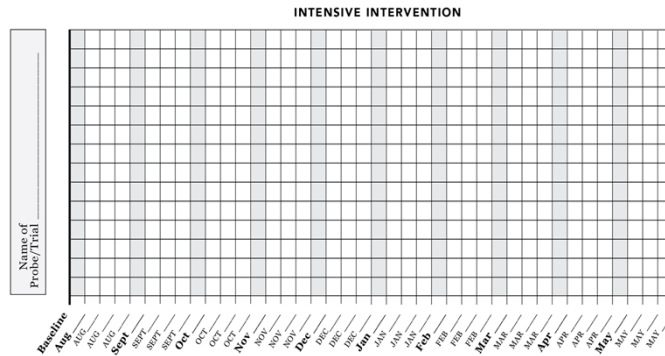


## Section 3C: Progress Monitoring Documentation

- Progress Monitoring
- Documented Reviews
- Cumulative Documented Review
- Recommendations Based on Data

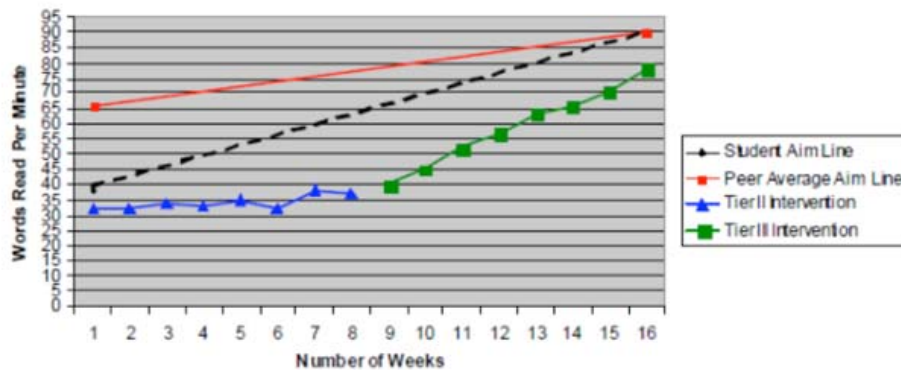
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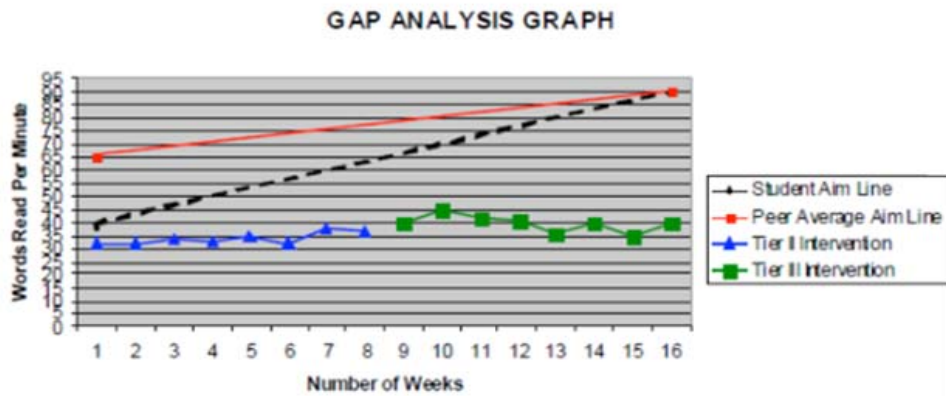


## Progress Monitoring

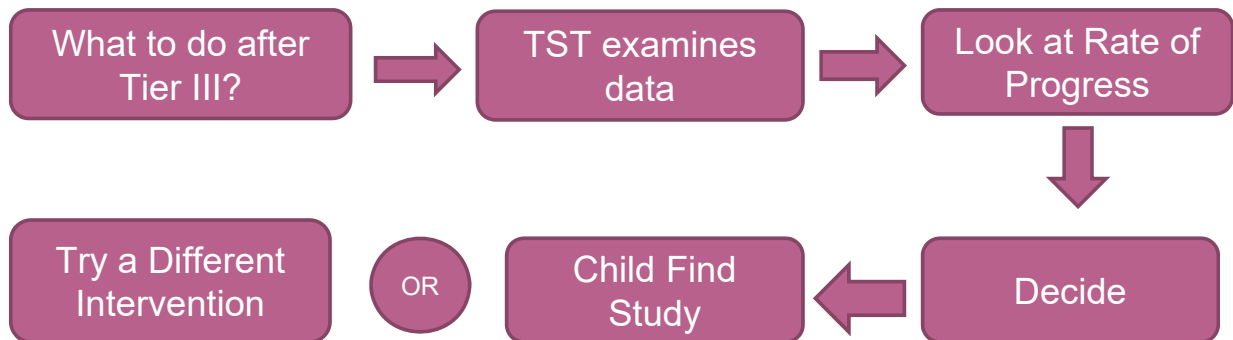
GAP ANALYSIS GRAPH



# Progress Monitoring



# Next Steps



# Review



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## Review

- Evidence-based, targeted, supplemental, skill building intervention?
- Tier II
- Typically reserved for \_\_\_\_\_% of students in a class
- 15%



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## Review

- Designed for students who will need more support in addition to their school-wide supports
- Tier II



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## Review

- How many days per week should students participate in a Tier II intervention?
- 3 to 5 days
- Tier II should occur for \_\_\_\_\_ weeks before making a recommendation to TST
- 8 weeks



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## Review

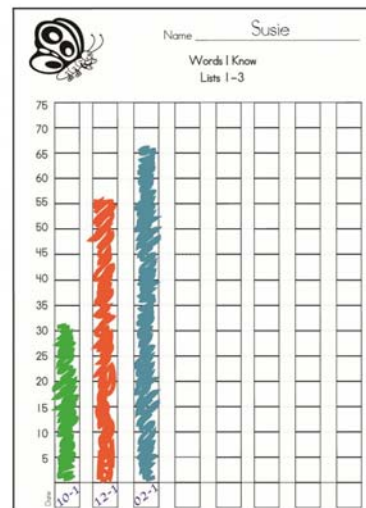
- How long is it recommended for a student to participate in a Tier II intervention per day?
- 20 to 30 minutes



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## Review

- How often is it recommended to progress monitor in Tier II?
- Every other week



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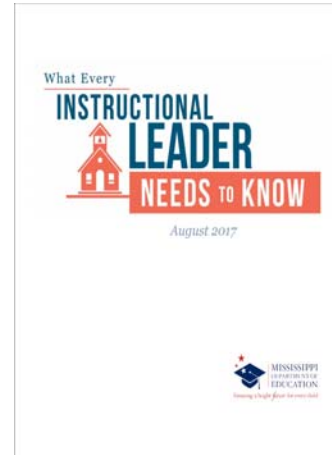
## Resources



**Cursive Writing Recommendations**  
(Guidance for Implementation of Senate Bill 2273)



**Integrated Kindergarten Center Activities**  
(Guidance for Integration of Literacy Activities)



**What Every Instructional Leader Needs to Know**  
(Quick Reference MDE Office Updates)



## Instructional Supports for EL Students

- EL Literacy Focus of the Month (with classroom video and supporting resources)
- EL Instructional Strategies Checklist and Guide along with an instructional webinar
- Webinar on EL Strategies for Teacher Assistants and Tutors
- Cultural Proficiency Continuum Webinar



## Parent Resources



Grades: Kindergarten - 3rd

**Parents' Read-At-Home Plan for Student Success**

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**PRESENTER INCLUDES:**  
 • Activities for parents and children  
 • Strategies for reading  
 • Strategies for math  
 • Strategies for writing

**Parents' Read-At-Home Plan**  
 (Literacy-Based Promotion Act Parent Document)



**Family Guides for Student Success**  
 (Reading & Math: Grades PK-8)

**PLANNING A SUCCESSFUL PARENT NIGHT**

SETTING FAMILIES INVOLVED

- PLAN AHEAD**
- LOCATION**
- INVITE**
- ENGAGE EVERYONE**
- PUBLICIZE**
- QUESTIONS**
- HAVE FUN**

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### Literacy-Based Promotion Act: Parents as Partners

Strong Readers, Strong Leaders



**Parents As Partners: An Overview of the 3<sup>rd</sup> Grade Assessment and the LBPA**  
 (Literacy-Based Promotion Act Parent Presentation K-3)

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## Teacher Resources

### Literacy Focus of the Month

**Literacy Focus of the Month**  
 (Transdisciplinary: Grades PK – 12)

Grade	Unit	Lesson
K	1	1.1
		1.2
1	1	1.1
		1.2
2	1	1.1
		1.2
3	1	1.1
		1.2
4	1	1.1
		1.2
5	1	1.1
		1.2
6	1	1.1
		1.2
7	1	1.1
		1.2
8	1	1.1
		1.2
9	1	1.1
		1.2
10	1	1.1
		1.2

**Kellogg Grant Exemplar Lesson & Unit Plans**  
 (ELA and Math, Grades PK – HS)



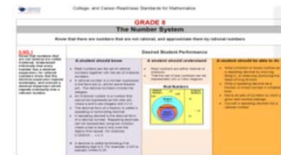
**Meeting the Needs of All Learners Through the Effective Use of Math Manipulatives**

**Math Manipulative Training**  
 (Lowest Performing Schools: Grades K-6)

**Individual Reading Plan (IRP)**  
 Frequently Asked Questions  
 Guidance for Districts



**Individual Reading Plan FAQs**  
 (Literacy-Based Promotion Act Guidance Document K-4)



**Instructional Scaffolding Document**  
 (ELA & Math: Grades PK-8)

**Multi-Tiered System of Supports Documentation Packet**



Intervention Services  
 Office of Elementary Education and Reading  
 Published 2015

**Multi-Tiered System of Supports**  
 (Transdisciplinary, Grades PK-12)

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## Administrator Resources

TECHNICAL ASSISTANCE AND PROFESSIONAL DEVELOPMENT

### MENU of SERVICES

On Demand Technical Assistance & PD  
(ELA, Math, Literacy, & Special Education: Grades K-12)

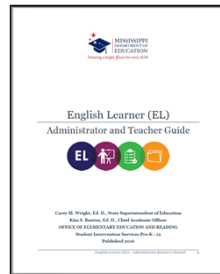


Educational Stability for Children in Foster Care

(Foster Care Guidance Document)



MOD Discontinuation Guidance



<http://mdek12.org/ESE/english-learners>

MISSISSIPPI EARLY WARNING SYSTEM TO PROMOTE K-12 ACADEMIC SUCCESS DISTRICT GUIDANCE



Early Warning System  
(College and Career Readiness Data Guidance Document)



A Glimpse into Mississippi K-12 and CTE Classrooms  
(Transdisciplinary: Grades K-12)

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Ensuring a bright future for every child

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