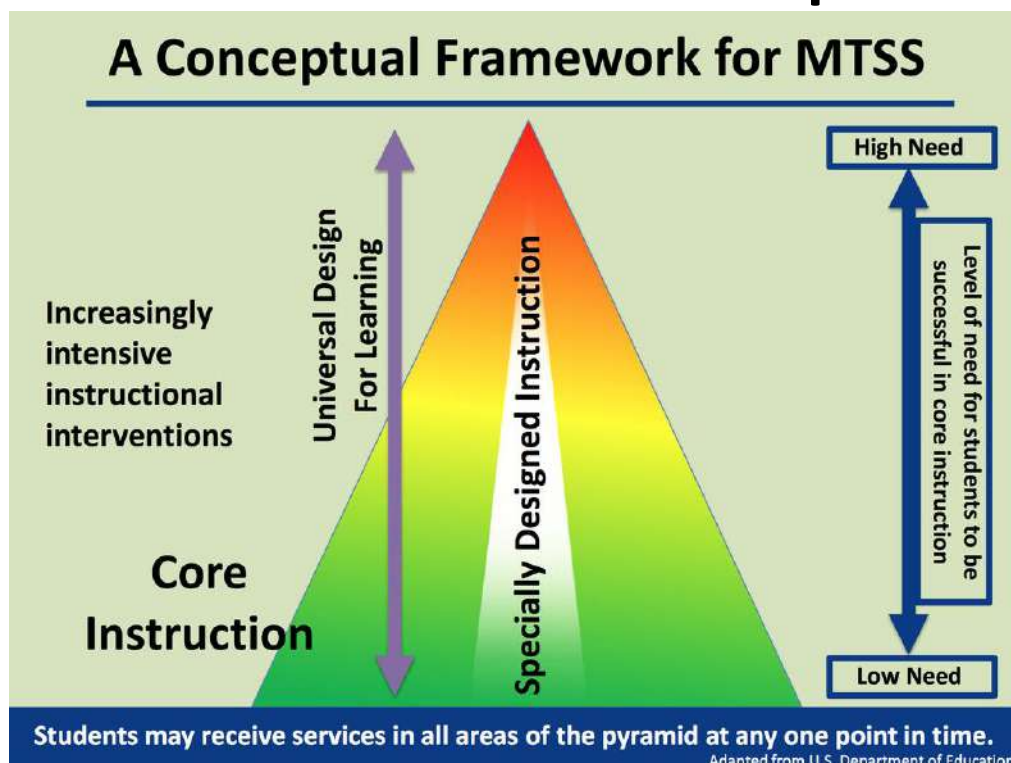


JPSD Multi-Tiered System of Support

Intervention Roadmap



Multi-Tiered System of Supports is the integration of RTI for academics and behavior into a unified model that recognizes the reciprocal influence academic performance and social/emotional/behavior have on each other. The MTSS incorporates many of the same components of RTI (*MDE, Office of Elementary Education*).

In the Jackson Public School District, the Multi-Tiered System of Support (MTSS) is an integrated, comprehensive framework that focuses on Mississippi College & Career Ready standards, quality core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

MTSS is emerging nationally as an effective strategy to support every student. The district uses the term MTSS to describe a general education approach of high-quality instruction, early intervention, prevention, and behavioral strategies that include school problem solving teams called Teacher Support Teams (TST).

The School-level Teacher Support Team (TST) process has been a vital component of the student success initiative in Jackson Public Schools since 1998. The TST is a school-based team of education professionals who support the classroom teacher's efforts to assist struggling learners. The goal of the TST initiative is to provide students who are at risk for school failure with the necessary academic and behavioral supports to succeed in school. The typical Teacher Support Team includes an administrator, a school counselor, several regular education teachers, and one or more site-based specialists. Other professionals in the building or district are invited to participate as needed. Parents of referred students are always invited and encouraged to take part in the collaborative planning process. Referrals to the Teacher Support Team may be made by parents, teachers, or other school personnel.

The Teacher Support Team process seeks student success in the regular classroom whenever possible. All team members provide input into determining the student's instructional needs and developing interventions to address those needs. The team subsequently reviews the student's progress and makes adjustments to the plan. If TST implements 16 weeks of intensive, research-based interventions and the student does not make the desired

progress, TST should refer the student to the District Teacher Support Team for further consideration. The District Team may suggest other interventions or may recommend that the student be assessed for a possible educational disability under IDEA.

Important Note: In 2003, the MS State Dept. of Education mandated Teacher Support Teams for all Mississippi schools and established guidelines for required reviews of certain categories of students.

JPS has a long history of providing numerous systems of support. These include the interventions within the MTSS processes, supports for Special Education, Title I, Title III, support services for English Learners, and those in gifted and talented programs. The district's MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

In order to support high rates of learning for all scholars and focus on closing achievement gaps of scholars that have significant deficiencies in the foundational prerequisite skills of literacy the district is committed to:

- Identifying the extent to which students are learning the core content being taught during initial, scaffolded, differentiated instruction and using diagnostics and other relevant data to determine the antecedents and/or the reasons that explain the difficulties of students who are at risk.
- Designing research-based learning opportunities that meet the needs of learners within a multi-tiered instructional support system.
- Analyzing the effects of supplemental supports of student learning to enhance progress and to provide timely, highly effective responses to each student's needs.
- **All scholars that need targeted support or intensive, individual support beyond core instruction will be provided appropriate and timely interventions that will be developed and monitored using the guidelines established by the state and district Multi-Tiered System of Support. All student interventions will be documented using district MTSS processes and procedures. Parents should be involved in developing student intervention plans and provided updates of intervention progress (minimally each 9 weeks).**
- **All teachers that support students in Tier I instruction as well as instructional staff that provide supplemental support are responsible for the success of the students they serve. Interventions should be collaboratively developed, and each staff member should monitor the progress of their students and provide additional support as needed.**

ELEMENTARY

Literacy Focus

The Jackson Public School philosophy of literacy instruction focuses on explicit literacy skill instruction that ensures that all scholars have the opportunity to become college and career ready. Teachers purposefully address the essential literacy skills required for each scholar to be successful and provide support at varying levels and intensity.

In order to resolve the challenges that some scholars face in acquiring grade-level literacy proficiency, the District has developed a literacy instructional model that is responsive to the varying needs of scholars when they enter school and as they progress through school.

Tier I – *Journey's* – Basal Program with differentiated learning

Saxon® Phonics and Spelling – grades K-3

Tier II - Grade Level or Subject Level Team (Minimum 30 minutes, 3 times per week in addition to Tier I instruction)

Tier II – *Journey's Interventions* (Grades K – 1). Consider students within the 25th and 10th percentile ranking first.

All students receiving Tier II interventions must be assessed with appropriate STAR assessments a minimum twice monthly for progress monitoring. **Students at or below the 25th percentile rank on STAR screening data must receive interventions.**

Implement ***Journeys*** Interventions. The ***Journeys***' teacher guides provide strategic intervention plans that should be used as part of the classroom core literacy block with Tier II students in small groups. These interventions extend the learning from the daily lesson, providing learners with additional explicit instruction focused on essential phonics, comprehension, fluency, and vocabulary strategies.

Teacher-directed Tier II interventions using STAR data and instructional planning resources should also be developed and implemented. These interventions should focus on specific, identified gap skills, and they should be closely monitored using additional Curriculum Based Measure (CBM) probes (weekly).

Tier II - Academy of READING (Grades 2 – 5) Consider students within the 25th and 10th percentile ranking first. (Minimum 4 times per week, 30 minutes minimum in addition to Tier I instruction)

Implement ***Journeys Interventions***. The ***Journeys***' teacher guides provide strategic intervention plans that should be used as part of the classroom core literacy block with Tier II students in small groups. These interventions extend the learning from the daily lesson, providing learners with additional explicit instruction focused on essential phonics, comprehension, fluency, and vocabulary strategies.

Consider students for placement in ***Academy of READING***. Move up or down the percentile ranking if the school has space and if the data indicates that ***Academy of READING*** will be beneficial as the Tier II standard protocol intervention. All students below the 25th percentile on universal screening data should be considered for additional support through a quality, research-based interventions.

As you consider placement in ***Academy of READING***, carefully consider all available diagnostic data to ensure a “good fit” of interventions based on individual student needs. Follow Academy best-practices.

If you have any doubts about the appropriateness of placing a student in ***Academy of READING***, conduct an *Oral Reading Fluency (ORF) Assessment*. Any student scoring 10 words below the 50th percentile on grade-level Oral Reading Fluency Assessments (ORF) should be placed in ***Academy of READING*** as this indicates a valid fluency concern. Schools can use ***DIBELS, DRA, Journeys' ORF assessments, or ORF Assessments provided in the CORE resources that all schools should have as a resource.*** ORF passages through 10th grade on the Student Academic & Behavioral Support Web Page.

STAR Reading provides an estimated ORF score for grades 1-4. This can be used to confirm your decision for students in grades 2-4 regarding placement in ***Academy of READING***.

Use ***ORF National Norms*** – research indicates any students reading 10 word counts per minute (WCPM) below 50% on grade-level ORF assessment should be in fluency intervention- ***Academy of READING*** is a reading fluency intervention with high rates of success when used appropriately.

Once students are placed in this program, they should remain in the program until they “graduate from the program.” Follow program guidelines - maintain integrity and fidelity to implementing this intervention. If students are progressing adequately, they should continue until they “graduate.” The ***Academy of READING*** support staff in the lab acts as COACHES that closely monitors students and data; providing necessary support and motivating quality student engagement.

Supplemental Instruction (Minimum 30 minutes, 3 times per week in addition to Tier I instruction)

The ***Journeys Reading Tool Kit*** (Kindergarten-3rd Grade) and ***Journeys Literacy Tool Kit*** (Grades 4-6) are intervention kits for students using the ***Journeys*** basal/core reading program. The technical reading skills and lessons as well as the practice follow the scope and sequence and teaching strategies of the core program and will support students with significant reading gaps.

Some students may require an additional teacher-directed Tier III intervention developed using *STAR* data and instructional planning resources. These interventions should focus on specific, identified gap skills, and they should be closely monitored using additional *CBM probes* (twice weekly).

Progress monitoring of student academic progress in academic course work and tier interventions should occur throughout the school year. At mid-term and end of term, interventions for any students that are not successful (failing one or more courses) must be provided. Intervention plans should be developed and communicated with instructional staff, to the student and to the parent/guardian. Intervention plans must identify roles the staff implementing the intervention, resources to be used and specific goals for closing achievement gaps along with a schedule for monitoring progress toward goals.

Tier III – Teacher Support Team (60 minutes, 5 times per week in addition to Tier I instruction)

If students are not progressing appropriately, refine the intervention plan to move students to Tier III. Any students scoring below the 10th percentile rank on STAR Reading Assessments should be considered as well as any student failing two or more academic courses. All relevant data should be reviewed to make these decisions. Tier III will require additional, intensive supplemental support and possible adjustments to scheduling.

Individual Reading Plans will be developed for all students receiving Tier III reading/literacy interventions.

These students are provided core reading instruction with fidelity and provided supplemental instruction to support and extend the critical elements of the core instruction (phonological awareness and fluency). If possible and appropriate, these students should also continue to receive the Tier II interventions they have been provided – **Journeys Interventions** and **Academy of READING**.

Interventions for students beginning multi-tiered support at Tier III should also be considered for inclusion in Tier II interventions if appropriate based on student diagnostic and performance data and the needs of the learner.

Fast ForWord (Schools that have this program)

Students in grades pre-kindergarten through fifth grade may be provided supplemental support using the standard protocol intervention **Fast ForWord**. Once scholars have been identified as needing Tier III interventions, they may be supported using this intervention a minimum of 40 minutes 5 times weekly. All program protocols should be followed with integrity and weekly progress monitoring should be conducted to determine academic progress and provide responsive support. The instructional staff responsible for supporting students using **Fast ForWord** act as facilitators and COACHES that closely monitor students and data. They provide necessary supplemental support and motivate quality student engagement. These students should continue to receive core literacy support and instruction.

Literacy-Based Promotion Act

The purpose of the *Literacy-Based Promotion Act* is to improve the reading skills of kindergarten and first through third grade public school students so that every student completing 3rd grade reads at or above grade level. The intent is to increase the proficiency of all students in reading by the end of their 3rd grade year of school.






3rd Grade Reading Summative Assessment –Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th grade.

Note: Beginning in the 2018-2019 school year, if a student's reading deficiency is not remedied by the end of the student's Third-Grade year, as demonstrated by the student scoring above the lowest two (2) achievement levels in reading on the state annual accountability assessment or on an approved alternative standardized assessment for Third Grade, the student shall not be promoted to Fourth Grade.

Social Promotion – A student may not be assigned a grade level based solely on age or any other factor that constitutes social promotion.

Public School Requirements

If a K - 3 student has been identified with a substantial deficit in reading, the teacher will immediately, and with each quarterly progress report, notify parents or legal guardians of the following in writing:

-  Determination of a substantial deficit in reading;
-  Description of student services and supports presently provided;
-  Description of proposed supplemental instruction and support to remediate the student's deficit areas;
-  Strategies for parents to use to help students at home; and,
-  Notification that student will not be promoted to 4th grade if reading deficiency cannot be remediated by the end of 3rd grade

Provide intensive reading instruction and immediate intervention to each K - 3 student who exhibits a substantial deficiency in reading at any time.

The intensive reading instruction and intervention must be documented for each student grades K-3 in an **individual reading plan**, including, at a minimum, the following:

- a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data;
- b) The goals and benchmarks for growth;
- c) How progress will be monitored and evaluated;
- d) The type of additional instruction services and interventions the student will receive;
- e) The research-based reading instructional programming the teacher will use to provide reading instruction, addressing the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension;
- f) The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency; and,
- g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

Good Cause Exemptions

A 3rd grade student who fails to meet the academic requirements for promotion to the 4th grade may be promoted for good cause:

- a) Limited English Proficient students who have had less than two (2) years of instruction in English Language Learner program;
- b) Students with disabilities whose Individualized Education Program (IEP) indicates that participation in

the statewide accountability assessment program is not appropriate, as authorized under state law;

- c) Students with a disability who participate in the state annual accountability assessment and who have an IEP or Section 504 plan that reflects that the student has received intense remediation in reading for two (2) years but still demonstrates a deficiency in reading OR was previously retained in Kindergarten or First, Second or Third grade;
- d) Students who demonstrate an acceptable level of reading proficiency on an alternative assessment approved by the State Board of Education; and
- e) Students who have received intensive intervention for two (2) or more years but still demonstrate a deficiency in reading, and who previously were retained in Kindergarten or First, Second or Third Grade for a total of two (2) years and have not met exceptional education criteria.



SECONDARY – MIDDLE SCHOOL & HIGH SCHOOL

Although the needs of students in middle school and high school are very unique, many of the MTSS guidelines and practices used at the elementary are relevant and effective practices at the secondary level.

Within the MTSS framework, every student receives core instruction, known as Tier I. Some students need supplemental instruction, which is referred to as Tier II, and a small cohort of students receive the most intensive intervention and supports, known as Tier III. This multi-tiered system is used for both academic and social and emotional supports.

Literacy Focus

Reading ability is a key predictor of achievement in mathematics and science, and the global information economy requires today's American youth to have far more advanced literacy skills than those required of any previous generation.

To acquire the skills they need, students must work hard to refine and build upon their initial reading skills, and teachers in upper elementary grades and in middle and high school classes should help students acquire more advanced skills once they understand the demands that content area tasks actually present, especially to students who struggle with reading.

Although the debate about the role of content-area teachers in reading instruction continues, the time has come to consider seriously the support that needs to be given to struggling readers and the role that every teacher needs to play in working toward higher levels of literacy among all adolescents, regardless of their reading abilities. A significant difficulty in working toward higher levels of literacy involves structural barriers at the middle and high school levels that need to be overcome. Some teachers circumvent the need for students to read texts by adjusting their assignments or methods of presenting content, rather than helping students learn the discipline specific strategies needed for content-area work.

Teachers who strive primarily to cover the content of their disciplines are unaware that by increasing students' ability to read their assignments they could actually increase the depth and breadth of content that could be covered efficiently.

Adolescent literacy is a complex concept because it entails more than the scores that students achieve on standardized reading tests. It also entails reading to learn in subjects that present their ideas and content in different ways. Students need to be able to build knowledge by comprehending different kinds of texts, mastering new vocabulary, and sharing ideas with others. Students' reading difficulties will obviously impede their ability to master content-area coursework fully. All content teachers should provide explicit vocabulary instruction and provide direct and explicit comprehension strategy instruction.

Practices to be associated with improvements in students' reading proficiency include strategic vocabulary and comprehension strategy development. Students must also practice those strategies in the context of discussions about the meaning of texts. High-quality discussion about texts, even in the absence of explicit instruction in reading comprehension strategies, can have a positive impact on reading comprehension skills. Small- and large group discussions also provide teachers with an important window into students' thinking that can inform future instruction. Provide opportunities for extended discussion of text meaning and interpretation. All teachers must recognize the importance of bolstering students' motivation and find ways to increase students' engagement with the material they are asked to read.

Tier I – Core Instructional program with anchor standards and differentiated learning support. All teachers will support the acquisition of genuine literacy proficiency by explicitly infusing literacy skills and strategies in daily instruction. All teachers will provide literacy instruction and support within their content area that is responsive to the needs of each learner. Teachers must differentiate instruction and support to increase the authentic engagement and academic proficiency rates of all scholars.

Tier II - *Academy of READING* (Grades 6 – 10) (Minimum 4 times per week, 30 minutes minimum in addition to Tier I instruction)

Consider students within the 25th and 10th percentile rank first. Move up or down the grade placement ranking if the school has space and if the data indicates that ***Academy of READING*** will be beneficial as the Tier II Standard Protocol Intervention. Once students are placed in this program, they should remain in the program until they “graduate from the program.” Follow program guidelines - maintain integrity and fidelity to implementing this intervention. If students are progressing adequately, they should continue until they “graduate.” The ***Academy of READING*** support staff in the lab act as COACHES that closely monitors students and data; providing necessary support and motivating quality student engagement.

Consider students for placement in ***Academy of READING***. Move up or down the percentile ranking if the school has space and if the data indicates that ***Academy of READING*** will be beneficial as the Tier II standard protocol intervention. All students below the 25th percentile on universal screening data should be considered for additional support through a quality, research-based interventions.

As you consider placement in ***Academy of READING***, carefully consider all available diagnostic data to ensure a “good fit” of interventions based on individual student needs. Follow Academy best-practices.

If you have any doubts about the appropriateness of placing a student *in Academy of READING*, conduct an *Oral Reading Fluency (ORF) Assessment*. Any student scoring 10 or more words below the 50th percentile on grade-level Oral Reading Fluency Assessments (ORF) should be placed in ***Academy of READING*** as this indicates a valid fluency concern. Schools can use ***DIBELS, DRA, Journeys’ ORF assessments, or ORF Assessments provided in the CORE resources that all schools should have.*** ORF passages through 10th grade on the Student Academic and Behavior Support Web Page.

Use ***ORF National Norms*** – research indicates any students reading 10 Word Counts Per Minute (WCPM) below 50% on grade-level ORF assessment should be in fluency intervention- ***Academy of READING*** is a reading fluency intervention with high rates of success when used appropriately.

Once students are placed in this program, they should remain in the program until they “graduate from the program.” Follow program guidelines - maintain integrity and fidelity to implementing this intervention. If students are progressing adequately, they should continue until they “graduate.” The ***Academy of READING*** support staff in the lab acts as COACHES that closely monitors students and data; providing necessary support and motivating quality student engagement.

Some students may require an additional teacher-directed Tier II intervention developed using *STAR* data and instructional planning resources. Lesson plans should be developed to effectively plan these interventions. These interventions should focus on specific, identified gap skills, and they should be closely monitored using additional *STAR* assessments (weekly).

Progress monitoring of student academic progress in academic course work and tier interventions should occur throughout the school year. At mid-term and end of term, interventions for any students that are not successful (failing one or more courses) must be provided. Intervention plans should be developed and communicated with instructional staff, to the student and to the parent/guardian. Intervention plans must identify roles the staff implementing the intervention, resources to be used and specific goals for closing achievement gaps along with a schedule for monitoring progress toward goals.

- Student will be placed in a Tier II research based interventions and/or programs (***Academy of Reading or Math [Grades 6-10], Read 180 [Middle Schools - First 20 students per grade level falling below the 25th percentile]*** , ***[All grades - specific interventions using STAR Instructional Plan & resources, basal text intervention supports/resources]***)
- Schools that have ***Read 180*** should use this standard protocol intervention for students identified as needing Tier III literacy support. Students in grades six through eight may be provided supplemental support using the standard protocol intervention ***Read 180***. Once scholars have been identified as needing Tier III interventions, they will be supported using this intervention a minimum of 60 minutes 5 times weekly. All program protocols should be followed with integrity and weekly progress monitoring should be conducted to determine academic

progress and provide responsive support. The instructional staff responsible for supporting students using **Read 180** act as facilitators and COACHES that closely monitor students and data. They provide necessary supplemental support and motivate quality student engagement. These students should continue to receive core literacy support and instruction.

- Implement interventions/strategies and document on the Tier II Form (**Section 2A: Tier II Supplemental Instruction Documentation**)
- Measure progress at least every 2 weeks and document on the **Tier II Section 2B: Progress Monitoring and Evaluation for Tier II Interventions (STAR Reading or STAR Math)**

Tier III – Teacher Support Team (60 minutes, 5 times per week in addition to Tier I instruction)

- A. Students below the 10th Percentile Rank on STAR assessments as well as any student failing two or more academic courses should be placed in Tier III interventions, while students currently on a Tier II intervention that are not progressing appropriately, should also be considered for movement to Tier III interventions.
- B. These students are provided core reading/literacy instruction with fidelity and provided supplemental instruction to support and extend the critical elements of the core instruction (fluency, vocabulary, and comprehension). If possible and appropriate, these students should also continue to receive the Tier II interventions they have been provided including **Academy of READING**.
- C. Schools that have designed **Compensatory** and/ or **Double Block** classes to provide Tier III interventions will support increased rates of literacy proficiency development by employing specific, direct instructional practices designed to remediate content standard deficiencies as well promote literacy development. Students should be provided specific vocabulary skill development instruction as well as reading comprehension and study skill strategies. Lesson plans should be developed to plan these interventions. These interventions should focus on specific, identified gap skills, and they should be closely monitored using additional standards-based assessments to monitor academic achievement and effectiveness of this supplemental support (weekly).
- D. Tier III students may require an additional long-range teacher-directed Tier III intervention developed using STAR data and instructional planning resources. Lesson plans should be developed to plan these interventions. These interventions should focus on specific, identified gap skills, and they should be closely monitored using additional STAR assessments (weekly).
- E. **Individual Reading Plans** will be developed for middle school students receiving Tier III reading/literacy interventions.

All Secondary Interventions

There are some things we need to do differently at the secondary level. First and foremost, the learners are different as learners; developmentally they've moved into a different phase. Secondly, and of equal importance, is the fact that the demands of the curriculum are markedly different. And so students may be performing well as third graders, fourth graders, and we may think, that they're on the right path, but when they encounter the elevated curriculum demands in middle school and high school, then they're called upon to evidence different skills, different strategies, and if they don't have these then they can run into difficulties. So, it's both developmentally students are different and the demands of the curriculum are markedly different, and so we're looking at coming up with different kinds of strategies and solutions to meet their needs.

At the middle school and high school level, grade-level Response to Intervention/Teacher Support Teams directed by the school level TST coordinator serve as cross-functional teams that plan for, monitor, and evaluate both the academic and behavioral needs of each student. Together, the teachers and support staff collaborate to analyze student data and make action plans. Those in need of additional academic or behavioral support are identified, and interventions are planned and monitored.

As educators, we know (or more importantly, have the ability to know) which students may struggle in high school well before the doors open each fall. It is too late to make the decision to provide intervention or support anytime

later than the second semester of a student's 8th grade year. Identified students should receive mentoring and intervention to ease the transition process. Academic interventions should be built into their schedule from Day One on campus. This not only ensures the intervention starts immediately, but potentially saves the student from embarrassment of being moved from an existing course.

How to Implement: As educational leaders, it is our responsibility to build relationships with our feeder schools and identify students that may not now, but will need our help. As with all components of a successful secondary MTSS process, selection of students to include in Tier II or Tier III support should include teacher and counselor recommendations focusing on social-emotional issues in conjunction with student achievement and attendance data. Using this data we should identify the 10 percent of the population that most needs attention. Observing students once they arrive at our sites will allow school staff to tweak the selection process from year-to-year to best fit specific student and school.

Finally, secondary interventions need to incorporate motivators to help students regulate their attention and behavior and to work hard. Students at risk for poor academic outcomes often display attention, motivation, and self-regulation difficulties that may adversely affect their behavior and learning (Fuchs et al., 2006; Montague, 2007). By the time students enter secondary intervention, they often have experienced at least some failure, which may cause some to avoid the emotional stress associated with mastering specific subject content: They no longer try to learn for fear of failing. For this reason, secondary interventions must incorporate systematic self-regulation and motivators, and for many students, tangible reinforcers are required.

JPSD Numeracy Multi-Tiered Support Intervention Roadmap

Elementary Numeracy Focus

Tier I – *Every Day Math/Go Math*– Basal Program with differentiated learning

Tier II – Grade level or subject level team (Minimum 30 minutes, 3 times per week in addition to Tier I instruction)

- A. **Tier II – *Every Day Math or Go Math Interventions*** and/or teacher directed specific interventions developed in a school problem solving team – Grades K – 1. All students receiving Tier II interventions must be assessed with an appropriate Curriculum Based Measure (CBM) twice weekly or *STAR Math* assessments a minimum of once weekly for progress monitoring.

Some students may require an additional teacher-directed Tier II intervention developed using diagnostic or *STAR Math* data. Lesson plans should be developed to plan these interventions. These interventions should focus on specific, identified gap skills, and they should be closely monitored using additional CBM (once weekly) or *STAR* assessments (weekly).

Tier II - *Academy of MATH* – Grades 2 – 5 (Minimum 4 times per week, 30 minutes minimum in addition to Tier I instruction)

Consider students within the 25th and 10th percentile rank first. Move up or down the percentile ranking if the school has space and if the data indicates that ***Academy of MATH*** will be beneficial as the Tier II standard protocol intervention. Once students are placed in this program, they should remain in the program until they “graduate from the program.” Follow program guidelines - maintain integrity and fidelity to implementing this intervention. If students are progressing adequately, they should continue until they “graduate.” The ***Academy of MATH*** support

staff in the lab acts as COACHES that closely monitor students and data; providing necessary support and motivating quality student engagement.

Some students may require an additional teacher-directed Tier II intervention developed using STAR diagnostic data, and instructional planning resources. Lesson plans should be developed to plan these interventions. These interventions should focus on specific, identified gap skills, and they should be closely monitored using additional *STAR* assessments (weekly).

Tier III – Teacher Support Team (60 minutes, 5 times per week in addition to Tier I instruction)

- A. If students are not progressing appropriately, refine the intervention plan to move students to Tier III –Using relevant data, decide if the students should receive both *Academy of MATH* and teacher directed interventions focused on specific, identified gap skills that are closely monitored using additional CBM probes (twice weekly) or STAR assessments (weekly).
- B. Some students will begin intervention support at Tier III if diagnostic data indicates that the student is below the 10th percentile rank. See Step A for suggested decision protocols.
- C. **Individual Math Plans** will be developed for all students receiving Tier III mathematics interventions.

Teacher Support Team developed Tier III math interventions should consider these recommendations:

- *STAR Math* resources provide relevant objectives specific to the needs of individual learners as well as suggested activities.
- Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5.
 - Focus almost exclusively on properties of whole numbers and operations.
- Instruction should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought process, guided practice, corrective feedback, and frequent cumulative review.
- Include instruction on solving word problems based on common underlying structures/operations
- Intervention materials should include opportunities for students to work with visual representations of mathematical ideas
- Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.
- Include motivational strategies

Secondary Numeracy Focus

Tier I – Core Instructional with anchor standards and differentiated learning support

Tier II – Grade level or subject level team

Tier II - *Academy of MATH* – Grades 6 – 11 (Minimum 4 times per week, 30 minutes minimum in addition to Tier I instruction)

Consider students within the 25th and 10th percentile rank first. Move up or down the percentile ranking if the school has space and if the data indicates that *Academy of MATH* will be beneficial as the Tier II standard protocol intervention. Once students are placed in this program, they should remain in the program until they “graduate from the program.” Follow program guidelines - maintain integrity and fidelity to implementing this intervention. If students are progressing adequately, they should continue until they “graduate.” The *Academy of MATH* support staff in the lab acts as COACHES that closely monitor students and data; providing necessary support and motivating quality student engagement.

Some students may require an additional teacher-directed Tier II intervention developed using STAR diagnostic data, and instructional planning resources. Lesson plans should be developed to plan these interventions. These interventions should focus on specific, identified gap skills, and they should be closely monitored using additional STAR assessments (weekly).

Think Through Math [Middle Schools - 20 per each grade level, 60 for **General Math**, and 30 for **Compacted Math/Algebra** - First 20 students falling below 25th percentile]

Implement interventions/strategies and document on the Tier II Form (**Section 2A: Tier II Supplemental Instruction Documentation**)

Measure progress at least every 2 weeks and document on the **Tier II Section 2B: Progress Monitoring and Evaluation for Tier II Interventions (STAR Reading or STAR Math)**

Tier III – Teacher Support Team (60 minutes, 5 times per week in addition to Tier I instruction)

- A. If students are not progressing appropriately, refine the intervention plan to move students to Tier III –Using relevant data, decide if the students should receive both **Academy of MATH** and teacher directed interventions focused on specific, identified gap skills that are closely monitored using additional STAR assessments (weekly).
- B. Some students will begin intervention support at Tier III if diagnostic data indicates that the student is below the 10th percentile rank. See Step A for suggested decision protocols.
- C. **Individual Math Plans** will be developed for middle school students receiving Tier III mathematics interventions.
- D. Lesson Plans will be developed for each intervention session unless standard protocol interventions are used explicitly (**Academy of Reading, Fast ForWord, Read 180**, etc.)
- E. Teacher Support Team developed Tier III math interventions should consider these recommendations:
 - **STAR Math** resources provide relevant objectives specific to the needs of individual learners as well as suggested activities.
 - Instruction should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought process, guided practice, corrective feedback, and frequent cumulative review - effective intervention requires an explicit, didactic form of instruction in which the teacher directly shares the information the child needs to learn.
 - Careful instructional design begins by teaching a set of foundational skills the student can apply across the entire program: counting up for number combinations, two-digit calculations, solving algebraic equations, and checking work
 - Include instruction on solving word problems based on common underlying structures/operations - includes practice in sorting problems into problem types, the mixing of problem types within the daily lesson (once at least two problem types have been introduced), and daily review.
 - Instruction conceptualizes transfer within the same problem-type structure, so that irrelevant information, finding missing information in any of the three slots of an equation, and finding relevant information within charts or graphs recurs predictably and efficiently across problem-type instructional units.
 - Instruction purposefully conceptualizes, organizes, and teaches students to recognize problem types that pertain broadly to the kinds of problems found in the general education curriculum and in high-stakes tests.
 - Intervention materials should include opportunities for students to work with visual representations of mathematical ideas
 - Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts.
 - Include motivators to help students regulate their attention and behavior and to work hard
 - Instructional design that eases the learning challenge

- A strong conceptual basis for procedures that are taught- the goal is to anticipate and eliminate misunderstandings by means of precise explanations and with the use of carefully sequenced and integrated instruction
- An emphasis on drill and practice with cumulative reviews

Student Intervention Portfolios will be developed and maintained for each student in intervention, and parents will be notified of intervention services being provided as well as provided progress monitoring updates



Elementary & Secondary Behavior Focus

Office Discipline Referral Data Decision Rule

Less than 2 ODRs = continue universal Tier 1 supports following PBIS strategies
 2 – 5 ODRs = Behavior Support Team should be monitoring student
 5 or more ODRs = student needs Tier II behavioral interventions

However, some schools may modify the ODR cut-offs for each Tier based on the behavioral needs of their school

For example: schools with lower numbers of ODRs may set cuts offs as follows:

- 1 or fewer ODRs = Tier 1
- 2 - 5 ODRs = Tier 2
- 5 or more = Tier 3

Tier I – School Wide Positive Behavior Interventions and Support/CORE Traits – Universal supports with provisions for differentiation (See MTSS strategies and *Code of Conduct*)

Tier II – Strategic/targeted interventions/supplemental instruction. Individual student interventions developed by a school level team using relevant data about the teacher, class, and student focused on identifying functions of behavior and developing appropriate behavior. These interventions should focus on specific, identified gap skills, and they should be closely monitored using appropriate documentation of acquisition rates of desired behavior (weekly). Maintain integrity and fidelity to implementing interventions.

Tier III – Teacher Support Team – When data indicates that students require an intervention that is more explicit and more intensive than a Tier II intervention, a student may be placed in Tier III. An intense, specifically designed intervention focused on addressing the behavioral gaps of the students must be developed by the school Teacher Support Team. These interventions must be scientifically research based and established on the outcomes of a functional behavioral assessment. Valid progress monitoring should occur twice each week.

All TIER III Students Academic or Behavior

Any student placed in a **Tier III** Intervention, should also be populated on the MDE MISIS screen. If the student's information was not automatically populated by MDE, the school MTSS/TST Coordinator should enter the appropriate student data on the MSIS Intervention screen and update this student's data as they progress through the Tier Process.

All Tier III students should also have a completely developed **Individual Reading Plans, Individual Math Plans** and/or **Section 3B: Tier III (Intensive Intervention) Documentation** and student portfolios that are updated with current progress monitoring data and reviewed a minimum of every 4 ½ weeks.

Failure to Respond to Academic or Behavior Tier III Intervention

If students fail to adequately **respond to interventions within a reasonable time frame (no later than 16 weeks after implementation of Tier III interventions), the school Teacher Support Team may decide to submit a request to the District MET Committee for review. [**Respond** = positive change in slope and/or level of progress. Data indicates narrowing the gap in relationship to valid peer performance.] Interventions must have been implemented with fidelity and integrity.

These documentation requirements for moving to MET are outlined by the MDE:

- Documentation of teacher observations assessing effective instruction, differentiated instruction, classroom management, and alignment with MDE curriculum expectations should be provided.
- Documentation of Integrity Checks of Intervention Implementation
- Documentation that summarizes the learners' discrepancies (percentile rankings, etc.)
- Documentation that supplemental instruction was provided (participation logs, progress monitoring data, work samples, integrity checks, etc.)
- Documentation of targeted variable in graphic form that includes trend line, goal line, phase change lines.

Name of Screener	Date (s)	Portal to Assess Test
JPS MDE MKAS Pre K & K Readiness Pre-Test	August 15 – September 9, 2016	MDE
JPS STAR Fall Universal Screener, Grades 1–10	August 15 – September 9, 2016	JPS
JPS STAR Winter Universal Screener, Grades 1–10	January 9– February 3, 2017	JPS
JPS MDE MAP (ELA & Math), Grades 3–8 (Test 3 rd grade first–this is their reading proficiency test for promotion)	April 17– May 12, 2017	MDE
JPS MDE MKAS2 Readiness Post Test Pre-K & K	April 17– May 12, 2017	MDE
JPS STAR Spring Universal Screener, Grades 1–10	April 17–May 12, 2017	JPS
JPS MKAS ² Third Grade Retest #1	May 16 – May 18, 2017	MDE

School Level MTSS Teacher Support Team Suggested Timeline		
Date Completed	Timeline	Responsibility: <u>Meet every 4 ½ to 5 weeks</u> Consistent fidelity monitoring suggestions
	Day 1-10	<ul style="list-style-type: none"> ○ High-quality MS College & Career Ready Standards instruction begins on Day 1 and continues through Day 180 ○ Administer universal screening (STAR Early Literacy, STAR Reading, STAR Math) ○ Review findings and begin development and implementation of interventions
	Day 10-20	<ul style="list-style-type: none"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of instructional processes during intervention
	Day 20-30	<ul style="list-style-type: none"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of instructional processes during intervention
	Day 23-33	School Level Teacher Support Teams use progress monitoring data to evaluate student progress in interventions and if necessary, make appropriate adjustments. <ul style="list-style-type: none"> ○ Fidelity check of instructional processes during intervention
	Day 30-40	<ul style="list-style-type: none"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of instructional processes during intervention
	Day 40-50	<ul style="list-style-type: none"> ○ Progress monitoring of students receiving intervention ○ Fidelity check of instructional processes during intervention ○ Make revisions to interventions and support as needed

Date Completed	Timeline	Responsibility: <u>Meet every 4 ½ to 5 weeks</u> Consistent fidelity monitoring suggestions
	Day 45-55	School Level MTSS Teacher Support Teams use progress monitoring data to monitor student progress in interventions and if necessary, make appropriate adjustments.
	Day 50-60	<ul style="list-style-type: none"> Progress monitoring of students receiving intervention Fidelity check of intervention planning
	Day 60-70	<ul style="list-style-type: none"> Progress monitoring of students receiving intervention Fidelity check of instruction
	Day 68-78	School Level MTSS Teacher Support Teams use progress monitoring data to monitor student progress in interventions and if necessary, make appropriate adjustments.
	Day 70-80	<ul style="list-style-type: none"> Progress monitoring of students receiving intervention Fidelity check of intervention
	Day 80-90	<ul style="list-style-type: none"> Progress monitoring of students receiving intervention Fidelity check of instructional lesson plans
	Day 80-90	<ul style="list-style-type: none"> Administer universal screening assessments Report findings to District MTSS Chair/Facilitator
	Day 90-100	<ul style="list-style-type: none"> Progress monitoring of students receiving intervention Fidelity check of intervention planning
	Day 90-100	School Level MTSS Teacher Support Teams use universal screening benchmark assessment and progress monitoring data to evaluate student progress in interventions and if necessary, make appropriate adjustments.
	Day 100-110	<ul style="list-style-type: none"> Progress monitoring of students receiving intervention Fidelity check of instruction
	Day 110-120	<ul style="list-style-type: none"> Progress monitoring of students receiving intervention Fidelity check of intervention
	Day 113-123	School Level MTSS Teacher Support Teams use progress monitoring data to monitor student progress in interventions and if necessary, make appropriate adjustments.
	Day 120-130	<ul style="list-style-type: none"> Progress monitoring of students receiving intervention Fidelity check of instructional lesson plans
	Day 130-140	<ul style="list-style-type: none"> Progress monitoring of students receiving intervention Fidelity check of intervention planning
	Day 135-145	School Level MTSS Teacher Support Teams use progress monitoring data to monitor student progress in interventions and if necessary, make appropriate adjustments.
	Day 140-150	<ul style="list-style-type: none"> Progress monitoring of students receiving intervention Fidelity check of instruction
	Day 150-160	<ul style="list-style-type: none"> Progress monitoring of students receiving intervention Fidelity check of intervention
	Day 158-168	School Level MTSS Teacher Support Teams use progress monitoring data to monitor student progress in interventions and if necessary, make appropriate adjustments.
	Day 160-170	<ul style="list-style-type: none"> Progress monitoring of students receiving intervention
	Day 160-170	<ul style="list-style-type: none"> Administer universal screening Assessments Report findings to District MTSS Chair/Facilitator
	Day 175-180	School Level MTSS Teacher Support Teams use universal screening benchmark assessment and progress monitoring data to evaluate end-of-year student progress in interventions and if appropriate make decisions for upcoming school year.