

Jefferson Davis County School District



Multi-Tiered System of Supports (MTSS) Implementation Guide 2022-2023

JDCSD Mission Statement

The Jefferson Davis County School District promotes a rigorous, safe, and nurturing environment in which students are empowered to achieve their full intellectual and social potential by combining high standards, discipline, and character education, with a commitment to individualism, creativity and diversity as students prepare to continue to our global society.

JDCSD Vision Statement

Students in the Jefferson Davis County School District will achieve life-long learning, reach proficiency in academic areas, and contribute to our community in a positive manner.

District Goals

Jefferson Davis County School District will:

1. Improve the reading levels and literacy levels of all students.
2. Continue to increase attendance, decrease tardiness and lower student dropout rates.
3. Implement programs and activities to improve student test scores statewide.
4. Create a climate of high expectations for all students, staff and parents to ensure college and career readiness through innovative technological advances.
5. Strengthen the effectiveness of communication within Jefferson Davis County School District and Jefferson Davis community by creating partnership with parents, students and staff to develop lifelong learners.
6. Create and maintain a safe and drug free environment at all districts sites by implementing programs and activities that foster respect for self, others and the environment.
7. Increase teacher capacity and effective instruction by implementing a top notch professional development plan for teachers.
8. Continue to improve district finances through conservative decisions in the best interest of the students.
9. Improve the reading levels and literacy levels of all students.
10. Continue to increase attendance, decrease tardiness and lower student dropout rates.

Jefferson Davis County School District

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Multi-Tiered System of Supports (MTSS) Implementation Guide

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Overview of MTSS

Introduction

The Jefferson Davis County School District (JDCSD) has adopted the Multi-Tiered System of Supports (MTSS) guidance document. This guidance document is designed to:

1. Assist stakeholders in understanding a Multi-Tiered System of Supports
2. Provide an in-depth look at the essential components of an effective MTSS Model
3. Clarify the usefulness and value of MTSS in regard to student outcomes
4. Explain best practices for the implementation of MTSS for ALL students.

The information in this guidance document is intended to increase understanding of the MTSS framework and the Three-Tiered Model.

Purpose

The purpose of the JDCSD MTSS Guidance Document is to aid in the effective implementation of a three-tiered instructional model in order to support and increase academic, behavioral, and social emotional outcomes for ALL students. This guide addresses the complexity of multi-tiered decision making and identifies critical decision points within Tier I (universal or core instruction for all students), Tier II (supplemental instruction), and Tier III (intensive supports).

In addition, this guidance document will provide best practice recommendations and requirements within a MTSS framework that includes the effective selection and implementation of decision making teams, gathering accurate and reliable data that can be used to make meaningful instructional changes for students, establishing and managing intensive tiers of support, and evaluations of the tiers to ensure the supports provided are effective.

What is MTSS?

A multi-tiered system of supports (MTSS) is a framework for effective team-based problem solving designed to meet the academic, attendance, behavior, and social-emotional learning needs of all students. This model is based on a three-tiered structure that provides data-informed, evidence-based support of increasing intensity to target students' needs.

MTSS IS ...	MTSS is NOT...
<ul style="list-style-type: none"> ● An effective problem-solving process utilized to improve learning outcomes for ALL students. ● For ALL students including those who need enrichment. ● Data-informed and evidence-based. ● Collaborative team-based decision making. ● Tracking the effectiveness of instruction and learning. ● Seeing learning as the ultimate goal. 	<ul style="list-style-type: none"> ● A one size fits all prescription. ● Based on assumptions. ● The responsibility of one person. ● A pre-referral process. ● Paperwork Only ● Seeing the student as the problem.

JDCSD MTSS Implementation Non-Negotiables

- If attendance is an issue, complete a Tier I Intervention Plan addressing the interventions in place to improve attendance. If attendance does not improve, follow the guidelines of the school and district attendance policy. While academic and/or behavioral interventions may be in place, they cannot be delivered or monitored sufficiently if the student is not in attendance.
- Vision and Hearing **MUST** be checked prior to beginning Tier II interventions.
- MTSS documentation should be housed in ELS and in MTSS binders.
- All retained students **MUST** receive at least Tier II interventions until progress monitoring and summative data indicate that the student is on grade level and not continuing to fall behind.
- A Tier I support plan with data should be in place and presented for any students who are referred to the Tier process.

Three Tiered Instructional Model

The Mississippi State Board of Education’s Policy 41.1 requires that districts and schools follow a three-tiered instructional model consisting of:

Tier I (Universal) Intervention/Instruction- Tier I instruction is high quality classroom instruction aligned to the Mississippi College and Career-Readiness Standards (MS-CCR) for ALL students.

- Deliver core curriculum to all students (Example: 90-minute reading block, daily class period)
- Access ALL students three times per year with MDE approved Universal Screener
 - Measure ALL student progress against grade-level benchmarks. The core curriculum should be effective with at least 80% of all students

Tier II (Targeted) Intervention (in addition to Tier I)-Tier II interventions are implemented when assessment data indicates that a student is not making adequate progress from Tier I instruction alone. Interventions are implemented in a small group setting, designed to meet the specific needs of students with similar needs. Tier II interventions **MUST** be evidence-based strategies.

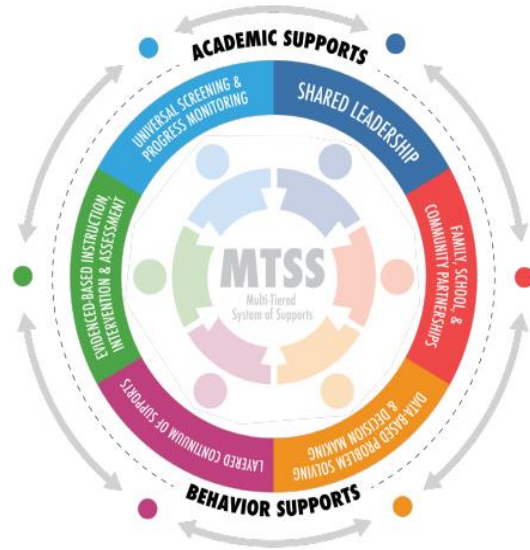
- Implemented to students in a general education classroom through whole class, small group differentiated instruction (10-15% of students)
- Interventions are evidence-based and generally implemented by the classroom teacher. Tier II interventions should consist of no less than 20-30 minutes, 3 days per week in addition to Tier I instruction. If a significant number of students require Tier II instruction, the effectiveness of Tier I (core) instruction must be evaluated.

Tier III (Intensive) Intervention (in addition to Tiers I and II)-Tier III interventions are individualized, systematic, and explicit instruction implemented when students demonstrate little to no progress in Tier II. Interventions are individualized to meet the particular needs of students and the duration and/or intensity of the intervention is increased to accelerate student response.

- Implemented to students who are consistently falling behind and are not making adequate progress from Tier II instruction. (5-10% of students)
- Interventions are conducted by the interventionist or a highly qualified teacher or trained professional in a small group setting
- Interventions should consist of no less than 30-60 additional minutes, 5 days per week, in addition to Tier I and Tier II

MTSS Key Components

The Mississippi Multi-Tiered System of Supports (MTSS) framework is driven by key components that allow for a continuum of supports, working together to improve student academic and behavioral outcomes. The key components align the entire systems of supports to ensure effective team-based problem solving that is data-informed and evidence-based.



Shared Leadership- MTSS Team Structure

An effective team structure promotes shared decision-making with a common vision and purpose to achieve desired outcomes. It is critical to establish leadership teams (Teacher Support Teams, TST) to ensure effective implementation throughout the data-based, problem-solving, and decision-making process. Teacher Support Teams should hold regularly scheduled meetings to collaborate on the ongoing process of improving instruction, intervention, and assessment. Teacher support teams should consist of but are not limited to the following:

School Shared Leadership Team Sample	
Administrator	Academic Interventionist

<ul style="list-style-type: none"> • Supports the protocol for the MTSS process • Ensures fidelity and integrity of the process (completes integrity checks) • Monitors staff • Attends meetings regularly • Identifies and locates resources • Sets schedules for regular meetings 	<ul style="list-style-type: none"> • Coordinates and facilitates the school’s academic intervention program • Implements Tier III intensive interventions • Collaborates with teachers to identify student needs • Assists teachers with collection and analysis of student data
School Shared Leadership Team Sample	
Counselor	Lead Teacher/Instructional Specialist
<ul style="list-style-type: none"> • Coordinates and facilitates the school’s behavior intervention program • Uses Tier I behavior screeners to identify behaviors and design behavior interventions • Provides group and individual counseling • Early Warning Systems • Promotes equity for ALL students • Monitors Chronic Absenteeism • Member of the Student Attendance Review Board (SARB) 	<ul style="list-style-type: none"> • Collaborates with teachers in the school wide implementation of MTSS • Trains and provides ongoing coaching to leadership teams and teachers on MTSS framework and procedures • Supports teachers in identifying student needs and providing appropriate interventions
General Education Teacher	Special Education Teacher
<ul style="list-style-type: none"> • Provides high quality Tier I instruction to ALL students • Screens and provide progress monitoring to determine instructional needs and measure student progress • Differentiates instruction to support students at ALL levels • Combines classroom instruction with additional necessary supports 	<ul style="list-style-type: none"> • Serves as an advocate, connector, and collaborator • Develops IEPs • Provides instruction (co-teaching) • Coordinates program implementation across many students
Parent	

<ul style="list-style-type: none"> ● Provides information to the team and participates in problem-solving ● Assists in prioritizing concerns ● Participates in intervention development, implementation, and effectiveness of the intervention 	<p>Additional team members may include anyone who provides other related services (English Learner, Speech Language Pathologist, School Nurse, Dyslexia Therapist, etc.)</p>
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Data-Based Problem Solving and Decision Making

Data-based problem solving and decision-making is a critical component of the MTSS process that drives instruction and intervention. An integrated data collection system should be utilized to determine students’ academic and behavioral needs. The data collection system should consist of state assessments, universal screeners, diagnostic assessments, progress monitoring, formative and summative assessments, attendance, office discipline referrals, and observations. All data must be collected and analyzed on ALL students throughout the school year.

The data-based problem solving and decision-making process consists of four steps that assist Teacher Support Teams in determining appropriate interventions within the three-tiered instructional model for academic and behavioral needs. Each step is necessary to ensure that students receive proper programming for interventions to increase student outcomes.



Data-Based Problem Solving and Decision Making Steps

STEP 1 Define the Problem/Identify the Goal	STEP 2 Analyze the Problem	STEP 3 Develop and Implement the Plan	STEP 4 Evaluate the Plan
<p>What do we want students to know and be able to do?</p> <p>Define the problem or goal by determining the difference between what is expected and what is occurring.</p> <p>In the area of academics, "What we expect students to know and do," is driven by the Mississippi College and Career Readiness Standards that guide instruction at each grade and subject area.</p> <p>In the area of behavior, "What we expect students to know and do," is guided by district and school-wide expectations and PBIS plan.</p> <p>Guiding Questions for Problem Identification:</p> <ul style="list-style-type: none"> • Is there a difference between the student's current level of performance and expected level of performance? • Is there a difference between the student's level of performance and their peer's performance? • Is the student(s) receiving quality Tier I instruction? 	<p>Why is the gap occurring? Why is the student not achieving the desired academic or behavioral outcomes?</p> <p>Analyze the problem using data to determine the possible barriers to the student doing and/or knowing what is expected. Generate hypotheses (reasons) that are grounded in evidence. Use data to confirm or disprove the hypotheses.</p> <p>Guiding Questions for Analyzation:</p> <ul style="list-style-type: none"> • Why is/are the desired goal(s) not occurring? • What are the barriers to the student doing and knowing what is expected? • Does the problem reflect a skill deficit (i.e., "can't do vs "won't do") 	<p>What are we going to do about it?</p> <p>Develop and implement a plan based on the Teacher Support Team's problem analysis (what, who, when, how, where, how long). All interventions must be evidence-based and implemented with integrity. Develop a performance goal and intervention plan to achieve the goal. Determine how the student's progress will be monitored at suggested intervals and implement integrity checks to ensure the fidelity of the process.</p> <p>Guiding Questions for Development and Implementation:</p> <ul style="list-style-type: none"> • What instruction and supports will be used? • What resources (initial and ongoing) are needed to support the implementation of the plan? • How will the sufficiency and effectiveness of Tier II and Tier III learning supports be monitored over time? • How will fidelity be monitored over time? 	<p>Is it working?</p> <p>Evaluate how the student has responded to the plan. The Teacher Support Team should use data gathered from progress monitoring, diagnostic assessments, and other sources to determine the effectiveness of the plan. Student outcomes will determine changes to the plan.</p> <p>Guiding Questions for Evaluating the Plan:</p> <ul style="list-style-type: none"> • Have planned learning supports at Tier II and Tier III been effective? • If so, what is the next step? • If not, how will the instruction/intervention plan be adjusted to support the students' or group of students' progress?

Family, School, and Community Partnerships

Communication among families, schools, and communities are an important component for student success. Research indicates that students are more successful when families and schools are connected. Family, school, and community partnerships help to increase students' motivation, attendance, and academic and behavioral outcomes. Providing information to families and community stakeholders is an effective way to encourage active involvement, facilitate support, and increase student achievement. Partnerships among these stakeholders are critical to the success of the MTSS process.

Teachers and school personnel should consistently communicate with parents of students on all academic and behavioral tier levels. Parents **MUST** be notified when students are placed on Tier. Parents are an important part of the Teacher Support Team and should serve as a participant in TST meetings. It is essential to share student progress with parents, provide ways to help their child at home, and follow up to see if additional supports are needed.

Evidenced-Based Instruction, Intervention, and Assessment

Section 8001(21)(A) of The Every Student Succeeds Act (ESSA) requires that all instructional practices and/or intervention activities or strategies are evidenced-based and geared toward improving outcomes for all students.

Universal Screening and Progress Monitoring

Universal screeners are used to determine if a student is likely to meet, exceed, or not meet benchmarks. A screener is given to establish a baseline and align to the student's specific instructional needs. A universal screener is used to identify students in need of interventions and Individual Reading Plans (IRPs). I-Ready serves as Hattiesburg Public School's MDE approved screener for K-3 and is also used to assist in the MTSS process for grades 4-8. The Multi-Tiered System of Supports Screening Process is used for grades 4-12 (Additional information on the Multi-Tiered System of Supports Screening Process for Grades 4-12 is located on page 31.

Progress monitoring is a process used to assess and monitor a students’ response to academic and behavioral instruction and interventions. The frequency of progress monitoring will increase with the intensity of an intervention. Progress monitoring data should include multiple pieces of evidence and be used as one of the determining factors of tier placement. Progress monitoring data **MUST** be graphed or charted for each student and each instructional subject against the established goal to determine students’ growth.

Progress Monitoring Best Practices Recommendations

Tier II- complete once every 2 weeks. Documented data reviews every 4 weeks.	Tier III- complete once every week. Documented data reviews every 8 weeks.
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Implementation of the Tier Process

The goal of MTSS is to improve the academic and behavioral outcomes for ALL students. To achieve this goal, each component of the MTSS framework must be implemented with fidelity. Fidelity is the commitment to follow all practices and procedures when providing interventions. The implementation and procedural components of MTSS should be measured regularly to check the fidelity of the process. The MTSS documentation packet includes fidelity (integrity) checks that should occur at regular intervals (1 per 9 weeks) and must be completed by school administrators. To assist in the fidelity of implementing the MTSS process, a yearly calendar can be used to schedule regular meetings and data reviews (see Appendix for a sample implementation schedule).

How Are Students Identified for Tier?

20 day students:

MSIS Screen Referral Students who populate on the MSIS screen for one of the following indicators must be referred to the Teacher Support Team within the first 20 days of school. A TST meeting and decision must occur before the 20th day of school. Students who populate are typically referred to as your 20 day students.

1. Grades K-3: Student has failed one grade. Grades 4-12: Student has failed two grades.
2. 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.
3. A student who did not score at the required achievement level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
4. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.

MDE Approved Cut Scores from I-Ready:

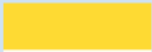


- Any K-3 students who do not meet the MDE Fall, Winter, and Spring cut scores will be referred for intensive interventions. These students will be required to have an Individual Reading Plan (IRP).
- Students in grade 4-8 who do not meet the MDE Fall, Winter, and Spring cut scores will be referred for intensive interventions.

Teacher/Teacher Support Team Referral

A student should be referred to the Teacher Support Team if progress monitoring data indicates adequate progress was not met. Multiple forms of data (Diagnostic Assessments, Standards Mastery, Growth Monitoring, State Assessments, Early Warning Systems, Teacher Developed Formative and Summative Assessments) MUST be used to determine Tier placement. Students who transfer in or who are promoted with supporting documentation should also be referred to MTSS.

Early Warning System Indicators

Early Warning Systems Indicators are also utilized to identify students in need of interventions based on Early warning systems indicators for attendance, behavior, and course performance.

Recommended Best Practices for Teacher Support Team Referrals			
Assessment Tool	Watch	Tier II	Tier III
I-Ready	One Grade Level Below (lower end) Indicated by solid yellow bar on i-Ready 5 Level Placement 	Two Grade Levels Below Indicated by a solid red bar on i-Ready 5 Level Placement 	Three or More Grade Levels Below Indicated by a striped red bar on i-Ready 5 Level Placement 
Renaissance Star Early Literacy and Star Reading	On Watch	Intervention-Below the 25th Percentile	Urgent Intervention-Below the 10th Percentile
Early Warning Systems Attendance		3-5 days each quarter 10-18 full year	5 days each quarter 18 full year
Early Warning Systems Behavior		Referrals 1 each quarter 3-5 full year	Referrals 2 each quarter 6 full year
		Suspensions 0 each quarter 0-1 full year	Suspensions 1 each quarter 2 full year
Early Warning Systems Course Performance		6th-8th Report card grade of D	6th-8th Report card grade of D
		9th-12th Report card grade of F	9-12th Report card grade of F

High Quality Tier I Core Instruction

Tier I high quality core instruction is implemented at all three levels of the tier model. Tier I is the first level of prevention where 80% of students' needs are met. Tier I core instruction includes an evidence-based curriculum aligned to the Mississippi College and Career Readiness Standards (MCCRS). Tier I instruction should be differentiated and scaffolded based on students' specific needs. During Tier I instruction students should receive explicit modeling, guided practice, and independent practice of new skills (HPS' "What Should Instruction Look Like"- Appendix B). Effective classroom management, PBIS, and student engagement are also important factors of quality Tier I instruction. The MTSS documentation packet includes a Quality Tier I Instruction Teacher Growth Rubric that must be completed by administrators to indicate that students in need of Tiered instruction are receiving quality Tier I core instruction in the classroom. If intervention numbers are high in individual classrooms, Tier I instruction must be evaluated.

Guiding Questions for Evaluating the Effectiveness of Tier I Instruction

- Are the classrooms and school environments conducive to learning?
- What percentage of students are achieving academic and behavioral expectations?
- Are systems in place to ensure quality classroom instruction?

Tier II Supplemental (Targeted) Instruction

Tier II targeted instruction is designed for students who are not successful with Tier I instruction and/or behavior management in the general classroom (10-15% of the population). This instruction is in addition to quality Tier I instruction. Hearing and vision screeners should take place to rule out any underlying problem that might be causing a lack of progress at Tier I. Tier II interventions should focus on specific skill gaps closely aligned to core lessons. Interventions are conducted in one on one or small group settings 3-5 days per week for 20-30 minutes. Differentiation, modeling, multiple student responses, and immediate feedback are key components of Tier II interventions. Fidelity checks should be administered to ensure the integrity of the intervention. Tier II documented reviews occur every 4 weeks.

Tier III Intensive Interventions

Tier III intensive interventions provide targeted specific instruction to meet students' individual needs in addition to Tier I and Tier II interventions (typically 1-5% of the population.) Intensive instruction is provided individually or in small groups. All Tier III intensive instruction should be evidence-based, determined by assessment data, and aligned to the core curriculum. Tier III interventions should be implemented 5 days a week for 30-60 minutes and progress monitored weekly. Fidelity checks should be administered to ensure the integrity of the intervention. Tier III documented reviews occur every 8 weeks.

Sample Red Flags to Consider When Moving to Tier III

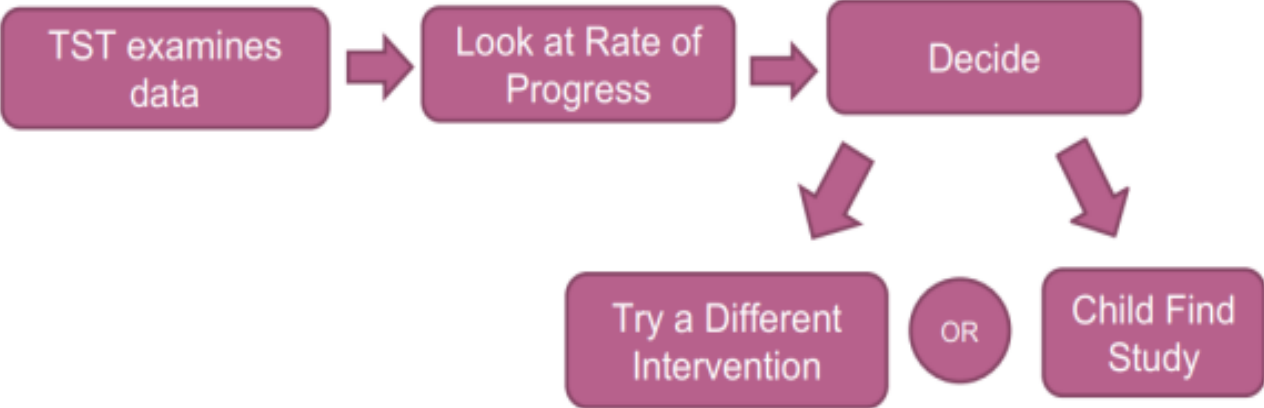
- Student moves in from another district or area with interventions/services provided in the past.
- Students move in and have significant gaps in learning.
- When more specialized assessment data is needed to determine the cause of the problem.
- Students have been referred to the TST in the past several times, specific strategies have been provided and there is still not much progress.
- Students have had significant medical trauma or mental health concerns or issues.
- Students who score below proficiency levels on standardized tests for multiple years.
- Students are functioning below proficiency level on multiple assessments.
- Student who requires excessive individualized instruction, re-teaching, and 1-on-1 assistance.
- Students do not meet grade-level standards and benchmarks in more than one academic area.
- Students appear unable to successfully participate in any academic activities.
- Students are potentially harmful to themselves or others.
- Student's behavior consistently interferes with the learning of self or others in the classroom, even with consistent Tier II intervention.

- Student’s behavior significantly disrupts classroom functioning.
- Severe behavior problems have been seen over time.
- A student who is not on track for a Standard diploma after a year in Intensive Remediation.

Next Steps

When Tier interventions are NOT successful. All data must be reviewed to determine if the intervention plan should be revised, goals adjusted, or should the student be referred to the District Review Team (DRT) for a Child Find Study. (Note: The MTSS process is not a pre-referral for the evaluation process.) If the student is referred to Child Find, a District Review Team meeting must be requested through email by your school’s Child Find Coordinator, School Administrator, and/or the school’s Psychometrist.

What to do after Tier III?



Exceptional Educational Services

Child Find

Child Find requires all school districts to identify, locate, and evaluate all children with disabilities, regardless of the severity of their disabilities. Students suspected of having a disability that are identified through Child Find must continue to receive high-quality classroom instruction and supports for academics and behavior. Any and all requests for comprehensive assessments should be submitted to the Office of Exceptional Children and Health Services, the school administrator, and/or the District Review Team.

Jefferson Davis County Public School implements ongoing efforts to locate, identify and evaluate all children from birth to twenty-one years of age residing within its jurisdiction, who are suspected of having a disability (regardless of the severity of that disability).

Child Find requirements apply to the following: highly mobile children (including migrant children); homeless children; children in private schools; children who are wards of the state (20 U.S.C. 1412(a)(3)); and children who may have a disability who are in need of special education even though they are advancing from grade to grade as well as those who are no longer in school who are within the specified age range who have not graduated with a diploma (34 CFR 300.111(c)).

Child Find activities will not be limited by the total number of requests per year and are not limited to the time of year.

District Review Team (DRT)

The District Review Team (DRT) is designed to meet with schools once the school's team has submitted a request(s) for Child Find. The District Review Team consists of the Director of Exceptional Education, Case Manager, Psychometrists, and MTSS Director. This team ensures that all academic and behavioral components are aligned with IDEA. During DRT meetings all information contained on the MTSS Compliance Review Checklist along with the teacher narrative and any other pertinent data/information is reviewed to identify if there is a need to move forward with the Child Find process. All Child Find requests should be submitted to the school's Child Find Coordinator, Administrator, and/or your school's Psychometrist.

Section 504

Section 504 protects all students with disabilities from discrimination. It is defined as those having any physical or mental impairment that substantially limits one or more major life activities. All individuals who are eligible under the Individuals with Disabilities Education Act (IDEA) are also protected under Section 504. All individuals who have been determined to be eligible under Section 504 may not be eligible under IDEA. The educational program of JDCSD shall be equally accessible to all students at each grade level.

Principals are responsible for working with the regular education teacher(s) to ensure the teacher:

- 1) Is aware of the requirements of the law
- 2) Makes appropriate accommodations in the instructional program and classroom environment to ensure that the student is given equal opportunity to participate in the educational objectives of his/her program (i.e. changing daily schedules, parent communication, providing PBIS, reorganizing the classroom.)

Language/Speech

Language/Speech is one of the thirteen disabilities recognized in the State of Mississippi. Kindergarten and 1st grade students are screened every school year to ensure that all students experiencing issues with language, articulation, fluency, or voice receive the appropriate services allowable by IDEA.

SPEECH LANGUAGE SCREENING

JDCSD ensures that students are screened for articulation, language, voice, and fluency disorders before the end of Grade 1.

Speech Language Screening Guidelines

1. If a student fails the screener, the parent or legal guardian will be notified of the results of the screener.
2. If a student fails the screener, the school district, at its discretion, may perform a comprehensive evaluation

Gifted

The mission of the Gifted Program is to address the needs of intellectually gifted children and provide the necessary instructional modifications to increase students' skills in:

- Autonomous learning
- Creative, productive thinking
- Metacognition
- Developing and maintaining healthy, positive, enriching relationships
- Developing appropriate expectations for and understanding of the self

Jefferson Davis County School District offers the following options for Gifted and Advanced Students:

- The REACH Program
- Advanced Placement Courses
- Jefferson Davis County High School Dual Enrollment Program

Additional Considerations

Dyslexia

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge” (International Dyslexia Association, 2002).

Dyslexia Screening

The Mississippi State Department of Education’s House Bill 1046 mandates that each local school district screens ALL students for dyslexia in the spring of Kindergarten and the Fall of Grade 1 using a State Board of Education approved screener.

If a student fails the screener, the parent or legal guardian will be notified of the results of the screener. A failed screener does not provide a Dyslexia diagnosis. Students who fail the screener will also be referred to MTSS and the Teacher Support Team (TST) will determine if additional Tier II or Tier III supports are needed after reviewing all data, parent concerns, Dyslexia checklist (MTSS Documentation Packet), and teacher recommendations.

English Language Learners

Quality Tier I instruction is essential to the success of our English learners (ELs). When considering a referral to MTSS for English learners the TST should consider the following:

- The amount of time the student has been in the country. EL students need time to adjust to the new culture and expectations of our schools in addition to learning a new language.
- Similarities and differences among the ethnicities and national origins of the U.S and their native country.
- Students with lower levels of English proficiency will require more content area support.
- Multiple relevant data-consideration of all data including ELPT assessment should be examined to determine if the struggles are due primarily to academic, behavioral, or English language deficiencies.
- Interrupted schooling

Before Implementing Interventions for EL students:

- Consult with parents, general education teachers, EL teachers, and others who work with the student (EL teacher must be present in the TST meeting).
- Review all data (Diagnostics, Screeners, State Test, English Learner Proficiency Test (ELPT), Classroom Performance, etc.).
- Identify the specific deficit area and select an intervention that will best meet the needs of the deficit area. Many of these issues may be addressed through the MTSS process. Determination of Tier placement must take into consideration the degree of deficiency and the specific academic and behavioral deficiency areas that will be addressed.

Literacy-Based Promotion Act (LBPA)

The Literacy-Based Promotion Act (LBPA) places an emphasis on grade-level reading skills for students in Kindergarten through 3rd grade. This act requires that students receive intensive reading instruction and interventions immediately following the identification of a reading deficiency. Reading deficiencies are determined by MDE approved screeners (cut scores) given three times a year.

Individual Reading Plans (IRP)

Individual Reading Plans (IRP) must be put in place for students in Kindergarten through 3rd grade who are identified as having a substantial reading deficiency. The Teacher Support Team will use multiple forms of data to determine if a reading deficiency is present. Students who passed to the 4th grade with a Good Cause Exemption should also receive an Individual Reading Plan. Parent notification is required at least three times a year for students who are identified as having a substantial reading deficiency. Parents should receive a Parent Read At Home Plan containing strategies to assist in achieving reading competency (IRP Checklist, Appendix D).

Literacy-Based Promotion Act and 3rd Grade

Students who scored below a level 3 or received a “Did Not Meet” Requirement on the grade 3 Reading Summative Assessment should be brought before the Teacher Support Team to determine if tiered level of supports are needed. The Teacher Support Team should discuss all data (i.e., Questar reports, diagnostic assessments, screener, etc) from the previous school year to determine the appropriate level of support for students. The following guiding questions should be considered when determining support levels.

What additional data points are available to determine the student’s individual needs?

- Did the student perform significantly below the mean score for the class/school?
- Has the student receive interventions? If so, what supports and how long have they been in place?
- What additional supports or interventions are needed in either academics or behavior for the student to be successful?

- Has the student been referred to the District Review Team (DRT) or is the student awaiting a comprehensive assessment?
- Is the student receiving special education services? Do they have an IEP or 504 plan? Should the IEP or 504 committees meet to ensure the student is being provided a Free Appropriate Public Education (FAPE)?
- What additional services is the child receiving: dyslexia therapy, speech language therapy, and/or English Learner (EL) services, etc.? Have these providers been included in the Teacher Support Team meetings?

MTSS at the Secondary Level

MTSS is designed to meet the needs of all students through appropriate instruction and intervention. MTSS at the secondary level focuses more on graduation and ensuring that “Every Student Graduates High School Ready for College and Career”. MTSS on the secondary level utilizes a systematic process to improve the educational approaches through the integration of evidence-based practices across multiple content areas. State Board Policy 41.1 and district/school-based initiatives work together cohesively to promote academic and behavioral achievement among students.

Early Warning System (EWS)

The Early Warning System is a critical component that is implemented in conjunction with MTSS at the secondary level. Early Warning Systems were developed to identify students in need of assistance to reach graduation to exit high school ready for college and career. EWS ensures that at-risk students are identified and provided support through EWS action codes and/or MTSS to get students back on track for academic success.

Early Warning System Indicators

Attendance

Status	Threshold: Number of Days Absent	
	Each Quarter	Full Year
Off track (Tier III)	5 days	18 days
Sliding (Tier II)	3-5 days	10-18 days
On track to graduate (Tier I)	2 days or less	9 days

Source: www.kidscount.ssrc.msstate.edu

Behavior

Status	Number of Office Referrals		Number of Days Suspended	
	Each Quarter	Full Year	Each Quarter	Full Year
Off track (Tier III)	2	6	1	2
Sliding (Tier II)	1	3-5	0	0-1
On track to graduate (Tier I)	0	0-2	0	0-1

Course Performance

Elementary School

Status	Thresholds	
	Math and Language Arts Grades K-5	3rd Grade Reading Test (Literacy Based Promotion Act)
Off track (Tier III)	Report card grade of U or F	Failed 3rd Grade reading test
Sliding (Tier II)	Report card grade of N or D	Good Cause Promotion Transfer from 3rd to 4th Grade
On track to graduate (Tier I)	Report card grade of E, S or A, B, or C	Passed 3rd Grade Reading Test

Middle and High School

Status	Thresholds	
	Math and English Grades Middle School 6th–8th	Core Courses* High School 9th-12th
Off track (Tier III)	Report card grade of F	Report card grade of F
Sliding (Tier II)	Report card grade of D	Report card grade of D
On track to graduate (Tier I)	Report card grade A, B, or C	Report card grade A, B, or C

Retention

Status	Threshold: Retention	
	K-3rd Grades	4th-12th Grades
Off track (Tier III)	Failed one grade	Failed 2 or more grades
Sliding (Tier II)	Scored N or D in math or reading	Failed one grade
On track to graduate (Tier I)	Never retained	Never retained

Behavior

MTSS provides guidelines and supports for behavioral instruction and interventions through the Positive Behavioral Supports and Intervention (PBIS) framework. MTSS behavior follows a three-tier model designed to improve the outcome of ALL students. The goal of behavior is to provide a positive, predictable, safe learning environment that enhances students' social-emotional, behavioral, and academic growth.

Tier I

Tier I best practices are implemented school-wide and included in every classroom for ALL students. It includes the development of school-wide expectations, rules, consequence systems, and a consistent referral system. Effective classroom management plans should be in place and implemented consistently with all students.

- **Connect**
 - Enhance relationships among educators, students, and families to promote effective communication during disrupted learning.
 - Check-in with students daily and with families regularly to identify support needs.
- **Screen**
 - Screen to identify students who need more support.
- **Support**
 - Establish a safe environment.
 - Teach, prompt, and acknowledge predictable routines and positive expectations.
 - Bridge expectations across the school, home, and community settings.
- **Monitor**
 - Monitor implementation, health, safety, and academic needs for all students.
 - Identify students who require more support (Tier II or Tier III) over time.

Tier II

Tier II behavior is focused on supplemental supports implemented for students who are not making progress with Tier I supports (typically 15-20% of the population). Tier II is designed to reduce current incidents of problem behaviors

for students identified as “as risk” for engaging in behavior problems. During Tier II a Target Support Plan (TSP) or Targeted Behavior Plan is implemented and monitored.

Tier III

Tier III behavior is intensive supports implemented for students who are not successful with Tier I and Tier II behavior supports. Tier III behavior supports are individualized to meet students’ specific needs. During this stage of Tier, a functional behavioral assessment (FBA) is conducted to develop a behavior support plan (BSP). The behavior support plan is implemented and monitored for success. If the student is unsuccessful at Tier III, the student will be referred to the Office of Exceptional Children and Health Services.

Chronic Absenteeism

Absences have an adverse impact on academic and behavioral success. Students who miss 10% or more of school days for any reason (excused, unexcused, or suspensions) are considered chronically absent and at risk for falling behind academically. Parents and students should be made aware of the impact absenteeism has on the success of academics and behavior. If attendance is the root cause of the student’s academic deficits, the student should be placed on an attendance plan and monitored for success.

Early Warning Systems Attendance Guidance

Status	Threshold: Number of Days Absent	
	Each Quarter	Full Year
Off track (Tier III)	5 days	18 days
Sliding (Tier II)	3-5 days	10-18 days
On track to graduate (Tier I)	2 days or less	9 days

MTSS Screening Process- Grades K-3

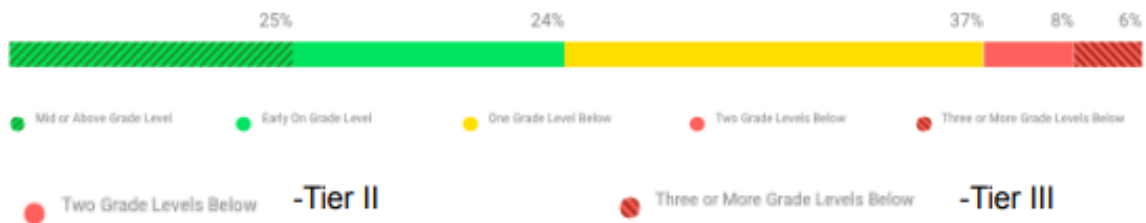
Universal screeners and diagnostic assessments provide the data required for the decision-making process. Once screeners are administered, results should be compared to other classroom assessments to determine students’ needs and next steps (Standards Mastery, Growth Monitoring, Formative/Summative Assessments, classroom performance, teacher observations). Students identified as “at-risk” on multiple pieces of data should be administered a diagnostic or survey level assessment to determine specific intervention needs. Kindergarten through 3rd grade students are administered a universal screener three times per year. I-Ready is Jefferson Davis County School District’s MDE approved universal screener. Renaissance Star Early Literature is also administered to students in Kindergarten three times per year.

Identifying Deficit Areas with I-Ready and Star Early Literature

List of MDE-Approved Screeners	Intervention Guidance <i>This guidance should be used to identify students in need of an Individual Reading Plan (IRP).</i>																				
FAST	Some Risk 39 th percentile -15 th percentile																				
	High Risk 14 th percentile and below																				
i-Ready	Fall, Winter, and Spring cut scores for intervention																				
	<table border="1"> <thead> <tr> <th>Grade</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>313</td> <td>337</td> <td>362</td> </tr> <tr> <td>1</td> <td>385</td> <td>409</td> <td>434</td> </tr> <tr> <td>2</td> <td>450</td> <td>469</td> <td>489</td> </tr> <tr> <td>3</td> <td>485</td> <td>498</td> <td>511</td> </tr> </tbody> </table>	Grade	Fall	Winter	Spring	K	313	337	362	1	385	409	434	2	450	469	489	3	485	498	511
	Grade	Fall	Winter	Spring																	
	K	313	337	362																	
	1	385	409	434																	
2	450	469	489																		
3	485	498	511																		

STAR Early Literacy, STAR Reading	Intervention	Below 25 th Percentile
	Urgent Intervention	Below 10 th Percentile

I-Ready recommendations for all other Tier referrals (I-Ready Overall Placement Table.)



Review Screener Data

Examples of possible assessments/screeners all students can complete:

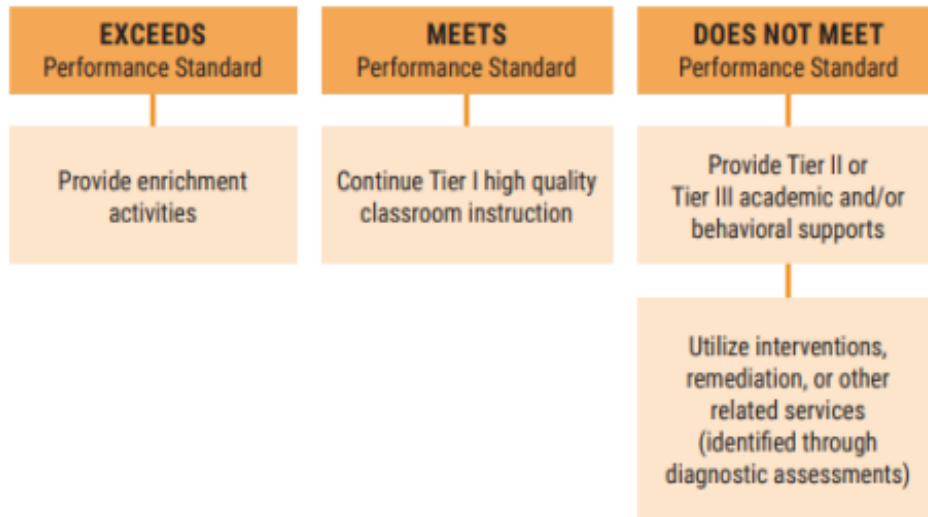
ASSESSMENTS

- State Assessments
- State Aligned Benchmark Assessments

OTHER

- Curriculum Based Measures
- Oral Reading Fluency Measures
- Maze Measures
- Behavior
- GPA
- Past Curriculum Performance

Determine Next Steps



MTSS and Distance Learning

Jefferson Davis County School District is committed to its goal of academic success for ALL students. Providing interventions, accommodations, or modifications through distance learning is important in the continued success of students. MTSS through distance learning requires collaboration among families and school staff, dedication, and motivation.

What Can Interventions Look Like with Distance Learning?

- In Person Learning- small group evidence-based interventions with explicit instruction in the deficit areas designed to ensure a tiered level of support is delivered to all students. Progress monitoring may be conducted as recommended for in person learning.
- At Home Learning- small group or one on one teacher delivered evidence-based interventions with explicit instruction may be implemented through JDCSD's online platform - Schoology. Progress monitoring may be conducted digitally with a virtual proctor that can sit with the student as they are completing the assignment or assessment. Communicate with parents the importance of students' attendance for online instruction and completing assessments/assignments on their own. Help parents understand that teachers are using this information to design interventions that best meet the students' needs.
- Hybrid Learning- complete interventions and progress monitoring assessments in a small group or one on one setting on students' day of face-to-face instruction. Students can be provided additional practice via Schoology on virtual learning days.

MTSS Through Distance Learning Tips

Remain focused on the child and provide the support that will benefit their overall success for the future.

- The interventionist should reach out to each parent so they understand what will be conducted during the intervention time.
- Choose an appropriate intervention to be conducted. This should be an intervention that the parents can easily access at home.
- The interventionist should conduct parent training, so the parents understand the components of the intervention program. This is an opportunity to demonstrate the importance of students completing their work on their own.

- The quality of the assignments should provide meaningful work with scaffolding provided as needed for the student.

JDCSD MTSS Expectations

The documents listed below provide guidance on Hattiesburg Public Schools MTSS expectations:

- Beginning of the Year Procedures
- MTSS Binder Expectations
- Compliance Review Checklists
- MTSS Meeting Protocols
- Scheduling Intervention Times
- EOY Closeout Procedures

Examples of these expectations can be found on the following pages 35-46.

Jefferson Davis County School District
 MTSS Beginning of the Year Procedures
 2022-2023

1. Schedule an MTSS training for all teachers/staff who will participate in the MTSS process.
2. Review MSIS 20-day student list, schedule a meeting date before the 20th day of school. **Provide Ms. Anderson with your 20-day meeting date.**

(Elementary only-review the 3rd grade list of students who did not meet state requirements. These students will also be discussed during the 20-day meeting.)

3. Gather data on 20 day students and complete K-8 or 9-12 Profiles to be reviewed at the 20-day meeting.
4. After decisions are made on 20-days students complete the following:

Tiered Students (no later than 2 weeks from the 20 day meeting)	Students NOT Tiered
<ul style="list-style-type: none"> • 20-Day recommendation form • Complete meeting summary • Parent Notification Letter • Hearing & Vision Screener • Obtain a baseline probe • Develop an intervention schedule • Begin interventions 	<ul style="list-style-type: none"> • Make sure students have a 20 day MSIS form and K-8 or 9-12 Profile completed in ELS, attached data, or other documents to support decision • See JDCSD Implementation Guide for guidance on retention students.

5. Meet on all other students who ended the year on Tier II or Tier III
 - Review all available data
 - Look at last year’s end of the year recommendation list
 - Use the JDCSD Implementation Guide for guidance.
6. Elementary K-3- Identify students in need of an Individual Reading Plan (IRP) based on MDE cut scores once screeners (iReady Diagnostic and MKAS) are complete.
7. Complete the JDCSD Roster spreadsheet (spreadsheet must be updated regularly) in the Google Drive.

This document contains a few steps and tips to assist with beginning the first few weeks of school. Guidance will be provided throughout the school year to assist with the MTSS process.

MTSS Binder Fidelity Checklist (Academic)

Teacher : _____ Grade: _____

Component	Yes	No	N/A	Comments
Confidentiality Form				
Student Learning Style Inventory				
Cumulative Folder Insert				
Hearing & Vision Screening				
Assessment Data(Diagnostics, Growth Monitoring, Screeners, Benchmarks, etc.), Report Cards				
Section 1B,1C: Student Profile				
Section 1D: Quality Tier 1 Instruction				
Tier I Classroom Intervention Checklist/Data				
Section 3A: Teacher Support Team Referral and Meeting				
Appendix D: Tier II Parent Notification/Communication				
Section 2A: Tier II Documentation				
Section 2B: Tier II Integrity Checks				
Section 2C: Progress Monitoring and Evaluation for Tier II Interventions				
Tier II Probes and Copies of Work Samples				
Section 3A Teacher Support Team Referral and Meeting				
Appendix D: Tier III Parent Notification/Communication				
Section 3B: Tier III Documentation				
Section 3C: Tier III Integrity Checks				
Section 3D: Progress Monitoring and Evaluation for Tier III Interventions				
Section 3B: Tier III Documentation				
Tier III Probes and Copies of Work Samples				
Appendix E: Individual Reading Plan/MTSS Alignment Checklist(if applicable)				

Notes:

MTSS Binder Fidelity Checklist (Behavior)

Teacher : _____ Grade: _____

Component	Yes	No	N/A	Comments
Confidentiality Form				
Hearing & Vision Screening				
Student Strengths Checklist				
Appendix A: Social Emotional Worksheet				
Section 1B,1C: Student Profile				
Section 1D: Quality Tier 1 Instruction				
Behavioral Referral				
Target Support Plan for Tier II				
Appendix D: Tier II Parent Notification/Communication				
Section 2A: Tier II Documentation				
Section 2B: Tier II Integrity Checks				
Section 2C: Progress Monitoring and Evaluation for Tier II Interventions				
Section 3A/3B Teacher Support Team Referral and Meeting				
Appendix D: Tier III Parent Notification/Communication				
Section 3C: Tier III Documentation				
Section 3D: Tier III Integrity Checks				
Section 3E: Progress Monitoring and Evaluation for Tier III Interventions				
Behavior Intervention Plan for Tier III				
Section 3G BIP Integrity Checks for Tier III				

Notes:

Jefferson Davis County School District

MTSS Academic Compliance Review Checklist

Student: _____ Grade: _____ School: _____

Component	Yes	No	Comments	Date Completed	Follow-Up Needed
GENERAL					
Confidentiality Form					
Student Learning Style Inventory					
Hearing & Vision Screening					
Section 1B,1C: Student Profile					
TIER I					
Section 1D:Quality Tier 1 Instruction					
Tier I Classroom Intervention Checklist/Data					
TIER II					
Section 3A:Teacher Support Team Referral and Meeting					
Appendix D:Tier II Parent Notification/Communication					
Section 2A: Tier II Documentation			1st _____ 2nd _____ 3rd _____ 4th _____		
Section 2B: Tier II Integrity Checks					
Section 2C: Progress Monitoring and Evaluation for Tier II Interventions					
TIER III					
Section 3A Teacher Support Team Referral and Meeting					
Appendix D: Tier III Parent Notification/Communication					
Section 3B: Tier III Documentation					
Section 3C: Tier III Integrity Checks			1st _____ 2nd _____ 3rd _____ 4th _____		
Section 3D: Progress Monitoring and Evaluation for Tier III Interventions					
Section 3E: Tier III Documentation					
ADDITIONAL DOCUMENTATION/APPENDICES					
Appendix E: Individual Reading Plan/MTSS Alignment Checklist(<i>if applicable</i>)					

Component	Yes	No	Comments	Date Completed	Follow-Up Needed
Appendix C: Dyslexia Checklist for Teachers and Parent Interview					
Appendix B: Language Service Plan (<i>if applicable</i>)					
Cumulative Folder Insert					
Student Grades (Report Card)					
Universal Screener Results					

Notes:

Signature of Reviewer _____ Date _____

This is only a snapshot, do not duplicate. Hard copies will be provided.

Jefferson Davis County School District

MTSS Behavior Compliance Review Checklist

Student: _____ Grade: _____ School: _____

Component	Yes	No	Comments	Date Completed	Follow-Up Needed
GENERAL					
Confidentiality Form					
Hearing & Vision Screening					
Student Strengths Checklist					
Appendix A: Social Emotional Worksheet					
Section 1B,1C: Student Profile					
TIER I					
Section 1D: Quality Tier 1 Instruction					
TIER II					
Behavioral Referral					
Target Support Plan for Tier II					
Appendix D: Tier II Parent Notification/Communication					
Section 2A: Tier II Documentation					
Section 2B: Tier II Integrity Checks			1st _____ 2nd _____ 3rd _____ 4th _____		
Section 2C: Progress Monitoring and Evaluation for Tier II Interventions					
TIER III					
Section 3A/3B Teacher Support Team Referral and Meeting					
Appendix D: Tier III Parent Notification/Communication					
Section 3C: Tier III Documentation					
Section 3D: Tier III Integrity Checks			1st _____ 2nd _____ 3rd _____ 4th _____		
Section 3E: Progress Monitoring and Evaluation for Tier III Interventions					
Behavior Intervention Plan for Tier III					
Section 3G BIP Integrity Checks for Tier III					
Section 3H BIP Progress Monitoring and Evaluation for Tier III Behavior					
ADDITIONAL DOCUMENTATION/APPENDICES					
Component	Yes	No	Comments	Date Completed	Follow-Up Needed
Cumulative Folder Insert					
Student Grades (Report Card)					
Universal Screener Results					

Notes:

Signature of Reviewer _____ Date _____

This is only a snapshot, do not duplicate. Hard copies will be provided.

Scheduling Intervention Time

Intervention schedules should be aligned to ensure that students are receiving high-quality classroom instruction as well as time for intervention support.

Tier I Scheduling Guidance

- Whole group and small group instruction (PreK-12)
- Differentiated instruction based on student needs
- Follow JDCSD's policy for instructional minutes

Tier II and Tier III Scheduling Guidance

Within the Classroom

Tier II interventions may be implemented within the classroom by the classroom teacher or other staff members who are highly trained in the intervention. Interventions may be implemented through small groups, or individual students may be pulled at an appropriate time.

Walk-to-Learn

Tier III interventions may be implemented in small groups outside of the classroom by the interventionist. If no interventionist is on staff interventions may be implemented by a highly qualified teacher or trained professional.

Walk-to-Learn can also be utilized to regroup classes across a team or grade level to form groups based on students' needs to provide enrichment opportunities by teachers or other personnel.

Sample Scheduling Approaches for Middle School and High School

30 Minute Period/Block A 30-minute period of time is scheduled for students to receive intervention, remediation, or enrichment.

Examples of 30 Minute Period Schedules

- Six 50 or 55 minute periods with one 30-minute period
- Seven 45 or 47 minute periods with A 30-minute period
- Four 85 minute blocks with one 30-minute block

Evidence-based computer-based programs may also be used along with face-to-face intervention instruction if the program aligns with the deficit area and is delivered with fidelity.

MTSS Meeting Protocols

The MTSS/TST team is required to meet on all Tier II and Tier III academic (ELA and Math) and Behavior students. It is recommended that MTSS/TST meetings occur twice a month with documented reviews for Tier II every four weeks and documented reviews for Tier III every eight weeks.

The following items should be available at each meeting:

- Sign in Sheet
- Meeting Agenda
- Confidentiality Form (signed by each person in attendance)
- MTSS Binders
- Quantitative Data showing student's progress
- Progress Monitoring and Assessment Data
- Student work sample

Example MTSS Meeting Agenda

Wednesday, December 16, 2021

1. Sign In
2. Meeting Purpose
 - a. The purpose of today's meeting is to discuss the academic/behavioral progress of each student looking at recent data to determine the next steps.
3. Confidentiality Statement
4. Referrals
5. Review and Discuss Student Data (2-3 minutes per student)
 - a. **Hearing/Vision**- Has a hearing and vision screener been conducted to rule out hearing and vision impairment? Attendance- Does the student miss school often?
 - b. **Parent Notification**
 - c. **Driving Questions for Data Discussions** (Data- Diagnostics, State Test Scores, Screeners, Progress Monitoring, Growth Monitoring, Teacher Standard Aligned Formative/Summative Assessments, etc...)
Define the problem/identify the goal
 - What do we want students to know and be able to do?
 - Why is the gap occurring? Why is the student not achieving the desired academic or behavioral outcomes?
 - What is the student's scale score? Did the student increase or decrease? How many grade levels behind?
 - What does the student's progress monitoring data look like? Is the student increasing or decreasing?
 - What are the student's current grades? Is he or she failing?**Develop and Implement a Plan**
 - What are we going to do about it?
 - Will the student be placed on tier?
 - Has the student received quality Tier I?
 - What instruction and supports will be used?**Evaluate the Plan**
 - Is the intervention working? If so, what's the next step? If not, how will the intervention/instruction be adjusted to support the student's needs?
 - d. **Any other relevant information**
6. Important Dates/Reminders
 - a.
 - b.
7. Questions, Comments, Concerns

NOTES: _____

Jefferson Davis County School District
MTSS End of the Year Close-Out Procedures
2022-2023

1. Double check the MTSS Roster spreadsheet to ensure all students from the school year are listed (including students who moved tiers or may have been evaluated-please indicate in the notes).
2. Complete Form 3G End of the Year MTSS Tier Information on each student (make a copy to provide to Ms. Anderson.)
3. Complete **ALL** Tier Documentation Forms (including IRP) in ELS for academic and behavior- see compliance review checklists.
MTSS Binders
 - All binders should include ALL documentation from ELS for each student including students who are no longer in the MTSS process. Remove outdated documents from the binder.
 - Collect all binders and store them in a safe place.
4. Place an MTSS Cumulative Folder Insert into each student's cum folder indicating MTSS services during the 2022-2023 school year (Place insert on school letterhead)
5. Transferring of Tier Folders-All completed Tier folders of students who are promoted must be transferred to the proper schools. The date will be (TBA).

Resources/References

- **Access for All Guide**
<https://mdek12.org/OAE/2019-Access-for-All-Guide>
- **Attendance Works**
<https://www.attendanceworks.org/>
- **Compulsory School Attendance**
<https://www.mdek12.org/chronicabsenteeism>
- **Developing an IRP Webinar**
<https://register.gotowebinar.com/recording/8955695212455864067>
- **Dyslexia**
<https://mdek12.org/OAE/OEER/Dyslexia>
- **Establishing Performance Goals for Intervention Students**
<https://mtss4success.org/>
- **Family Guides to Success**
English-<https://www.mdek12.org/OAE/OEER/FamilyGuidesEnglish>
Spanish- <https://www.mdek12.org/OAE/OEER/FamilyGuidesSpanish>
- **Home Reading Helper**
<https://www.homereadinghelper.org/>
- **Intervention Central**
<https://www.interventioncentral.org/>
- **Evidenced Based Literacy Strategies**
<https://fcrr.org/>
- **Math Mammoth**
https://www.mathmammoth.com/complete/placement_tests
- **Mississippi Department of Education- Intervention Services**
<https://www.mdek12.org/OAE/OEER/InterventionServices>
- **Mississippi Early Warning Systems**
<https://www.mdek12.org/sites/default/files/early-warning-system-benton-final.pdf>

Appendix A

Part 3 Chapter 41 Rule 41.1 Intervention

Adoption Date: January 21, 2005

Revision: December 20, 2018

Effective: March 24, 2019

1. The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Mississippi Department Education (MDE) shall require every school district to follow the instructional model, which consists of three (3) tiers of instruction:
 - a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
 - b. Tier 2: Focused supplemental instruction
 - c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students

2. If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:
 - a. designed to address the deficit areas;
 - b. evidence based;
 - c. implemented as designed by the TST;
 - d. supported by data regarding the effectiveness of interventions.

3. Teachers should use progress monitoring information to:
 - a. determine if students are making adequate progress,
 - b. identify students as soon as they begin to fall behind, and
 - c. modify instruction early enough to ensure each student gains essential skills.

Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments, and large-scale assessments.

4. After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.
5. In accordance with the Literacy-Based Promotion Act of 2013, each public-school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:
 - a. performance on a reading screener approved or developed by the MDE, or
 - b. locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
 - c. statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.
6. A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first-grade year. The screening must include the following components:
 - a. Phonological awareness and phonemic awareness;
 - b. Sound symbol recognition;
 - c. Alphabet knowledge;
 - d. Decoding skills;
 - e. Encoding skills; and
 - f. Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud.
7. All students in Kindergarten and grades 1 through 3 shall be administered a state-approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year, to identify any deficiencies in reading. **EXCEPTION: Students in grade 3 who are not identified for intervention on mid-year screeners are not required to be screened again at the end of the school year.** In addition to failure to make adequate progress following Tier 1 and Tier 2,

students will be referred to the TST for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur:

- a. Grades K-3: A student has failed one (1) grade;
 - b. Grades 4-12: A student has failed two (2) grades;
 - c. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year;
 - d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment; or
 - e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.
8. Referrals to the TST must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-e stated above in Paragraph 7.
 9. School districts must complete, at a minimum, documentation as required for all students in Tier 2 or Tier 3. All Tier 3 documentation must accompany the student's cumulative folder upon promotion or transfer to a new school.

Source: Miss. Code Ann. §§ 37-177-1, et seq., (Revised 12/2018)

Appendix B

Guidance for MDE approved screeners and Individual Reading Plan cut score.

Identifying Students in Need of Intervention and Individual Reading Plans (IRPs)

List of MDE-Approved Screeners	Intervention Guidance <i>This guidance should be used to identify students in need of an Individual Reading Plan (IRP).</i>	Additional Guidance <i>Technical manuals and additional resources may be found by visiting these websites.</i>																				
FAST	<table border="0"> <tr> <td>Some Risk</td> <td>39th percentile -15th percentile</td> </tr> <tr> <td>High Risk</td> <td>14th percentile and below</td> </tr> </table>	Some Risk	39 th percentile -15 th percentile	High Risk	14 th percentile and below	https://www.dropbox.com/sh/wapgn86v0e9gto/AA8nosmMIUKE1yTj87HRzDIUa?dl=0																
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i-Ready	Fall, Winter, and Spring cut scores for intervention <table border="1"> <thead> <tr> <th>Grade</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>313</td> <td>337</td> <td>362</td> </tr> <tr> <td>1</td> <td>385</td> <td>409</td> <td>434</td> </tr> <tr> <td>2</td> <td>450</td> <td>469</td> <td>489</td> </tr> <tr> <td>3</td> <td>485</td> <td>498</td> <td>511</td> </tr> </tbody> </table>	Grade	Fall	Winter	Spring	K	313	337	362	1	385	409	434	2	450	469	489	3	485	498	511	www.ireadycentral.com
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Appendix C



INDIVIDUAL READING PLAN/MTSS ALIGNMENT CHECKLIST			
Student:	Teacher:	Grade:	Date:
<p><i>Following the identification of a substantial reading deficiency, intensive reading instruction and intervention must be documented for each student in an individual reading plan, which includes, at a minimum, the following documentation. Place a check mark in the box once you have completed documenting this piece in the MTSS documentation packet.</i></p>			
	(a) The student's specific, diagnosed reading skill deficiencies as determined (or identified) by diagnostic assessment data and other correlating data points;	MTSS Documentation Packet: Tier III Section 3B; page 14	
	(b) The goals and benchmarks for growth;	MTSS Documentation Packet: Tier III Section 3B, 3D; page 14, 16	
	(c) How progress will be monitored and evaluated;	MTSS Documentation Packet: Tier III Section 3B, 3C, 3D; page 14-16	
	(d) The type of additional instructional services and interventions the student will receive;	MTSS Documentation Packet: Tier III Section 3B; page 14	
	(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;	MTSS Documentation Packet: Appendix E	
	(f) The strategies the student's family is encouraged to use in assisting the student to achieve reading competency; and,	MTSS Documentation Packet: Appendix E	
	(g) Any additional services the teacher deems available and appropriate to accelerate the student's reading skill development	MTSS Documentation Packet: Appendix E	

Note: The Individual Reading Plan correlates with the Multi-Tiered System of Supports (MTSS) student documentation required for ***Tier III (Intensive Intervention)**. These pages may be used when meeting with the Teacher Support Team for each student that did not respond to Tier II Interventions or is needing additional intensive interventions at Tier III; 4th grade students requiring Intensive Intervention after Good Cause Exemption promotion; or, for intensive reading interventions for English Language Learners (ELs).

Teachers are not required to develop an IRP if the student currently has an IEP with Reading goals. However, if a student's IEP does not currently address reading difficulties and the student later develops a deficit in reading, then the general education and the special education teacher must collaborate to determine whether goals need to be added to the IEP or if an IRP is most appropriate. If a student has an IEP that only has Math goals and the student later begins to struggle in reading, then an IRP must be written for K - 4 students. The individual needs of the student should dictate the goals and the supports provided. The general education teacher and the special education teacher should work collaboratively to develop and implement the IEP and continue to progress monitor as indicated in the IEP.

Appendix D

EARLY WARNING SYSTEMS ACTION CODES	
Actions Appropriate for Impacting Attendance, Behavior, and/or Course Performance	CODE
Assign Case Manager	D1
Assign Staff Member Advocate	D2
Talk to Parents/Call Home	D3
Check In/Out	D4
Praise Journal	D5
Positive Action (PBIS)	D6
Behavior Contract	D7
Self Monitoring	D8
Actions Appropriate for Impacting Attendance	
CODE	
1st Period Check-in	A1
Individual Counseling	A2
Small Group Counseling	A3
Exit Conversation	A4
School Attendance Officers	A5
Actions Appropriate for Impacting Behavior	
CODE	
School-Home Note System/Emails	B1
Differential Reinforcement	B2
Positive Peer Reporting	B3
Social Skills Training	B4
Individual Counseling	B5
Small Group Counseling	B6
Peer Mediator	B7
Service Learning	B8
MET/SAT Referral - Tier System	B10
PBIS - Positive Behavior Intervention System	B11
Actions Appropriate for Course Performance	
CODE	
Tutoring	C1
Late Homework Policy	C2
Additional Study Time	C3
MTSS Referral - Tier System	C6