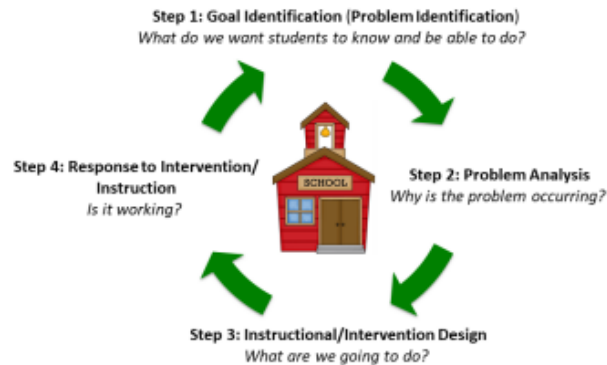


Hampton County School District MTSS Intervention Plan



Monitoring Form/Enrich MTSS Database

(Targeted Tier 2 & Tier 3 Student)



Intervention Plan

*Remember, if a student does NOT respond to an intervention over time, try a different strategy. Strategies provided should be within the same domain/subdomain for each goal. Intervention cycles typically are 6-8 weeks minimum. It is possible that a student may need intervention in more than one domain. Please use a progress monitoring form (tracking sheet) for each. (ex: reading vs. math) **Please note, this form should be completed ONLY for targeted students receiving support***

Students who ARE responding to interventions	Students who are NOT responding to interventions being provided
<ul style="list-style-type: none"> • Track progress using the monitoring form provided • Once the student has successfully met the goal: <ul style="list-style-type: none"> ➤ return to Tier 1 instruction or ➤ continue with additional interventions on a new goal <p><i>**If students are showing growth, then the intervention is working**</i> <i>Some students will remain in intervention throughout their educational journey</i></p>	<ul style="list-style-type: none"> • If a student isn't responding to an intervention: <ul style="list-style-type: none"> ➤ try another strategy ➤ change the level of services (frequency, duration, etc.) ➤ request a <i>SIT/RTI</i> meeting to discuss additional strategies (See- MTSS Referral Form) ➤ check the student's hearing/vision & any other medical concerns • After you have tried at least 3 strategies with the same goal, over extended time (6-8 weeks), with no success, - invite SPED to next SIT/MTSS team meeting for review

MTSS Intervention Progress Monitoring Form

Student's Name _____

Classroom Teacher/Interventionist _____

Level of Intervention: Tier 2 Tier 3

School _____

Structure
Format: Small Group _____ (number of students in group) 1-on-1
Frequency: Number of days per week _____ Length of Session _____

Domain: *(Please circle)* **Math** **Reading** **Social/Emotional** **Writing** **ELL/ML (Multilingual Learners)**

Subdomain Focus: _____ **Example: Phonological Awareness, Phonics, Vocabulary, Comprehension, High-Frequency Words*

**Example: Number & Operations, Algebra & Algebraic Thinking, Measurement & Data, Geometry*

<div style="border: 1px solid green; padding: 5px; display: inline-block;"> Can Do (skills)</div>	<div style="border: 1px solid green; padding: 5px; display: inline-block;"> Next Steps & Resources for Instruction (needs additional practice)</div>
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Date	Strategies/Interventions <i>**A minimum of 2 different research-based strategies aligned to academic focus over 6–8-week intervention cycle** Reference: SC MTSS/ SC SEED Documents</i> Suggested Intervention: iReady “Tools for Instruction” Lesson (Attach Lesson Plan)	Duration (How long have you been utilizing this strategy?)	Measurable Goal (Expected Results)	Probe Type (Assessment) <i>Check for Understanding</i>	Probe Score (Progress Monitoring)	Date
	<i>**Please indicate the strategies you are using to provide support**</i>		<i>** Please complete Probe at a minimum, every 2 weeks, weekly for Tier 3**</i>			
9/5/23	<div style="background-color: #00a0c0; color: white; padding: 5px; display: inline-block; font-weight: bold;">Tools for Instruction</div> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"></div> SAMPLE LESSON- Decode Two-Syllable VC/CV Words	3 Lessons	75% correct	Observation Check	8 out of 10 80%	9/8/23

Date	Strategies/Interventions	Duration (How long have you been utilizing this strategy?)	Measurable Goal (Expected Results)	Probe Type (Assessment)	Probe Score (Progress Monitoring)	Date

MTSS Intervention Attendance Record

Student Name _____

Classroom Teacher/Interventionist _____

please mark attendance with **date and **A** (absent) or **P** (present) codes*

	Monday		Tuesday		Wednesday		Thursday		Friday	
SAMPLE	3/8	A	3/9	P	3/10	P	3/11	P	3/12	A
Week 1										
Week 2										
Week 3										
Week 4										
Week 5										
Week 6										
Week 7										
Week 8										
Week 9										
Week 10										
Week 11										
Week 12										
Week 13										
Week 14										
Week 15										
Week 16										
Week 17										
Week 18										
Week 19										
Week 20										
Week 21										
Week 22										
Week 23										
Week 24										

Cycle One= Blue

Cycle Two= Yellow

Cycle Three=Orange

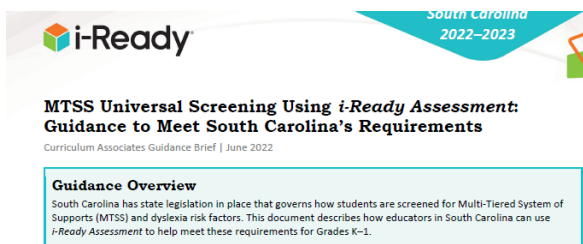
NOTES:

Hampton County School District Supplemental MTSS Curriculum Support

(Evidence-Based Curriculums- *What Works Clearinghouse, EdReports, Evidence for ESSA, SCDE, etc.*)

Reading	Math
<ul style="list-style-type: none"> • iReady Classroom- Tools for Instruction- (K-8) • Reading Recovery- (1) Early Literacy Lessons- (K-3) • READ 180- (4-8) • Fountas & Pinnell Leveled Literacy Intervention, LLI- (K-8) • Fountas & Pinnell Phonics, Spelling, & Word Study- (K-5) • Waterford Early Reading- (PK) 	<ul style="list-style-type: none"> • iReady Classroom- Tools for Instruction (K-8) • Ready Math- (K-8) • Math 180- (4-8)

MTSS Universal Screening (Grades K-2) **See iREADY Support Document*



South Carolina MTSS Universal Screening Requirements

Districts and charter schools in South Carolina are required to screen all Grades K–1 students three times a year for potential reading difficulties and as needed in Grade 2. The South Carolina Department of Education has [approved i-Ready Assessment](#) as an MTSS Universal Screener for this purpose. Screening can help educators identify students at risk for poor learning outcomes who may benefit from additional assessment and/or instruction.

South Carolina’s MTSS universal screening process also requires that approved assessments such as *i-Ready Diagnostic* evaluate students for reading difficulties such as risk factors for dyslexia. Students with dyslexia often exhibit general reading difficulties as well as specific challenges with phonological awareness, phonics, and reading comprehension. To help South Carolina educators identify students who exhibit reading difficulties, Curriculum Associates recommends that educators use a combination of the *i-Ready Diagnostic* and *i-Ready Literacy Tasks* for Grades K–1 (with screening in Grade 2 only as needed). For information about how *i-Ready* meets specific requirements, see Appendix A.

SC Multi-Tiered System of Supports Framework

Within a MTSS, all students receive Tier I core instruction as the foundation of learning. Supplemental support is then provided to students at risk of not reaching grade-level proficiency based on their performance on screening assessments. This first layer of additional support, Tier II, **occurs in addition to the time dedicated to core instruction**. When Tier II is insufficient to meet a student's needs, they receive Tier III interventions. Compared to Tier II, Tier III is more intense, is provided at a higher frequency, and is individualized to meet each student's needs.

Progress Monitoring (Quantitative & Measurable)

- Require a cycle of teaching, testing, regrouping, teaching, assessing
- Progress monitor only the skill the support was provided in
- Answers the questions: Did it work? How do we know? Can we move to the next skill?
- Given between benchmarks to make sure students are progressing in the specific skill
- Used to plan intervention strategies to support instruction
- Given by the same teacher/individual who offers the intervention/support (EX: Quick Check/Probe)
- Progress Monitoring Probes should be done at least every 2 weeks, weekly for Tier 3, during the 6–8-week cycle & documented

Standards for Evaluation & Eligibility Determination (SEED)

SPED Document Excerpt:

3. Documentation of the results of at least two identified scientific research-based interventions which align to the academic area(s) of concern (e.g. critical components of reading, math, writing, listening comprehension, oral expression, etc.) including progress monitoring data;
4. Documentation of insufficient rate of progress to at least two identified scientific research-based interventions which align to the academic area(s) of concern that includes:
 - a. The type, intensity, and duration of identified scientific, research-based instructional interventions; documentation that the intervention length and frequency are in accordance with the identified research-based criteria that support effective results;
 - b. A comparison of the child's rate of progress to expected rates of progress, including evidence that the intervention yielded successful responses and outcomes for the majority of other children receiving the intervention;
 - c. Progress monitoring on a schedule that:
 - Allows a comparison of the child's progress to the performance of peers;
 - Is appropriate to the child's age and grade placement;
 - Is appropriate to the content monitored;
 - Allows for interpretation of the effectiveness of intervention; and
 - Includes evidence that the intervention was implemented with fidelity.

Planning Data-Driven, Evidence-Based Targeted Intervention Lessons

1. Identify “at-risk” students from Diagnostic Assessment (iReady)
2. iReady School, Grade-Level, Teacher, Student Data can be accessed through CLEVER www.clever.com through iReady APP
3. Click on Diagnostic Results Report Tab (Reading/Math)
4. Select Subject, Class- Identify at-risk student using “Overall Placement Scale Score” indicated **YELLOW** or **RED**, then determine the specific domain to focus on example- Reading (Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension)
5. Once student has been identified, click on hyperlinked name to see detailed summary & then click on domain heading (i.e. Phonics)
6. This will show a snapshot of student’s developmental analysis including strengths (Can-Do) and next steps & resources for instruction
7. Click on the + beside the identified target skill the student needs support with (under the Next Steps for Instruction heading)
8. Gather baseline data for the target skill and set quantitative, measurable goal
9. Sample intervention lessons and additional resources are provided- print the lesson plan and attach to MTSS documentation

Tools for Instruction

Distinguish Uppercase and Lowercase Letters

To be successful at learning to decode words, students must have confidence as they distinguish between the shapes of the uppercase and lowercase letters of the alphabet and identify each by name. Since most letter names suggest a sound for that letter—letter name b, sound /b/, letter name l, sound /l/—beginning readers naturally start to build letter-sound associations that are necessary for decoding. Through repeated exposures and varied activities, students can develop the letter knowledge they need to begin to read.

Four Ways to Teach

Sing the Alphabet Song 10–15 minutes

The alphabet song is usually sung to the tune of “Twinkle Twinkle Little Star,” but students can benefit from singing the letter names to more than one tune, such as “Did You Ever See a LASSIE,” “Round the Mulberry Bush,” and “Mary Had a Little Lamb.”

- Display letter cards in the order of the alphabet. You may want to attach them to a wall.
- Sing the alphabet song together—fast, even faster, slow, very slowly—while you or a student points to the letter cards. Sing the song several times, pointing to the letters.
- Point to one letter at a time, out of sequence, and have students name it as quickly as they can.

Play Games with Letters 10–15 minutes

Have students use uppercase and lowercase letter cards, plastic letters, and letters cut out of magazines for a variety of activities requiring matching or identifying. Consider using some of the following activities for practice:

- Pair uppercase and lowercase letters from an array.
- Use the letters to spell the names of classmates.
- Arrange the letters in alphabetical order.
- Find a letter that matches one that has been displayed or named.
- Identify a 3-D letter without looking at it, by holding it and feeling its shape.
- Race to arrange jumbled letters to show the proper orientation of each.

Connect Writing and Naming Letters 10–15 minutes

As students practice printing a letter, describe the strokes simply, with consistent terminology, using words such as *straight down*, *around*, *curve*, *slant*. Be sure to connect the letter name with the description of the strokes. Have students build motor associations by using their fingers to air-write or desktop-write, as well as using a pencil to trace, copy, and write the letters. Provide materials such as pipe cleaners or clay so that students can make their own 3-D letters. Have students name each letter as they form it.

Tools for Instruction

Similarities and Differences of Letters 10–15 minutes

Noting similarities and differences between letters is an important skill for beginning readers. Use the activities that follow to help students learn to distinguish letters.

- Encourage students to identify lowercase letters that look similar to or different from uppercase ones. Discuss how they are the same or different.

S and s look alike; they both have curves, but A and a look very different. The uppercase A has straight slanted lines and the lowercase a is round with a small straight line.

- Display rows of letters and have students identify the one that is different and tell why it is different.

n n r n n
n m m m m

- Point out that when students write their letters on a line, all of the letters touch the bottom line or baseline. Remind students that some lowercase letters hang below the baseline. Have students write all of the lowercase letters. Tell them to circle the ones that go below the baseline.
- Display lowercase letters, and brainstorm with students ways to incorporate sounds into descriptions of shapes. Some examples of this are shown below.

lampoost l zigzag z icicle i
puffed-out p snaky s ball-against-a-wall b

- Have students play guessing games by taking turns describing shapes and naming letters.

Support Special Education Students For beginning readers who confuse letters that look similar, provide letter-sound memory hooks such as these: “The letters **b** and **d** form a bed!” “Push down on an uppercase **p** to get a lowercase **p**.”

Check for Understanding

If you observe...	Then try...
gaps in letter recognition	assessing the student's letter-naming skill to determine which letters are not read with automaticity. Focus on training in those letters only.

10. Tools for Instruction Lessons will provide strategies for more than one intervention session typically
11. Once the student has shown progress and/or met mastery goal of that missing skill, move to the next target skill within same sub-domain

Next Steps & Resources for Instruction ⓘ

- + Teach decoding CCVC words with initial l-blends and r-blends.
- + Introduce the long vowel sounds for a, e, i, o, and u.
- + Teach encoding regularly spelled one-syllable words with short vowels.

12. At the end of the intervention cycle (every 9-weeks), determine if student needs to continue on-going Tier 2 or Tier 3 support or select another group to receive face-to-face intervention support