MERIDIAN
PUBLIC SCHOOL DISTRICT

WHERE LEARNERS BECOME LEADERS

MULTI-TIERED SYSTEMS OF SUPPORT HANDBOOK

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OVERVIEW

Multi-Tiered System of Support (MTSS) which is made up of Response to Intervention (RtI) and Positive Behavior Interventions and Support (PBIS) is the practice of matching student needs to high-quality instruction, intervention, and enrichment using data to make sound decisions. Using a continuous improvement model, the MTSS process and structure helps school teams design, implement, and evaluate curriculum. While it focuses on individual student growth, the system's approach is intended to also maximize growth for all.

MTSS is broken into six critical components: leadership, data-based problem solving, data evaluation, three tiers of instruction/intervention, building capacity/infrastructure for implementation and communication, and collaboration. The goal of MTSS is to create sustainable change in systems by improving decision making at all levels, from pre-kindergarten through 12th grade and from the classroom through the district level. This approach leads to the view of education as a pre-K through graduation EXPERIENCE, where education is approached as a continuum across all schools within the district, as opposed to each school operating independently.

While there are numerous models of MTSS in the professional literature, there are common practices across all models that are defining features and are critical for an effective MTSS. These practices include a school-wide, multi-level instructional and behavioral system for preventing school failure, screening, progress monitoring, data-based decision making for instruction, and movement within the multi-level system (National Center on Response to Intervention, 2010). As schools create and reinforce their system, attention is given to both academic and social-behavioral needs of students in order to enable them to reach their full learning potential (Horner, Sugai, Todd, & Lewis-Palmer, 2005).

This document has been created for the purpose of providing guidance and assistance to Meridian Public School District school leaders and staff in the adoption and implementation of Multi-tiered System of Supports (MTSS). The goal of this guide is to support the various decision-making teams in creating the structures necessary for system-wide change, and to improve instructional practice and outcomes district wide.

UNDERSTANDING RESPONSE TO INTERVENTION

Response to Intervention (RtI) is a general education initiative and rests upon the premise that ALL children can learn. It is one arm of the Multi-Tiered System of Supports, which seeks to provide adequate and effective support to all students. RtI encompasses the foundational principles of research-based effective instruction, ongoing progress monitoring, and modification of instruction based upon the progress monitoring data. Recognizing that the goal of all education is to move the student to successful completion of the course of study required to graduate from high school and enter into college and/or a career, the responsibility to address learning needs early and intensify instruction to close the achievement gap is a task with which schools are trusted.

Core Components of Response to Intervention:

- Solid, effective Tier I instruction
- Universal Screening with school-wide data review
- Identification of students who are not making adequate progress toward benchmark
- Ongoing progress monitoring to identify students who may be falling behind
- Using the problem-solving process to determine root cause(s) of learning problems
- Targeted and aligned research-based intensive intervention with progress monitoring

MTSS is NOT	MTSS IS

• Just a way to identify students for special education. • Paperwork. • A checklist to complete. • A means to classify “problem” students.	• Identifying student needs. • Knowing when a student is not progressing. • Teaching all students and teaching some students at a higher level of intensity. • Intervening to increase learning. • Tracking the effectiveness of instruction and intervention. • Focusing on increasing student achievement. • Seeing learning as the goal.

Non-Negotiables in the MTSS Process:

- Students who populate the MSIS screen for one of the following indicators MUST be referred to TST within the first 20 days of school.
    1. Grades K-3: Student has failed one grade. Grade 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.
    5. Any student with previous retention in grades K-3 that has failed one grade retained students MUST be receiving at least Tier II intervention until progress monitoring and summative data indicate that the student is on grade level and not continuing to fall behind.
- Vision and Hearing MUST be checked prior to beginning Tier III intervention.
- A diagnostic (Reading, Math, and/or Behavior) MUST be administered prior to designing an intervention at Tier III.

Strongly Recommended in the MTSS Process:

- Students retained in the previous year should have a plan for continuous progress monitoring.
- Any student in danger of retention should have a plan for continuous progress monitoring.
- Any student who scored a level one or level two on any statewide assessment during the previous year should have continuous progress monitoring or data that supports they do not need placement in intervention.
- Vision and Hearing should be checked prior to beginning Tier II intervention.
- A diagnostic (Reading, Math, and/or Behavior) should be administered prior to designing an intervention at Tier II.
- No student should be considered by the MTSS/Teacher Support Team if the teacher has not completed at least 4 weeks of Tier II interventions, twice ; at least two documented Tier II meetings, two parent conferences and progress monitoring twice a month over at least 8 weeks is required.
- If attendance is an issue, complete an intervention plan aimed at improved 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.

FUNCTION OF THE TEACHER SUPPORT TEAM

The focus of the Teacher Support Team (TST) is on data review of universal screening and diagnostic information and on the development of research-based interventions to address the learning and/or behavior challenges presented. A *Gap Analysis* can, and should be used to determine overall effectiveness of Tier I instruction in the classroom, additional diagnostic assessment, and the development of Tier II and Tier III Intervention Plans that outline the plans to address the student's need(s).

The Teacher Support Team (TST) applies the problem-solving process to determine the root cause of student learning and/or behavior challenges that the classroom teacher(s) along with the parent, is unable to resolve through differentiated core instruction. The TST convenes after the teacher implements differentiated core instruction and supplementary targeted interventions to meet the student need. Evidence of this is reviewed at the first TST meeting on a student. The TST supports the teacher by providing resources, program and personnel, to assist with the increasing intensity of intervention required to address the needs of the student. It also monitors the implementation and progress of the intervention plan to assure that interventions are targeted and delivered with fidelity. Should it be deemed that the learning and/or behavior issue is so severe that it requires ongoing support beyond the general education classroom, the TST assures that appropriate steps and documentation have occurred to move seamlessly into a Child Study Team for further evaluation.

THE DATA REVIEW PROCESS

Data-based problem solving and decision making is a critical component of MTSS implementation as it drives instruction and intervention. This includes the use of data-based problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem-solving to address barriers to school-wide implementation of MTSS.

School and district staff should collaborate to create an integrated data collection system consisting of academic and behavioral data such as results of state assessments, universal screeners, diagnostic assessments, progress monitoring, formative and summative assessments, attendance, office discipline referrals, and observations provided by school personnel as well as parents/guardians. Data should be collected and analyzed on ALL students, of all subgroups, throughout the year.

TEAMS

District Team

The key functions of the District MTSS Team are to ensure implementation capacity is developed at the school level and to assist the District Leadership Team in building the infrastructure needed for sustaining high-quality implementation. Data gathered can be examined to better understand the needs of individual students, groups of students, or the school as a whole. District Teams are accountable for assisting schools in developing school leadership teams.

Expectations for District Support Teams and District-Wide Review

A District Support Team will review district and school data quarterly. The focus will be on common areas of deficiency and positive/negative trends in data. Data reviewed will include, but will not be limited to: computer-assisted-instruction reports generated by programs, state-assessment data, quarterly benchmark/common assessment data, grade distribution across courses and teachers; attendance; and discipline referrals.

Responsibilities:

- Review district wide data, including self-assessment data, to identify trends in the curricular and instructional program.
- Communicate results of the district wide analysis with all stakeholders.
- Analyze the data to determine the effectiveness of behavioral/social emotional learning and academic learning; determine changes to be made (if any).
- Review and analyze the Multi-Tiered System of Support quarterly and annually and revise the process based on analysis of the data and identified needs.
- Identify professional development needs and goals.
- Recommend/solicit community resources and volunteer groups for partnering in the schools.

The District Student Support Team will include:

District support staff (Curriculum Specialists, MTSS/Intervention Specialists, etc.) will assist schools in the planning and implementation of district wide MTSS guidelines. District support staff should be available to give support in areas such as watch list creation, intervention and progress monitoring guidance, and input at school data meetings. A variety of school level and district staff (including those identified above) will be part of Child Study review meetings (previously DST). A schedule of meetings and team members will be provided by the special education department.

School Based Teams

Leadership is key to the successful implementation of any initiative. The building principal, assistant principal(s), and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a problem-solving process for school improvement. The school principal supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention, and ensuring that staff have the data needed for data-based problem solving.

Expectations for School Teams and School-Wide Review:

The periodic review of school-wide data is an administrative responsibility. District personnel are available for assistance as needed for data collection and/or review.

The purpose of this review is to identify broad areas of concern with Tier I instruction (i.e., a classroom or grade level that is evidencing below average student achievement) and /or to identify subgroups or individual students whose achievement may need attention**.** The district staff and instructional specialists are valuable partners in this process, but it is the school administration's responsibility to schedule times to closely review data. School-wide data review should occur a minimum of twice per nine weeks. For optimal results, teams should meet bi-weekly to monitor attendance, behavior and academic performance of students.

School Leadership Team:

- **Configuration**
  - Principal and/or other administrators
  - Designated staff (teachers, counselor, academic coach, support staff, teacher assistants, interventionists)
- **Responsibilities**
  - Analyze data and identify curriculum and/or instructional needs at the Tier I level
  - Analyze data and identify Tier I and Tier II interventions and enrichment for individual students
  - Identify students in need of intervention and enrichment
  - Monitor student progress
  - Analyze data and identify grade level curriculum and/or instructional needs at the Tier I level
  - Analyze data and identify Tier III interventions and enrichment for individual students
  - Determine if additional intervention is required

Grade Level Teams

It is recommended that every teacher be part of a grade level data review team that will also include the principal or their designee. State assessment data should be reviewed at the beginning of each year. Throughout the year, data is reviewed as it becomes available from multiple data sources. A calendar should be established at the beginning of the school year for quarterly (minimum) data meetings.

- **Configuration**
  - Principal and/or other administrators
  - Designated staff (teachers, support staff, teacher assistants, interventionists)

- **Responsibilities**
  - Analyze data and identify curriculum and/or instructional needs at the Tier I level
  - Analyze data and identify Tier II interventions and enrichment for individual students
  - Identify students in need of intervention and enrichment
  - Match students to interventions and enrichment
  - Monitor student progress
  - Determine if additional intervention is required

Individual Problem-Solving Team (TST)

The individual problem solving team (TST) of each school applies the problem-solving process (See Section III – The Problem Solving Process) to determine the root cause of student learning and/or behavior challenges that the classroom teacher has been unable to resolve through differentiated core instruction (Tier I) or supplemental interventions (Tier II). The TST will meet on a regular basis, but no less than once a month. A district timeline of expectations will be provided to the TST at the beginning of the school year. The school TST will develop a calendar based on those expectations. The TST chair of the building will facilitate the meetings. A district representative should be invited to participate in the TST meetings.

- **Configuration**
  The following are suggested roles and responsibilities to assure smooth implementation of the MTSS/TST process. While the membership of the Teacher Support Team may vary from school to school and responsibilities may overlap or vary depending on the organization of the team, the expertise of the staff and needs of the student should determine the makeup of the team. The list below is a suggested make-up of the TST: (*indicates mandatory membership).

  - ***Administrator (Chair)** – Principal or assistant principal, required
    - ✔ Establishes and maintains a supportive atmosphere
    - ✔ Keeps the meeting goal oriented by following agenda
    - ✔ Pays special attention to group problem solving process issues
    - ✔ Points members back to available resources in the meeting (MTSS Handbook, Pre-Referral Manual, MDE MTSS Guidance Document, etc.)
    - ✔ Ensures teachers are prepared to participate in meetings (i.e. documentation completed, classes covered, etc.)
    - ✔ Contacts district staff for support and additional resources for intervention (if needed)
    - ✔ Assures fidelity of intervention implementation through classroom observations and data review
    - ✔ Ensures accountability of other members
    - ✔ Develops or delegates the development of a meeting calendar
    - ✔ Assigns a timekeeper to manage time constraints during the meeting

- ✔ Delegates individuals and designates resources to implement interventions.
- ✔ Attempts to elicit appropriate level of agreement during the process; however, when members are unable to come to consensus, will make final determinations and recommendations.

- **MTSS/TST Chair (**Non-rotating role):
  - ✔ Designates individual to takes notes and complete form(s) during the meeting
  - ✔ Designates individual to ensure teacher has copy of sample agenda prior to meeting
  - ✔ Maintains calendar and notifies members of dates and times as necessary or designates individuals to do so.

- ***Student's Classroom Teacher(s)** – This is the person or person(s) bringing the student information to the TST.
  - ✔ Gathers data and progress monitoring, AND completes all forms for TI & TII **prior** to the meeting.
  - ✔ Documents parent contact and input
  - ✔ Follows up with parent after the TST meeting if parent is not present
  - ✔ Administers academic diagnostic assessments and reports to TST
  - ✔ Pulls data reports as needed and presents at TST

- ***Parent(s)** – While the parents may not be involved in the first TST meeting on a student, they MUST be invited to all meetings.
  - ✔ Provides relevant home/community information
  - ✔ Provides relevant medical/social information
  - ✔ Collaborates with school personnel in implementing interventions

- ***Interventionist**
  - ✔ Implements interventions prescribed by TST
  - ✔ Complete Tier III documentation and progress monitoring
  - ✔ Gathers final documents and data necessary for referral to MET
  - ✔ May assist chair with logistics of TST meetings (space, time, materials)
  - ✔ May assist chair with coordinating MET referrals

- **School Counselor**- at Tier III as necessary;
  - ✔ Available for consultation, particularly on behavioral interventions
  - ✔ Communicates with district personnel as necessary
  - ✔ May administer screenings as necessary

- **Behavior Counselor –** helpful in designing interventions for behavioral difficulties and documenting PBIS

- **Speech Therapist and/or Special Education Teacher** - helpful in designing interventions for language difficulties or general accommodations for other academic areas

- **Academic Coach** – as needed for intervention support

- ✔ Assists teachers with diagnostic assessments
- ✔ Provides intervention information and support to the teacher
- ✔ May assist with some intervention implementation
- ✔ May provide some resources or help teacher organize data collection
- ✔ May provide training on intervention implementation or data collection techniques
- ✔ Contribute information regarding instructional methodologies and curriculum
- ✔ Assist in developing interventions from their area of expertise
- ✔ Provide support for interventions to the student's classroom teacher
- ✔ Supports the teacher in the delivery of the intervention and progress monitoring through training, delivery of resources, and follow-up

- **Responsibilities of the TST**
  - Utilize the problem solving process to identify individual student needs
  - Develop an individual intervention plan that includes intensive intervention
  - Monitor student progress
  - Determine if a consideration for special education is required

Note: Although it is not required, it is highly suggested that the team have separate individuals designated at each meeting to ensure the following tasks are attended to. Those tasks are:

1. Facilitate and oversee the process,
2. Present the information and data,
3. Take minutes/notes in district data tracking form,
4. Enter pertinent information in Tier III forms.

Problem Solving: A 4-Step Approach

The problem-solving process provides the foundation for all decision making in the MTSS/TST process. While several models for data-based problem solving exist, the four-step problem solving approach includes:

1) Defining the problem and goals and objectives to be attained; Identifying the student learning or behavior need.
    - **What is the problem?** What do we want the student(s) to be able to do when compared to current performance?
2) Analyzing the problem; Identify possible reasons why the problem is occurring and desired goals are not being attained;
    - **Why is it occurring?** Work to determine the root cause of the need. This may include missed academic skills, misconceptions and/or the function of a behavior.
3) Developing and implementing the plan; Select the evidence-based intervention or strategies that will address the problem and help the student attain the goal.
    - **What will we do about it?** This defines the intervention, including the intensity, setting, and resources.
4) Evaluating the effectiveness of the plan; Determine if the plan is working and if not how can it be adjusted to better support the student(s).
    - **Is it working?** This is the review of progress monitoring data, which drives further decision making.

Interventions implemented in the Meridian Public School District should follow this model of problem solving using current student data to drive decisions.

The Tiers

Interventions at the school level are completely data driven. As students move throughout tiers, the support they receive is layered. Data is collected over time and at each tier, evaluated by the school leadership team and TST, and along with the student's teacher(s) and parent, a decision is made.

Tier I; Universal Core Curriculum and Instruction – Tier I interventions are those available/provided to all students in the classroom. These may be research based, but are not necessarily prescriptive. All students receive instruction on state standards. Teachers utilize a common set of instructional routines and resources available to all teachers and students in the district. A common instructional resource is used in each grade level to provide direct instruction in all content areas. With the facilitation of an academic coach and/or building principal, core/foundational plans for instruction in literacy and math are written by PLCs as a part of Tier I. Instruction should take place in such a way that it helps most of the student population meet grade-level standards. Each school has also adopted common school-wide behavior expectations. These common behavior expectations are explicitly taught to all students. *If at least 80% of all students in all subgroups are meeting academic or behavior benchmarks, this instruction is effective. If less than 80% of students are successful with this instruction, teachers must evaluate the effectiveness of core instruction. In other words, if you review the data sources and see that more than 15-20% of the students require Tier II or Tier III interventions, then changes need to be made to Tier I.*

Tier I – Expectations

- Deliver core curriculum to all students (Example: 90-minute reading block, daily class period)
- Review the student's cumulative record and all other available data. This information is recorded on ***Student Profile (1A)*** form.
- Measure ALL student progress against grade level benchmarks. Core curriculum should be effective with at least 80% of all students. Problem-solving around the instruction provided must take place at Tier I if less than 80% of students are at benchmark, based on state and district standards.
- The district identified screening process will be used to help monitor student progress. Screening data must be reviewed three times per year.
- Screening data flags students who may not be adequately responding to the core curriculum and who are in need of additional instruction.
- Differentiate instruction as needed with flexible small groups and other differentiation strategies.
- Classroom teachers are responsible for execution of the core curriculum and differentiated instructional practices. Begin with whole class instructional strategies.
- Interventions and strategies at Tier I are built into the core reading and math programs for each grade. When a student falls below grade level expectations on critical skills, in any grade level, remediation/re-teaching must occur and evidence of this must be provided. Documentation of remediation/re-teaching for at least 3 progress monitoring data points are required at Tier I prior to discussing a student advancing to Tier II interventions.
- Grade level teams and school based teams should analyze data, brainstorm strategies, and plan flexible groupings in order to provide support to teachers with ideas for remediation/re-teaching that will address the needs of all learners.

Procedures:

Where: In the classroom

When: Teachers provide explicit and systematic instruction to students based on the MCCRS through the primary curriculum components. The teacher's weekly schedule and instructional routines reflect designated times for explicit instruction as well as remediation and differentiation. It is critical that this time be strategically planned so all personnel can be utilized.

Who: Teachers provide this to all students.

What: Content based on the Mississippi College and Career Readiness Standards through the district adopted curriculum components. Interventions built into the core instructional materials will provide differentiation and re-teaching, and are the primary instructional resources to be utilized.

How:

1. Universal screeners will be conducted 3x per year. Students identified through the screening process will complete a diagnostic assessment to further determine if Tier II or Tier III interventions are appropriate. Kindergarten students will complete STAR Early Literacy universal screener after the first month of school. The Early Warning Systems (EWS) indicators located in the *MISSISSIPPI EARLY WARNING SYSTEM to Promote K-12 Academic Success DISTRICT GUIDANCE* will be utilized in addition to the universal screener for decision making. Previous state assessments, credit checks and class averages, attendance, discipline referrals, and retentions will be used to screen high school students.

2. Teachers should assess student progress toward grade level standards through a standards mastery check (recommended to be conducted every 3-4 weeks). Students continuing to demonstrate non-mastery of standards should be retaught and retested.
3. With each screener, district or schoolwide assessment, posting of grades, or record review, return to step 1.

Tier II; Strategic Intervention (in addition to Tier I)

Based on screening and other available data, the grade level teacher teams and/or MTSS/TST team, will identify students in need of intervention beyond the Tier I. Tier II interventions are to be implemented when assessment data indicates that a student is not making adequate progress from universal instruction alone. The additional, supplemental instruction is designed to close the gap between current performance and desired performance. This layer of support is given in small groups and is designed to meet the specific needs of a student and his/her peers with similar needs. These interventions MUST be evidence based strategies. Throughout this tier, interventions are delivered 2-3 days per week in groups of no more than 5 students. Progress monitoring data is collected at a minimum of 2 times per month over a period of 5-10 weeks. Approximately 20% of students should receive supplemental supports in addition to core instruction. The MTSS/TST will review the data to make recommendations regarding a student's placement for interventions; the team will determine if a student should remain in the intervention, be exited from the intervention, or be moved to Tier 3/Intensive Instruction. *If at least 75-80% of students receiving supplemental instruction are improving at a rate sufficient to close the gap, the intervention is considered effective. If below 75% percent of students are improving at a rate sufficient to close the gap, fidelity of intervention must be examined.*

Tier II – Expectations

- Students in general education classrooms who have not met benchmarks and who do not respond adequately to the core curriculum, differentiation, and remediation at Tier I, should be placed in Tier II intervention. This determination should be based on the analysis of at least 3-6 weeks of instruction and multiple data points at Tier I (10-15% of all students).
- If a significant number of students appear to be in need of Tier II instruction, the effectiveness of Tier I (core) instruction must be evaluated.
- Strategic Interventions do not replace classroom instruction but support classroom instruction by focusing on specific deficits.
- Teachers gather all relevant pieces of diagnostic and classroom data to reference during a brief problem-solving meeting with the team.
- If the student meets criteria and the team determines Tier II intervention is appropriate, complete the Tier II student documentation form (Tier II Supplemental Instruction Documentation- 2A).
- Strategic Interventions should be conducted by the classroom teacher or other trained individual with groups of five or fewer students. Interventions should take place 2-3 days per week for 15-30 minutes each session.
- Interventions are targeted to the identified area of need. Interventions are highly interactive (both oral and written). Skills are directly applied.
- Attendance/delivery of intervention is documented.
- Student progress will be monitored at a minimum, every two weeks using a progress monitoring tool that is decided by the team.

- The team will meet approximately every 4 weeks to review the data and determine if the student is on track to meet the established goal. The Tier II forms will be updated at this meeting.
- At each subsequent meeting, the team must decide how to proceed.

Criteria (multiple data points should be considered):

- Students identified as at-risk through universal screeners
- Students scoring below 2b (common assessments or MAAP)
- See "Watch List" (Appendix) for additional criteria
- Other criteria may be established by the MTSS team at the school level

Procedures:

Where: In the classroom
When: During centers (K-3) or during scheduled intervention time, strategic electives and other classes (4-8); 15-30 minutes 2-3x/week
Who: Classroom teacher, assistant teachers, Intervention staff, special education staff
What: Instruction will be based on diagnostic results and matched to a variety of intervention materials.
How:

1. For students identified by universal screeners or other criteria, a diagnostic assessment will be given 3x per year.
2. Administer Tier II interventions
3. Complete progress monitoring twice per month (minimum) and review student data at 4-week intervals.
4. At least two 4-week intervals of interventions and progress monitoring should be conducted with student demonstrating little to no sufficient progress before proceeding to Tier III (TST).

When the difficulty the student is experiencing is not resolved at Tier I or Tier II, or the gap between targeted achievement and current progress is determined to be too significant or progress too slow, additional resources are sought. At this point the teacher requests a meeting with the TST (problem solving team). This team engages in the problem-solving process by defining a student's performance profile, seeking additional diagnostic information, analyzing areas of concern, generating strategies to address concerns and monitoring fidelity of implementation and alignment of instructional strategies to the identified need.

NOTE: The following should have been collected and/or completed prior to referral to Tier III:

- Student Profile (Section 1A, 1B or 1C)
- Tier I High Quality Classroom Observation (Section 1D or other classroom observation instrument conducted by school administrator)
- Social/Emotional Checklist (Appendix A)
- Copy of Cumulative Record Insert
- Evidence of Remediation/Re-teaching
- Tier II Supplemental Instruction Documentation (Section 2A & 2C)
- Tier II Integrity Check Documentation (Section 2B)
- Parent Notification of Intervention Services (Appendix D)
- Student Conference Documentation (Secondary Students)
- Other:
    - ✔ Results of universal screeners to date

- ✔ Results of common assessments to date (if any)
- ✔ Student attendance record to date.
- ✔ Student report card and grade report to date.
- ✔ Student discipline record to date
- ✔ Most current state assessment results (if any)
- ✔ Hearing and vision screener (within 1 calendar year)

Tier III- Intensive Intervention (in addition to Tiers I and II)
Tier III is considered a problem-solving, team approach through which students with significant needs are identified, measurable targeted goals are collaboratively planned, intensive interventions are developed, and student progress is continually monitored. The MTSS/TST team will use the data from Tier II in conjunction with universal screening data to determine the Tier III support the student will receive.

Tier III Interventions are those which offer a student highly individualized, systematic and explicit instruction in an area of assessed need; Tier III support is tailored to the unique needs of the student. Although the programs or strategies may be similar to those offered at Tier II, the intervention is classified as "intensive" if it is individualized to meet the needs of a particular student and the duration and/or intensity of the intervention is increased to accelerate student response. Intensity is increased when instructional time is increased, **and** group size is decreased. Tier III interventions are typically delivered one-to-one or in a small group of less than 5 students. Like Tiers I and II, these supports must be evidence-based practices and research-based programs designed to improve performance. At this level, the student will now receive support from all three tiers. Throughout this tier, progress monitoring data is collected at a minimum of 1 time per week over a period of 6-8 weeks. At 4 week intervals, the MTSS/TST team will review the data to determine if a student should remain in the intervention, be exited from the intervention and moved back to only Tier II (supplemental Instruction), or be considered for MET referral and Child Study. *Approximately 5% of students receive intensive support in addition to supplemental and core instruction.*

Tier III – Expectations
It is general practice that all students will participate in Tier II intervention before Tier III Intervention. However, some exceptions may occur. Students identified for Tier III are those in the general education classroom who are consistently falling behind benchmarks and grade level expectations, AND who do not demonstrate a rate of improvement appropriate enough to close instructional gaps with whole class and strategic interventions (5-10% of students):

- Interventions are specifically matched to student needs through an analysis of the learning or behavioral problem.
- Interventions should be conducted by a highly qualified teacher or trained professional in a small group (3-5 students or one-on-one tutoring).
- Interventions should consist of no less than 30 (45 is recommended) additional minutes, 3-4 days per week, in addition to Tier I and Tier II instruction.
- Intervention should be highly structured and highly interactive requiring high levels of student response (oral and written); incorrect responses are immediately corrected. Intervention programs are explicit, scaffolded and possibly scripted.

Criteria for Tier III (a minimum of one):

- Students who populate the MSIS Screen (Meet with TST to determine placement)

    - Grades K-3: Student has failed one grade. Grade 4-12: Student has failed two grades
    - A student failed either of the preceding two grades AND has been suspended or expelled for more than 20 days in the current school year.
    - A student who did not score at the required achievement level on any part of the Grade 3 or Grade 7 statewide accountability assessment.
    - A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.
    - Any student with previous retention in grades K-3 that has failed one grade retained students MUST be receiving at least Tier II intervention until progress monitoring and summative data indicate that the student is on grade level and not continuing to fall behind.
- Alternative school students - 45 days of suspension (Behavior)
- Students continuing Tier III from previous year
- Students in 2nd and 3rd grade requiring "urgent intervention" (Based on multiple screeners)
- Students who failed the previous year are automatically considered for Tier III. (TST team discussion)
- Students who are unsuccessful at Tier II (see Tier II procedures above) within the current school year **and** are below grade level
- Students who are over age by two or more years (secondary)
- Students who transfer in with information indicating they were Tier III at their previous school.

▪ See also "Red Flags"

Procedures:

Where: Pulled out of classroom
When: Minimum 30 minutes (45 recommended) 3-4x/week (2x/week if receiving interventions for multiple subjects)
Who: Intervention staff or (special education staff if received in an inclusion setting)
What: Instruction will be based on diagnostic results and matched to a variety of intervention materials.
How:

1. Universal screeners administered 3x per year. Identified students are then given diagnostic assessment.
2. Group students by skill deficit according to diagnostic assessments and other available data, then by grade if possible.
3. Administer intervention prescribed by MTSS Team.
4. Complete weekly progress monitoring on specific skills; Common Assessment item analysis results will be reviewed, Grades (9^{th}-12^{th}).
5. Conduct growth check every 3-4 weeks. Review all student data at 4-week intervals with the MTSS/TST Team. At least two 4-week intervals of interventions and progress monitoring should be conducted with students demonstrating little to no sufficient progress before proceeding to Tier III (TST).

Special Procedures at Middle School

Students who score below standard on state assessment require intervention beyond normal classroom routine. While the TST process is not required to be started on each of these students, the following must occur:

- At the end of each nine weeks the administration and/or designee reviews the achievement of each of these students.
- When these students are failing subjects, a data review and student conference is conducted.
- A TST meeting includes a review of these students, and support needed is determined, as applicable. Parents are contacted whenever a student is failing. This goes beyond sending a report card home.
- Quarterly Data Conversations are held with students. These include having the students track their progress to their determined achievement goal.

Special Procedures at High School:
Students who score below benchmark on previous state assessments and/or who are deemed to be "off track" based on Early Warning Systems indicators are reviewed individually to assure that intervention needs are addressed. Schedules of these students along with their cumulative record are reviewed at the beginning of each semester and at each interim grading period by the TST and administrative data team.

- At the end of each nine weeks the TST reviews the achievement of each of these students.
- When these students are failing subjects, a data review is conducted by the TST. An intervention plan is generated when necessary, and parents are contacted as directed on the plan. (Parent contact goes beyond sending a report card home.)
- Quarterly Data Conversations are held with students. These include having the students track their progress to their determined achievement goal.
- Any student who is not on track for a full-option diploma is immediately placed in the TST Process.
- Student engagement must also be considered.
- Any student who does not score at or above the required proficiency level on an EOC (End-of Course) exam for the first administration must be placed on "watch" list. If after a subsequent retest the student does not score at the required level, the TST must convene to determine what additional supports should be provided to the student.

CHILD FIND

The MTSS (TST) team and/or the student's parents, may request a Child Find be conducted by the Office of Exceptional Child Education. When the MTSS (TST) Team makes this decision collaboratively to request a Child Find Team convenes, the decision is based upon the data indicating the student's response to intervention and the layering of support the student is receiving. However, prior to completing a Child Find Request, the student's data file and Response to Intervention must be reviewed by district staff. Exceptions occur when a parent initiates the request for an evaluation (see below).

The student will continue to receive intervention and progress monitoring as identified in the individual intervention plan until the evaluation is completed.

Things to Consider Prior to Convening a Child Find Team:

- Did the student receive a minimum of 6-8 weeks of Tier III intervention? Are there extenuating circumstances that would have prohibited he/she receiving them?
- Are there multiple data points indicating student's insufficient response to the interventions? Do these progress monitoring data points align with the targeted area of need? Note: If the student's data indicates a positive response to the intervention, but the student's overall

achievement continues to be well below grade level, consider using a curriculum-based progress monitoring tool to obtain more accurate data.

- Were the interventions implemented with fidelity? This means were the parameters of the research-based program followed; were all of the components used; was the required time adhered to? When a teacher chooses to do only part of a program, the program is not being implemented with fidelity. Unfortunately, this is not about how hard a teacher worked but about how well the process was followed and whether or not the student responded with improved achievement.
- Is there evidence that the intervention was modified based on progress monitoring data to assure the best implementation of the intervention? An example of this would be a student receiving computer-assisted instruction (CAI) for six weeks, but the progress monitoring data indicates no positive change in achievement. Based on this data, the teacher alters the intervention to provide direct instruction on the concept.
- Does the information clearly show the expected achievement? Is it clear the achievement of this student compared to the other students in the class or the achievement of other students participating in the same intervention (if applicable)? What should the achievement of this student be compared to the other students in the class or the achievement of other students participating in the same intervention (if applicable)?
- Are there other factors the team has knowledge of that would impact a student's learning not successfully addressed in the MTSS problem-solving process (i.e. speech difficulty, medical issues, extreme hearing or visual impairments)?

Parent Requests for Evaluation:

At any time, a parent may request that an evaluation occur to determine if their child requires additional support services. Whenever a written or verbal request for testing is made, the Office of Exceptional Child Education must immediately be contacted. A 14 day timeline begins when the parent makes the request. A Child Find Request form must be sent to the District Intervention Specialist or the PreSchool Coordinator (3-5 year-olds) within 2 calendar days of receiving the request from the parent. Please scan and email the Child Find Request form to the appropriate person.

While the school will always act upon a parent's request, a conversation explaining the process is appropriate. Teachers should refer any parent/guardian requests for "testing" to an administrator to fully explain the process to the parent. Each school should designate an individual who will be responsible for receiving and making "Child Find" requests. Ideally this should be the TST chair/ administrator.

When an evaluation is initiated at parent request, the general education interventions continue concurrently with the evaluation but prior to the determination of the student's eligibility for special education and related services.

What is an intervention?

A Tier II or Tier III intervention is a specific academic/behavioral strategy that differs from activities occurring in the student's classroom. It is designed to provide a struggling student with the necessary skills and academic/behavioral supports to allow him/her to achieve grade-level expectations.
An intervention is not:

- Small group or any other instruction, including going over the same material again, if the instruction is not specific to the student's identified problem and does not include frequent and ongoing progress monitoring that measures the impact of the instruction on the student's learning.
- Simply completing a form – an intervention is what you do with the student;
- An assessment, such as a Functional Behavior Assessment, a classroom observation, or a psycho-educational evaluation;
- A person – a person delivers an intervention, but simply putting a person's name as the intervention is not acceptable;
- Progress monitoring without targeted intervention
- Parental contact only;
- Homework or peer buddies;
- Retention;
- In or out of school suspension

Identifying Students for Interventions

In order to maintain a standard system of identifying students for the proper tier, a universal screening process will be utilized. Data is collected from multiple sources to assist with determining which students might need an academic or behavioral/social-emotional intervention. Data sources for universal screeners include:

Universal Screeners

Academic	Behavior	Attendance
STAR Early Lit (K)	ODRs	# of Absences
STAR Reading (1-3)	Counselor Logs & Referrals	# of Tardies
Previous Grades in Subject	Teacher Logs & Referrals	
State Assessment Scores		

"Watch List" Criteria (Tier I to Tier II)

*includes criteria for "sliding" students based on MDE Early Warning Systems Guidance

Elementary	Middle	High

• Levels 1 or 2 on State Assessment • Lowest Quartile students • Previous year's Tier II students • Students with any previous retentions other than previous school year • Students reading below grade level based on district administered screener OR benchmark assessment AND at least one additional data point • Students below the 25th percentile on STAR Reading • Excessive discipline referrals or discipline issues as defined by Student Code of Conduct and/or school's PBIS procedures • New students who may not have records • Previous year's grades in core subjects • Previous year's attendance < 90% • Student moves in from another district or area with interventions/services provided in the past • Student is performing at or above the "sliding" level on the Early Warning System	• Students retained more than once, or "good cause" placement in previous 2 years. • Levels 1 or 2 on State Assessments • Lowest Quartile students • Previous year's Tier II students • Students reading below grade level based on district administered screener OR benchmark assessment AND at least one additional data point • Students who have failed a core course • Excessive discipline referrals or discipline issues as defined by Student Code of Conduct and/or school's PBIS procedures • New students who may not have records • Previous year's grades in core subjects • Previous year's attendance < 90% • Student moves in from another district or area with interventions/services provided in the past • Student is performing at the "sliding" level on the Early Warning System	• Students retained more than once, • Levels 1 or 2 on Assessments • Lowest Quartile students • Previous year's Tier II or Tier III students • Students repeating courses • Students with cumulative GPAs below 2.0 • Students considered "over age" and/or have not earned sufficient credits to move toward graduation • Students requiring Credit Recovery • Excessive Referrals or discipline issues as defined by Student Code of Conduct and/or school's PBIS procedures • New students who may not have records • Previous year's grades in core subjects • Previous year's attendance < 90% • Student moves in from another district or area with interventions/services provided in the past • Student is performing at the "sliding" level on the Early Warning System
• Parent report of a problem that could impact learning and/or behavior		

Red Flags (Tier II to Tier III)

*includes criteria for "off track" students based on MDE Early Warning Systems Guidance

Elementary	Middle	High

• Students retained in the previous year, retained more than once, or "good cause" placement in previous year • Student is performing at the "off track" level on the Early Warning System • By team consensus, it is anticipated that this student will not benefit from Tier II Intervention only • Student moves in from another district or area with interventions/services provided in the past • Student moves in and appears to have had very different instruction or has significant gaps in learning • Student has been referred to the TST in the past a number of times, and specific strategies have been provided without a resolution to the problem • Student has had significant medical trauma or mental health concerns or issues • MAAP PL 1 for multiple years • Functioning below the 10th percentile on multiple assessments state and district assessments • Student requires excessive individualized instruction, re-teaching, and 1-on-1 assistance • Student does not meet grade level standards and benchmarks in more than one academic area • Student appears unable to successfully participate in any academic activities; • Student is potentially harmful to self or others • Behavior consistently interferes with learning of self or others in the classroom, even with consistent Tier II intervention • Severe behavior problems have	• Student is performing at the "off track" level on the Early Warning System • By team consensus, it is anticipated that this student will not benefit from Tier II Intervention only • Student has been referred to the TST in the past a number of times, and specific strategies have been provided without a resolution to the problem • Student has had significant medical trauma or mental health concerns or issues • MAAP PL 1 for multiple years • Functioning below the 10th percentile on multiple assessments state and district assessments • Student requires excessive individualized instruction, re-teaching, and 1-on-1 assistance • Student does not meet grade level standards and benchmarks in more than one academic area • Student appears unable to successfully participate in any academic activities • Student is potentially harmful to self or others • Behavior consistently interferes with learning of self or others in the classroom, even with consistent Tier II intervention • Severe behavior problems have been seen over time • Student has a history of requiring Tier II or Tier III behavior interventions	• Student is performing at the "off track" level on the Early Warning System • By team consensus, it is anticipated that this student will not benefit from Tier II Intervention only • A student who is not on track for graduation • Student moves in and appears to have had very different instruction or has significant gaps in learning • Student has been referred to the TST in the past a number of times, and specific strategies have been provided without a resolution to the problem • Student has had significant medical trauma or mental health concerns or issues • MAAP PL 1 for multiple years • Functioning below the 10th percentile on multiple assessments state and district assessments • Student requires excessive individualized instruction, re-teaching, and 1-on-1 assistance • Student does not meet grade level standards and benchmarks in more than one academic area • Student appears unable to successfully participate in any academic activities • Student is potentially harmful to self or others • Behavior consistently interferes with learning of self or others in the classroom, even with consistent Tier II intervention • Severe behavior problems have been seen over time • Student has a history of requiring Tier II or Tier III behavior interventions

Anytime the TST determines a need for more assistance to determine the appropriate resources for a student;

If given the current plan, the student is not making anticipated progress toward benchmark, even with Tier II intervention.

Teams are cautioned not to wait until problems become so severe that the situation negatively impacts the students and/or teacher due to the intensity of the intervention required.

Delivery

Interventions may be provided by and may include all certified and non-certified instructional staff adequately trained to provide the interventions. Determination of the provider and scheduling of interventions will be the responsibility of the building administrator. A variety of schedules can be developed to fit the unique needs of the students and the resources available at each site. During the intervention block, identified students will be provided intervention based on their written intervention plan. This time should not be utilized to provide core curriculum instruction. If additional intervention time is needed, that will be determined and scheduled on an individual basis, student-by-student, and will be based on the needs of the student as indicated in the student's intervention plan.

Increasing Intensity

Increasing intensity means increasing the amount of time and decreasing the group size for the intervention. The target for intervention also becomes more tightly identified and addressed. If a student is significantly below grade level, the time required for intervention will increase accordingly.

INTERVENTIONS THROUGH DISTANCE LEARNING

Providing intervention, accommodations, or modifications through distance learning requires collaboration among family and school staff as intervention plans are created and modified according to student needs. It is necessary to focus on essential skills needed for student success while understanding that lessons will be different from those provided face to face in the school setting.

School teams play an important role in helping students to adjust to distance learning as well as assisting with identification of learning opportunities that exist in daily routines. With some fine tuning of daily routines and creativity, intervention lessons may occur while other family duties are carried out. If the family schedules make it too stressful for parents and educators to connect during the day, this might take place after hours during a more focused time.

Keep in mind that the goal is to continue skill building which requires student motivation and dedication of the student, family, and school staff. Intervention lessons should be stress-free learning periods in which students are engaged and focused.

This is an unprecedented time where flexibility and creativity are required to provide the best interventions for the students in Mississippi. The key is to ensure that the students are continuing to receive the supports they need to be successful. This can be done through planning and communication while practicing all precautions advised by the Health Department or CDC, when applicable.

Identify Students with the Most Needs

Identify students that have the most need and ensure that they have access to the available interventions. This can be done through a diagnostic assessment. A diagnostic can be utilized to discover what types of intensive support is needed for each individual student. This information should identify the specific gaps the student is exhibiting and provide information on the deficit area that should be addressed through distance learning.

What can interventions look like with distance learning?

- In-person Learning: small group interventions with explicit instruction in the deficit area may continue as designed to ensure a tiered level of support is delivered to all students.
- At-home Learning: communicate with families the importance of students completing the assessments/ assignments on their own. Help parents understand that teachers are using this information to design the intervention that best meets the student's needs.
- Hybrid Learning: complete assessments, including diagnostics, together in a one-on-one or small group setting. Students can be provided instruction during the face-to-face setting and then practice from home virtually. Progress monitoring may be conducted digitally with a virtual proctor that can sit with the student as they are completing the assignment or assessment.

A combination of technology based instruction and small group or individual face-to-face instruction will be the most effective during periods of extended virtual or hybrid instruction. Student access to internet based software will be critical. It is essential that specific deficit areas are on the student's dashboard/assignment list for Tier II and Tier III in order to document how the student is progressing in those deficit areas. Support should be given to students through paper printouts, specifically related to the deficit area, if they do not have access to the online intervention.

Whatever the learning situation, interventions and supports will continue for the students. Find what works for you and the students being served. Keeping in mind that while you are addressing grade level content you are also addressing the gaps that have been identified.

How can students benefit from distance learning?

This is a time where we can make the foundation stronger for the students, using a blended strategy of grade appropriate work and fill in the gaps along the way. Students can connect what is occurring in interventions to what is

occurring in the classroom during Tier I instruction. Teachers can provide positive intervention experiences through technology and using various means to connect with students.

Tips

- Remain focused on the child and provide support that will benefit their overall success for the future.
- Choose an appropriate intervention to be conducted. This should be an intervention that the parents can easily access at home.
- The quality of the assignments should provide meaningful work with scaffolding provided as needed for the student.
- Utilize a systematic approach with instruction. Identify the areas of need and develop a plan for instruction.
- Incorporate other subject areas to expose students to rich content areas, build vocabulary, fluency, and knowledge.
- Writing should be part of daily/weekly assignments.
- Vocabulary building activities may be incorporated during certain times of the daily schedule or siblings may be tapped to assist with sorting and counting activities when appropriate.
- The interventionist or other school designee should reach out to each parent so they understand what will be conducted during the intervention time.
- The interventionist should conduct a 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.
- Interventionists may also provide recordings of themselves to show parents how to practice certain skills with their children.

Providing Resources for Students Receiving Interventions

Consider sending home typical manipulatives used by students such as counters, geoboards or other math materials. These types of materials might also be in the form of materials made by the school (e.g., counters made from construction paper cut into pieces). Additional resources might include decodable or leveled readers.

For students receiving more intensive interventions such as Dyslexia therapy, send home a copy of card decks students may use so that parents can continue to review them with students. Schools should also send home packets of oral language skills, phonological awareness skills, and letter tiles for them to work on their alphabetizing skills. The goal is to offer supports that parents can provide to their students while they are at home. It is not recommended that they introduce new skills, but rather review the previously taught skills.

Using Data to Document Student Growth

Acceptable data may include information such as reports from online interventions, collected and scored paper/pencil assignments specific to deficit areas, and/or student performance on virtual face-to-face assessments. These data points can be used for documenting student growth and decision making while students are out of school.

Conducting Teacher Support Team Meetings

Whether or not a meeting is conducted will be determined by the number of weeks the school/district is closed as well as the time of year. For example, if a school is closed for 3-5 weeks, meetings may be suspended until faculty and staff return. However, in a situation such as an extended closure in which students will not return for the remainder of the school year, it is recommended that districts hold virtual meetings to review data and create notes to be used when making decisions regarding student placement for the term when students return. When school resumes, meetings will be held to make decisions regarding Tier placement, utilizing available data in the decision-making process.

MTSS IN THE TIME OF COVID-19: WRITING A HOME-BASED ACADEMIC SUPPORT PLAN
(JIM WRIGHT ARTICLE FROM INTERVENTIONCENTRAL.ORG)

"During the extended closure of school districts in response to the Covid-19 virus, many at-risk students are failing to complete and submit schoolwork. An appropriate response is for a school representative (e.g., classroom teacher; school counselor) to contact their parent(s) (and perhaps the student) to come up with a written school/home plan to get these learners reengaged in learning. This document provides a 5-step agenda that you as a school representative can follow as you contact with parents to develop a Home-Based Academic Support Plan—hereafter called 'the form'—with practical ideas for student support. (A blank planning form and form filled in with sample student information appear later in this document.) This parent conference can be expected to last 15-20 minutes. It is recommended that your school archive completed plans as evidence of the 'good faith' MTSS efforts that you have made to ally with parents to promote the success of at-risk students."

HOME BASED SUPPORT PLAN ARTICLE AND TEMPLATE

SAMPLE TST AGENDA

Intervention Support Team Sample Meeting Agenda – 1st Meeting on a Student

(Note: there should be separate individuals designated at each meeting to 1) facilitate the process, 2) present the information and data, 3) take minutes/notes in tracking form, 4) enter pertinent information in Tier III forms.

Time	**Task**
~ 1 min.	Introductions as necessary (required when parents are present); Chair reviews the agenda as necessary
~2 min.	Inventory, Student Strengths and Talents – This is not a general discussion. Information taken from the data collected (universal screeners, diagnostic assessments, other documented interventions beyond Tier I, etc.) is used to define the student's academic strengths and areas of intervention. The team identifies rewards or incentives that help motivate student. Care should be taken to focus on data over perception.
~3-5 min.	Assess Concerns – Why is this student being brought to TST? **What data indicates that the student is performing more poorly than at least 80% of the class?** Chair or Teacher summarizes referral concerns; Team Members share any additional concerns Team members review relevant background information (Student Profile, Student Data Form, TIER I data)
~3-5 min.	Review Baseline and Intervention Data: Teacher summarizes Tier I remediation and Tier II interventions implemented prior to 1st meeting and discusses parent contacts; Teacher reviews student response to Tier I differentiated instruction and Tier II intervention along with any baseline data collected o What appears to be the root cause of the student's problems? (See *Defining the Problem* forms o What, if any, additional data is needed to make this determination? **If additional diagnostic information is needed, assign who will be responsible for administration and reporting back.**
~5 min.	Set Academic and/or Behavioral Goals: Team selects and defines the top concern in easily observable and measurable terms (Long-Term Goal); Team sets an ambitious but realistic, observable, and measurable goal that is attainable in 4-8 weeks (Short Term Goal)
~5-10 min.	Design an Intervention Plan: Team develops at least one intervention to address the concern; Team selects at least one method or tool to monitor student progress for each intervention (must align with the intervention and the targeted area of need); Interventionist (or other designee) documents the plan, including a series of specific intervention steps, when and where it will be implemented, materials required, measures to monitor student progress, how frequently progress data will be collected, and person(s) responsible for intervention and progress monitoring.

~2 min.	Review Intervention Plan Recorder reviews main points and asks attendees to sign ***Teacher Support Team Referral and Meeting (Section 3A)*** Chair elicits any final concerns; assures that plan is clear with those implementing it, and who to go to for help Chairperson schedules follow-up meeting and reminds the teacher to follow up with parent.

District Timeline for Data Review, Intervention, and Promotion Activities

Time Period	Activity	Responsibility
August	School schedules including Reading and math block due. Upload school schedule into the school's shared MTSS/Intervention Google folder.	MTSS Chair
	MTSS meeting calendar due. Upload meeting calendar/schedule into the school's shared MTSS/Intervention Google folder.	MTSS Chair
	MKAS BOY - Pre-K & K (July - September)	
	Review student data at the school, classroom, and individual level. Review EOC/EOY data for all grades Develop "watch list" of students considered "sliding" according to Early Warning System (two or more indicators) ● Attendance ● Two or more suspensions ● Course failure or placement in ELA or Math ● Tier III EOY (review of Tier II students is also suggested). ● "Homeschooled" at any point during the previous year	MTSS Team
	Classroom teachers should read and review Tier II and Tier III plans from the previous school year for students on roll.	Teachers
	Classroom teachers (K-5) review cumulative records of students on roll; Complete Tier I Cumulative Record Check and submit to TST chair. At the secondary level, the school administrator should designate the individual to complete cumulative record checks.	Teachers or designee
	Interventionists schedule showing instructional groups and times uploaded into the shared drive. Targeted students will be those receiving Tier III interventions at the end of the previous school year and MSIS identified. Interventionists begin providing interventions to targeted students.	Interventionists District Interventionists
	Check MSIS Screen weekly.	MTSS Team
	MTSS/TST Meetings begin. **Initial meeting on 20 day students must be completed**. Targeted students: ● **MSIS identified students.** ● Others to consider ○ Students who ended the school year at Tier III (review of Tier II students is also suggested). ○ Students who were placed by district review. ○ Students who were in danger of retention at the end of the previous school year. ○ Students with a history of requiring Tier II or Tier III behavior interventions during the previous school year. ○ Students that demonstrated a pattern of behaviors resulting in multiple ODRs classified as level three or higher during the previous school year (i.e. 7 level three discipline offenses or 4-5 level three, four or five offenses). ○ Students who attended less than 25% of virtual instruction or were	

September	Complete school MTSS Checklist (self-assessment); upload into shared folder in Google drive. Gather baseline data for Tier II and Tier III students. **Universal Screeners should be completed** **Classroom teachers read and review universal screening data and begin to administer diagnostic assessments to identified students.** Initial placement for intervention services is determined by screening and diagnostic assessments. Grade Level/Teacher Data meeting held. Teacher "Watch list" completed and reviewed with administrator after first progress reports are completed. High school students who are failing a core subject should be discussed at the TST meeting. Note: At least two TST meetings should be held by the end of September. Targeted students would include 1. Students who began interventions in August (those receiving Tier III interventions EOY), MSIS identified, and others considered at the initial meeting. 2. Students identified through universal screeners and diagnostic assessments, and those moving from "watch list" to "at risk". Check MSIS screen weekly.	Building Leadership Teachers & Interventionists Teachers Teachers MTSS Team District Interventionists
October	Grade Level/Teacher Data Meeting (late October) "Watch list" must be completed and reviewed with the administrator after grades for report cards are finalized and 1st benchmark assessment results have been completed and analyzed. Data chats held with students performing below grade level proficiency on benchmark assessment. Ongoing intervention and progress monitoring with TST follow up. Two 4 week intervals of instruction and review should be completed by this point for students who began the school year at Tier III. High school students failing a core subject and/ or at risk for not graduating MUST be brought to the TST team for problem solving. Check MSIS screen weekly.	Teachers MTSS Team and/or designees Interventionists MTSS Chair
End of 1st Nine Weeks (Projected 3rd week in Oct.)	District Review Data Meeting (after grades for report cards are finalized and 1st benchmark assessment results have been completed and analyzed)	District team, School administration and leadership team

November & December	Grade Level/Teacher Data Meeting (November) Teachers should create a "Watch list" to be reviewed with an administrator after grades for progress reports are finalized. 2nd Benchmark assessment completed Ongoing intervention and progress monitoring with TST follow up. Three to four 4-week intervals of intervention/instruction with progress monitoring should be completed and reviewed. High school students failing a core subject and/or at risk for not graduating MUST be brought to the TST team for problem solving. Folders due for child study if the school is requesting evaluation be completed prior to state assessments. Check MSIS screen bi-monthly.	Classroom Teachers School administration, Guidance, Classroom Teachers, Content specialists Interventionist MTSS Chair District
January	STAR MOY screener administered K-3 Data chats held with students performing below grade level proficiency on benchmark assessment. Review "Watch List" students with team; review data prior to upcoming meeting. If a student is not making adequate progress toward benchmark, Tier II Intervention Plan must be implemented unless already begun. Be sure to look at students in danger of retention. Grade/Teacher Data Meeting Teachers should create a "Watch list" to be reviewed with an administrator after grades for progress reports are finalized, MOY screeners and 2nd benchmark assessment completed and results have been analyzed.	School administration, Guidance, Classroom Teachers, Content specialists
End of 2nd Nine Weeks (Projected 2nd week in Jan.)	District Review Data Meeting (after grades for report cards are finalized and 2nd benchmark assessment results have been completed and analyzed)	District team, School administration and leadership team

February	**16 week review and decision for MSIS identified "20-day" students. Other students who began the year at Tier III should also have a review and decision documented. Enter decision date into MSIS screen. Upload verification into the school's shared Google folder.** Ongoing intervention and progress monitoring with TST follow up. Four to five 4-week intervals of intervention/instruction with progress monitoring should be completed and reviewed. High school students failing a core subject and/or in danger of not graduating MUST be brought to the TST team for problem solving. Check MSIS screen bi-monthly.	MTSS Chair Teachers Interventionists District Interventionists
March	3rd Benchmark assessment completed STAR EOY screener administered 3rd Dyslexia EOY screener administered MKAS EOY Pre-K & K Data Meeting Teachers should create a "Watch list" to be reviewed with an administrator after grades for report cards are finalized, 3rd benchmark assessments are completed and results analyzed. Data chats held with students performing below proficiency level on benchmark assessment. Students in danger of retention must be referred to the MTSS/TST team. Possible Retention Letters go home at the beginning of the 3rd nine weeks. This means that MTSS/TST meetings should have already occurred for these students. Bi-monthly progress monitoring for IRPs completed. Ongoing intervention and progress monitoring with TST follow up. Five to six 4-week intervals of intervention/instruction with progress monitoring should be completed and reviewed. High school students failing a core subject and/or in danger of not graduating MUST be brought to the TST team for problem solving. Check MSIS screen bi-monthly.	Classroom Teachers Interventionists District Interventionists
End of 3rd Nine Weeks (Projected 4th week in March)	District Review Data Meeting after grades for report cards are finalized and 3rd benchmark assessment results have been completed and analyzed	District team, School administration and leadership team

April	MAAP assessments begin; 3rd grade ELA & Seniors MAAP assessments begin STAR EOY screener administered Bi-monthly progress monitoring for IRPs completed. MTSS/TST wrap up for EOY (meeting seven to eight). Initial MTSS/TST meetings should only occur if a new student moves into the school. Check MSIS screen bi-monthly.	Classroom Teachers School administration, Guidance, Classroom Teachers, Content specialists District Interventionists
May	EOY screeners and data collection completed. **EOY universal screeners** Possible Transition Meetings Final school-level data meetings with plans for summer remediation. Submit "Good Cause" requests and supporting IRPs to the Student Assessment Office Check MSIS screen bi-monthly	Classroom School administration, Guidance, Classroom Teachers, Content Specialists District Interventionists

Tier I Checklist

The following tasks must be completed in Tier I by the classroom teacher.

Prior to referring a student to Tier II or Tier III, the teacher should complete the following:
Hold Parent/Teacher Conference and discuss student performance with parent. Provide targeted remediation and re-teaching to address area(s) of concern. If possible, provide materials/resources for parent(s) to use at home.

Implement (with fidelity) remediation/re-teaching for 3-6 weeks. The student must be in attendance to receive the instruction and remediation. Classroom/school interruptions that prevent the delivery of the instruction must be noted.
Progress monitor regularly. A minimum of three data points beyond the baseline are needed. These points include the baseline point (the data point at which the student begins) and three additional data points. Maintain the documentation supporting the data points used for progress monitoring.
Complete check of cumulative folders of all students (K-5 completed by classroom teacher; 6-12 is completed by designated individual/s). Begin completing Student Profile (1B or 1C) for students identified for Tier II. If a student was in Tier II or Tier III the previous school year, update the previous year's Student Profile.
Gather and print other pertinent data such as universal screeners, diagnostic assessments, attendance behavior, current grades.
Continue differentiating instruction to provide remediation for the student.

Tier II Checklist of Required Activities:

The following tasks must be completed by the classroom teacher, or combination of individuals as determined by the MTSS/TST Team.

MTSS/TST Tier II Checklist
Hold MTSS/TST Tier II Meeting(s) as needed to determine and monitor interventions. Use the data collected in Tier I to help with decision making.
Compare the progress of the student against progress of the class. Complete Gap Analysis
Determine if additional data is needed and plan for obtaining this data (i.e., Does sufficient diagnostic data exist? If not, administer an aligned individual diagnostic and review results to assist with intervention planning.)
Complete referral to school nurse for hearing and vision check.
Follow-up with parents via phone or in-person conference notifying them of the intervention plan and results of hearing & vision screening
Implement Tier II intervention plan for at least 4 weeks before reviewing with the team. (Tier II interventions should occur 2-3 days per week with at least two cycles completed before a determination can be made for increasing the intervention to Tier III.)
Progress monitor a minimum of bi-weekly. Maintain Tier II Supplemental Instruction and Progress Monitoring Documentation (2A & 2C). Collect evidence of progress monitoring to include with documentation.
Review effectiveness of Tier II Intervention. Plan with the team.
Administrator verifies instructional fidelity by completing Tier I and Tier II Integrity Check.
Decision Making at Tier II
Intervention plan successful: Discontinue interventions and scaffold back to Tier I.
Intervention plan was successful, but the student did not show sufficient improvement. Continue Tier II plan.
Intervention unsuccessful: Revise and/or continue Tier II plan or Increase Intervention to Tier III.
If Intervention is to be increased to Tier III level: □ Complete Teacher Support Team Referral and Meeting form (3A). □ Chart/graph data with trend line □ Academic - Assure that an individualized diagnostic data has been reviewed and summarized and that the intervention is aligned with conclusions drawn from this data □ Behavior – Assure that a behavior contract has been developed or FAIR-T or has been administered. □ Submit file and referral to TST Chair
DO NOT PROCEED TO TIER III WITHOUT ALL OF THE ABOVE!

Tier III Checklist of Required Activities:

The following tasks may be completed by a combination of individuals as determined by the MTSS/TST Team. **If no separate interventionist is designated, the classroom teacher is responsible for completing the tasks.**

MTSS/TST Tier III Checklist
Ensure all documentation for Tiers I and II is complete
Hold TST Tier III Meeting(s). Parents are invited to TST meetings.
Write Tier III Intervention Plan; FBA and BIP for Behavior; Utilize Tier III Intensive Intervention Documentation and Progress Monitoring forms (3B & 3D)
Implement Tier III intervention plan for at least 4 weeks before reviewing with the team. (Tier III interventions should occur 4-5 days per week with at least two cycles completed before a final determination can be made. A final determination must be made within 16 weeks).
Administrator verifies instructional fidelity by completing Tier III Integrity Check.
Gather and graph data
Ensure all documentation for Tiers II and III is complete
At the meeting, the team will analyze the effectiveness of Tier III intervention.
Decision Making at Tier III
Intervention plan successful: Return intervention level to Tier II
Not enough data gathered; Continue Tier III intervention plan
Student making progress, but the level of intervention is unsustainable in the general education classroom without support – Refer to MET for Child Find. Complete Child Find Request. (Contact District Interventionist for file review before)
Progress insufficient with research-based intervention – Refer to MET for Child Find. Complete Child Find Request (MTSS Chair must complete the Child Find Request).

Note: ALL Tier III to MET referrals made by the school must be reviewed, verified, and approved by district staff prior to submitting the Child Find Request.

TST to MET Checklist

Use this checklist as a guide for ensuring all documentation is completed when referring a child to MET for Child Study.

Student Name:_____ **School**:_____ **Grade**: _____

TIER I

_____ **Section 1A, 1B, or 1C** – Student Profile: Completed by classroom teacher

_____ **Appendix A**:-Social/Emotional Checklist: Completed by classroom teacher

_____ Cumulative Record Insert Copy

TIER II

_____ **Section 2A & 2C** Tier II Documentation and progress monitoring: Completed by classroom teacher

_____ **Section 2B** Tier II Integrity Check: Completed by Administrator

_____ Universal Screeners (copies included in folder) Academic and/or Behavior

_____ Common Assessment

_____ Current Attendance Report

_____ Current Grade Report

_____ Current Discipline Report

_____ MAAP/MKAS Student Report

_____ Hearing and Vision Screen (must be within a calendar year)

_____ **Section 3A**-Teacher Support Team Referral: Completed by referring teacher prior to Tier III referral

TIER III

_____ **Appendix D**-Parent Notification of Intervention Services: Completed by interventionist/behavior counselor

_____ **Section 3B & 3D**-Tier III Documentation: Completed by interventionist/behavior counselor

_____ **Section 3C** – Tier III Integrity Check: Completed by Administrator

_____ Child Find Request: Completed by school TST Chair or parent

_____ Developmental History: Completed by interventionist/behavior counselor with parent/guardian

_____ Classroom Teacher Report/Teacher Narrative: Completed by referring teacher

_____ Statement of Confidentiality: Must be signed by all members of the TST at initial meeting