

LUMBERTON INDEPENDENT SCHOOL DISTRICT

Multi-Tiered Systems of Support (MTSS)



AUGUST 2024

Table of Contents

TABLE OF CONTENTS

<u>SECTION I</u>	<u>3</u>
NON-DISCRIMINATION STATEMENT	3
LUMBERTON ISD CORE VALUES, VISION, MISSION	4
<u>SECTION II</u>	<u>5</u>
MISSION STATEMENT	5
MTSS	5
RTI	10
<u>SECTION III</u>	<u>14</u>
MULTI-TIERED SYSTEMS OF SUPPORT	14
MTSS MEETING PROCEDURES	15
TIER 1	16
TIER 2	17
TIER 3	18
<u>SECTION IV</u>	<u>19</u>
FAQ	19
LISD STRATEGIES AND PROGRAMS	22



SECTION I

NON-DISCRIMINATION STATEMENT

In its efforts to promote nondiscrimination, Lumberton ISD does not discriminate on the basis of race, religion, color, national origin, gender, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

The following district staff members have been designated to coordinate compliance with these legal requirements:

- Title IX Coordinator, for concerns regarding discrimination on the basis of gender: Anna Miller, Assistant Superintendent, 121 South Main Street, 409-923-7504.
- Section 504 Coordinator, for concerns regarding discrimination on the basis of disability: Dr. David A. Brackett, Director of Special Programs and Services, 121 South Main Street, 409-923-7504.
- All other concerns regarding discrimination: See the Superintendent, Dr. John Mathews, 121 South Main Street, 409-923-7504.

Lumberton ISD Core Values, Vision, Mission

Core Values

Activate each individual's full potential by:

Promoting innovation
Encouraging lifelong learning
Creating opportunities
Having high expectations for all

Exemplify character traits based on:

Honesty & integrity
Inclusiveness
Compassion
Work ethic
Perseverance
Confidence

Continue a tradition of excellence through:

Demonstrating Raider pride
Exemplifying energetic leadership
Exuding positivity
Promoting a family atmosphere

Provide a positive environment with:

Opportunities to grow
Safe & nurturing conditions
Individuals who are team players
Strong relationships
High levels of community support
Transparent & timely communication
Family-oriented values

Vision

"To be a premier school district with an inclusive culture for excellence in learning & leading"

Mission

"Challenge & inspire all students to develop their talents, becoming the best version of themselves"

Motto or Tagline

"Raiders Today, Leaders Tomorrow"



SECTION II

MISSION STATEMENT

It is the mission of Lumberton Independent School District to assist all students to achieve at grade level. Lumberton ISD will provide scientifically based instruction and curricula for all students in order for them to compete academically and achieve at grade level.

MTSS DEFINITION

The Multi-Tiered Systems of Supports (MTSS) is a whole-child approach that integrates academic, behavioral, and social-emotional instruction and support. It optimizes student growth through a proactive, preventative framework comprised of multiple layers, or tiers, aligned to the varying needs of our students. As a framework, MTSS established intentionality and efficient organization of all district and campus services. It aligns our work and facilitates a focus on collaboration, growth, and multi-faceted approaches to student support. With implementation with fidelity, MTSS has the power to close achievement gaps and address the critical needs of all students.

Students in general education and those receiving special education and related services can participate in MTSS. MTSS is not used to delay or deny a child's right to an initial evaluation for special education and related services.

A primary component of MTSS is using assessment data to drive differentiated instruction and decision making for all students. Through MTSS, schools identify students in need of additional support and provide these students with evidence-based intervention to reduce academic and behavioral gaps. MTSS promotes collaboration among teachers-both general education and special education-and support specialists. MTSS also helps schools effectively communicate progress to caregivers.

MTSS PRINCIPLES

The MTSS essential principles align to the core principles of Professional Learning Communities (PLCs) and support the district’s vision for excellence. There are four essential principles that guide the MTSS framework:

1. **Collective Responsibility**

PLC Connection- *“Our purpose is student learning.”*

- a. Every LISD stakeholder:
 - i. Believes all students deserve and have the ability to learn at a high level
 - ii. Assumes responsibility for ensuring all students learn at a high level

2. **Concentrated Instruction**

PLC Connection- *“What is it we want our students to learn?”*

- a. Curriculum is designed to create learning pathways that enable all students to master essential knowledge and skills aligned to the TEKS or Texas Prekindergarten Guidelines.

3. **Convergent Assessment**

PLC Connection- *“How will we know if the students are learning?”*

- a. Multiple sources of data are routinely collected for review and analyzation to determine the learning needs of each student and the effectiveness of the curriculum and instruction in meeting those needs.

4. **Certain Access**

PLC Connection- *“What will we do for students who are not making progress?”*

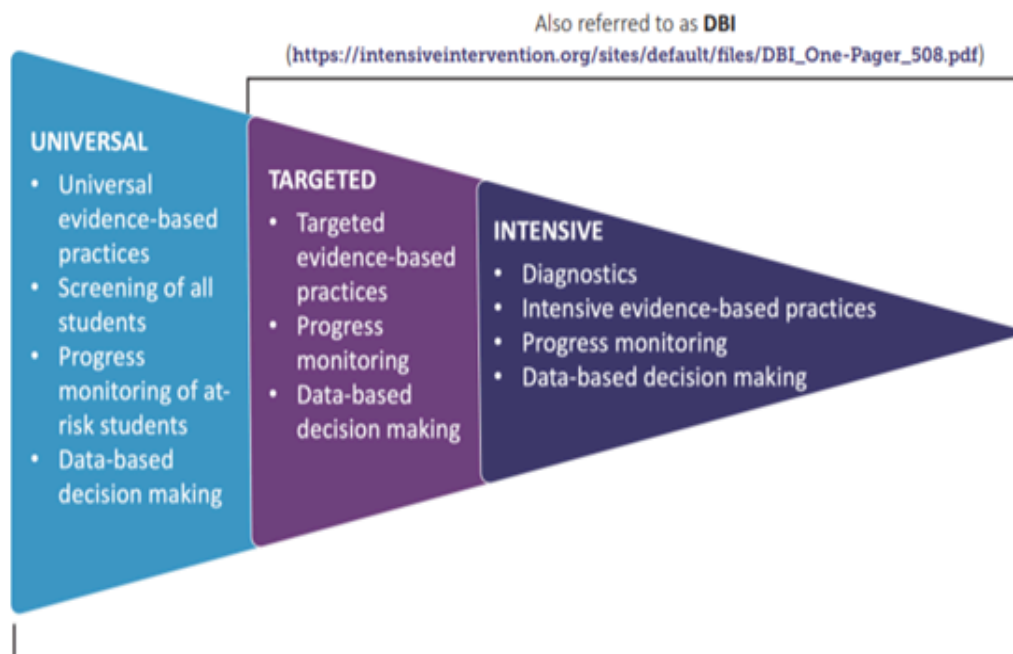
PLC Connection- *“What will we do for students who already demonstrate proficiency?”*

- a. Each student’s growth on the learning continuum will guide planning and implementation of appropriate next steps in support to ensure that each student’s potential is maximized.



Figure 1 shows the connections among the TIERS of MTSS. Referred to as DBI. (https://intensiveintervention.org/sites/default/files/DBI_One-Pager_508.pdf)

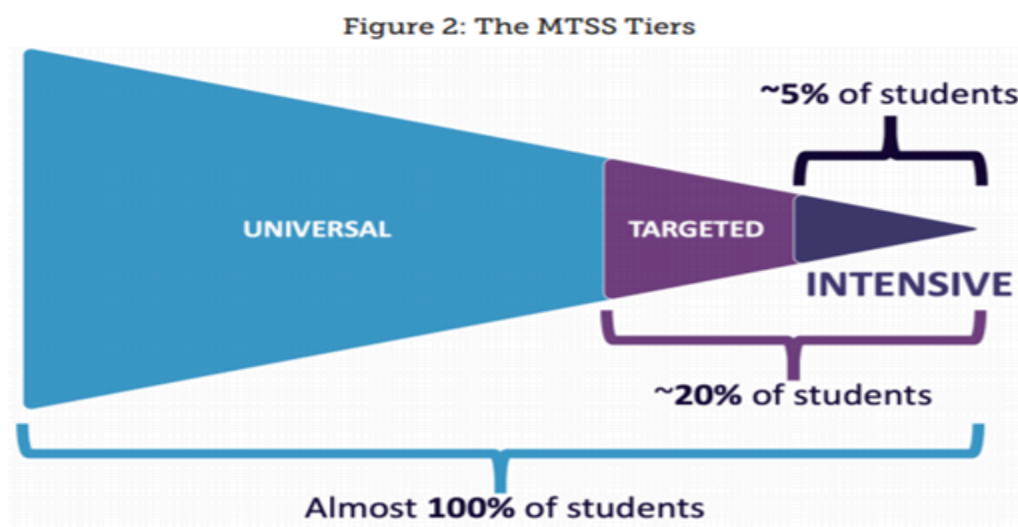
Figure 1: MTSS Components and Other Support Systems



Using assessment data is key to driving differentiated instruction and decision making.

MTSS Model

The most common MTSS model includes three levels, or TIERS: universal, targeted and intensive. Figure 2 shows the proportion of students who receive each type of intervention.



- 1. Universal Intervention:** Also referred to as TIER 1 or primary prevention, is a systematic approach for supporting **all students** school-wide. Universal intervention occurs in the general education classroom and is designed for all students to participate. It includes evidence-based practices, research-based curricula, differentiation, scaffolded instruction, and universal design for learning. Universal intervention alone meets the needs of about 80% of a school's population for both academics and behavior.
- 2. Targeted Intervention:** Often referred to as TIER 2 or secondary prevention, is designed for students experiencing difficulty in academics or behavior. Targeted intervention can occur in many different settings-inside or outside of the general education classroom-with small groups of students. Students receiving targeted intervention should continue to receive universal intervention. Typically, about 20% of students require targeted intervention.
- 3. Intensive Intervention:** Often called TIER 3 or tertiary intervention, is designed for students who demonstrate inadequate response to universal and targeted intervention. Schools have different ways of conceptualizing and implementing intensive intervention.

A much smaller number of students-typically about 5% or less- require intensive intervention.

MTSS involves universal intervention for **all**, targeted intervention for **some**, and intensive intervention for a **small number** of students.

Response to Intervention Definition (RTI)

RTI is the practice of meeting the academic and behavioral needs of all students through a variety of services containing the following key elements:

- High-quality instruction and evidence-based tiered interventions aligned with individual student need
- Frequent monitoring of student progress to make results-based academic and/or behavioral decisions
- Application of student response data to important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies)

The instructional approaches used within the general education setting should result in academic and/or behavioral progress for the majority of the students. Struggling students are identified using data-based student progress monitoring and provided intensive instruction. The use of scientifically validated curricula and teaching methods expected in an RTI model leads to data-based school improvement.

Response to Intervention (RTI) is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction and goals, and applying the student's response data to important educational decisions.

The primary focus of RTI is designed as an early intervention to prevent long term academic failure.

- RTI meets the goals of Every Student Succeeds Act (ESSA) by helping with early identification of struggling learners and by providing immediate intervention using

evidence-based instruction and teaching methods in order to improve educational outcomes.

- RTI is a prevention approach used to intervene early when students show signs of not meeting grade level standards.
- RTI generates high-quality instruction/interventions matched to student needs. RTI uses the student's learning rate over time and level of performance to make educational decisions.
- RTI can be used to make referral decisions for those students who do not respond to intensive intervention in the general education setting.
- RTI meets the educational needs of all students by providing direct, focused instruction to address the academic and/or behavioral needs.

WHAT ARE THE MAJOR COMPONENTS OF RTI

- **Data-Based Decision Making** – Critical educational decisions are based on assessment results. Data will be carefully analyzed to determine why academic or behavioral problems exist. Data may include, but not limited to:
 - Parent/Guardian Information
 - Teacher Information/Observations
 - Attendance
 - Tardy Data
 - Discipline Data
 - STAAR Data, TELPAS, EOC
 - District Testing
 - Anecdotal Data
 - Educational Records
- **Universal Screening** – Universal screenings are assessments administered to all students to determine as early as possible which students are at risk or not meeting academic universal assessments. These screenings will occur three times per year in order to meet early intervention needs of all students.

No accommodations or retakes should be used on a Universal Screener in order to get a true baseline for students.

- Data may include, but not limited to:
 - MCLASS

- Renaissance STAR Early Literacy, Reading, and/or Math
- All students (K-8th) are given universal assessments three times a year in reading and math. Students in 9th grade are given universal assessments two times a year in reading and math. Screenings will be scheduled during the following windows:
 - Beginning of Year (BOY)
 - Middle of Year (MOY)
 - End of Year (EOY)

- **Tiered Model of Delivery** – The RTI process incorporates a tiered model of delivery of instruction. The tiers reflect increasing levels of intense interventions to meet the individual needs of students.

- **Progress Monitoring** – Progress monitoring is a scientifically evidence-based practice that shows data about student growth over time. Progress monitoring will be used to determine the effectiveness of instruction and/or interventions.
 - There are three phases to monitor progress where data is collected and analyzed:
 - Baseline Phase-data collected prior to initiation of an intervention
 - Intervention Phase-designed intervention has been implemented.
 - Responding to Intervention Phase-student progress is monitored over a predetermined amount of time, after the interventions have been fully implemented.

 - Types of Progress Monitoring Assessments
 - Formative Assessments
 - Curriculum-based Measurements
 - Unit Assessments
 - Report Cards
 - Work Samples
 - Antecedent-Behavior-Consequence (ABC) Data

 - Benefits of Progress Monitoring
 - Accelerated learning due to appropriate instruction
 - Informed instructional decisions
 - Effective communication with families and other professionals about students' progress
 - High expectations for students by teachers
 - Documentation of student progress for accountability purposes
 - Appropriate special education referrals

- **Fidelity of Implementation** – Fidelity of implementation is the delivery of instruction in the way in which it was designed to be delivered. Fidelity must also address the integrity with which screening and progress monitoring procedures are completed.

Goals and Benefits of MTSS/RTI

The goal of MTSS/RTI is to increase the learning rate of struggling learners and accelerate progress. MTSS/RTI holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities, are identified, supported, and served early and effectively. Driven and documented by reliable data, the implementation of MTSS/RTI in Lumberton ISD can result in:

- More effective instruction
- Increased student achievement
- Increased professional collaboration
- Overall school improvement
- More appropriate LD identification

Tier 1: Core Instruction and Universal Systems

Tier 2: Targeted Intervention

Tier 3: Intense and Individualized Intervention

SECTION III
Lumberton ISD Multi-Tiered Systems of Support
Academic, Behavioral and/or Social-Emotional Supports

	TIER 1	TIER 2	TIER 3
Focus	All students-100% General Education Special Education 504 ELL GT	Some Students-20% Students with marked difficulties who have not responded to TIER 1	Few students-5% Identified students with marked difficulties who have not responded to TIER 1 and 2
Recommended Time	45 minutes per day	60 minutes per week in addition to core instruction	90 minutes per week in addition to core instruction
Universal Screening Times	BOY/MOY/EOY	BOY/MOY/EOY	BOY/MOY/EOY
Recommended Group Sizes	Differentiated whole class and small group instruction	Homogeneous small group targeted instruction	Homogeneous small group intensive instruction
Progress Monitoring	Universal Screening	Monthly progress monitoring to target skill(s) to ensure adequate progress	Monthly progress monitoring to target skill(s) to ensure adequate progress
Intervention Team	General Education Teacher	Determined by MTSS Team	Determined by MTSS Team
Setting	General Education Classroom	Inside or outside the classroom as determined by MTSS Team	Inside or outside the classroom as determined by MTSS Team

Before MTSS Team Meeting

Step	Notes
1. Classroom teacher collects data	*Contact parents regarding concerns *Regular Data collected on all students including office referrals, grades, attendance, screeners, etc.
2. Classroom teacher defines the problem	*Work with peers or team members to brainstorm possible supports and interventions *Document trial interventions
3. Classroom teacher documents data to support the need for change in support	*Document implemented interventions

During MTSS Team Meeting

Step	Notes
5. MTSS interventionist(s) collects info from additional staff	*MTSS interventionist or designee gathers any additional data and ensure documentation is sufficient for discussion
6. Conduct MTSS Team meeting and determine intervention plan	*Convene an MTSS meeting with appropriate team members * TIER plan is developed and documented as appropriate for student

After MTSS Team Meeting

Step	Notes
7. MTSS interventionist(s) communicates intervention plan to all stakeholders	*Communicate the documented plan to parents, guardians, student (as appropriate) and other stakeholders
8. MTSS interventionist(s) collects data and progress monitors every 4 weeks	*MTSS interventionist(s) gathers data on student progress through monthly progress monitoring *Determines whether to continue, reduce, discontinue or increase intensity of the intervention

Yearly Actions

- At the beginning of the school year, the MTSS interventionist(s) ensures that information is distributed to campus teachers for students in the MTSS process and early intervention begins for students who ended the year in need of continuing interventions. Parents are notified of all students receiving interventions through the District MTSS parent letter (SB 1153). This letter is also distributed following each review meeting.
- Following final review meeting for the school year, all stakeholders are provided updated intervention plans and District MTSS Parent letter is distributed.

**TIER 1
Process
100%**

- High-quality, research-based strategies are provided through Tier 1 core instruction (whole group and/or small group) where 80% or more of the students are successful
- At-risk students are identified through a screening process for all students and receive high-quality research-based instruction through whole and/or small groups. Screening may include universal screening, unit assessments, daily assignments, and teacher-made assessments, district benchmark assessments, and prior-year individual student results on state assessments, if applicable.
- Parents notified of student receiving interventions and/or included in meetings regarding documented concerns
- Teachers will differentiate instruction, monitor the progress of students' academic, behavioral and language needs, and document the results of Tier I intervention strategies and progress monitoring instruments
- Grade levels/departments review students' work and identify options for further interventions, including master/mentor teacher recommendations
- If student is making progress, continue with Tier I core instruction and enrichment
- This tier is the crucial foundation of the RTI/MTSS instructional model

Classroom teacher is prepared with:

- Lesson Plans
- Parent Contact Log
- Vision/Hearing
- Progress Monitoring
- Recommendations
- Grades
- District/State Testing
- Discipline/Attendance
- Work Samples

If after 4-6 weeks, the student fails to respond to documented effective Tier 1 core instruction and interventions noted in lesson plans then:

1. Classroom Teacher consults with the Campus RTI/MTSS Interventionist(s).
2. Teacher gathers documentation of interventions tried.
3. RTI/MTSS Interventionist(s) collaborates with referring teacher (to ensure that data supports the need for RTI/MTSS meeting).
4. RTI/MTSS meeting is scheduled and appropriate members are invited.
5. Meeting is held – RTI/MTSS forms are used to document meeting and intervention plan.
6. RTI/MTSS Interventionist(s) communicates plan to all stakeholders.

**TIER 2
Process
20%**

- High-quality, research-based strategies are provided through Tier 1 Core Instruction
- Targeted instruction is provided by the teacher and/or interventionist to supplement and enhance Tier 1 instruction.
Additional interventions must not be scheduled during Tier 1 instructional time
- Parents are notified of documented concerns
- If the student qualified for Section 504 accommodations, provide services, as required
- Student’s academic, behavioral, and/or language progress is closely monitored and documented by both the teacher and interventionist
- Screening continues to include progress monitoring tools, unit assessments, daily assignments, and teacher-made assessments, district benchmark assessments
- Grade levels/departments review students’ work and identify options for further interventions, including master/mentor teacher recommendations
- If student is making progress, continue with Tier 2 targeted interventions.

Classroom teacher will be prepared with:

- Lesson Plans
- Parent Contact Logs
- Intervention Plans
- Progress Monitoring
- Grades
- District/State Testing
- Discipline/Attendance
- Work Samples
- Accommodation Plan

If after 8-10 weeks the student fails to respond to documented Tier II targeted interventions noted in RTI initial meeting documentation, then:

1. Classroom Teacher requests an RTI/MTSS meeting with the Campus RTI/MTSS Interventionist(s).
2. Classroom Teacher gathers documentation to prepare file for RTI/MTSS meeting.
3. RTI/MTSS Interventionist(s) collaborates with referring teacher (to ensure that data supports the need for RTI/MTSS meeting).
4. RTI/MTSS Interventionist(s) schedules a meeting and invites all needed members.

5. Meeting is held-RTI/MTSS forms are used to document meeting and intervention plan. If a diagnostic assessment will be conducted, a meeting should be scheduled within 15 school days to review additional information.
6. RTI/MTSS Interventionist(s) communicates plan to all stakeholders.

<p>TIER 3 Process 5%</p>	<ul style="list-style-type: none"> ● High-quality, research-based strategies are provided through Tier 1 Core Instruction ● Small group and/or individualized, intensive instruction is provided by the teacher and interventionist to supplement and enhance Tier 1 instruction and intensify Tier 2 instruction. Additional interventions must not be scheduled during Tier 2 instructional time. ● Parents are notified of documented concerns ● If the student qualified for Section 504/Dyslexia services, provide services, as required ● Student’s academic, behavioral, and/or language progress is closely monitored and documented by both the teacher and interventionist for 4-6 weeks ● Screening continues to include progress monitoring tools, unit assessments, daily assignments, and teacher-made assessments, district benchmark assessments ● Grade levels/departments review students’ work and identify options for further interventions, including master/mentor teacher recommendations ● If student is making progress, continue with Tier 3 intensified instruction ● If a student is not making progress, the RTI/MTSS team makes a decision to initial the 504 or Special Education referral process when data shows an educational need 	<p>Classroom teacher will be prepared with:</p> <ul style="list-style-type: none"> · Lesson Plans · Parent Contact Logs · Intervention Plans · Progress Monitoring · Grades · District/State Testing · Discipline/Attendance · Work samples · Accommodation Plan
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- If after duration designated by the program the student fails to respond to documented Tier 3 targeted interventions noted in RTI/MTSS meeting documentation, then:
1. Classroom Teacher schedules an RTI/MTSS meeting with the Campus RTI/MTSS Interventionist(s).
 2. Classroom Teacher gathers documentation to prepare file for RTI/MTSS meeting.
 3. RTI/MTSS Interventionist(s) schedules a meeting and invites all needed members.

4. RTI/MTSS Interventionist(s) collaborates with referring teacher (to ensure that data supports the need for RTI/MTSS meeting).
5. Meeting is held-RTI/MTSS forms are used to document meeting and intervention plan.
6. If a diagnostic assessment will be conducted, a meeting should be scheduled within 15 school days to review additional information.
7. RTI/MTSS Interventionist(s) communicates plan to all stakeholders.

SECTION IV

Frequently Asked Questions Regarding MTSS

1) What does MTSS stand for?

MTSS is an acronym for Multi-Tiered Systems of Support.

2) What is the purpose of MTSS at the campus level?

MTSS is a framework for all instruction and support within a school and includes components to improve outcomes for all students—those who are struggling academically and/or behaviorally, those who are progressing within normal limits, and those who exhibit gifted/talented characteristics in one or more areas. Supports are developed and assigned in layers, or tiers, based on intensity of student need. Using a MTSS framework is intended to maximize instruction for all students by engaging in a continuous process of problem-solving based on data.

3) What is the purpose of MTSS at the district level?

The MTSS framework aligns and organizes supports across all district departments to optimize effective campus support for students and staff across academics, behavior, social-emotional needs, mental and physical health, and much more. The district framework mirrors the campus framework, with support and resources for campuses layered (tiered) based on intensity of need.

4) Is MTSS primarily for students who are struggling academically?

No. MTSS is for all students—those who are struggling as well as those who need accelerated or enriched instruction. MTSS is a framework to maximize instruction for all students.

5) Why should schools use a common framework?

A common MTSS framework will strengthen implementation by helping schools engage in continuous problem-solving based on data to provide increasingly intensive supports and interventions. This helps schools develop and classify practices as primary (Tier 1), secondary (Tier 2), or tertiary (Tier 3.) These distinctions will help campus administrators and teachers assign staff, allocate resources, and create schedules in the most effective and efficient way.

6) How is MTSS different than RTI?

While RTI and MTSS are both structured into three tiers and sometimes used interchangeably, RTI has traditionally referred to academic interventions while PBIS referred to behavior interventions. MTSS is a comprehensive system that includes consideration of the whole child—academically, socially, emotionally, and behaviorally.

All components of instruction are necessary; students whose academic needs are not being met may display behavior issues to mask those needs, and students whose behavior needs are not being met may begin to develop academic concerns. It is important to consider the many facets of learning, growth, and development to address all students most effectively.

7) Which students are impacted by MTSS?

Because MTSS includes core instruction and practices, all students are impacted. At Tier 1, school staff engage in a continuous process of data collection and analysis to maximize core instruction, improve instructional practices, and provide differentiation strategies across the campus. A quality MTSS framework will improve instruction for all students.

8) What is universal screening?

National Center on Response to Intervention (NCRTI) defines universal screening as brief assessments that are valid, reliable, and predict which students are likely to develop learning or behavioral problems. Screeners are conducted with all students to identify those who are at risk and may need intervention to supplement primary prevention (i.e., the core curriculum) and those who are performing above grade level and may need enrichment.

9) What is student progress monitoring?

NCRTI defines student progress monitoring as repeated measurement of performance over time to inform instruction of individual students. These tools must be reliable and valid for representing students' development and have demonstrated utility for helping teachers plan more effective instruction. Progress monitoring is conducted at least monthly to measure rates of improvement and identify students who are not showing adequate progress.

10) What is student differentiation?

Teachers use student assessment data and knowledge of student readiness, learning preferences, language and culture to offer students in the same class different teaching and learning strategies to address their needs. Differentiation can involve mixed instructional groupings, team teaching, learning centers, and accommodations to ensure that all students have access to the instructional program. Differentiated instruction is NOT the same as providing more intensive interventions to students who are performing significantly below grade level.

11) What is the MTSS Framework?

The MTSS Framework is a three-tiered system for delivering increasingly intensive interventions when students are not having their educational needs met. Tier 1 is considered “universal” and includes the quality academic, social-emotional, and behavior instruction and expectations for all students on a campus. Tier 2 provides “targeted” interventions to some students, usually in small groups. Tier 3 is intensive and individualized for the few students who have demonstrated a need for the most support.

12) Is MTSS primarily for students who may need a special education evaluation?

No. The purpose of MTSS is to engage in a continuous cycle of problem-solving based on data to provide immediate support when student growth is not as predicted. When effective, MTSS

reduces the need for more restrictive educational placements for many students by intervening early. For students performing below grade-level, effective intervention that accelerates learning and results in movement to less intensive Tiers is the ultimate goal, when appropriate to the needs of each student. All school staff (teachers, administrators, counselors, social workers, interventionists, specialists, etc.) should work together to implement the MTSS framework for the benefit of all students on a campus.

13) Can students receive different levels of support in different areas at the same time?

Yes. Students should move back and forth across the levels (tiers) based on their demonstrated success or difficulty at the intervention level, based on data. Also, students can receive intervention at one level while also receiving intervention or instruction at another level in a different area. For example, a student may receive Tier 2 intervention for reading, Tier 1 instruction for math, and Tier 3 behavior support.

14) Is MTSS a process where students progress sequentially from tier to tier?

Not necessarily. Movement among tiers should be fluid and based on level of need. A student with acute needs does not have to progress through the tiers to get intensive, individualized support. The level of intervention should match the level of need. Important to note is that Tier 2 and tier 3 are always in addition to Tier 1; a student who is performing below grade level and needs additional support should not miss the core instruction provided in Tier 1.

15) How do students “qualify” for Tier 2 and Tier 3 supports and services?

Students are identified for intervention support through a careful process of problem-solving using data. School staff analyze results from universal screeners and diagnostic tests to determine students who need additional academic and/or behavioral support to maximize their potential. Depending on the student’s level of need and how they have responded to previous efforts, the problem-solving team decides to continue at Tier 1 with differentiation and extra support, begin a Tier 2 (targeted) intervention, or begin a more intensive and individualized Tier 3 intervention. The decision is made by campus staff and based on student need.

16) How long should a student receive Tier 2 or Tier 3 supports?

A student should receive intervention as long as there is a demonstrated need. Some students will require intervention for a short period and return to Tier 1 supports. Other students may need Tier 2 or even Tier 3 interventions for an extended period of time. One of the main components of an effective MTSS system is the on-going cycle in which school staff engage in a continuous process of problem-solving based on data. As students receive interventions, teachers periodically collect data to measure their response. For students who are performing below grade-level - when data indicates a student has reached a proficiency level that no longer needs the current intervention, the campus team will implement a less intensive intervention or return the student to Tier 1 supports only. If data indicates the student is making reasonable, slow, or no progress, the team will continue, adjust, or intensify interventions as appropriate. There are no set time limits for receiving interventions, however, if a student makes slow or no progress despite intensive intervention over nine weeks or longer, the MTSS Campus Team will consider the student’s need for a referral to additional services and supports.

LISD MTSS Strategies/Programs for Intervention

Strategy/Program	Description
Small, Flexible Grouping with Instruction	Best Practice for RTI: Small Group Instruction for Students Making Minimal Progress “What Works Clearinghouse” https://ies.ed.gov/ncee/wwc/
IStation Reading / Math	Individualized instruction, ongoing progress monitoring, and guided pathways to meet students’ weak skills to master reading and math skills. Time determined by tier level and skills addressed. https://www.istation.com/
Mathematics Intervention Project	Mathematical content and skills that align with the TEKS and target number sense, number building and word problems. “What Works Clearinghouse” https://ies.ed.gov/ncee/wwc/
ABC Mouse	Reading: Targets beginning reading skills, vocabulary development, comprehension of literary and informational text, media research, listening and speaking comprehension Math: Targets number operation, quantitative reasoning, patterns, relationships and algebraic thinking, geometric and spatial reasoning, measurement, probability, statistics and underlying processes and tools https://www.abcmouse.com/
100 Easy Lessons to Teach A Child to Read	Targets phonemic awareness, phonics, vocabulary, fluency www.startreading.com
Wright Group - Guided Reading	Provides reading instruction focused on the comprehension and decoding of text using meaning, grammar and phonics



<p>Neuhaus Reading Readiness Program</p>	<p>Provides explicit instruction in letter recognition, phonological awareness, oral language, multisensory Letter introduction and handwriting skills. https://www.neuhaus.org/</p>
<p>Reading by Design</p>	<p>Reading by Design is a systematic, explicit, and intensive reading program designed to improve the reading abilities of students with dyslexia. https://www.esc4.net/services/dyslexia2/products</p>
<p>mCLASS Intervention</p>	<p>Provides insight into specific skills and recommended activities targeted to the student's needs. https://amplify.com/programs/mclass/</p>
<p>Bridges Intervention</p>	<p>Targeted instruction and assessment for math skills within a tiered system of support. Students work with models that prompt thinking and build confidence - starting with manipulatives, moving to two-dimensional representations and then mental images. It is organized by content rather than grade, so progress monitoring is key to the program. Each session is matched to student needs. https://www.mathlearningcenter.org/bridges-intervention</p>
<p>Wonders Intervention</p>	<p><i>Wonders</i>, a comprehensive PreK–6 literacy solution, is designed to meet the challenges of today's classroom and reach all learners. A wealth of research-based print and digital resources provide unmatched support for building strong literacy foundations, accessing complex fiction and nonfiction texts, writing to sources, and building social emotional learning skills. https://www.mheducation.com/prek-12/program/microsites/MKTSP-BGA07M0.html</p>
<p>Math Facts in a Flash by Renaissance Learning</p>	<p>MathFacts in a Flash is a computerized database of mathematical problems designed to provide intense practice of mental recall skills. The 71 levels encompass addition, subtraction, multiplication, division, fractions, decimals, and percents http://doc.renlearn.com/KMNet/R004344828GJF314.pdf</p>

Texas Mathematics Achievement Academies	Targets math numeracy and foundational math concepts http://tea.texas.gov/curriculum/academies/
Go Math	Meets students and teachers on their math journey, raising student achievement scores and supporting teachers along the way Focuses on math skills needed to master TEKS https://www.hmhco.com/programs/go-math
Saxon Leveled Readers	Saxon Phonics and Spelling <i>engages the whole student by offering a comprehensive, multisensory approach to mastering critical foundational skills.</i> https://www.hmhco.com/programs/saxon-phonics-and-spelling
Really Great Reading	Explicit, systematic instruction builds strong readers. Multisensory instruction builds skills. Scaffolding instruction provides the support that students need. Explicit phonemic awareness instruction is the first step to successful decoding. http://www.reallygreatreading.com/philosophy-and-approach
Lexia Learning - Power Up	Explicit, systematic, adaptive learning, scaffolding instruction for students as they struggle and advancing them to higher levels as they demonstrate proficiency. Provides structured, skill specific instructional materials for the teacher to implement individually or in small groups. Online literacy program to support individual needs of each student. Targets comprehension, word study, and grammar. https://www.lexialearning.com/resources/research
IXL Math	IXL helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards. https://www.ixl.com/math/
Heggerty: Phonemic Awareness	Focuses on students struggling to read due to phonological awareness weaknesses (word reading, spelling and writing) https://heggerty.org/Phonemic-awareness-research/

Fountas & Pinnell: LLI – Leveled Literacy Intervention for Reading/Writing	<p>Supports literacy achievement of students who are falling below grade level expectations in reading. (Components - phonics, vocabulary, fluency and comprehension)</p> <p>https://www.fountasandpinnell.com/research/lii/</p> <p>“What Works Clearinghouse”</p> <p>https://ies.ed.gov/ncee/wwc/InterventionReport/679</p>
Leveled Readers with STAAR Style Questions	<p>Remediation & Practice (small group) Instruction and time based on student’s needs</p>
Lexia Learning – Core 5	<p>Explicit, systematic, adaptive learning, scaffolding instruction for students as they struggle and advancing them to higher levels as they demonstrate proficiency. Provides structured, skill specific instructional materials for the teacher to implement individually or in small groups. Online Literacy program to support individual needs of each student. (phonemic awareness, phonics, vocabulary, fluency & comprehension)</p> <p>https://www.lexialearning.com/resources/research</p>
Accelerated Reader	<p>Individualized instruction, ongoing progress monitoring, and guided pathways to meet students’ weak skills to master state standards This practice time is personalized to each student’s individual Reading & Comprehension level to ensure a high rate of success and is immediately followed by feedback to help educators target instruction</p> <p>http://doc.renlearn.com/KMNet/R001249321GBF31D.pdf</p>
Education Galaxy	<p>Designed for struggling learners and at-risk students for math and reading. Liftoff will build confidence for your students and provide the support and instruction they need to improve.</p> <p>https://educationgalaxy.com/chooseprogram/</p>

* Other strategies may be used from Marzano, Mentoring Minds, Renaissance Learning Resources, Texas Gateway, or PBIS strategies