



# Multi-Tiered System of Supports

Playbook for Secondary Schools



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

STUDENT INTERVENTION SERVICES  
*Office of Elementary Education and Reading*  
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# Introduction

The **Mississippi Multi-Tiered System of Supports (MTSS)** is a systematic, continuous improvement framework designed to ensure positive academic, behavioral, social-emotional, and developmental outcomes for every student. MTSS provides equitable access to tiered, evidence-based practices and is founded on the belief that every student can learn and thrive. Additionally, it incorporates an equity-focused approach to examining policies and practices to ensure the fair distribution of resources and opportunities for all students (Pre-K through 12<sup>th</sup> grade).

## Goals of MTSS in Secondary Education

1. Ensure all students have access to high-quality, differentiated instruction.
2. Provide targeted interventions based on data-driven decisions.
3. Support students in mastering identified deficit skills and Mississippi College and Career Readiness Standards.
4. Use a continuous improvement model to address individual and systemic gaps.

The [\*Mississippi State Board of Education's Policy 41.1\*](#) requires that districts and schools follow a three-tiered instructional model consisting of:

- Tier 1: high-quality classroom instruction,
- Tier 2: focused supplemental instruction, and
- Tier 3: specifically designed intensive interventions as prescribed.

This systematic approach supports struggling learners, as well as advanced learners, through the selection of evidence-based instruction and intervention in response to both academic and behavioral needs. The system includes on-going progress monitoring of the effectiveness of instruction to ensure that all Mississippi students graduate from high school ready for college and career. Such a model enables early identification of students in need of support and allows for appropriate support to be put in place as soon as a student starts to fall behind. Schools and districts should closely monitor student progress by utilizing the Mississippi Department of Education's [\*Early Warning System \(EWS\)\*](#).

## Purpose of this Playbook

Implementing MTSS at the middle and high school level is essential to achieving positive outcomes for all students by establishing a strong, effective infrastructure that supports educators and students alike. This playbook has been developed by the **Mississippi Department of Education (MDE)** in collaboration with Mississippi middle and high school educators to serve as a practical tool for all Mississippi secondary schools across the state.

The purpose of this resource is to provide guidance tailored to the unique structure, culture, and organization of middle and high schools while maintaining alignment with the core components, subcomponents, and indicators of the Mississippi MTSS framework. Recognizing that middle and high school settings require distinct considerations for successful implementation, this playbook offers a select

set of high-leverage strategies informed by current research, best practices, and the experiences of Mississippi educators.

This playbook does not replicate the comprehensive guidance available in the [MDE MTSS Guidance Document](#) or the MTSS Documentation Packet (located on the [MDE Intervention Services](#) webpage). Instead, it provides recommendations to support effective MTSS implementation in middle and high schools.

## Intended Audience and Use

This playbook is intended for use by **district and school leadership teams**, including administrators, instructional coaches, intervention specialists, teachers, paraprofessionals, and key stakeholders involved in MTSS implementation. Team members should be familiar with the Mississippi MTSS framework.

As outlined in [MDE MTSS Guidance Document](#), district and school leadership teams should:

**First**, the district leadership teams should assist schools in utilizing the [MTSS Self-Evaluation Tool](#) to assess the level of support provided across all schools and identify priority areas for improvement.

**Then**, the school leadership teams can proceed by using the [MTSS Self-Evaluation Tool](#) to help guide school-specific planning and improvement efforts.

**After**, the completion of the self-evaluation process, this playbook can be utilized to support planning and implementation in prioritized areas.

## Key Considerations for Effective Implementation

Before initiating MTSS implementation at the middle and high school level, leadership teams should carefully review the findings from the MTSS Self-Evaluation survey. Establishing a strong infrastructure is critical to ensuring sustainable school improvement and includes multiple components. For example, simply adjusting the master schedule to include an intervention block without first addressing core instructional practices, staff beliefs, data-based decision-making processes, student and family engagement, and professional learning will not produce the desired outcomes.

A thoughtful and comprehensive approach is necessary to avoid false starts that can negatively impact students, frustrate families, and hinder staff collaboration in supporting student success.

By following the guidance in this playbook, Mississippi middle and high schools can build a robust MTSS framework that drives meaningful, lasting improvements for all students.

### Component 1: Shared Leadership

In the Mississippi Multi-Tiered System of Supports (MTSS) framework, shared leadership is essential in creating an infrastructure allowing schools to implement, sustain, and continuously improve their systems. A well-developed infrastructure provides stability and coherence, ensuring MTSS efforts remain effective and sustainable, regardless of changes in personnel.

With the guidance and expertise of an effective leadership team, a strong infrastructure aligns improvement efforts, empowers educators, and supports equitable, strength-based, and student-centered academic, social-emotional, behavioral, and developmental outcomes for all students.

School systems are complex organizations with interconnected components that must function cohesively to achieve optimal student outcomes. Effective, continuous improvement efforts require a thorough examination of existing infrastructure elements to identify strengths, gaps, and potential barriers to achieving district and school goals. Thoughtful and strategic infrastructure development is essential for supporting MTSS implementation and fostering positive school outcomes.

### Key Subcomponents of a Strong MTSS Infrastructure at the Middle and High School Levels:

- **District Mission, Vision, Policies, and Procedures:** Clear and consistent guiding principles that align with MTSS goals and ensure systemic coherence and equity for effective implementation at the school level.
- **Leadership:** Committed and knowledgeable leaders who prioritize data-driven decision-making and foster a culture of continuous improvement and collaboration to ensure an effective MTSS process.
- **Educator Core Beliefs:** A shared commitment among staff to the success of every student, grounded in high expectations, equity, and a student-centered approach.
- **School Climate:** A supportive and inclusive environment that promotes positive relationships, student well-being, and a sense of belonging.
- **Professional Learning:** Ongoing, job-embedded training that builds educators' capacity to implement MTSS effectively and meet the diverse needs of students.
- **Collaboratively Linked Teams:** Cross-disciplinary teams that work together to analyze data, coordinate interventions, and monitor student progress across all domains.

### Challenges and Considerations for Middle and High School Implementation

Shared Leadership		
Challenges	Description	Considerations
<b>Clarity and Consistency in Student Support</b>	Unified support practices, collective responsibility	Ensure a shared understanding of support structures, fostering collaboration across all departments for consistent student support.
<b>Student Voice and Ownership</b>	Student agency, goal setting, feedback mechanisms	Create opportunities for students to contribute to their learning journey through goal setting, advisory councils, and feedback.
<b>Educator Capacity to Address Diverse Needs</b>	Professional development, support for diverse learners	Provide targeted PD and collaborative structures to equip teachers to meet the needs of students with various abilities and backgrounds.
<b>Cross-Content Collaboration</b>	Interdisciplinary teams, holistic student support	Establish data-driven teams including teachers, counselors, and support staff to address academic and social-emotional needs.



<b>Scheduling Constraints</b>	Flexible scheduling, elective access, intervention periods	Explore flexible scheduling options such as embedded intervention blocks, extended learning, and targeted support periods.
<b>General Considerations for Implementation:</b> <ul style="list-style-type: none"> <li>• Develop a shared vision and mission that prioritizes MTSS as a core component of school improvement efforts.</li> <li>• Provide leadership development opportunities to build administrator and teacher capacity for MTSS implementation.</li> <li>• Establish a culture of collaboration through professional learning communities and data-driven decision-making processes.</li> <li>• Use flexible scheduling models that allow for timely and targeted student interventions without negatively impacting graduation requirements.</li> <li>• Engage students and families as active partners in the continuous improvement process, ensuring their voices inform decision-making.</li> </ul>		

By establishing a strong, well-aligned infrastructure, middle and high schools can create an environment that supports the long-term success of all students and sustains continuous improvement within an MTSS framework.

## Component 2: Family and Community Partnership

Family and community engagement is an essential component of a Multi-Tiered System of Supports (MTSS), fostering meaningful partnerships between families, schools, and communities. Effective engagement is built on relational trust and shared responsibility, ensuring all stakeholders—including students, educators, families, and community members—work collaboratively to support student academic, social, and emotional success from early childhood through graduation.

### Key Elements of an Effective Family and Community Engagement Framework:

- **Sustaining High-Trust and Reciprocal Relationships:** Establishing and maintaining relationships that are based on mutual respect, transparency, and collaboration to support student growth.
- **Amplifying Family Voice:** Actively seeking and valuing family input in decision-making processes to create a sense of ownership and partnership in the educational journey.
- **Linking Families to Learning:** Providing families with the tools, resources, and knowledge to effectively support student learning at home and within the community. Helping parents to analyze and understand their child's data.
- **Expecting All Departments and Staff to Partner with Families:** Embedding family engagement as a core responsibility across all school and district departments, ensuring a collective commitment to supporting student success.
- **Commitment to Continuous Improvement of the Family Engagement Process:** Regularly evaluating and refining family engagement efforts based on data and feedback to meet the evolving needs of students and families.
- **Inclusive and Transparent Communication:** Ensuring consistent and clear communication practices that foster trust and meaningful collaboration with all families.

## Challenges and Considerations for Middle and High School Implementation

Family and Community Partnerships		
Challenges	Description	Consideration
<b>Empowering Student Voice and Participation</b>	Creating opportunities for students to be actively involved in their education and contribute to decision-making.	Student-centered learning, Collaboration, Student participation
<b>Aligning Expectations Between Caregivers and Educators</b>	Bridging the gap between how caregivers and educators perceive the level of support needed for students and establishing clear communication.	Communication, Autonomy vs. Support, Shared goals and expectations
<p>General Considerations for Implementation:</p> <ul style="list-style-type: none"><li>• Develop student-led initiatives that encourage meaningful involvement in school decision-making and foster a sense of belonging, engagement, and responsibility.</li><li>• Provide ongoing opportunities for two-way communication between families and school staff through strategies such as workshops, advisory groups, and virtual platforms.</li><li>• Offer targeted support and resources to families to help them understand academic expectations, graduation requirements, and available support services.</li><li>• Collaborate with community organizations to extend support beyond the school setting and address broader social and emotional needs.</li><li>• Implement feedback mechanisms to assess engagement effectiveness and make data-driven improvements.</li></ul>		

Through partnerships, transparency, and mutual respect, schools can create an environment where families and communities are actively engaged in supporting student success.

### Component 3: Layered Continuum of Supports

A tiered system of supports is a school-wide framework that provides increasing levels of instruction and intervention to ensure all students meet rigorous academic, social-emotional, behavioral, and developmental goals. Within the Multi-Tiered System of Supports (MTSS), the tiers refer to levels of support provided—not to categories of students. Each tier builds upon the foundation of high-quality, evidence-based instruction and interventions designed to meet the needs of all learners.

A dedicated block for needs-based intervention and enrichment addresses several logistical challenges. By involving every student in either intervention or enrichment, the school can take advantage of all classrooms and staff. All staff can help with interventions, ensuring smaller group sizes within classrooms. At the middle school level, strategic scheduling can make it possible to group students with similar intervention needs across grade levels (Marlowe, 2021). Additionally, a year-long permanent block enables flexible grouping, allowing all students to transition in and out of intervention as their progress and needs evolve. (Clark and Dockweiler, 2019).

## The Three Key Subcomponents of Multi-Layered Practices and Supports:

Core Components of MTSS for Secondary Schools	
Tiered Support Structure for Academic, Behavior, and Social Emotional:	
<b>Tier 1: Universal Support</b>	<ul style="list-style-type: none"> <li>• Universal high-quality, evidence-based core instruction accessible to all students.</li> <li>• Standards-based instruction that aligns with academic standards to promote success.</li> <li>• Differentiated support is tailored to meet the diverse needs of students.</li> <li>• Tier I is the foundation; serves as the base for academic, behavioral, and social-emotional success.</li> <li>• Universal screening tools (e.g., STAR Reading, i-Ready, Behavior) administered three times a year.</li> <li>• Data-driven professional development for teachers.</li> <li>• <a href="#">Mississippi Early Warning System (EWS)</a></li> <li>• <a href="#">Access for All Guide 2.0 by Mississippi State University Research &amp; Curriculum Unit</a></li> </ul>
<b>Tier 2: Targeted Interventions</b>	<ul style="list-style-type: none"> <li>• Targeted, evidence-based interventions are provided to students not responding to core instruction.</li> <li>• Interventions are based on the student's need as determined by assessment data, are aligned to core instruction, and should be scaffolded according to the student's needs.</li> <li>• Instruction is delivered in homogeneous small groups targeting specific skill deficits in academics (all content areas) and/or behavior.</li> <li>• Delivered during intervention blocks or advisory periods.</li> <li>• Biweekly evidence-based progress monitoring that aligns with the intervention.</li> </ul>
<b>Tier 3: Intensive Interventions</b>	<ul style="list-style-type: none"> <li>• Individualized, intensive interventions designed for students with significant skill gaps.</li> <li>• Interventions are based on the student's individual need as determined by assessment data, taught explicitly and systematically, and are aligned to the core instruction.</li> <li>• Intervention is delivered individually or in homogeneous small groups, targeting specific skill deficits in academics (all content areas) and/or behavior.</li> <li>• Delivered during an extended time (e.g., double-block ELA, intervention block, etc.)</li> <li>• Support is provided to all students identified with a significant deficit skill with and without an Individualized Educational Plan.</li> <li>• Weekly evidenced-based progress monitoring that aligns with targeted intervention.</li> </ul>

## Challenges and Considerations for Middle and High School Implementation

Layered Continuum of Supports		
Challenges	Description	Considerations
<b>Prioritizing Tier 1 Effectiveness</b>	Core instruction effectiveness	Ensuring Tier 1 instruction is strong before moving to Tier 2/3 supports; preventing overreliance on costly interventions.
<b>Addressing Student Disengagement and Self-Esteem</b>	Student engagement, Social-emotional support	Focusing on re-engagement, resilience, and restoring student confidence
<b>Grading Practices and Equity</b>	Grading fairness, Accurate reflection of student achievement	Ensuring grades reflect actual academic mastery, not attendance/behavior; addressing inequities in grading practices (e.g., absenteeism).
<b>Balancing Core Instruction with Intervention Needs</b>	Content-area rigor vs foundational skills	Maintaining a balance between content-focused instruction and targeted intervention to support foundational skills and academic growth.
<b>Time for Data Analysis and Action Planning</b>	Data-driven decision-making	Providing teachers with time to analyze data, collaborate on action plans, and adjust interventions in a timely manner.
<b>Consistency Across Classrooms</b>	School-wide expectations, Instructional consistency	Establishing consistent routines, expectations, and strategies across classrooms to provide cohesive learning experiences.
<b>Scheduling Challenges for Credit Recovery and Support</b>	Flexible learning pathways	Exploring flexible scheduling options to support interventions without disrupting graduation requirements (e.g., extended time, virtual learning).
<b>Proactive Identification through <a href="#">Early Warning Systems (EWS)</a>(EWS)</b>	Early identification of at-risk students	Implementing Early Warning Systems to monitor indicators like attendance, behavior, and academic performance, enabling timely interventions.
<b>General Considerations for Implementation:</b> <ul style="list-style-type: none"> <li>Conduct regular evaluations of Tier 1 instructional effectiveness and address identified gaps. A determination should be made as to which gaps should be addressed at the Tier I level (in content area classrooms) and which should be addressed through Tier II or Tier III.</li> <li>Implement professional development focused on differentiated instruction, and data analysis.</li> <li>Utilize evidence-based interventions that align with middle and high school students' needs and schedules.</li> <li>Develop a school-wide plan for consistent implementation of MTSS practices across all classrooms.</li> <li>Leverage technology and data systems to support timely identification and intervention for at-risk students and create learning opportunities to enrich advanced students.</li> <li>Determine when, how and by whom Tier II and Tier III interventions should be conducted.</li> </ul>		

By implementing a strong, well-structured multi-tiered support system, middle and high schools can create an educational environment that ensures all students are equipped to achieve academic success and graduate prepared for college and career readiness.

## Who Can Conduct Tier II and Tier III Interventions?

Tier II and/or Tier III interventions can be conducted by many different staff members including but not limited to:

1. **Building interventionist – this could be a teacher not assigned to any other teaching responsibilities.** There are multiple scenarios on how this person might be utilized to best meet the needs of the students and the number of students in each Tier. For example, some schools have content area classroom teachers conduct Tier II interventions while the building interventionist conducts all Tier III interventions. For some schools, depending on the number of students needing tiered intervention, the interventionist may do both Tier II and Tier III interventions. Additionally, some schools have a math interventionist and an ELA interventionist to better support students in their deficit areas.
2. **Content area classroom teachers** – in this scenario, content area teachers would conduct Tier I, Tier II, and Tier III interventions. For this scenario, keep in mind that this may require administrators to ensure that all educators are trained on the MTSS process, trained in conducting the intervention with fidelity, and have the skills needed to fully support foundational skills or EOC standards so that the student will master the needed skills or standards. Additionally, teachers may need extra planning time to accommodate for the additional workload.
3. **Other school personnel** – this may include elective teachers or paraprofessionals who are fully trained to conduct the intervention with fidelity.

## Secondary Student Schedules

The Multi-Tiered System of Supports is a **flexible** framework and provides schools and districts with the opportunity to implement interventions in a way and time that best meets the academic or behavioral needs of the student. Additionally, it provides flexibility to meet student, educator, and school schedules. Below are sample scheduling options for incorporating interventions during a specific time of the day. In Samples 1 and 2, there is a dedicated period for interventions to occur. This will support fidelity to the intervention plan by:

1. Ensuring students know when and where to go for their planned intervention,
2. Enabling teachers to ensure the intervention takes place and is set on their schedules so they can pre-plan for the intervention sessions,
3. Facilitating fidelity checks for the administrators.

In Sample 2, the intervention session occurs daily and has the same benefits as Sample 1 but is for a non-block, 50-minute schedule.

In Sample 3, the intervention session occurs daily and allows for flexibility providing extra time for interventions to occur at the beginning or end of each block. It is recommended that the interventions in this situation are all given at a specific time of the class (i.e. beginning or end of the class). This will

facilitate fidelity checks for administrators. This may require that some students transition to another classroom to receive the appropriate focused intervention in small groups with other students with the same deficit skill(s). For example, one group of students may have the same ELA deficits, but the students are in different content area classes. This will mean that they are provided the opportunity to transition to the classroom of the teacher who will be providing their specific intervention.

Additionally, schools may utilize a compensatory course or a learning strategies course where students are provided interventions.

The school decides how and when to schedule interventions, and it is essential that leadership ensures there are appropriate enrichment or planned activities available for students who are not in Tiers II or III. Reminder: Districts and schools have the flexibility to design intervention processes to meet unique needs.

## Block Schedule

**In Sample 1, Intervention Block occurs every day for 30 minutes.**

A Block	Time	Duration
1st Period	7:50 - 9:20 AM	90 minutes
2nd Period	9:25 - 10:55 AM	90 minutes
Intervention	11:00 - 11:30 AM	30 minutes
3rd Period/Lunch	11:35 - 1:35 PM	2 hours
- 9th Grade Lunch	11:35 - 12:05 PM	30 minutes
- 10th Grade Lunch	12:05 - 12:35 PM	30 minutes
- 11th Grade Lunch	12:35 - 1:05 PM	30 minutes
- 12th Grade Lunch	1:05 - 1:35 PM	30 minutes
4th Period	1:40 - 3:10 PM	90 minutes
Dismissal/Transition	3:10 - 3:30 PM	20 minutes

B Block	Time	Duration
5th Period	7:50 - 9:20 AM	90 minutes
6th Period	9:25 - 10:55 AM	90 minutes
Intervention	11:00 - 11:30 AM	30 minutes
7th Period/Lunch	11:35 - 1:35 PM	2 hours
- 9th Grade Lunch	11:35 - 12:05 PM	30 minutes
- 10th Grade Lunch	12:05 - 12:35 PM	30 minutes
- 11th Grade Lunch	12:35 - 1:05 PM	30 minutes
- 12th Grade Lunch	1:05 - 1:35 PM	30 minutes
8th Period Flex/Study Hall	1:40 - 3:10 PM	90 minutes
Dismissal/Transition	3:10 - 3:30 PM	20 minutes

**Sample 2: Intervention Block occurs every day for 30 minutes.**

Period	Time	Duration
1st Period	7:50 - 8:40 AM	50 minutes
2nd Period	8:45 - 9:35 AM	50 minutes
3rd Period	9:40 - 10:30 AM	50 minutes
Intervention	10:35 - 11:05 AM	30 minutes
4th Period/Lunch	11:10 - 12:40 PM	90 minutes
- 9th Grade Lunch	11:10 - 11:40 AM	30 minutes
- 10th Grade Lunch	11:40 - 12:10 PM	30 minutes
- 11th Grade Lunch	12:10 - 12:40 PM	30 minutes
5th Period	12:45 - 1:35 PM	50 minutes
6th Period	1:40 - 2:30 PM	50 minutes

**Sample 3: Intervention period occurs for 20 minutes within the 100-minute blocks at the end of each period.**

A Block	Time	Duration
1st Period	7:50 - 9:30 AM	100 minutes
2nd Period	9:35 - 11:15 AM	100 minutes
3rd Period/Lunch	11:20 - 1:20 PM	2 hours
- 9th Grade Lunch	11:20 - 11:50 PM	30 minutes
- 10th Grade Lunch	11:50 - 12:20 PM	30 minutes
- 11th Grade Lunch	12:20 - 12:50 PM	30 minutes
- 12th Grade Lunch	12:50 - 1:20 PM	30 minutes
4th Period	1:25 - 3:05 PM	100 minutes
Dismissal/Transition	3:10 - 3:30 PM	20 minutes

B Block	Time	Duration
5th Period	7:50 - 9:30 AM	100 minutes
6th Period	9:35 - 11:15 AM	100 minutes
7th Period/Lunch	11:20 - 1:20 PM	2 hours
- 9th Grade Lunch	11:20 - 11:50 AM	30 minutes
- 10th Grade Lunch	11:50 - 12:20 PM	30 minutes
- 11th Grade Lunch	12:20 - 12:50 PM	30 minutes
- 12th Grade Lunch	12:50 - 1:20 PM	30 minutes
8th Period Flex/Study Hall	1:25 - 3:05 PM	100 minutes
Dismissal/Transition	3:10 - 3:30 PM	20 minutes

**\*The times in the sample schedules should be adjusted to coincide with district guidelines for the start and end of school.**

The Mississippi Public Schools Accountability Standards include several process standards directly related to instructional time and instructional planning time.

[https://www.mdek12.org/sites/default/files/pdf\\_version\\_of\\_ms\\_public\\_accountability\\_2021.pdf](https://www.mdek12.org/sites/default/files/pdf_version_of_ms_public_accountability_2021.pdf)

## Component 4: Universal Screening and Progress Monitoring

Assessments are an ongoing process of collecting, analyzing, and using data to guide educational decisions that enhance learning opportunities for all students. Within a Multi-Tiered System of Supports (MTSS), a comprehensive assessment system includes multiple types of assessments utilized at the classroom, school, district, and state levels. Each assessment must align with its intended purpose and provide valid, reliable data to inform instructional planning and student support decisions. To ensure meaningful use, educators must consider the specific purpose, scope, and limitations of each assessment.

### The Three Key Subcomponents of the MTSS Assessment Process:

- **Universal Screening:** The administration of brief, valid, and reliable measures to identify students at risk for poor learning outcomes in academic, behavioral, and social-emotional domains. Screeners will filter out the students who do and do not need support.
- **Diagnostic Assessment:** Targeted assessments used to identify specific skill deficits and inform individualized instructional planning. Diagnostic assessments provide detailed information on the specific deficit areas with which the student will need support.
- **Progress Monitoring:** Frequent, systematic assessments that track student progress over time to determine the effectiveness of interventions and guide instructional adjustments.

*Note: It is critically important that educators understand the difference between a screener and a diagnostic to better assist in determining the specific needs of students.*

### Challenges and Considerations for Middle and High School Implementation

Universal Screening and Progress Monitoring		
Challenges	Description	Considerations
<b>Educator Training and Understanding</b>	Professional development, Assessment practices	Provide training to educators on universal screening, progress monitoring, and diagnostic tools to enhance data use.
<b>Selection of Appropriate Tools</b>	Screening, Progress monitoring, Diagnostic assessment tools	Identify and implement effective tools suited for middle/high school students; balance multiple assessments without disruption.
<b>General Considerations for Implementation:</b> <ul style="list-style-type: none"><li>• Provide ongoing professional development focused on assessment literacy and data-driven decision-making.</li><li>• Select evidence-based, developmentally appropriate intervention curricula and assessment tools aligned with middle and high school students' needs.</li><li>• Establish efficient assessment schedules to minimize instructional disruption while maximizing data utility.</li><li>• Utilize a data-driven problem-solving process to ensure assessment results are used effectively to support student growth within MTSS.</li></ul>		

By addressing these challenges, schools can develop a cohesive assessment system that drives informed decision-making and enhances student outcomes across all MTSS tiers.



## Component 5: Data-Based Problem Solving and Decision-Making

Data-based decision making is a critical component of the Mississippi Multi-Tiered System of Supports (MTSS), allowing educators to use data effectively to guide instructional planning, intervention implementation, and overall school improvement efforts. This process involves a continuous cycle of analyzing data to enhance policies, procedures, and instructional practices, ensuring that every student's academic, behavioral, and social-emotional needs are met. A well-structured data system supports informed decision-making at all levels, from individual student interventions to whole-school systems improvement.

Effective data utilization requires a comprehensive approach that includes various data sources, such as academic performance records, demographic information, student and parent surveys, classroom observations, program evaluations, and fidelity assessments. These data sources must be accessible, integrated, and used systematically to drive continuous improvement.

**The key subcomponents of data-based decision making within an MTSS framework include:**

- **Accessible and Integrated Data:** Ensuring that relevant academic, behavioral, and social-emotional data are easily accessible, user-friendly, and integrated across systems to support timely and informed decision-making.
- **Educational Decision Making:** Using data to inform instructional practices, intervention strategies, and resource allocation to improve student outcomes.
- **Systems Performance:** Evaluating school-wide and district-wide data to assess the effectiveness of MTSS implementation, guide policy adjustments, and ensure equitable access to support services.

### Challenges and Considerations for Middle and High School Implementation

Data-Based Problem Solving and Decision-Making		
Challenges	Description	Considerations
<b>Student Involvement in Decision-Making</b>	Less than 50% of students receive sufficient information to understand academic progress and expectations.	Establish student data review meetings to involve students in setting academic goals and tracking their progress.
<b>Time Constraints for Data-Driven Decisions</b>	Lack of dedicated time for leadership and content-area teams to analyze data collaboratively.	Allocate dedicated time within the master schedule for data review and collaborative planning among leadership and instructional teams.
<b>Limited Access to Data for Key Stakeholders</b>	Educators often face barriers to accessing critical student data, such as cumbersome data entry processes.	Invest in user-friendly data management platforms that provide timely access to key data points for educators and stakeholders.
<b>Focus on Individual Rather than Systemic Data</b>	Schools often prioritize individual student data and lack processes for analyzing population-level trends.	Develop clear data protocols and benchmarks for decision-making at the student, classroom, and school-wide levels.
<b>Unclear Decision-Making Benchmarks</b>	Lack of clear benchmarks for making key instructional and intervention decisions across student groups.	Promote professional development on data literacy and interpretation to empower educators to use data effectively in instructional planning.

<b>Cohesive Collaboration Across Grade Levels</b>	Large numbers of teachers involved at each grade level make coordination difficult.	Create interdisciplinary teams to foster cross-departmental collaboration and streamline intervention planning.
<b>Lack of Awareness of Previous Interventions</b>	Teachers lack visibility into a student's intervention history, complicating the process of building on previous successes or avoiding ineffective strategies.	Create communication systems that ensure teachers have access to a student's intervention history and progress updates across all tiers of support.

#### General Considerations for Implementation:

- Establish student data review meetings to involve students in setting academic goals and tracking their progress.
- Allocate dedicated time within the master schedule for data review and collaborative planning among leadership and instructional teams.
- Invest in user-friendly data management platforms that provide timely access to key data points for educators and stakeholders.
- Develop clear data protocols and benchmarks for decision-making at the student, classroom, and school-wide levels.
- Promote professional development on data literacy and interpretation to empower educators to use data effectively in instructional planning.
- Create communication systems that ensure teachers have access to a student's intervention history and progress updates across all tiers of support.

## Component 6: Evidence-Based Instruction, Intervention, and Assessment

By implementing a strategic and comprehensive approach to data-based decision making, middle and high schools can ensure that data is used effectively to support continuous improvement and enhance student success within the MTSS framework.

### Challenges and Considerations for Middle and High School Implementation

Evidence-Based Challenges in Instruction, Intervention, and Assessment			
Category	Challenges	Description	Considerations for Addressing the Challenges
Instruction	Lack of teacher training in evidence-based practices (EBPs)	Many educators lack formal training in implementing EBPs, leading to inconsistent application and student outcomes.	Provide ongoing professional development, coaching, and mentoring to support teachers in implementing EBPs effectively.
	Resistance to change	Teachers may be reluctant to adopt new instructional methods due to familiarity with traditional approaches or perceived difficulty.	Foster a culture of collaboration and data-driven decision-making to demonstrate the effectiveness of EBPs.
	Limited instructional resources	Schools may lack access to high-quality, research-backed instructional materials.	Advocate for state and district-level funding for EBP-aligned resources and digital tools.

<b>Intervention</b>	Inadequate implementation fidelity	Inconsistent application of intervention protocols can diminish effectiveness.	Use implementation checklists, regular progress monitoring, and professional learning communities to maintain fidelity.
	Insufficient time for interventions	Educators struggle to find time within the school day to implement interventions with fidelity.	Embed intervention blocks into the daily schedule and use flexible grouping to optimize time.
	Difficulty in differentiating instruction	Teachers may struggle to tailor interventions to diverse student needs.	Utilize universal screening data, formative assessments, and adaptive learning tools to inform instruction.
<b>Assessment</b>	Over-reliance on standardized testing	Standardized tests may not provide a full picture of student learning and progress.	Use a balanced assessment system incorporating formative, summative, and diagnostic assessments.
	Data misinterpretation	Teachers and administrators may struggle to analyze and use assessment data effectively.	Provide professional development on data literacy and decision-making based on assessment results.

#### Sources

1. Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2019). *Learning disabilities: From identification to intervention*. Guilford Press.
2. Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
3. National Center on Intensive Intervention. (2020). *Implementation fidelity: Why it matters and how to improve it*.
4. Wiliam, D. (2018). *Embedded formative assessment*. Solution Tree Press.

<b>Academic Interventions for ELA</b>	
<b>Reading</b>	<p><b>Tier 1:</b> Explicit vocabulary instruction embedded in all content areas.</p> <p><b>Tier 2:</b> Small-group comprehension strategies (e.g., graphic organizers, reciprocal teaching).</p> <p><b>Tier 3:</b> Phonics and decoding support using programs like <a href="#">WWC   Providing Reading Interventions for Students in Grades 4–9</a>, Wilson Reading System. (e.g., multisyllabic decoding skill, fluency-building activities, comprehension-building practices, challenging text exposure and practice)</p>
<b>Writing</b>	<p><b>Tier 1:</b> Incorporate writing across the curriculum using strategies like Collins Writing.</p> <p><b>Tier 2:</b> Targeted workshops on essay structure, grammar, and sentence variety.</p> <p><b>Tier 3:</b> One-on-one writing interventions using digital tools like Writable.</p>
<b>Speaking and Listening</b>	<p><b>Tier 1:</b> Class-wide Socratic seminars and accountable talk practices.</p> <p><b>Tier 2:</b> Structured speaking groups with scaffolds like Speaking Frames.</p> <p><b>Tier 3:</b> Individualized practice with tools like Flip to build confidence.</p>

## Reading and Math Strategies

<b>Reading Strategies</b>	1. Targeted Small Group Instruction:	<ul style="list-style-type: none"> <li>Form small groups based on specific reading needs, focusing on skills such as decoding, comprehension, and fluency.</li> <li>Use differentiated texts that match students' reading levels to ensure engagement and success.</li> </ul>
	2. Explicit Instruction:	<ul style="list-style-type: none"> <li>Implement direct teaching of reading strategies, such as summarizing, questioning, and predicting</li> <li>Model think-aloud(s) to demonstrate how to approach complex texts.</li> </ul>
	3. Use of Graphic Organizers:	<ul style="list-style-type: none"> <li>Use graphic organizers to help students visualize relationships between ideas, aiding comprehension and retention.</li> <li>Encourage students to create their own organizers to enhance understanding of the material.</li> </ul>
	4. Incorporation of Technology:	<ul style="list-style-type: none"> <li>Utilize reading apps and online resources that provide interactive and adaptive reading experiences.</li> <li>Encourage the use of audiobooks and text-to-speech tools to support diverse learning needs.</li> </ul>
	5. Frequent Progress Monitoring:	<ul style="list-style-type: none"> <li>Conduct regular assessments to track student progress and adjust instruction accordingly.</li> <li>Use data to inform instructional decisions and provide targeted interventions.</li> </ul>
<b>Math Strategies</b>	1. Concrete-Representational-Abstract (CRA) Approach:	<ul style="list-style-type: none"> <li>Begin with concrete manipulatives to help students understand mathematical concepts.</li> <li>Progress to representational models (drawings, diagrams) before moving to abstract symbols and equations.</li> </ul>
	2. Math Vocabulary Development:	<ul style="list-style-type: none"> <li>Focus on teaching key mathematical vocabulary explicitly, using visual aids and real-life examples.</li> <li>Encourage students to use new vocabulary in context to reinforce understanding.</li> </ul>
	3. Problem-Solving Strategies:	<ul style="list-style-type: none"> <li>Teach students various problem-solving techniques, such as working backward, drawing diagrams, and breaking problems into smaller parts.</li> <li>Provide opportunities for collaborative problem-solving to enhance peer learning.</li> </ul>
	4. Use of Visual Supports:	<ul style="list-style-type: none"> <li>Incorporate visual aids, such as number lines, charts, and graphs, to support understanding of mathematical concepts.</li> <li>Encourage students to create their own visual representations of problems to aid comprehension.</li> </ul>
	5. Regular Feedback and Reflection:	<ul style="list-style-type: none"> <li>Provide timely and specific feedback on student work to guide improvement.</li> <li>Encourage students to reflect on their problem-solving processes and identify areas for growth.</li> </ul>

By implementing these targeted strategies, educators can effectively support Tier II and Tier III students in reading and math, fostering their academic growth within the MTSS framework.

## Comprehensive Intervention Plans for At-Risk High School Students

The academic focus for delivering interventions to middle and high school students should prioritize deficit skills as the foundation while aligning them with grade-level standards. At the middle and high school levels, there may be two areas of focus for interventions:

1. Building and supporting growth in ELA and mathematics foundational skills
2. Providing support for subject area end-of-course assessments

Here's why both approaches should work together:

### Focus on Deficit Skills First

**Why:** Students struggling in middle and high school often lack foundational skills, such as phonics (decoding and encoding), reading comprehension, math fluency, or critical thinking, which prevent them from mastering grade-level standards (often in multiple subject areas such as science or social studies).

**How:** Identify specific skill gaps through screening and diagnostic assessments and provide targeted interventions (e.g., phonics instruction for struggling readers, fraction concepts for math).

To accurately identify deficit skills, utilize both a screener (which will filter out the students who do and do not need support) and a diagnostic assessment. Although universal screening is not required at the middle and high school levels, it is best practice to utilize them to assist in determining needs for intervention purposes. The diagnostic assessment will provide detailed information on specific deficit areas in which the student needs support. It is important to use results from screeners and diagnostic assessments to help identify the lowest deficit skill. The lowest deficit skill is the point at which an intervention begins because it represents where the breakdown in mastery has occurred.

Universal screeners are used to identify students who may be at risk academically or behaviorally. They are generally quick, low-cost, and age appropriate. Screeners are typically administered to all students two to three times per year.

Diagnostic assessments are used to take a deeper dive into the student's knowledge in a given subject area in order to determine specific deficit areas for intervention.

Keep in mind that the need for intervention is determined by utilizing multiple data points such as classroom grades, attendance, universal screeners, end-of-year MAAP assessments, etc. Determination for intervention should never be based upon only one data point.

## Academic Screeners and Diagnostic Assessments for Middle and High School Students\*

Screener	Diagnostic
<ul style="list-style-type: none"><li>• First step in identifying student needs</li><li>• Given to all students</li><li>• Assists in identifying struggling and accelerated students</li></ul>	<ul style="list-style-type: none"><li>• Second step in determining student needs</li><li>• Given to struggling students as identified through the use of the screener</li><li>• Provide detailed information on specific deficit skills that need intervention</li></ul>

The list of approved screeners for use in Mississippi schools that are appropriate for middle and high school students can be found on our [Universal Screener and Diagnostic Assessment](#) webpage. It is essential to keep in mind that universal screeners also provide important insight into possible Tier I issues that need to be addressed in general education classrooms as opposed to the intervention time. For example, if most students in a classroom are struggling with a particular skill, it would be more efficient to teach and support that skill in the general education classroom rather than having so many students referred for intervention. Keep in mind that students may be struggling in other academic areas such as science, social studies, or other content area courses. Often, it is deficits in behavior or foundational reading or writing skills that cause struggles in these areas. Teacher support teams (TST) should utilize all the data to determine the root cause of the problems the student is experiencing.

Diagnostic assessments are often a part of specific intervention programs and curriculum. Academic diagnostics for middle and high school students are tools that help identify skill gaps and inform targeted interventions. Diagnostic assessments are administered to students after overall screeners and help identify specific deficit skills that should be addressed through the intervention process. These diagnostics assess foundational and grade-level skills in reading, math, and other academic areas. These foundational skills may include phonics, vocabulary, comprehension of literary and informational texts, and fluency, or writing skills such as grammar, sentence structure or coherence in English language arts. Math foundational skills may include basic calculation, problem solving, understanding fractions, place value, decimals, etc. Upon completion, the analysis of the data should provide a path for planning the intervention.

### Bridge to Grade-Level Standards

**Why:** Standards represent the expectations for student achievement, and interventions must help students access the curriculum to meet those expectations.

**How:** Connect interventions to standards by embedding foundational skills into grade-level tasks. For example, a student practicing reading fluency can do so using texts aligned with grade-level science or history content.

#### Integrated Approach

Use a “double-dose” strategy where students receive explicit instruction in deficit skills while participating in scaffolded grade-level instruction.

Example: A student struggling with fractions could receive targeted practice while also engaging with proportional reasoning tasks tied to their grade-level math standards.

### Practical Balance

**Initial Focus:** Address the most critical skill deficits first, as they serve as barriers to success in all content areas.

**Gradual Alignment:** As students improve, incorporate more grade-level tasks to ensure they meet standards and reduce the risk of falling further behind.

This balanced approach ensures students not only catch up on essential skills but also stay on track to graduate with the knowledge and abilities expected of their grade level.

\*The Mississippi Department of Education does not endorse any specific academic or behavior intervention or diagnostic program.

## Mississippi Evidence-Based Academic Interventions

### *Mississippi Evidence-Based Academic Interventions*

The purpose of this list is to provide districts with state-approved, evidence-based interventions that can be used to improve students' deficit areas. This is not intended to be an all-inclusive or exhaustive list. Districts may choose from this list or choose their own evidence-based academic intervention.

Three Key Resources for Information About Intervention Programs		
Source	Link	Description
Evidence for ESSA	<a href="#">Home - Evidence for ESSA</a>	Search for and sort programs by topic, grade band, and a variety of other characteristics.
What Works Clearinghouse	<a href="#">WWC   Find What Works! (ed.gov)</a>	Sorts of programs by categories that include academics, behavior, English Learners, and Path to Graduation.
National Center on Intensive Intervention	<a href="#">Intervention &amp; Assessment Tools: Implementation Tools   NCII (intensiveintervention.org)</a>	Provides tools charts for academic and behavior screening, progress monitoring, and interventions. Sort by subject and grade band.

The following intervention snapshots give an overview of the details that must be included in the Tier II and III supplemental documentation forms. The MDE MTSS Documentation Packet includes specific forms to document all interventions.

## Intervention Plan Snapshots for Middle and High School

Snapshot for High School Student with Decoding Deficit	
Student Profile	<b>Name:</b> Jason Carter <b>***THIS IS AN EXAMPLE*** See Appendix ____ for example MTSS Documentation Packet Form 2A.2</b>
	<b>Grade:</b> 7 <sup>th</sup>
	<b>Deficit Skill:</b> Decoding (multisyllabic words, vowel teams, r-controlled vowels)
	<b>Assessment Data:</b> Below 25th percentile on MAAP and benchmark assessments, classroom grades in content areas, diagnostic assessments indicate deficits in Word Attack and Oral Reading Fluency (ORF)
Tier II Intervention Plan:	<b>Program:</b> REWARDS
	<b>Sessions:</b> 30 min, 4x per week, small group
	<b>Supplemental Instructional Plan:</b> <ul style="list-style-type: none"> <li>• Teach vowel patterns</li> <li>• Teach syllable division rules</li> <li>• Morphological awareness</li> <li>• Understanding Greek and Latin roots, base and affix meanings</li> <li>• Fluency-building with repeated readings</li> </ul>
<b>Progress Monitoring Tool:</b>	DIBELS 8 WRF & ORF
<b>Goal:</b>	Improve decoding accuracy and fluency using decodable texts for taught skills to 90% accuracy
<b>Initial and Week 8 Growth</b> <ul style="list-style-type: none"> <li>• Baseline WRF (Correct Words): 40</li> <li>• Week 8 WRF (Correct Words): 75</li> <li>• Baseline ORF (Words Per Minute): 40 WPM</li> <li>• Week 8 ORF (Words Per Minute): 65 WPM</li> </ul> <b>*Making progress but the TST recommends the student moves to Tier III for increased frequency and more intensive intervention.</b>	



## Snapshot for High School Student with Decoding Deficit

<b>Student Profile</b>	<b>Name:</b> Jason Carter <b>***THIS IS AN EXAMPLE***</b> See Appendix ____ for example MTSS Documentation Packet Form 3B
	<b>Grade:</b> 7 <sup>th</sup>
	<b>Deficit Skill:</b> Decoding (multisyllabic words, vowel teams, r-controlled vowels)
	<b>Assessment Data:</b> Below 25th percentile on MAAP and benchmark assessments, classroom grades in content areas, diagnostic assessments indicate deficits Word Attack/Decoding and Oral Reading Fluency (ORF)
<b>Tier III Intervention Plan:</b>	<b>Program:</b> Example: Wilson Reading System (WRS) – Intensive 1:1
	<b>Sessions:</b> 45 min, 5x per week
	<b>Supplemental Instructional Plan:</b> <ul style="list-style-type: none"> <li>• Phonemic manipulation with Elkonin boxes</li> <li>• Phoneme/Grapheme correspondences</li> <li>• Explicit instruction in vowel patterns</li> <li>• Explicit instruction in Syllable division rules</li> <li>• Decoding practice</li> <li>• Practice reading words in isolation, in sentences, and in passages</li> <li>• Explicit instruction in spelling rules and dictation</li> </ul>
<b>Progress Monitoring Tool:</b>	DIBELS 8 WRF, NWF, & ORF
<b>Goal:</b>	Improve decoding accuracy and fluency using decodable texts for taught skills to 90% accuracy

## Snapshot for High School Student with Mathematics Deficit

<b>Student Profile</b>	<b>Name:</b> Olivia Martinez <b>***THIS IS AN EXAMPLE*** See Appendix ____ for example MTSS Documentation Packet Form 2A.1</b>
	<b>Grade:</b> 10 <sup>th</sup>
	<b>Deficit Skill:</b> Algebraic reasoning (multi-step equations, integer operations)
	<b>Assessment Data:</b> 12th percentile in STAR Math, failed Algebra I, diagnostic assessment indicated deficits in multiple digit multiplication and division calculations and word problems
<b>Tier II Intervention Plan:</b>	<b>Program:</b> Explicit Direct Instruction (EDI)
	<b>Sessions:</b> 30 min, 4x per week, small group
	<b>Supplemental Instructional Plan:</b>
	<ul style="list-style-type: none"> <li>• Explicit instruction in single digit multiplication</li> <li>• Double digit multiplied by single digit instruction</li> <li>• Step-by-step instruction for multiple digit multiplication and division</li> <li>• Instruction in identifying key terms in word problems</li> </ul>
<b>Progress Monitoring Tool:</b>	EasyCBM Algebra & DIBELS M-CBM
<b>Goal:</b>	Increase equation accuracy to 90%
<b>Initial and Week 8 Growth</b> <ul style="list-style-type: none"> <li>• Baseline Equation Accuracy: 40%</li> <li>• Week 8 Equation Accuracy: 65%</li> <li>• Baseline Problem-Solving Score: 2/10</li> <li>• Week 8 Problem-Solving Score: 5.5/10</li> </ul>	
<b>*Making progress but the TST recommends student moves to Tier III for increased frequency and more intensive intervention.</b>	

## Snapshot for High School Student with Mathematics Deficit

<b>Student Profile</b>	<b>Name:</b> Olivia Martinez <b>***THIS IS AN EXAMPLE*** See Appendix ____ for example MTSS Documentation Packet Form 3B</b>
	<b>Grade:</b> 10 <sup>th</sup>
	<b>Deficit Skill:</b> Algebraic reasoning (multi-step equations, integer operations)
	<b>Assessment Data:</b> 12th percentile in STAR Math
<b>Tier III Intervention Plan:</b>	<b>Program:</b>
	<b>Sessions:</b> 45 min, 5x per week
	<b>Supplemental Instructional Plan:</b>
	<ul style="list-style-type: none"> <li>• Explicit instruction in steps for solving equations</li> <li>• Error analysis in equation solving</li> <li>• Explicit instruction in utilizing a number line in visualizing and solving addition and subtraction problems using integers</li> <li>• Guided practice with algebra tiles</li> <li>• Real-world application tasks</li> </ul>
<b>Progress Monitoring Tool:</b>	EasyCBM Algebra & DIBELS M-CAP
<b>Goal:</b>	Improve problem-solving accuracy to 85% in 8 weeks

## Snapshot for Student Failing English 12

<b>Student Profile</b>	<b>Name:</b> Marcus Johnson <b>***THIS IS AN EXAMPLE***</b> See Appendix ____ for example MTSS Documentation Packet Form 2A.1
	<b>Grade:</b> 12 <sup>th</sup>
	<b>Deficit Skill:</b> Literary comprehension (fiction, poetry, drama, nonfiction)
	<b>Assessment Data:</b> Below proficiency in comprehension assessments
<b>Tier II Intervention Plan:</b>	<b>Program:</b> Reciprocal Teaching & Close Reading Strategies
	<b>Sessions:</b> 40 min, 3x per week, small group
	<b>Supplemental Instructional Plan:</b> <ul style="list-style-type: none"> <li>• Literary vocabulary development</li> <li>• Understanding Greek and Latin roots, base, and affix meanings</li> <li>• Comprehension strategies, use of graphic organizers</li> <li>• Guided annotation and discussion</li> <li>• Writing with textual evidence</li> </ul>
<b>Progress Monitoring Tool:</b>	CommonLit & MAAP Benchmarks
<b>Goal:</b>	Improve comprehension to 85% in 8 weeks
<b>Initial and Week 8 Growth</b> <ul style="list-style-type: none"> <li>• Baseline Comprehension Score: 50%</li> <li>• Week 8 Comprehension Score: 65%</li> <li>• Baseline Textual Evidence Score: 1/5</li> <li>• Week 8 Textual Evidence Score: 3/5</li> </ul> <b>*Making progress but recommending for Tier III for increased frequency and more intensive intervention.</b>	

## Snapshot for Student Failing English 12

<b>Student Profile</b>	<b>Name:</b> Marcus Johnson <b>***THIS IS AN EXAMPLE***</b> See Appendix ____ for example MTSS Documentation Packet Form 3B
	<b>Grade:</b> 12 <sup>th</sup>
	<b>Deficit Skill:</b> Literary comprehension (fiction, poetry, drama, nonfiction)
	<b>Assessment Data:</b> Below proficiency in comprehension assessments
<b>Tier II Intervention Plan:</b>	<b>Program:</b> Structured Writing & Socratic Seminars
	<b>Sessions:</b> 50 min, 5x per week, 1:1
	<b>Supplemental Instructional Plan:</b> <ul style="list-style-type: none"> <li>• Graphic organizers for literary analysis</li> <li>• Understanding Greek and Latin roots, base, and affix meanings</li> <li>• Text-based response writing</li> <li>• Critical discussions on theme and symbolism</li> </ul>
<b>Progress Monitoring Tool:</b>	CommonLit & MAAP Benchmarks
<b>Goal:</b>	Improve textual evidence use to level 5 on rubric in 8 weeks

## Snapshot for Student Failing Algebra I

<b>Student Profile</b>	<b>Name:</b> Jayden Williams***THIS IS AN EXAMPLE*** See Appendix ____ for example MTSS Documentation Packet Form 2A.1
	<b>Grade:</b> 9 <sup>th</sup>
	<b>Deficit Skill:</b> Multi-step equations, integer operations, translating word problems
	<b>Assessment Data:</b> Failing quizzes and tests on equations and inequalities - A key component to the success of any intervention is understanding the specific errors Jayden is making on assessments. The error analysis could be enhanced by identifying <i>why</i> Jayden is struggling. For example, if he's making errors on simplifying expressions, is he struggling with understanding the distributive property or combining like terms? Identifying the exact nature of the errors will allow for more targeted interventions. You could also identify common misconceptions that Jayden might have—such as confusing negative signs with subtraction or misunderstanding the concept of inverse operations.
<b>Tier II Intervention Plan:</b>	<b>Program:</b> Concrete-Representational-Abstract (CRA) & Explicit Direct Instruction (EDI)
	<b>Sessions:</b> 40 min, 3x per week, small group
	<b>Supplemental Instructional Plan:</b> <ul style="list-style-type: none"> <li>Explicit instruction in steps for solving equations</li> <li>Multi-step equation solving with guided practice</li> <li>Integer operations with number lines</li> <li>Instruction in identifying key terms in word problems</li> <li>Word problem translation into equations</li> </ul>
<b>Progress Monitoring Tool:</b>	EasyCBM Algebra & DIBELS M-CAP
<b>Goal:</b>	Increase equation accuracy to 80% in 8 weeks
<b>Continued Classroom Supports</b>	It is important for Jayden's content area teacher in mathematics understand his deficit skills so that he/she can explicitly align Jayden's deficit skills with the appropriate grade-level Mississippi College-and Career-Readiness Standards (MCCRS) that are used in the classroom so that appropriate scaffolds can be provided at Tier I. For instance, Jayden's struggles with multi-step equations and integer operations align with <b>A-REI.3</b> (Solve linear equations and inequalities in one variable) and <b>A-SSE.1</b> (Interpret expressions that represent a quantity in terms of its context) for grade 9 Algebra I. Translating word problems can be connected to <b>A-CED.1</b> (Create equations and inequalities in one variable and use them to solve problems). This will clarify the standards he needs to master and help focus Tier I instruction on these key areas.
<b>Initial and Week 8 Growth</b> <ul style="list-style-type: none"> <li>Baseline Equation Accuracy: 40%</li> <li>Week 8 Equation Accuracy: 85%</li> <li>Baseline Word Problem Score: 2/10</li> <li>Week 8 Word Problem Score: 9.5/10</li> </ul>	

## Snapshot for Student Failing Algebra I

<b>Student Profile</b>	<b>Name:</b> Jayden Williams***THIS IS AN EXAMPLE*** See Appendix ____ for example MTSS Documentation Packet Form 3B
	<b>Grade:</b> 9 <sup>th</sup>
	<b>Deficit Skill:</b> Multi-step equations, integer operations, translating word problems
	<b>Assessment Data:</b> Failing quizzes and tests on equations and inequalities, screener data indicted lower 25 <sup>th</sup> percentile for the school, diagnostic assessment indicated deficits in evaluating expressions, simplifying expressions, factoring and solving equations
<b>Tier III Intervention Plan:</b>	<b>Program:</b> Error Analysis & Structured Problem-Solving
	<b>Sessions:</b> 50 min, 5x per week, 1:1
	<b>Supplemental Instructional Plan:</b> Focus Areas: <ul style="list-style-type: none"> <li>Step-by-step support in evaluating expressions, simplifying expressions, and factoring Step-by-step solving strategies with scaffolding</li> <li>Self-correction with structured error analysis</li> <li>Instruction in identifying key terms in word problems</li> <li>Real-world application of algebraic concepts</li> </ul>
<b>Progress Monitoring Tool:</b>	EasyCBM Algebra & DIBELS M-CAP
<b>Goal:</b>	Improve problem-solving accuracy to 85% in 8 weeks

# MTSS Secondary Guidance for Behavior

Category Behavioral Factors	
Behavior	Behavioral and Social/Emotional
<ul style="list-style-type: none"> <li>• <a href="#">Universal Behavior Screener Tools</a></li> <li>• Academic achievement</li> <li>• Attachment to &amp; involvement in school community</li> <li>• Attendance</li> <li>• Following rules</li> <li>• Risky behaviors (alcohol, tobacco, drugs, self-harm, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Assertion</li> <li>• Cooperation</li> <li>• Developmentally appropriate behavior</li> <li>• Empathy</li> <li>• Executive function skills               <ul style="list-style-type: none"> <li>○ Emotional control</li> <li>○ Flexibility</li> <li>○ Goal-directed persistence</li> <li>○ Metacognition</li> <li>○ Organization</li> <li>○ Planning</li> <li>○ Response inhibition</li> <li>○ Task Initiation</li> <li>○ Time management</li> <li>○ Working memory</li> </ul> </li> </ul>

Behavioral, Attendance and Social-Emotional Interventions		
<b>Tier 1:</b>	Schoolwide Positive Behavior Interventions and Supports (PBIS).	<b>Behavioral:</b> <ul style="list-style-type: none"> <li>a. Clear expectations and routines established in the classroom.</li> <li>b. Schoolwide implementation of PBIS with reinforcement systems for positive behavior.</li> <li>c. Use of visual behavior charts and trackers.</li> </ul>
		<b>Social-Emotional:</b> <ul style="list-style-type: none"> <li>a. Regular check-ins to build teacher-student relationships.</li> <li>b. Social-emotional learning (SEL) curricula embedded in instruction.</li> <li>c. Mindfulness activities, such as deep breathing or journaling exercises.</li> </ul> <a href="#">K-12 SEL Resource Guide</a>

		<b>Attendance:</b> <ul style="list-style-type: none"> <li>a. Daily attendance tracking with immediate follow-up on absences.</li> <li>b. Positive reinforcement for consistent attendance, such as recognition programs.</li> <li>c. Schoolwide attendance campaigns to promote awareness and engagement.</li> </ul>
<b>Tier 2:</b>	Provides targeted interventions for students identified as at-risk based on screening data and progress monitoring.	<b>Behavioral:</b> <ul style="list-style-type: none"> <li>a. Check-In/Check-Out (CICO) systems with daily feedback.</li> <li>b. Small-group social skills training sessions using role-playing and modeling.</li> <li>c. Behavior contracts with specific, measurable goals.</li> </ul>
		<b>Social-Emotional:</b> <ul style="list-style-type: none"> <li>a. Group counseling sessions addressing coping strategies or conflict resolution.</li> <li>b. Mindfulness or stress management workshops.</li> <li>c. Peer-led groups for building empathy and collaboration.</li> </ul>
		<b>Attendance:</b> <ul style="list-style-type: none"> <li>a. Attendance intervention plans developed with students and families.</li> <li>b. Weekly attendance monitoring with targeted follow-up calls or home visits.</li> <li>c. Incentive-based programs, such as attendance challenges or privileges.</li> </ul>
<b>Tier 3:</b>	Provides intensive, individualized interventions for students who demonstrate significant and persistent challenges despite Tier II support.	<b>Behavioral:</b> <ul style="list-style-type: none"> <li>a. Functional Behavior Assessment (FBA) to develop Behavior Intervention Plan (BIP).</li> <li>b. Mentoring programs pairing students with trusted adults.</li> <li>c. Daily behavior tracking with immediate feedback and reinforcement.</li> </ul>
		<b>Social-Emotional:</b> <ul style="list-style-type: none"> <li>a. Individual counseling sessions.</li> <li>b. Crisis intervention plans tailored to the student's needs.</li> <li>c. Intensive SEL skill-building activities tailored to specific deficits.</li> </ul>
		<b>Attendance:</b> <ul style="list-style-type: none"> <li>a. Individualized attendance improvement plans with actionable goals.</li> <li>b. Daily check-ins with a mentor or trusted staff member.</li> <li>c. Collaboration with community resources, such as social services, to address barriers to attendance.</li> </ul>

## MTSS Attendance Guidance Document

The MTSS framework for attendance is structured around three tiers, each with specific interventions and support mechanisms tailored to meet the diverse needs of our student population.

## MTSS Model for Behavior

The MTSS Model for Behavior is structured around three tiers, each with specific interventions and support tailored to meet the diverse needs of students.

Snapshot for High School Student with Attendance Concerns	
Student Profile	<b>Name:</b> Mathew Mayes <b>***THIS IS AN EXAMPLE*** See Appendix ____ for example MTSS Documentation Packet Form 2A.2</b>
	<b>Grade:</b> 10 <sup>th</sup>
	<b>Deficit Skill:</b> Attendance
	<b>Attendance Data:</b> <ul style="list-style-type: none"> <li>32% absenteeism rate (missed 18 out of 56 days)</li> <li>Frequent tardies (10+ per quarter)</li> <li>Parent reports transportation challenges and inconsistent sleep schedule</li> <li>Teachers report disengagement in class and missing assignments</li> </ul>
Tier II Intervention Plan:	<b>Program:</b> Check & Connect Mentoring
	<b>Sessions:</b> <ul style="list-style-type: none"> <li>Daily morning check-ins with assigned mentor</li> <li>Weekly progress monitoring with counselor</li> <li>Parent communication every two weeks</li> </ul>
	<b>Supplemental Instructional Plan:</b> <ul style="list-style-type: none"> <li>Establish morning routine checklist and set consistent wake-up time</li> <li>Develop an attendance contract with student, parent, and school staff</li> <li>Connect family with transportation resources</li> <li>Provide make-up work support and study hall access</li> </ul>
Progress Monitoring Tool:	<ul style="list-style-type: none"> <li>Attendance records (daily tracking)</li> <li>Check-in logs with mentor</li> <li>Teacher feedback on engagement</li> </ul>
Goal:	Increase attendance rate to 90% and reduce unexcused absences by 50% over 8 weeks
<b>Initial and Week 8 Growth</b>  <b>Baseline Attendance Rate:</b> 68% (18 absences in 56 days) <b>Week 8 Attendance Rate:</b> 85% (4 absences in 20 days)  Baseline Tardies: 10 per quarter Week 8 Tardies: 3 per quarter  <b>* Making progress, but the TST recommends continued Tier II support with increased parental involvement and additional academic engagement strategies.</b>	



## Snapshot for High School Student with Attendance Concerns

<b>Student Profile</b>	<b>Name:</b> Mathew Mayes <b>***THIS IS AN EXAMPLE***</b> See Appendix ____ for example MTSS Documentation Packet Form 3B
	<b>Grade:</b> 10 <sup>th</sup>
	<b>Deficit Skill:</b> Severe Chronic Absenteeism
	<b>Attendance Data:</b> <ul style="list-style-type: none"> <li>• 52% absenteeism rate (missed 30 out of 58 days)</li> <li>• Multiple unexcused absences despite prior interventions</li> <li>• Frequent class skipping when present</li> <li>• Reports of low motivation, family conflict, and lack of transportation</li> <li>• Failing multiple courses due to incomplete/missing assignments</li> </ul>
<b>Tier III Intervention Plan:</b>	<b>Program:</b> Intensive Attendance Support & Wraparound Services/ FBA and BIP <b>Sessions:</b> <ul style="list-style-type: none"> <li>• <b>Daily</b> check-ins with school social worker or interventionist</li> <li>• <b>Bi-weekly</b> attendance review meetings with student, parent, and administrator</li> <li>• <b>Weekly</b> home visits or family support calls (as needed)</li> </ul>
	<b>Supplemental Instructional Plan:</b> <ul style="list-style-type: none"> <li>• Develop a personalized success plan with credit recovery options</li> <li>• Assign a school-based mentor for academic and social-emotional support</li> <li>• Connect student with community resources (transportation assistance, counseling, job readiness programs)</li> <li>• Implement attendance contract with district-level involvement if necessary</li> <li>• Engage student in extracurricular activities or career pathway exploration to improve school engagement</li> </ul>
<b>Progress Monitoring Tool:</b>	<ul style="list-style-type: none"> <li>• Daily attendance tracking</li> <li>• Check-in logs with interventionist and social worker</li> <li>• Teacher reports on engagement and academic progress</li> </ul>
<b>Goal:</b>	Improve attendance rate to <b>80%</b> and reduce unexcused absences by <b>50%</b> over 8 weeks, with increased engagement in school activities
<b>Initial and Week 8 Growth</b> <b>Baseline Attendance Rate:</b> 48% (30 absences in 58 days) <b>Week 8 Attendance Rate:</b> 72% (6 absences in 22 days) <b>Baseline Class Skipping:</b> Skipping at least 2 periods per day <b>Week 8 Class Skipping:</b> Reduced to 1-2 times per week <b>Some improvements are noted, but the student is still struggling. The TST recommends continued Tier III support with increased family intervention.</b>	

# Addressing Alternative School Academic and Behavior Interventions

When a student that is already placed in alternative school automatically populates on the MSIS intervention screen, the home school will notify the alternative school immediately. The home school should complete the data on the intervention screen and document that the alternative school will provide the interventions.

When a student is placed in the alternative school but was referred to TST at the home school prior to placement, the alternative school TST should provide assistance as outlined by the home school TST. The home school should document that the alternative school will provide the interventions.

When a student is NOT referred by the home school TST but is referred by the alternative school TST, the home school TST should provide assistance outlined by the alternative school TST upon the student's return.

# Glossary of Terms for MTSS Implementation in Secondary Schools

## A

- **Accessible and Integrated Data** – A system that ensures academic, behavioral, and social-emotional data are readily available, user-friendly, and integrated across platforms to support timely decision-making.
- **Academic Outcomes** – The measurable knowledge and skills students gain through instruction and intervention ensuring progress toward grade-level standards and graduation requirements.
- **Assessment** – The process of gathering data to inform instruction, interventions, and educational decision-making. Assessments within MTSS include universal screening, progress monitoring, diagnostic assessments, and systems evaluations.

## B

- **Behavioral Supports** – Interventions and strategies designed to improve student behavior, promote positive relationships, and foster a safe and supportive learning environment.
- **Benchmark** – A standard or point of reference used to measure student progress and determine intervention needs within MTSS.

## C

- **Collaborative Linked Teams** – Interdisciplinary teams of educators who work together to analyze data, coordinate interventions, and monitor student progress across academic, behavioral, and social-emotional domains.

## D

- **Data-Based Decision Making** – The systematic use of multiple data sources to guide instruction, interventions, and school improvement efforts. This includes analyzing student performance data to adjust supports and enhance educational outcomes.
- **Diagnostic Assessment** – A targeted evaluation used to identify specific student learning needs and inform individualized intervention plans.
- **District Mission, Vision, Policies, and Procedures** – The guiding principles and structures that ensure MTSS implementation is aligned with district-wide goals and equity-focused practices.

## E

- **Early Warning System (EWS)** – A data-driven system designed to identify students at risk of academic failure, disengagement, or dropping out, allowing for proactive intervention.
- **Educator Core Beliefs** – The shared values and mindsets among educators that shape expectations for student success and drive the implementation of equitable instructional practices.
- **Educational Decision Making** – The process of using data, educator expertise, and research-based strategies to determine the best course of action for student instruction and intervention.

## F

- **Family and Community Engagement** – The collaboration between schools, families, and community stakeholders to support student learning and development through active, reciprocal partnerships.
- **Fidelity of Implementation** – The degree to which MTSS practices, interventions, and instructional strategies are delivered as intended to ensure effectiveness.

## I

- **Infrastructure for Continuous Improvement** – The foundational structures (physical, procedural, and relational) that support the effective and sustained implementation of MTSS across schools and districts.
- **Intervention** – Additional instructional or behavioral support provided to students based on their specific needs. Interventions are categorized within MTSS as Tier 2 (supplemental) and Tier 3 (intensive).

## L

- **Leadership** – The individuals responsible for guiding MTSS implementation, ensuring alignment with school and district goals, and fostering a culture of collaboration and continuous improvement.

## M

- **Mississippi Multi-Tiered System of Supports (MTSS)** – A statewide framework that provides a tiered system of academic, behavioral, and social-emotional supports to ensure all students achieve success.

## P

- **Professional Learning** – Ongoing, job-embedded training and development opportunities for educators to build capacity in MTSS implementation, data analysis, and evidence-based instructional practices.
- **Progress Monitoring** – The process of regularly assessing student performance to determine the effectiveness of interventions and adjust supports as needed.

## S

- **School Climate** – The overall environment of a school, including relationships, safety, and inclusivity, which impacts student engagement, behavior, and academic success.
- **Self-Evaluation of MTSS Implementation (SEMI-DLT & SEMI-SLT9+)** – Tools used by district and school leadership teams to assess MTSS implementation, identify strengths and gaps, and prioritize areas for improvement.
- **Social-Emotional Learning (SEL)** – The development of skills that help students manage emotions, build positive relationships, and make responsible decisions integrated into the MTSS framework.
- **Standards-Based Instruction** – Instruction aligned with academic standards that ensures all students receive high-quality, rigorous learning experiences.
- **Student Voice and Ownership** – The inclusion of students in decision-making processes regarding their learning, progress, and school improvement initiatives.
- **Systems Evaluation** – The process of reviewing school-wide MTSS implementation to determine effectiveness and identify areas for growth.

## T

- **Tiered Supports (Tier 1, Tier 2, Tier 3)** –
  - **Tier 1 (Core):** Universal, high-quality instruction and supports provided to all students.
  - **Tier 2 (Supplemental):** Targeted interventions for students who require additional academic or behavioral support beyond core instruction.
  - **Tier 3 (Intensive):** Individualized, high-intensity interventions for students with significant needs, including those with and without an Individualized Education Plan (IEP).

## U

- **Universal Screening** – Brief assessments conducted with all students to identify those who may need additional academic, behavioral, or social-emotional support

# Appendix



# Self-Evaluation Tool for Implementing Evidence-based Interventions

Adapted from SELF-STUDY GUIDE FOR IMPLEMENTING LITERACY INTERVENTIONS IN GRADES 3-8 from REL Southeast at Florida State University and REL Southeast Improving Literacy Research Alliance Members September 2016. [Self-Study Guide for Implementing Literacy Interventions](#) provides research citations and quotes from studies to support the selection of interventions. [Self-Study Guide for Implementing High School Academic Interventions](#) is also available for secondary literacy and math.

## Introduction

This tool is intended to help school-based personnel conduct a self-evaluation for planning and implementing appropriate interventions.

The self-evaluation tool for implementing appropriate interventions will be most effective if each school's current situation and needs are considered. Prior to completing the self-evaluation tool, a team of personnel at the school might consider current academic intervention needs and practices. This team may consist of teachers, interventionists, administrators, and staff (for example, lead teachers, instructional coaches, MTSS coordinators, and counselors). As the team completes the tool, the following overarching questions may be beneficial in determining how interventions are being carried out and what changes may be needed:

- What is the need for academic interventions at my school?
- How are my students performing, and how many need to be served?
- In what components of content area literacy or math are my students struggling?
- How will we determine which students are served through academic interventions?
- Will additional adults (volunteers, college-age students) enter the classroom to assist the teacher in differentiating instruction in small groups?
- Will students be pulled out of their classroom to receive intervention?
- How many minutes each day, days per week, and weeks per year will students receive intervention?
- What challenges will be encountered when delivering evidence-based academic interventions, and how can these challenges be overcome?
- Who will be providing the interventions to the students?
- Will teachers be provided with an evidence-based program to utilize for intervention purposes?
- How will teachers be trained on how to identify and utilize an appropriate intervention?

## **Purpose**

The purpose of the self-evaluation tool is to help districts and schools:

- Gather baseline information to use in developing an implementation plan for literacy or math interventions.
- Prioritize their needs as they develop their implementation plans.
- Gather progress-monitoring information for continuous improvement.
- Evaluate the implementation of academic interventions.

## **Role of Facilitator**

The self-evaluation tool was designed to promote reflection about current strengths and challenges in planning and implementation, spark conversations among staff, and identify areas for improvement. Use of this guide for school-level self-evaluation will take three to five hours and may need to be spread out over several work sessions or PLCs. It may be helpful to elicit input from participating teachers and others who deliver academic interventions, in addition to instructional coaches and school-based administrators. The self-evaluation tool works best if a dedicated facilitator leads the process for members of the self-evaluation team. The facilitator should be knowledgeable in best academic intervention practices as well as in intervention policies, procedures, and implementation and should review the evaluation tool in detail before the self-evaluation begins. The facilitator should also collect relevant data and possible sources of evidence before convening a meeting. The facilitator should be a careful listener and able to lead and structure discussions around collected evidence and decision-making processes.

## **Components**

### **Scoring Guide**

The Scoring Guide includes guiding questions and potential sources of evidence to support schools in reviewing school-based planning and implementation of interventions. The Scoring Guide is tied to school actions and uses a four-point scale to assess the current status of implementation. The content of the Scoring Guide is based on eight areas:

- Student selection
- Assessment selection and data use
- Content and instruction
- Instructional time
- Interventionist or teacher selection
- Professional development and ongoing support
- Communication
- Intervention or classroom environment

### Implementation Consensus Rating Form

After the Scoring Guide is completed, the facilitator guides the self-evaluation team through a consensus rating process. The team uses the Implementation Consensus Rating Form to reach agreement on the current status of implementation in the school and on planning the next steps. The most important part of this process for schools is the discussion that goes into consensus rating. The scores on the Implementation Consensus Rating Form should reflect this facilitated discussion.

### Planning Next Steps Form

The Planning Next Steps Form is used to prioritize the areas based on the strength of evidence and importance for success as described in the literature. The self-evaluation team should review the consensus ratings showing a need to develop or improve, identify **two or three top priorities** from the eight areas for action planning, record the priority areas, complete a detailed plan for next steps and activities, and note any potential challenges.



# Steps to complete the Scoring Guide

Implementation Consensus Rating Form, and Planning Next Steps Form

Recruit five to seven members who will make up the self-evaluation team and convene a meeting to complete the self-evaluation process. Select a dedicated and knowledgeable facilitator. Then recruit teachers from various content areas and grade levels, interventionists, administrators knowledgeable in literacy or math interventions and implementation to complete the team.
Present an overview of the self-evaluation process to all team members, including a review of relevant data and possible sources of evidence collected by the facilitator. [Activity length: 30 minutes]
Have each team member individually review the content of the Scoring Guide for each specific area that will be rated. [Activity length: 20 minutes]
Discuss any questions asked during the review. Questions should be answered by the facilitator after the overview and document review. [Activity length: 20 minutes]
Have each team member rate each area individually using the full Scoring Guide, including a review of relevant data or possible sources of evidence provided by the facilitator. Each team member should rate each area independently to allow each person's voice to be heard. [Activity length: 60 minutes]
<p>Vote as a group to reach consensus. There are several steps to consensus voting [Activity length: 90 minutes]:</p> <ul style="list-style-type: none"> <li>• <b>Vote.</b> Ask each team member to provide a numerical ranking (1–4) for each of the eight areas.</li> <li>• <b>Identify frequency.</b> Identify the most frequent number (if three team members vote 3, five vote 2, and two vote 1, the most frequent number that team members voted is 2).</li> <li>• <b>Discuss the rationale of the high frequency number.</b> Ask a team member who selected the high frequency number to talk about what motivated that vote.</li> <li>• <b>Discuss the rationale of lower frequency numbers.</b> Ask other team members to talk about why they voted in a particular way.</li> <li>• <b>Vote.</b> Use numeric voting a second time. Team members may change their votes based on the discussion.</li> <li>• <b>Record rating.</b> If there is consensus (typically determined by majority vote), record the high frequency number on the Implementation Consensus Rating Form. If consensus is not reached (there is no high frequency number), continue discussing and voting until consensus is reached.</li> <li>• <b>Continue across all areas.</b> Repeat this process for each area.</li> </ul>
Discuss and record initial team thoughts on priorities, next steps, and activities on the Implementation Consensus Rating Form. [Activity length: 20 minutes]
Complete the Planning Next Steps Form by leading a discussion with the group about the priorities for action, based on the strength of research on implementation. The facilitator will next lead a discussion for the development of a detailed implementation plan for next steps and activities that are most urgent and actionable. Finally, the facilitator will lead a discussion to capture potential challenges to the plan. [Activity length: 60 minutes]

# Self-Evaluation Implementation Team

Facilitator	
Team Member	
Team Member	
Team Member	
Team Member	
Team Member	
Team Member	
Team Member	

# Self-Evaluation Guide

Circle the rating that best describes your programs' implementation progress for each item:

- 1 = Important, but not feasible now
- 2 = Area to develop or improve
- 3 = Partially in place, under development
- 4 = Already in place

## Scoring Guide Area 1: Student Selection

A plan is developed and implemented to identify and serve struggling students with timely academic interventions.

<b>1.1</b> A plan is developed and implemented for timely identification of students who are at risk or failing to meet grade-level academic expectations.	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> </div>
Possible sources of evidence	Guiding Questions
Course mastery, attendance, overall classroom performance (Information that students must meet to be promoted to the next grade.)	Are students with literacy or math intervention needs identified early (close to the beginning of the school year) through teacher referrals, previous grades, or existing assessment data?
School schedule for administering universal screeners	Who ensures that all students with potential risks have been identified?
Documentation of student grades in academic courses and prior assessment scores	Who administers literacy or math progress monitoring assessments and universal screeners?
Documentation of assessment and other criteria used to identify students' academic skills (including attendance and prior grade retention)	Does the school have an established standard score/level for considering students at risk or in need of intervention? Is there a more efficient way to identify students who are at risk?

<b>1.2</b> A schedule is created and implemented to ensure that struggling students receive academic interventions in a timely manner.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Possible sources of evidence</b>	<b>Guiding Questions</b>			
Intervention schedule that provides allotted time for additional resources	Does the intervention schedule allow additional time as needed for students who are significantly below grade level (before school, after school, winter break, spring break, summer break)?			
Intervention implementation timeline; school master schedule	Does the school master schedule indicate who will deliver interventions, during what times, in what location, for which student, and in what size of group?			
Intervention course schedule for individuals who will be delivering literacy or math interventions	Is student performance in prior literacy or math interventions considered during intervention placement?			
Intervention course schedule for students eligible to receive literacy or math interventions	Does the master schedule allow for students who may need multiple services (e.g., EL Services, dyslexia therapy, special education services, gifted)?			

# Scoring Guide Area 2:

## Assessment Selection and Data Use

Valid and reliable standardized academic assessments are selected and used to determine the need for literacy intervention in the domains of word knowledge (the ability to read and write words and understand their structure and multiple meanings) and text comprehension. Text comprehension involves understanding the discourse of text as well as the ability to engage in text-dependent writing. Assessments are also selected and utilized, if necessary, to determine the need for intervention in foundational reading skills, including phonics and word recognition.

Valid and reliable standardized academic assessments are selected and used to determine the need for math interventions in word problems, vocabulary, basic math skills, and multi-step questions.

These assessments are to be aligned with instructional content to track a student's response to intervention and inform intervention placement, focus, duration, and intensity. In addition, inventories to determine students' motivation and engagement in learning are administered to guide the teacher in providing students with meaningful learning opportunities.

<p><b>2.1</b> Valid and reliable standardized literacy assessments are selected and used to determine the need for literacy intervention. Literacy assessments should include measures of embedded vocabulary and comprehension. For students below grade level, assessments should include measures of potential instructional needs in phonics and word recognition, including multisyllabic words. Valid and reliable standardized academic assessments are selected and used to determine the need for math interventions in word problems, vocabulary, basic math skills, and multi-step questions.</p>	<div>1234</div>
Possible sources of evidence	Guiding Questions
All available data for student progress	Does the school have a list of additional acceptable data points to consider when determining the need for math interventions?
Documentation of assessments used to identify student's word knowledge and text comprehension skills	What are the eligibility requirements for receiving literacy interventions?
Documentation of assessments identified to determine the need for intervention in foundational reading skills, including phonics and word recognition	How does the school determine which level of support eligible students will receive through interventions?
Universal Screener data and language screener/placement test if applicable	Are students being screened in their native language or English?
Documentation of assessments used to identify the need for math interventions in areas of word problems, vocabulary, basic math skills, and multi-step questions.	Does the school have a list of additional data points to consider when determining the need for reading/math interventions?

<b>2.2</b> Formative assessments that align with instructional goals are used to monitor student response to intervention through MTSS.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Possible sources of evidence</b>	<b>Guiding Questions</b>			
Review all available data sources	How are embedded assessment data used to group students for intervention and how are they used to decide the focus, length, and intensity of interventions?			
Decision making should be taking place in teacher support team meetings. Review individual intervention plans for students.	<p>Are the individuals delivering interventions given support in making instructional and grouping decisions for students receiving interventions?</p> <p>Who provides this support?</p>			

<b>2.3</b> Data are used by teachers and students to set goals, adjust instructional practices, and guide the selection of intervention materials in order to enhance student-centered learning, improve student's motivation, and increase student engagement.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Possible sources of evidence</b>	<b>Guiding Questions</b>			
Teacher Support Team should come together to make decisions for appropriate interventions and materials to be utilized.	How are intervention materials and topics of study determined?			
Results of formative assessments, including embedded assessments	What is the variety of data available to teachers, parents, and students?			
Progress monitoring reports, formative assessments, and informal feedback and conversations	What informational feedback is available and provided to students?			

# Scoring Guide Area 3: Content and Instruction

The design of the curriculum and the plan for instruction and interventions reflect instructional practices that have been shown evidence to support gains in student achievement.

<b>3.1</b> Criteria for selecting and using programs and interventions that have been shown to have a positive effect on student achievement are used.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Possible sources of evidence</b>	<b>Guiding Questions</b>			
Review of criteria for selecting the most effective intervention programs and curricula.	Have criteria been developed to select programs and materials for use with students receiving interventions that match the deficit area?			
Documentation of program use	Are all components of selected programs available in their entirety to ensure that each intervention is delivered the way it was intended to be delivered (with fidelity)?			
Professional development records	Has professional development been provided to individuals delivering interventions to support effective use of selected intervention programs and curricula?			
Record of intervention programs and curricula that are currently available at the school.	Are the programs and curricula kept in a central location that is accessible to all teachers administering the interventions?			

<b>3.2</b> A plan is developed and implemented for academic interventions that reflects instructional practices with evidence shown to increase student achievement.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Possible sources of evidence</b>	<b>Guiding Questions</b>			
Professional development plans for individuals delivering interventions, including instructional materials, an instructional schedule that maximizes instructional time, and instructional practices with evidence shown to affect gains in student achievement.	What is the process for selecting an academic interventionist at the school who has demonstrated effective instructional practices resulting in student growth especially for students working below grade level?			
Instructional plans for interventions	Does the plan for literacy interventions reflect instructional practices with evidence shown to increase student achievement such as: academic language development, explicit vocabulary instruction, academic discussion, direct and explicit instruction in comprehension strategies, background knowledge development, focus on building depth of word knowledge cooperative learning, and feedback?			

Interviews with instructional coaches, administrators, and educators who implement interventions	For students below grade level, with interrupted formal education or with limited English proficiency, does instruction include explicit instruction in phonemic awareness and the alphabetic principle, reading for meaning, and practice in fluent reading and writing as needed?
Teacher Support Team intervention planning meetings	Who facilitates the development of instructional plans that are informed by student assessment data?
Professional development attendance records and evaluations	Do fidelity observations help verify the implementation and support of effective instructional practices (for example, observations of adherence to program components delivered with quality)? Does the school have a plan in place for observing and providing feedback for intervention fidelity checks (who will conduct them, how will they be conducted, etc.)?
Lesson plans, intervention plans	For students below grade level, does instruction include explicit instruction in math vocabulary, basic math skills, and multi-step directions as needed?

## Scoring Guide Area 4: Instructional Time

The school schedule has allocated sufficient and consistent instructional time to facilitate literacy and math interventions and meet students' instructional needs.

<b>4.1</b> The school has established a schedule that maximizes instructional time for academic interventions through various formats such as standalone courses, pull-out or push-in intervention groups, integration of intervention strategies in content area courses.	<b>1</b> <b>2</b> <b>3</b> <b>4</b>
<b>Possible sources of evidence</b>	<b>Guiding Questions</b>
School master schedule (includes intervention and course schedules). Interviews with teachers, instructional coaches, guidance counselors, administrators, and staff to determine best schedules for interventions	How does the school schedule provide time for academic interventions above and beyond the minimum or required time already allocated to academic instruction?
Schedule/list of opportunities for intervention available time.	Does the length of time dedicated to academic interventions offer enough intensity and duration for academic growth?



<b>4.2</b> The school has established a schedule that delivers academic interventions with the appropriate frequency, consistency, and duration to meet students' instructional needs.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Possible sources of evidence</b>	<b>Guiding Questions</b>			
School master schedule (includes intervention and course schedules).	According to the master schedule, how many days per week and minutes per day will students receive academic interventions?			
Review of student academic, attendance, and behavior data.	According to diagnostic assessment data, are students receiving enough intervention time to meet their needs?			

## Scoring Guide Area 5: Interventionist or Teacher Selection

A plan is developed and implemented to identify or hire, develop, and retain the best possible individuals to deliver academic interventions for struggling students.

<b>5.1</b> A plan is developed and implemented to identify or hire school faculty and staff who will deliver academic interventions to students daily or nearly daily in small groups. The individuals delivering interventions should be able to teach academic skills in an engaging manner to students during classroom intervention or content area instruction.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Possible sources of evidence</b>	<b>Guiding Questions</b>			
Schedules for school faculty and staff (may include content area teachers, instructional coaches, paraprofessionals or instructional assistants, other school staff).	How many school faculty and staff who have demonstrated success in teaching literacy or math skills to students with skill deficits are available to deliver interventions daily or nearly daily in small group?			
Documentation of hiring, training, and work hours of individuals identified to deliver interventions.	How many school faculty and staff can be identified who have the ability to be trained to implement effective academic interventions?			
Student data documenting the effectiveness of interventionists	Do the school faculty and staff selected to deliver interventions have consistent blocks of time in their daily schedule that enable them to work with one or more intervention groups daily or nearly daily? Can schedules be adjusted to allow them to consistently serve intervention groups?			

<p><b>5.2</b> A plan is developed and implemented to identify available community volunteers (high school or college students, pre-service teachers, mentors, retired teachers, parents, grandparents) and staff members (librarian, music teacher, PE teacher, etc.) who can deliver literacy or math interventions to students daily or nearly daily in small groups.</p>	<p><b>1</b>                      <b>2</b>                      <b>3</b>                      <b>4</b></p>
<p><b>Possible sources of evidence</b></p>	<p><b>Guiding Questions</b></p>
<p>Documentation of current community volunteers and staff members</p>	<p>Does the school recruit, train, and use community volunteers or staff members to reduce group sizes for implementing academic interventions?</p>
<p>Schedule of availability for each well-trained community volunteer or staff member</p>	<p>Do the current or prospective community volunteers or staff members have a schedule that enables them to frequently and consistently work with the same intervention groups?</p>
<p>Documentation of fidelity and integrity checks</p>	<p>Who is providing ongoing support and monitoring of interventionists teaching?</p>
<p>Documentation of partnerships with local or national organizations, agencies, and nonprofit groups.</p>	<p>Is there a designated school administrator or member of the leadership team assigned to coordinate volunteers and staff members for supporting interventions?</p>

# Scoring Guide Area 6:

## Professional Development and Ongoing Support

A plan is developed and implemented to provide professional development and ongoing support to schools. Although universal screening is not required at the middle and high school levels, it is best practice to utilize them to assist in determining needs for intervention purposes.

<b>6.1</b> A plan is developed and implemented to provide for individuals delivering academic interventions and strategy instruction for content area teachers.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Possible sources of evidence</b>	<b>Guiding Questions</b>			
Professional development schedule and training agenda	Who provides training in evidence-based academic intervention strategies for educators delivering initial academic instruction?			
Professional development training materials	What follow-up and other professional development opportunities are offered and when?			
Professional learning community schedules and agenda	When do individuals delivering academic interventions receive initial training?			
<b>6.2</b> A plan is developed and implemented to conduct ongoing observations of and provide feedback and support to individuals delivering academic interventions.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Possible sources of evidence</b>	<b>Guiding Questions</b>			
Academic interventions observation plan	Has a timeline agreed on by teachers and school leaders been developed for teacher implementation of instructional practices modeled during professional development?			
Academic interventions fidelity checklist or rubric	Does the school use rubrics or checklists to conduct ongoing fidelity observations of individuals delivering interventions? How often?			
Interviews with school faculty and staff responsible for organizing the implementation of academic interventions	Do observations of intervention sessions inform school leaders about the kinds of support and feedback to provide to individuals delivering intervention?			

# Scoring Guide Area 7: Communication

A plan is developed and implemented to facilitate effective communication and collaboration among administrators, instructional coaches, classroom teachers, interventionists, parents, and guidance counselors to ensure that each student's instructional needs are met.

7.1 A plan is developed and implemented for communication and collaboration that will ensure successful startup of academic interventions.	1	2	3	4
Possible sources of evidence	Guiding Questions			
Documentation of faculty and staff roles and responsibilities.	What connections have been made with educators who served students in previous years?			
Interviews with administrators and leadership (for example, instructional coaches, MTSS leaders, special education teachers, guidance counselors, content area teachers).	How are parents informed when a student is deemed eligible to receive academic interventions?			
Meeting notes from academic intervention planning meetings.	How does communication between instructors and interventionists during the school day with those delivering interventions ensure alignment of instruction?			
Communication tools available in multiple languages	Are letters of communication available in multiple languages as needed by parents of ELs or former ELs.			

7.2 A plan is developed that enables teachers, those delivering interventions, and parents to collaborate regularly regarding students' growth in targeted skill areas.	1	2	3	4
Possible sources of evidence	Guiding Questions			
Interviews with classroom teachers	Do teachers understand the intervention goals and progress for each student?			
Interviews with individuals delivering interventions	What types of student work and data collected during intervention sessions are shared with classroom teachers and parents?			
Schedule of collaborative meetings between teachers and individuals implementing interventions.	Are parents provided with resources to continue to support and build academic skills in students while at home?			
Schedule of conferences with parents.	What types of student work and data collected during classroom instruction are shared with individuals delivering interventions?			
Documentation of teacher support team meetings	How is information from classroom teachers used by interventionists?			

# Scoring Guide Area 8:

## Intervention or Classroom Environment

A healthy and safe learning environment is established that is conducive to student engagement, student productivity, and intensive academic instruction.

8.1 A plan is developed and implemented to ensure a healthy and safe learning environment.	1	2	3	4
Possible sources of evidence	Guiding Questions			
Documentation of school criteria for instructional environments	Have criteria been developed to select instructional environments for intervention that will provide a healthy and safe learning environment in which distractions are minimized?			
Documentation of available instructional spaces to provide consistent academic interventions (inside and outside the classroom).	Is instructional space consistently available to provide academic interventions?			
Documentation of instructional materials (complete curricula) and supplies (pencils, paper, calculators, erasers, pencil sharpeners) available and easily accessible for intervention use.	Are instructional materials and supplies readily available for use during intervention sessions?			
Documentation of available instructional spaces to provide consistent academic interventions (inside and outside the classroom).	Is the instructional space conducive to student engagement and productivity ( <i>physical space, furniture, lighting, minimized outside distractions</i> )?			

# Implementation Consensus Rating Form

(to be completed by the facilitator)

\*Complete the Implementation Consensus Rating Form.

Complete this form by recording the results of consensus ratings and discussion from the initial self-evaluation results, initial thoughts on priorities, and initial brainstorming ideas for next steps or activities for each area rated 2 or 3 (areas where development is most needed).

1 = Important, but not feasible now

2 = Area to develop or improve

3 = Partially in place, under development

4 = Already in place

# Implementation Consensus Rating Form

(to be completed by the facilitator)

District: \_\_\_\_\_

Scoring Guide Area	Consensus		Priorities	Ideas for next steps or activities
1. Student Selection	1.1	1 2 3 4		
	1.2	1 2 3 4		
2. Assessment Selection and Data Use	2.1	1 2 3 4		
	2.2	1 2 3 4		
	2.3	1 2 3 4		
3. Content and Instruction	3.1	1 2 3 4		
	3.2	1 2 3 4		
4. Instructional Time	4.1	1 2 3 4		
	4.2	1 2 3 4		
5. Interventionist and Teacher Selection	5.1	1 2 3 4		
	5.2	1 2 3 4		
6. Professional Development and Ongoing Support	6.1	1 2 3 4		
	6.2	1 2 3 4		
7. Communication	7.1	1 2 3 4		
	7.2	1 2 3 4		
8. Intervention and Classroom Environment	8.1	1 2 3 4		

# Planning Next Steps Form

After the Implementation Consensus Rating Form has been completed, the facilitator will begin the completion of this form by leading a discussion with the group about the priorities for action based on the strength of research on implementation. The facilitator will next lead a discussion for the development of a detailed implementation plan for next steps and activities that are most urgent and actionable. Finally, the

Based on group discussion and consensus ratings, list the top priority areas to improve implementation of academic interventions.				
<b>Action Steps</b> What will we do?	<b>STEP 1</b>	<b>STEP 2</b>	<b>STEP 3</b>	<b>STEP 4</b>
<b>Responsibilities</b> Who will do it?				
<b>Timeline</b> By when? (day/month/year) Budget: _____				
<b>Resources</b> (financial, human, other) <ul style="list-style-type: none"> <li>• Available</li> <li>• Needed</li> <li>• Administrative</li> <li>• Support Needed</li> </ul>				
<b>Potential Barriers</b> <ul style="list-style-type: none"> <li>• What individuals or entities might resist?</li> <li>• How do we address this resistance?</li> </ul>				
<b>Communications Plan</b> <ul style="list-style-type: none"> <li>• Who is involved?</li> <li>• What methods?</li> <li>• How often?</li> </ul>				
<b>Evaluation Method</b> <ul style="list-style-type: none"> <li>• How will we know we have reached our goal?</li> <li>• What are our measures?</li> </ul>				



# Planning Next Steps Form (ALTERNATE)

After the Implementation Consensus Rating Form has been completed, the facilitator will begin the completion of this form by leading a discussion with the group about the priorities for action based on the strength of research on implementation. The facilitator will next lead a discussion for the development of a detailed implementation plan for next steps and activities that are most urgent and actionable. Finally, the facilitator will lead a discussion to capture potential challenges to the plan.

Based on group discussion and consensus ratings, list the top priority areas to improve implementation of academic interventions.				
Action Steps What will we do?	STEP 1	STEP 2	STEP 3	STEP 4
Responsibilities Who will do it?				
Timeline By when? (day/month/year) Budget: _____				
Resources (financial, human, other) <ul style="list-style-type: none"> <li>• Available</li> <li>• Needed</li> <li>• Administrative</li> <li>• Support Needed</li> </ul>				
Potential Barriers <ul style="list-style-type: none"> <li>• What individuals or entities might resist?</li> <li>• How do we address this resistance?</li> </ul>				
Communications Plan <ul style="list-style-type: none"> <li>• Who is involved?</li> <li>• What methods?</li> <li>• How often?</li> </ul>				
Evaluation Method <ul style="list-style-type: none"> <li>• How will we know we have reached our goal?</li> <li>• What are our measures?</li> </ul>				

# Sample Supplemental Instructional Intervention Documentation

## SECTION 2A.1

## INTERVENTION MEETING DOCUMENTATION

**Instructions: TEACHERS**, complete this form if classroom data, universal screener data, and other available information does not show adequate student progress and further support is needed. Attach completed **Section 1A, 1B, or 1C; 1D**.

### TO: TEACHER SUPPORT TEAM CHAIR

I request that the available data for John Doe be reviewed to assist in providing interventions to improve his/her overall performance. I have observed problems that interfere with his/her educational progress in the following area(s):

- ☒ Academic performance, low or failing grades  
☐ Behavior and/or discipline  
☐ Other, specify: \_\_\_\_\_

Tier One Supports Provided to Student: teacher has provided extra time, support with prereading materials but feels inadequate with supporting the foundational reading skills the students is struggling with.

Teacher:

*Mrs. Simmons*

Parent:

*Mr. Doe*

Date of Meeting:

8/15/20xx

Date of Intervention Implementation:

8/19/20xx  
(must be within 2 weeks)

### SUMMARY OF DISCUSSION (continue on back if needed):

John's oral reading is slow and choppy. He often relies on guessing rather than applying phonics rules, which affects comprehension. His difficulty recognizing vowel patterns causes errors in both reading and spelling, making academic vocabulary in subjects like science and social studies challenging. John avoids reading aloud and is hesitant to engage with grade-level texts, affecting his confidence and participation in class discussions. His parents indicate that he has struggled with reading throughout his academic career and that they help him with homework daily.

He will benefit from explicit phonics instruction, syllable division strategies, understanding of Greek and Latin root meanings and multisensory learning approaches to strengthen decoding skills and improve fluency.

Structured literacy intervention will be provided 2-3 times per week for 30-40 minutes in a small group by using the Phonics First Structures strategies.

SIGNATURE OF ATTENDEES PRESENT

*Mr. Lee*

TITLE

Administrator

SIGNATURE OF ATTENDEES PRESENT

*Mr. Doe*

TITLE

Parent

*Mr. Jones*

Interventionist

Counselor

<i>Mrs. Simmons</i>	Teacher		Other
<b>RECOMMENDED NEXT STEPS</b>			
<input type="checkbox"/> Contact parents <input type="checkbox"/> Implement academic Tier II intervention in area(s) needed: <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Language Arts <input type="checkbox"/> Other <input type="checkbox"/> Implement behavior Tier II intervention <input type="checkbox"/> Conduct student conference <input type="checkbox"/> Perform behavior observation (ABC Data) <input type="checkbox"/> Intervention(s) not successful <input type="checkbox"/> Modify current behavior interventions and continue intervention(s) in Tier II <input type="checkbox"/> Other:		<input type="checkbox"/> Return to Tier I general education classroom <input type="checkbox"/> Continue instructional intervention(s) in General Education Classroom (Tier II) <input type="checkbox"/> Administer developmental screener <input type="checkbox"/> Administer hearing/vision screening <input type="checkbox"/> Request medical follow-up <input type="checkbox"/> Refer to school counselor <input type="checkbox"/> Refer to community agency <input type="checkbox"/> Complete Teacher Narrative Packet <input type="checkbox"/> Refer for Teacher Support Team	

<b>TEACHER SUPPORT TEAM REFERRAL AND MEETING</b>			
Instructions: TEACHERS, complete this form if progress monitoring data does not show adequate student progress and further support is needed. Attach completed Section 1A, 1B, or 1C; 1D, 2A.1, 2A.2,, 2B, and 2C.			
<b>TST REFERRAL</b>		<b>MSIS 20-DAY STUDENTS</b>	
I request that John Doe be reviewed by the TST to assist in providing interventions to improve his/her overall performance. I have observed problems that interfere with his/her educational progress in the following area(s): <input checked="" type="checkbox"/> Academic performance, low or failing grades <input type="checkbox"/> Behavior and/or discipline <input type="checkbox"/> Other, specify:	<b>OR</b>	Referral of the student is made based upon Mississippi State Board Policy Part 3 Chapter 41, Rule 41.1: Intervention. These referrals must be made within the first 20 school days of a school year if the child failed the preceding year. Please indicate below: <input type="checkbox"/> Grades K–3: Student has failed one grade. Grades 4–12: Student has failed two grades. <input type="checkbox"/> 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. <input type="checkbox"/> A student scored at the “lowest level” on any part of the grade 3 or grade 7 statewide accountability assessment. <input type="checkbox"/> A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act. (Attach Appendix F.)	
Teacher/Individual submitting referral:	TST Chair acknowledging receipt:	Date of receipt of referral:	Date of Initial TST Meeting to discuss referral:
<i>Mrs. Simmons</i>	<i>Principal Scott</i>	9/11/20xx	9/17/20xx (must be within 2 weeks)

<b>REFERRAL MEETING DETAILS</b>		
TST members present agree that all information discussed pertaining to the TST process will be held in strict confidence. They shall neither contact anyone outside the official function of this TST process nor make any notes or copies of any documents utilized during the process.		
SUMMARY OF DISCUSSION (continue on back if needed):	SIGNATURE OF TST MEMBERS PRESENT	TITLE
	<i>Mr. Lee</i>	Administrator

<p>John is making good progress with the selected intervention plan. Of the listed deficit skills, He has mastered the vowel teams deficit (ea, ai, and ou). However, his teachers and the interventionist feel that he would make fast and more substantial progress if he were placed in Tier III to provide more intensive intervention on his identified deficit skills. His parents stated that he appears to be more confident when reading independently and can decode words better when they help him with his homework. All members of the TST agreed that it will best support his needs. TST will meet again in 4 weeks to check on student progress.</p>	<i>Mr. Jones</i>	Interventionist
	<i>Mrs. Simmons</i>	Teacher
		Counselor
	<i>Mr. Doe</i>	Parent
		Other
TST RECOMMENDATIONS		
<input type="checkbox"/> Contact parents <input checked="" type="checkbox"/> Implement academic Tier III intervention in area(s) needed: <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Language Arts <input type="checkbox"/> Other <input type="checkbox"/> Implement behavior Tier III intervention <input type="checkbox"/> Conduct student conference <input type="checkbox"/> Perform behavior observation (ABC Data) <input type="checkbox"/> Intervention(s) not successful <input type="checkbox"/> Complete FBA and BIP <input checked="" type="checkbox"/> Other: Ensure that all content area teachers understand how to provide appropriate scaffolds and supports so that John can truly demonstrate his knowledge of content area instruction.	<input type="checkbox"/> Return to Tier I general education classroom <input type="checkbox"/> Continue instructional intervention(s) in General Education Classroom (Tier II) <input type="checkbox"/> Administer developmental screener <input type="checkbox"/> Administer hearing/vision screening <input type="checkbox"/> Request medical follow-up <input type="checkbox"/> Refer to school counselor <input type="checkbox"/> Refer to community agency <input type="checkbox"/> Complete Teacher Narrative Packet <input type="checkbox"/> Refer for Child Study	

SECTION 2A.2		TIER II (SUPPLEMENTAL INSTRUCTION) DOCUMENTATION	
<p><b>Instructions:</b> <b>TEACHERS</b> should complete this form for each student that did not respond to high quality Tier I core instruction. For students receiving more than one intervention in multiple academic or behavioral areas, teachers can duplicate this form. Visit <a href="https://mdek12.org/OAE/OEER/InterventionServices">https://mdek12.org/OAE/OEER/InterventionServices</a> for additional resources.</p>			
DETAILS OF INTERVENTION			DATE
Student Name: <b>John Doe</b>	Describe supplemental and/or small group strategies utilized – should be evidence-based:		Provide specific evaluation criteria, in <i>measurable</i> terms, utilized to determine effectiveness and monitor progress:
Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain:  John Doe is struggling with decoding complex words, particularly: <ul style="list-style-type: none"> <li>• multisyllabic words,</li> <li>• vowel teams (e.g., ea, ai, ou),</li> <li>• and r-controlled vowels (e.g., ar, er, ir, or, ur),</li> </ul>	Structured literacy intervention will be provided 2-3 times per week for 30-40 minutes in a small group by using the Phonics First Structures strategies. Intervention instruction will focus on <ul style="list-style-type: none"> <li>• explicit phonics lessons,</li> <li>• syllable division strategies,</li> <li>• meanings of Greek and Latin roots, and</li> <li>• multisensory techniques like sand tracing, air writing, and phoneme tapping.</li> </ul> Fluency practice through guided oral reading and repeated readings will improve his automaticity, while morphological instruction will help with vocabulary and spelling. John will learn to break down multisyllabic words into meaningful parts (prefix, root, suffix) to aid decoding, spelling, and comprehension.		Progress monitoring will be completed bi-weekly using the provided Phonics First Structures assessments; with 90% accuracy.
INTERVENTION START DATE	FREQUENCY OF INTERVENTION PER WEEK	NUMBER OF MINUTES PER SESSION	FREQUENCY OF PROGRESS MONITORING (Section 2C):
8/19/20xx	2-3 <b>DAYS</b>	30-40 <b>MINUTES</b>	1x bi-weekly <b>MDE RECOMMENDATION:</b> 2x per month
Name(s) and role(s) of individual(s) responsible for delivering intervention(s):  <b>Mr. Jones</b>		Based on progress monitoring data ( <b>Section 2C</b> ) student progress will be cumulatively reviewed on:  <b>9/21/20xx</b> <b>MDE POLICY:</b> no later than 8 weeks after start date	
PARENTAL NOTIFICATION (For parent letter template, see <b>Appendix D</b> )			
Parent(s) notified of Tier II intervention (select one): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Date Notified: 8/14/20xx	

SECTION 3B		TIER III (INTENSIVE INTERVENTION) DOCUMENTATION	
<p><i>Instructions: TST MEMBERS, CLASSROOM TEACHERS, AND INTERVENTIONISTS should work together to complete this form for each student that did not respond to Tier I or Tier II interventions, for 4th grade students requiring Intensive Intervention after a Good Cause Exemption promotion, for Intensive Reading Interventions for Special Education students (K-4), or English Learners (ELs). Visit <a href="https://mdek12.org/OAE/OEER/InterventionServices">https://mdek12.org/OAE/OEER/InterventionServices</a> for additional resources.</i></p>			
DETAILS OF INTERVENTION			DATE
<p>Student Name:</p> <p><b>John Doe</b></p>	<p>Describe intensive intervention strategies utilized – should be evidence-based:</p>	<p>Provide specific evaluation criteria, in <u>measurable</u> terms, utilized to determine effectiveness and monitor progress:</p>	
<p>Describe target deficit area of intervention(s) – identify if academic and/or behavioral and explain:</p> <p>John is struggling with decoding complex words, particularly:</p> <ul style="list-style-type: none"> <li>• multisyllabic words,</li> <li>• r-controlled vowels (e.g., ar, er, ir, or, ur),</li> </ul>	<p><b>Structured literacy intervention</b> will be provided 4-5 <b>times per week for 30-40 minutes</b> in a small group by using the Phonics First Structures strategies. Intervention instruction will focus on</p> <ul style="list-style-type: none"> <li>• <b>explicit phonics lessons,</b></li> <li>• <b>syllable division strategies,</b></li> <li>• meanings of Greek and Latin roots, and</li> <li>• <b>multisensory techniques</b> like <b>sand tracing, air writing, and phoneme tapping.</b></li> </ul> <p><b>Fluency practice</b> through <b>guided oral reading and repeated readings</b> will improve his automaticity, while <b>morphological instruction</b> will help with vocabulary and spelling. John will learn to <b>break down multisyllabic words</b> into meaningful parts (prefix, root, suffix) to aid decoding, spelling, and comprehension.</p>	<p>Progress monitoring will be completed weekly using the provided Phonics First Structures assessments</p>	
INTERVENTION START DATE	FREQUENCY OF INTERVENTION PER WEEK	NUMBER OF MINUTES PER SESSION	FREQUENCY OF PROGRESS MONITORING (Section 3D)
9/23/20XX	4-5 DAYS	30-40 MINUTES	1 x per week <b>MDE RECOMMENDATION:</b> weekly
Name(s) and role(s) of individual(s) responsible for delivering intervention(s):		Based on progress monitoring data (Section 3D) student progress will be cumulatively reviewed on:	
<i>Mr. Jones</i>		<p>10/21/20XX</p> <p><b>MDE POLICY:</b> no later than 8 weeks after start date</p>	
<b>PARENTAL NOTIFICATION</b> (For parent letter template, see <b>Appendix D</b> )			
<p>Parent(s) notified of Tier III intervention (select one): <input checked="" type="checkbox"/> Yes    No    Date Notified: 9/17/20XX</p>			

# Multi-Tiered System of Supports

## Digital Online Resources

### INTERVENTIONS

- ▶ **Mississippi Department of Education: Intervention Services**

<http://mdek12.org/OAE/OEER/InterventionServices>

This website describes the role of the Office of Intervention Services and includes general information on the MTSS Process. It also contains Tools and Supports for schools and parental use.

- ▶ **National Center on Response to Intervention**

<http://www.RTI4Success.org>

This site has a variety of resources including information about universal screeners, progress monitoring, interventions, papers and presentations on RtI topics, as well as a discussion forum.

- ▶ **Response to Intervention Blueprints: School Level**

<http://www.centeroninstruction.org/files/SCHOOL.pdf>

This pdf document is a document that provides concrete guidance and a framework around which the implementation of RtI can be built. This particular document is meant for use at the school level.

- ▶ **Response to Intervention Blueprints: District Level**

<http://www.centeroninstruction.org/files/DISTRICT.pdf>

This pdf document is a document that provides concrete guidance and a framework around which the implementation of RtI can be built. This particular document is meant for use at the district level.

### LITERACY

- ▶ **Mississippi Department of Education: Literacy**

<https://mdek12.org/Literacy>

This site describes the role of the Office of Literacy and includes the MS Literacy-Based Promotion Act. It also contains Tools and Supports for schools and parental use.

## BEHAVIOR

### ► Multi-Tiered System of Supports for Social and Emotional Learning and Mental Health

[MTSS-Self-Assessment.pdf](#)

This tool enables schools and districts to track the implementation of social-emotional learning (SEL) and mental health supports while organizing them within the three tiers of a Multi-Tiered System of Support (MTSS) framework.

### ► Multi-Tiered Suicide Prevention (MTSP)

[Multi-Tiered Suicide Prevention for Schools | Solutions.edc.org](#)

This site is designed to support educational leaders in enhancing strategic planning and implementing structural changes for suicide prevention within a multi-tiered system of support.

### ► Positive Behavioral Interventions and Supports (PBIS) National Technical Assistance Center

<http://www.pbis.org/>

This site provides supports relevant to defining, developing, implementing, and evaluating PBIS frameworks and emphasizes the impact of implementing PBIS on social, emotional, and behavioral outcomes for students with disabilities.

### ► PBIS World

<http://www.pbisworld.com>

This site contains information on different behaviors and how to intervene with those behaviors, including Tiered support and data tracking.

### ► REACH MS

<https://www.usm.edu/reachms>

This site has resources and opportunities to schedule professional development to better understand the PBIS Model.



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