

Instructional Management Plan

District Plan
2016-2017



The purpose of the MTSS (Multi-Tiered Systems of Supports) is to accelerate and maximize student academic and behavioral outcomes through the application of collaborative data-based problem solving utilized by effective leadership at all levels.

MTSS coordinates the implementation of policies and procedures related to State Board Policy Part 3 Chapter 41: Interventions (Previously State Board Policy 4300).

What is MTSS...

IS	IS Not
A framework for effective problem solving to improving student outcomes	A single curriculum or program
For ALL students including those that need enrichment	Just for struggling students
Flexible to meet the needs unique needs of districts and schools	A one size fits all prescription
Data informed and evidence based	Based on assumptions or anecdotal info
Collaborative team based decision making	The responsibility of one person
A framework to provide to make decisions about the need for further services	A pre-referral process

Goals of MTSS

- Being prevention oriented: knowing who needs support as early as possible each year and putting those supports in place
- Implementing evidence based interventions for all students and tailoring interventions based on student's needs
- Using progress monitoring data to know when to make changes in instruction

MTSS Essential Components:

Shared Leadership:

- Core district and school teams
- RTI District Focus Group
- School Teams:
 - Counselor, AP, Interventionist, Gifted/SPED representative, Teacher, Parent

Data Based Problem Solving:

- Ongoing data collection and thoughtful analysis to assess the quality of instruction, student performance, intervention practices, and efficient use of resources
- PROBLEM IDENTIFICATION → PROBLEM ANALYSIS → PLAN IMPLEMENTATION → PLAN EVALUATION

Layered Continuum of Supports:

- Culturally and developmentally-relevant practices, that are layered from universal (every student) to targeted (some students) to intensive (few students), in order to support the academic and behavioral needs of EVERY student
- UNIVERSAL – Tier 1 – instruction supports every student
 - Promotes positive skill development
 - Preventative and proactive
 - Allows for student growth
 - Reduces the need for support at subsequent tiers
- TARGETED – Tier 2 – instruction and supports for targeted students
 - Supplement the universal tier
 - High efficiency, short term
- INTENSIVE – Tier 3 – supports for FEW students
 - Enhance existing supports to improve individual academic and/or behavior outcomes
 - Highly intensive
 - Specifically designed intensive intervention for individual students

Evidence-Based Instruction, Intervention, and Assessment Practices:

- Teacher's classroom practice is one of the most important pieces
- Results of instructional practices must be measurable and show direct relationship to improve student outcomes in identified area of need

Universal Screening and Progress Monitoring:

- **Screening** done 3 times per year using Classworks Benchmark Assessment
- Office discipline referrals are used for behavior screening
- Provides repeatable data collection of academic and behavioral skills of all students
- Detects whether or not students are making adequate progress with the curriculum
- Provides data that can be used to evaluate the quality, equity, and efficiency of a school's universal instruction and supports in order to create a responsive system
- **Progress monitoring** provides a system approach to gathering academic and behavioral data use a wide variety of data collection methods
- Provides a basis for evaluating instructional programming, guides the process of matching and adjusting goals, materials, and grouping to student needs, and used to aid communication with students, families, and other professionals

Requirements of State Board Policy 3: Chapter 41: Intervention (previously State Board Policy 4300)

1. Instruction model with 3 tiers of instruction
2. Dyslexia screener – K – spring, 1st grade – fall
3. Screener given to all K-3rd grade students within first 30 days of school, repeated at mid-year, and at end of year to identify deficiencies in reading
4. Students will auto-pop if: (1) grades 1-3 – failed 1 grade; (2) grades 4-12 – failed 2 grades; (3) failed either of the preceding 2 grades and has been suspended or expelled for more than 20 days; (4) scored minimal on state assessment in grade 3 or grade 7; (5) promoted from grade 3 to grade 4 with a good cause exemption ***meetings will be conducted within the first 20 days of school**
5. After Tier 3 referral – interventions must begin within 2 weeks
 - a. 1st review no later than 8 weeks
 - b. 2nd review no later than 16 weeks
 - c. if the intervention is unsuccessful, then the student will be referred for a comprehensive assessment
6. Literacy Based Promotion Act requirements must be met.

MTSS Flow Chart for K5 – 12

Tier 1

- ALL students receive high quality classroom instruction and supports for academic & behavior
- Universal Screener
- Curriculum **aligned** to state standards
- Differentiated instruction
- **Students not successful at Tier 1 should be moved to Tier 2**

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Tier 2

- ALL students receive high quality classroom instruction and supports for academic and behavior
- Supplemental instruction for identified skill deficits
- Progress monitoring
- Differentiated instruction
- **Students successful in Tier 2 may continue in Tier 2 or return to Tier 1**
- **Students not successful in Tier 2 should be referred to the Teacher Support Team (TST) for Tier 3 supports**

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Tier 3

- ALL students receive high quality classroom instruction and supports for academic and behavior
- Intensive intervention for multiple identified skill deficits
- Progress monitoring
- Differentiated instruction
- **Students successful in Tier 3 may: continue Tier 3 or return to Tier 2**
- **Students not successful at Tier 3 may: continue Tier 3 with an additional intervention attempted or be referred to Child Find to identify and evaluate the need for special education services**

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Child Find

- Students suspected of having a disability continue to receive high quality classroom instruction and supports for academic and behavior
- Request for comprehensive assessments for children suspected of having a disability should be made immediately to: the Special Education

Director, another school administrator, or the Multidisciplinary Evaluation Team

- Written consent for the evaluation must be obtained from the parent prior to the assessment
- **The MTSS process can not be used to deny or to delay the appropriate evaluation of a child suspected of having a disability**
- Students eligible for special education services will have an Individualized Educational Plan (IEP)
- Students not eligible for an IEP will return to the MTSS process and may be eligible for a 504

Tier 1

2016-2017 Instructional Management Plan- (Tier I instruction)

The Tupelo Public School District will utilize the Mississippi College and Career Readiness Standards (MCCRS) as the curriculum for all of our students, k-12. The Tupelo Public School District curriculum department will use these standards to develop pacing guides, unit overviews, and curriculum maps. You may find a guide to these documents at <http://www.tupeloschools.com/Domain/49>.

Universal Screeners:

ALL students (except those with a SCD ruling) will take the Universal Screener in the areas of Reading and Math

Grades K-8th grade – The universal screener will be Classworks (Reading and Math Benchmark).

Grades 9-12– Common assessments in SATP3 courses will be used for Universal Screening.

Universal Screeners will be given in August, January, and April of the school year.

**Students in Grades K – 3rd grade will also be given the STAR Reading assessment for tracking 3rd grade gate proficiency and aiding in targeting reading interventions. (Literacy Based Promotion Act)*

Data from the universal screener, in addition to state and common assessment scores, classroom grades, behavior, and attendance will be used to determine a student's placement in Academic Tier 2 and/or Tier 3.

A **Dyslexia screener** will be given to all regular education students. Kindergarten students will be screened in the Spring semester and 1st grade students will be screened during the Fall semester. The screener will include the following components:

- ✓ Phonological awareness and phonemic awareness
- ✓ Sound symbol recognition
- ✓ Alphabet knowledge
- ✓ Decoding skills
- ✓ Encoding skills
- ✓ Rapid naming

Parents will be notified if their child(ren) fail the screener. Documentation of parent notification along with the screener information will be filed in the student's cumulative folder.

Any student failing the dyslexia screener will be placed into an intensive Orton-gillingham intervention.

Hearing and Vision screenings

Students must pass the H/V screening before interventions can be documented.

The school nurse will provide documentation of H/V screener results to the Academic RTI chair in each building. This documentation form will be added to the student RTI file.

Behavior

- ✓ Behavior screening will be done in September, January, and March.
- ✓ Office discipline referrals will be analyzed to look for patterns of misbehavior.

Tier 2

Moving to Tier 2:

- ✓ Discrepancy on universal screener when compared to peers
- ✓ Lack of mastery of grade level content
- ✓ Scores below grade level on a given benchmark
- ✓ Scores on specific skills are below basic or proficient
- ✓ Failing grades

Required forms and/or documentation:

- A **Student Profile** should be completed
- **Tier 2 Supplemental Instruction Documentation**
- **Social/Emotional Worksheet** – any problems noted on the Social/Emotional worksheet may require a behavior intervention as well as an academic intervention – this worksheet should be completed before interventions begin
- All RTI documentation will be housed in the SEAS Achieve software.

Requirements for Tier 2:

- Intervention(s) are provided utilizing small group instruction
- Based on current year curriculum
- Classworks ILP
- Progress Monitored once per week
- Depending on the building, Tier 2 interventions can be given by the classroom teacher or by an interventionist/tutor. If there is not interventionist in place, Tier 2 interventions become the classroom teacher's responsibility
- All interventions must be documented
- Intervention/tutorial time should be 45 minutes per week – this may be broken down into intervals (ex., 15 minutes 3x per week)

Intervention Options at Tier 2: See Attached Intervention Matrix

- A mid point check must be conducted no later than 5 weeks after starting the intervention
- A cumulative documented review must be conducted no later than 10 weeks after starting the intervention – at that time, a decision should be made to:
 - Move student back to Tier 1
 - Continue intervention until student reaches established goal

- o Continue Tier 2 but change the intervention
- o Refer student to Tier 3

*All progress monitoring and reviews will be documented on the **Tier 2 Supplemental Instruction Documentation** page – graphs may be attached when and if necessary.*

- Parents must be notified in writing of Tier 2 interventions
- *There is specific documentation required for students in grades K – 3 that are receiving interventions/tutorial in reading – part of the Literacy Based Promotion Act requirements.*
- **Integrity checks must be conducted by the principal or by the principal's designee.**

Tier 2 Behavior

- ✓ 3-5 Office Discipline Referrals or internalizing behaviors observed
- ✓ Tier 2 RTI paperwork
- ✓ Intervention Target in SEAS with progress monitoring
- ✓ Individualized reward system

Interventions Options at Tier 2: See Attached Intervention Matrix

Tier 3

Moving to Tier 3:

A small percentage of students who have received Tier 2 supplemental instruction continue to have marked difficulty in acquiring necessary skills. These students require an intervention that is more explicit, more intensive, and specifically designed to meet their individual needs. Tier 3 is designed for students with low content area skills or continued academic concerns that have not been remedied with Tier 2 interventions within an appropriate time frame.

*Students may bypass tier 2 and be directly placed into tier 3 when there is a severe discrepancy between the student's academic or behavioral performance in comparison with grade level peers.

Required forms and/or documentation:

- **Teacher Support Team Referral and Meeting Summary**
- **A Student Profile**
- **Tier 3 Intensive Intervention Documentation**
- **Social/Emotional Worksheet** – any problems noted on the Social/Emotional worksheet may require a behavior intervention as well as an academic intervention.

Requirements for Tier 3:

- Intervention(s) must be SKILL specific – for example, if a student is struggling with fluency, then he/she should have a focused intervention on improving his/her fluency – students with fluency issues can be grouped and receive the interventions as a group.
- Research-based programs will be used to guide interventions.

**STAR Instructional Planning Reports can be used to help identify problem areas and to help plan interventions. Schools are also provided with If/then charts to guide intervention selections for students.*

- Due to the intensity of the tier 3 intervention, students should be pulled out for intervention time.
- All interventions must be documented in SEAS.
- Intervention/tutorial time should be at least 30 minutes 3 times a week.
- Students should also receive added time to work on Classworks ILP to supplement the intervention.
- Targeted small group instruction (push-in) interventions should also be available during core curriculum periods.

Interventions Options at Tier 3: See Attached Intervention Matrix

- English I and II, Foundations of Algebra, Algebra I, Biology , and USH subjects will be provided tier 3 tutorial during the teacher advisory period.
- Progress monitoring will occur 2 times per week.
- Once a week in Classworks to monitor student progress on grade level content. These will be automatically graphed in the software system.
- Once a week utilizing a skill specific CBM with the interventionist. These results will be entered into a graphical display in SEAS.
- A mid point check must be conducted no later than 8 weeks after starting the intervention
- A cumulative documented review must be conducted no later than 16 weeks after starting the intervention – at that time, a decision should be made to:
 - Move student back to Tier 2
 - Continue current intervention until student reaches established goal
 - Continue Tier 3 but change the intervention
 - Refer student to MET (Multidisciplinary Evaluation Team)
- Parents must be notified of Tier 3 interventions and invited to participate in MTSS team meetings. (Sample letter is in Tier 3 team packet in SEAS).
- **Integrity checks must be conducted by principals or by the principal's designee.**

All documentation will be in student online file in SEAS software.

MSIS AutoPops

The **TST Referral and Meeting** documentation should be completed on all students that are populated through MSIS regardless of the reason.

The documentation must be completed and the meeting must be conducted within the first 20 days of school. RTI Chairmen at building must enter meeting dates into MSIS.

These students will be auto-populated to Tier 3.

Literacy Based Promotion Act

- Students will be screened using STAR reading assessment (grades 1-3) to identify students with literacy deficiencies.
- Students identified must be provided with an intensive reading intervention plan.
- Parents of identified students must be invited to a conference after each screening. Meeting must be documented in reading intervention plan.
- A read at home plan must be shared with parents to provide strategies parents can use to aid their child in his/her reading progress.
- The reading intervention must be based on one of the five components of reading. A research based intervention must be implemented.
 - Phonemic Awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
- Students will receive tier 3 reading interventions based on identified need.
- This will include the general population, SPED and ELL students.

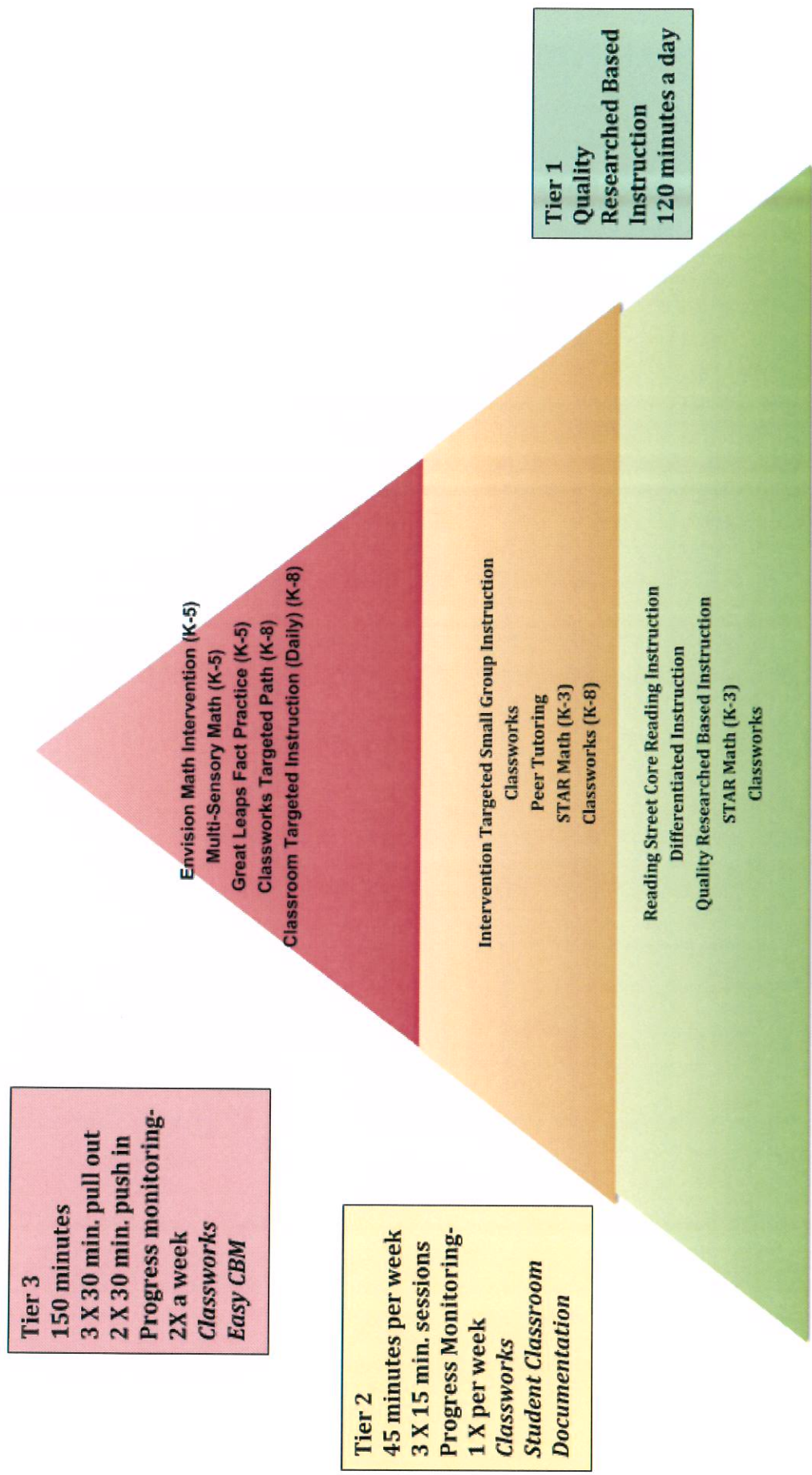
All documentation for the Literacy Based Promotion Act will be on file in the SEAS software.

Tier 3 Behavior

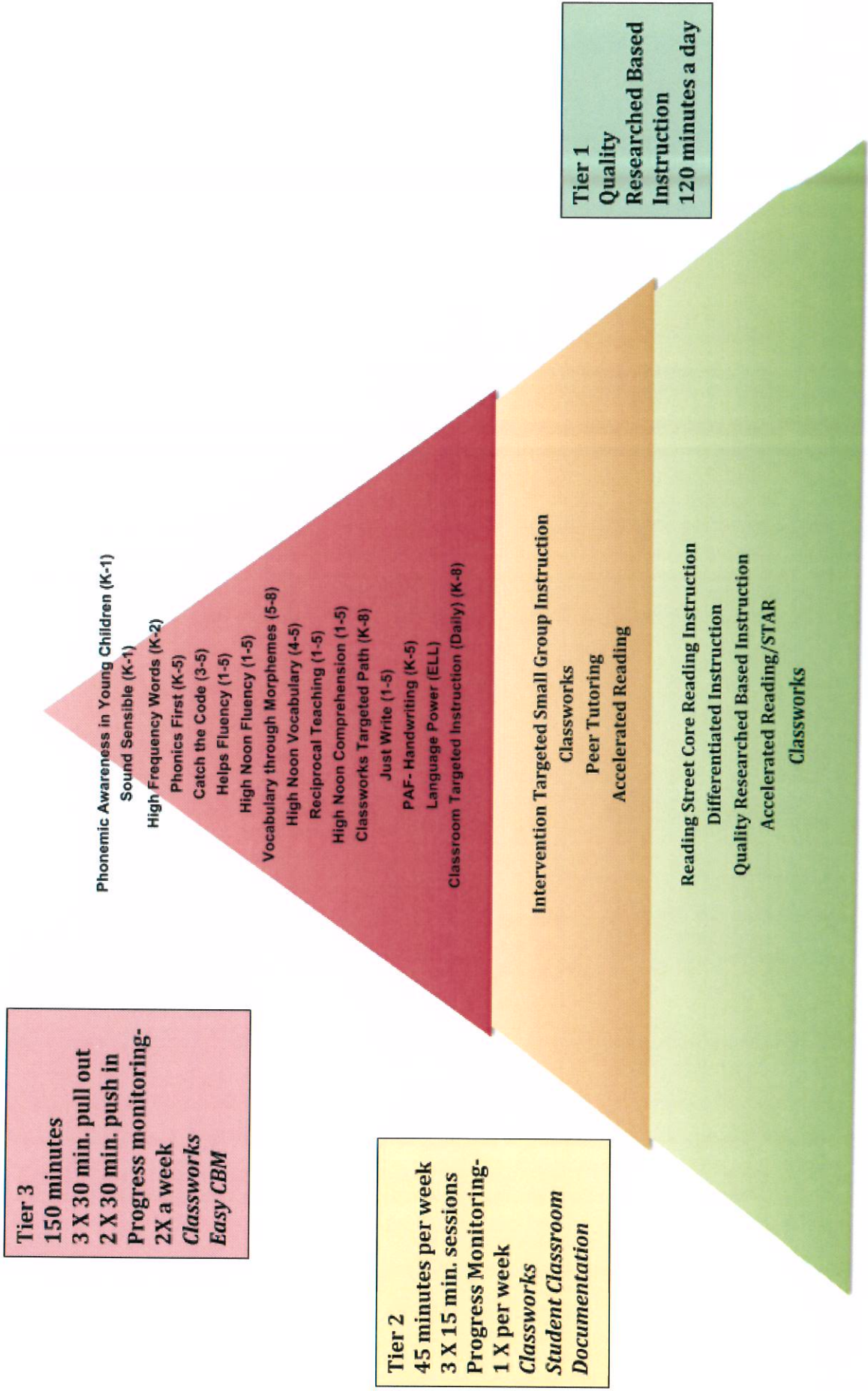
- ✓ 6 Office Discipline Referrals or severe internalizing behaviors.
- ✓ Functional Behavior Assessment (*Parent permission must be obtained.*)
- ✓ Behavior intervention plan implemented
- ✓ Parent must be invited to MTSS meeting to discuss the behavior plan.
- ✓ Daily progress monitoring
- ✓ Individualized reward system

Interventions Options at Tier 3: See Attached Intervention Matrix

TPSD Math Interventions Matrix



TPSD Reading Interventions Matrix



Behavior Interventions Matrix

Tier 3
-FBA
-BIP Implemented
-Progress monitor each setting
-Data graphically displayed
-Daily behavior report card
-Reward system

Daily Behavior Form
Visual Schedules
Interval Reward System
Social Skills Training
BIP (Behavior Intervention Plan)
FBA (Functional Behavior Assessment)

Tier 2
-Documentation of
-Interventions must be
kept on log.
-Progress Monitoring-
weekly

Check In-Check Out
Behavior contracts
Organizational Tools
Reward System
Mentoring
Peer Tutoring

Tier 1
Quality Positive
Behavior System
of Supports

Positive Behavior of Interventions and Supports
Classroom Management
Clearly defined expectations for all students.
Procedures for all school settings taught to all students.