

MTSS

Multi-Tiered System of Support

MANUAL

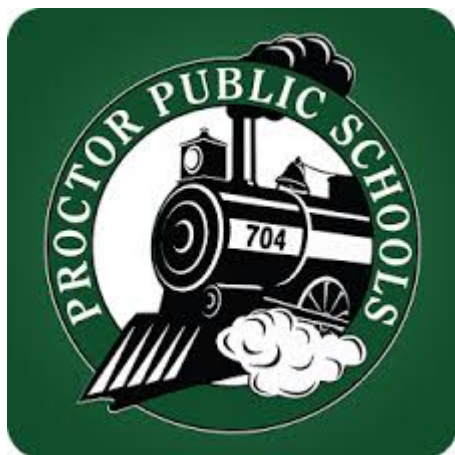


Table of Contents

[Overview of MTSS](#)

[Tiered Instruction](#)

[Assessment Schedule](#)

[Academic MTSS Process](#)

[Staff & Responsibilities](#)

[MTSS Teams](#)

[Behavior MTSS Process](#)

[Entrance/Exit Procedures](#)

[Creating an intervention](#)

[Progress Monitoring](#)

[Goal Setting](#)

[Curriculum Resources](#)

[Forms](#)

[Dates to Remember](#)

[Resources](#)

Overview

MTSS or Multi-tiered Systems of Support is a **comprehensive, evidence-based framework** that aims to **equitably support** the **academic, emotional, social, and behavioral development** of **ALL STUDENTS**. The framework relies on **data-driven, collaborative decision-making** and **high-quality instruction** to accelerate student learning of the MN state standards.

The three components within a successful MTSS framework are:

Assessments

- *Universal* - All students in all domains
- *Diagnostic* - Provided to only students where more information is needed. Identifies *what* should be done to close the achievement gap.
- *Progress Monitoring* - Completed to any student receiving additional instruction to measure the impact of the additional instruction.
- *Outcome* - All students in all domains

High-Quality, Evidence-Based Instruction

Tier 1 - Core Instruction

- All students
- Differentiated
- Intervention if 40% or more below on skill

Tier 2 - Supplemental Instruction

- Aligned with core instruction
- Matched based on screening data
- Optimal group size - 3-5 students
- More time

Tier 3 - Intensive Instruction

- More explicit instruction
- More time
- More targeted based on diagnostic assessment

Special Education

Special Education can occur across the tiers depending on student need.

Data-Based Decision Making

District, Site, and Grade-Level Teams meet regularly to assure outcomes are achieved.

Three state statutes guide the MTSS framework within MN school districts.

- [Reading Proficiently No Later Than the End of Grade 3 \(Minn. Stat. § 120B.12\).](#)
- [Alternative Delivery of Specialized Instructional Services \(Minn. Stat. § 125A.50\).](#)
- [Alternate Instruction Required Before Assessment Referral \(Minn. Stat. § 125A.56\)](#)

Tiered Instruction

We believe that **ALL** students can achieve with the right support.
We believe that successful interventions begin with quality core instruction.

What does learning look like in each tier??

Tier I:

All students receive core instruction of grade-level essential outcomes

- **Core instruction** includes curricular materials as resources to engage students in learning that is focused on district-defined essential outcomes. Curriculum teams ensure the curriculum resources and instruction is matched to the Minnesota academic standards, determines the instructional routines, strategies, and rigor to build a guaranteed, viable curriculum ensuring all students learn at high levels.
- **Differentiated Instruction/learning** is instruction designed to be specific for individuals or groups of learning to enhance the learning of skills, concepts, and strategies. Teachers can differentiate based on content, process, or product to support the needs of the students.
- **Accommodations** are provided to ensure that all students have access to the instruction. Accommodations change **how** a student learns the material.

Learning Teams use team meetings to engage in an informal problem-solving process to support all students with Tier I instruction. Using the DuFours guiding questions,

1. What do we expect our students to learn?
2. How do we know they have learned it?
3. How will we respond when they don't?
4. How will we respond if they already know it?

Teachers identify student needs, develop a plan, evaluate the plan and make changes needed to support the students.

Tier II:

Strategic instruction **in addition** to core instruction based on diagnostic assessment data

- Tier II instruction included evidence-based interventions for students identified as being at risk according to universal screener data.
- **Elementary Tier II** Instruction occurs during RAIL time.. Tier II interventions focus on foundational skills in both reading and math for 30-40 minutes daily.
- **Secondary Tier II** instruction at the middle school is implemented during a scheduled class period. Intervention classes provide laser-focused instruction and the application of essential outcomes.

Tier III:

Intensive instruction **in addition** to core instruction and strategic instruction.

- Tier III instruction is more intensive. Instruction is modified by either longer instructional sessions, small group size, more frequent instruction, or more skilled instructors. More diagnostic assessments can be used to identify the specific needs for instruction. Frequent progress monitoring is needed to evaluate the rate of student learning.

Reaching All Individual Learners Time

RAIL Time is a time within the school day to provide all learners the opportunity to receive intentional instruction.

To help guide the RAIL Time groups, teachers use these questions within their learning teams.

- What do we expect students to learn? (Essential outcomes)
- How will we respond if the student does not know the content? (reteach, targeted support)
- How will we respond when the student already knows the content? (enrichment opportunities)

Reading & Math Universal Screeners and Schedule

Grade	Fall By September		Winter By January		Spring By May	
	Reading	Math	Reading	Math	Reading	Math
Kindergarten	Letter/Sound identification	Bridges Benchmark Assessment	Letter/Sound identification BAR placement assessment	Bridges Benchmark Assessment	Letter/Sound identification BAR placement assessment	Bridges Benchmark Assessment
Grade 1	BAR placement assessment	Bridges Benchmark Assessment	BAR placement assessment	Bridges Benchmark Assessment	BAR placement assessment	Bridges Benchmark Assessment
Grade 2	BAR placement assessment	Bridges Benchmark Assessment	BAR placement assessment	Bridges Benchmark Assessment	BAR placement assessment	Bridges Benchmark Assessment
Grade 3	Fountas and Pinnell Benchmark Assessment	Bridges Benchmark Assessment	Fountas and Pinnell Benchmark Assessment	Bridges Benchmark Assessment	Fountas and Pinnell Benchmark Assessment	Bridges Benchmark Assessment
Grade 4	Fountas and Pinnell Benchmark Assessment	Bridges Benchmark Assessment	Fountas and Pinnell Benchmark Assessment	Bridges Benchmark Assessment	Fountas and Pinnell Benchmark Assessment	Bridges Benchmark Assessment
Grade 5	Fountas and Pinnell Benchmark Assessment	Bridges Benchmark Assessment	Fountas and Pinnell Benchmark Assessment	Bridges Benchmark Assessment	Fountas and Pinnell Benchmark Assessment	Bridges Benchmark Assessment
Grade 6	NWEA		NWEA		MCA & NWEA	
Grade 7	NWEA		NWEA		MCA & NWEA	
Grade 8	NWEA		NWEA		MCA & NWEA	

Students who achieve below the 25%ile will qualify for further diagnostic assessments.

Diagnostic Assessment Options

	Kindergarten	Grades 1-5	Grade 6-10
Reading	Concepts of Print Letter/Sound Identification Sight Word Checklist	Oral Reading Fluency Check Point Phonics Checklist <i>Being A Reader</i> Placement Assessment (1-3) Fountas and Pinnell Benchmark Assessment (4-5)	NWEA Fountas and Pinnell Benchmark Assessment Phonics Checklist
Math	Counting & Number Identification Missing # Quantity Discrimination	Number Corner Check-Up (49% or below) Unit Assessment Pre-Test (49% or below)	NWEA Standard-Based Assessment



Proctor Public Schools Academic MTSS Process

Multi-Tiered System of Support

Who	Action	Outcome
Tier I - 80% - Universal Instruction		
Classroom Teacher	Differentiated for all students to ensure mastery of standards.	Support students towards mastery of standards.
Learning Team	Review student data (Benchmark/Diagnostic screeners, Progress Monitoring, , Essential Outcome assessments) Discuss and identify students of concern.	Identify students who need a strategic interventions/accelerated instruction.
MTSS Team	If 40% or more of class/grade level is below expected achievement, conduct whole group intervention. Monitor progress	Identify an instructional strategy to employ based on whole group data.

Tier II - 15% - Strategic Instruction		
MTSS Team	Review identified students for strategic interventions.	Identify the strategic intervention resource, instructor and goal.
Classroom Teacher/ Interventionist	Conduct intervention determined by the MTSS team and progress monitor.	Support students towards mastery of standards.
MTSS Team	Meet to review student intervention data.	Team will determine continuation of intervention, change of intervention or refer to CST.

AFTER DOCUMENTED INTERVENTION

Tier II - 15%			
	Continue Intervention intervention was successful, student is not yet at goal achievement level	Change Intervention intervention was not successful based on student data	Exit Intervention intervention was successful, student data shows students will meet goal achievement level.
Who	Classroom Teacher/ Interventionist	Classroom Teacher/ Interventionist	Classroom Teacher
Process	Continue second intervention and progress monitor.	Conduct different intervention and progress monitors.	Progress monitor regularly
Outcome	Support students towards mastery of standards.	Support students towards mastery of standards.	Support students towards mastery of standards.

AFTER 2ND FAILED INTERVENTION

Qualifying for Tier III - 5%	
Refer to CST (Child Study Team)	
Who	CST Team
Process	Review past interventions and collect all student data to review and determine next steps
Outcome	Student will be tested for further specialized support, or referral made back to MTSS for further interventions.

MTSS Team Members

- Administration
- School Psychologist
- Grade Level Teachers
- Interventionists
- SpEd Teachers
- Counselor
- School Nurse
- Related Services (OT, PT, SLP)

TIER III

	Pre-Assessment Meeting Referral for Special Education Testing Received
Who	Case Manager, School Psychologist, Teacher, & Parents/Guardians
Process	To explain the evaluation process & assessments to parents; To gather information to create assessment plan
Outcome	Evaluation plan is completed & given to parents to sign for consent

	Evaluation Process Signed parental consent of evaluation plan received
Who	Case Manager, School Psychologist, SLP when required, Teacher input, Parent Input
Process	Determination of special ed eligibility through evaluation. Review evaluation results with families and determine special ed eligibility. Parents sign form to agree or disagree.
Timeline	Evaluation must be completed within 30 school days from receiving signed consent of evaluation plan.

	If Student Qualifies
Who	Case Manager, Teacher, Parent, SLP when required, Administrator
Process	Draft the IEP based on evaluation results & team input
Timeline	IEP meeting must be held within 30 calendar days of eligibility determination & may be conducted at the same time eligibility is determined*

	If Student DOES NOT Qualify
Who	MTSS Team
Process	Determine intervention/accommodation to support student in the general education classroom. Possible 504 plan created and implemented.
Timeline	Student continues in Tier II interventions



	IEP
Who	Case Manager
Process	Case Manager writes IEP & distributes to parents
Timeline	Parents have 14 calendar days to review the IEP Services begin after signed consent is received

CST Team Members

- Administration
- SpEd Team
- School Psychologist
- Related Services (OT, PT, SLP)

**Every effort is made to hold the Eligibility Determination meeting and the IEP meeting at the same time; however, it is not always possible.*

Tier 2 Instructional Staff

Site	Interventionist	Subject
Bay View	Catherine Hersey (1.0)	Reading
Bay View	Renee Michalski(1.0)	Reading/Math
Bay View	Patti Anderson (1.0)	Reading/Math
Bay View	Anne Marie Bergman(0.8)	Reading/Math
Pike Lake	Matt Lind (0.8)	Reading/Math
JMS/PHS	Justin Strom (1.0)	Math 6-9
JMS/PHS	Anna Sederski (1.0)	Reading 6-9
Site	Paraprofessional	Subject
Bay View	Deb Hall (32 hr)	Reading/Math
Pike Lake	Carol Hanson (32 hr)	Reading/Math

Interventionist Responsibilities:

- Provide evidence-based instruction based on student needs
- Make data-driven decisions
- Progress monitor frequently
- Communicate positives and challenges with families and students
- Set individual goals with students
- Be an active member of the MTSS site/district team
- Create, update and exit student intervention plans in Campus

Paraprofessional Responsibilities:

- Reinforce skills
- Enter benchmark and progress monitoring data
- First Quarter - focus on K-2 students on letter/sound identification & sight words

ADSIS funded interventionists need to track the following data:

- Program-minutes per student, date of entry and exit, interventions used, success rate
- Satisfaction of parents, teachers, students (surveys)
- Baseline behavior observation

MTSS Team Structure

District MTSS Leadership Team Facilitate the implementation of the district MTSS process.	
Gina Cole Matt Lind Erika Fellbaum PL gen ed rep Patti Anderson Elementary principal Rachel Burlet	Renee Michalski Anne Marie Bergman SpEd representative JMS gen ed rep PHS gen ed rep Secondary principal

Bay View Elementary	Pike Lake Elementary	Jedlicka Middle School	Proctor High School
Gina Cole Rachel Burlet Diane Morin John Awsumb Patti Anderson Anne Marie Bergman Catherine Hersey Renee Michalski Emily Vos SpEd rep Grade level team	Gina Cole Rachel Burlet Mark Hughes Matt Lind counselor Ms. Holm Mary Wilkinson Joanna Just Grade level team	Gina Cole Rachel Burlet Joe Krasselt Anna Sederski Justin Strom Brandon DeLacey SpEd rep Grade level team	Gina Cole Rachel Burlet Tim Rohweder Becky LaPlante Jim Vos Anna Sederski Travis Bridges SpEd rep Grade level team

Behavior Assessment Team (BAT)
Site principal District Psychologist School Counselor(s) Nurse (as needed)

Proctor Public Schools Behavior Support Process

Multi-Tiered System of Support

Who	Action	Outcome
Tier I - 80% - Universal Instruction		
PBIS Team	Developing school wide expectations and supports.	Monitor fidelity of school wide implementation
Classroom Teacher	Provide explicit instruction, practice and feedback on behavior expectations. Establish classroom and school routines.	Support students towards behavior expectations
Classroom Teacher	Collect student data on a specific behavior concern	Identify students who need a strategic interventions.

Tier II - 15% - Strategic Instruction		
BAT Team	Review identified students for strategic interventions.	Identify the strategic intervention resource, instructor and goal.
Classroom Teacher	Conduct intervention determined with BAT team support and progress monitor.	Support students towards behavior expectations.
Classroom Teacher & BAT Team	Meet to review student intervention data.	Team will determine continuation of intervention, change of intervention or refer to CST.

AFTER DOCUMENTED INTERVENTION

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- Counselor

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TIER III

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Entrance & Exit Procedures

Based on the ADSIS work plan, students must be screened 2-3 times a year to be identified for Tier 2 support. Teacher referral can also qualify students after discussion of data at weekly MTSS meetings. Students who qualify to exit from Tier 2 services will continue to be progress monitored until the next benchmark measure.

Reading Entrance Criteria

	Primary Measure	Secondary Measure
K	Letter Sound Identification	Letter Name Identification
1	Independent Reading Level Assessment	Phonics Screener
2-5	Independent Reading Level Assessment	Phonics Screener
6-8	NWEA (30%tile or below)	MCA trend data
9	Classroom achievement trends	MCA trend data

Math Entrance Criteria

	Primary Measure	Secondary Measure
K	Number Identification	Counting
1	Bridges Benchmark Assessment	Number Corner Check-Up
2-5	Bridges Benchmark Assessment	Number Corner Check-Up
6-8	NWEA (30%tile or below)	MCA trend data
9	Classroom achievement trends	MCA trend data

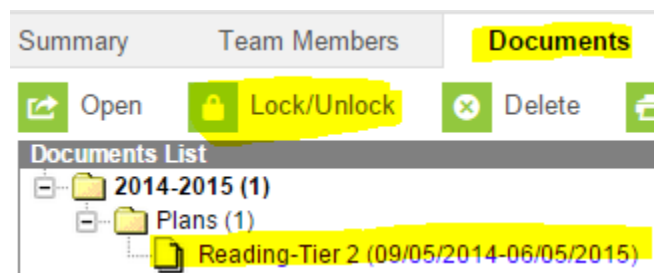
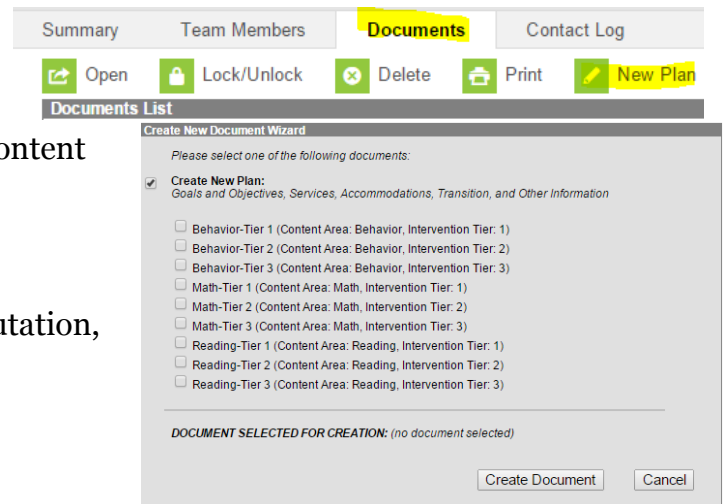
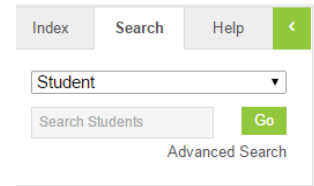
Exit Criteria

Students who may qualify to exit must show adequate progress based on progress monitoring data, mastery tests and grade level expectations.

Creating an intervention

It is the interventionists responsibility to create an intervention within Infinite Campus.

1. Login to Campus
2. Click on the *Search* tab.
3. Enter the student's last name.
4. Select the student's name if there are multiple students with that last name.
5. Click on *Index*
6. Click on arrow next to *Response to Intervention (want it to show General)*
7. Select *General*
8. Select *Documents*
9. Click on *New Plan*
10. Check the box next to the correct Tier and Content Area.
11. Click *Create Document*.
12. Enter start and end date
13. Select the Universal Screener-if using computation, put that in plan description and enter math benchmark score for base score
14. Base Score=1st score
15. Goal Score=Spring Goal
16. Select the Intervention
17. Select the Intervention Provider
18. Select the Intervention Position
19. Direct=minutes/session(10 MINUTE INCREMENTS-Set this up with actual correct minutes per session)
20. # Sessions per week
21. Service frequency is already set to "week".
22. Click Save in upper left
23. Click on *Documents*.
24. Click on the Plan
25. Click on *Lock*.
26. Click *OK* when a new box opens.



Setting up the team members:

1. Click on team members
2. Select Fetch classroom teachers.
3. If adding others use Select *Find & Link*. Enter *Response to Intervention Staff* Member's Name
4. Select the Role of *Case Manager*. (*MUST be CASE MANAGER*)
5. Click *Add Team Member*

Progress Monitoring

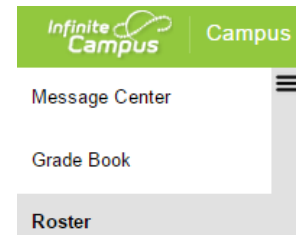
Progress monitoring is an essential piece within Tier 2 instruction and success. As interventionists, it is our job to make sure that the progress monitoring matches the instruction. Progress monitoring is a tool we will use to guide our instruction, update goals and communicate with families, teachers and students.

Here is a simple guide to get you started.

Skill	Progress monitoring tool
fluency	Oral Reading Fluency
comprehension	DAZE or BAS
Sight words	sight word lists
Math computation	DIBELS Math computation
Math application	DIBELS math application
Progress monitoring tools need to be documented. Please share the measures in the ADSIS shared folder	

Entering Progress Monitoring Data

1. Login to Campus Instruction
2. Click on Roster
3. Click on letters RtI next to the student's name.
4. Enter the date, start time, end time and score. Times MUST be in the or it won't save. MDE requires 10 minute increments.
5. Click Save.
6. Click Graph/Historical Data.



Base Score: 18 (10/1/2014) - Goal Score: 106 (6/1/2015)

*Date *Start Time *End Time Duration (min) Score ☐ Exclude from Graph

Comment

Add Another Record

Graph/Historical Detail

Delete

Save

Goal Setting

Using student data, set individual goals with students based on strengths and weaknesses. Help to guide them towards learning strategies that transfer into the core classroom instruction. Here are some questions to help you guide the goal setting discussion.

- *What do you think would be a good goal for you?
- *What strategies will you use to meet this goal?
- *Tell me something you learned.
- *What worked for you and what did not?
- *Is there additional information you require?
- *Where's the best place for you to find what you need?
- *Tell me about your thought process on this.
- *What are you most proud of about your work?

Curriculum Resources

Grades	Math	Description	Materials needed
K-5	Bridges Math Intervention	Hands on approach to math skills and strategies.	
K-5	Do The Math		
6-8	District Curriculum Resources		
9	District Curriculum Resources		

Grades	Reading	Description	Materials needed
K-2	SIPPS	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words	
	American Reading Company	Skill based instruction phonics, fluency, comprehension	
	Orton Gillingham	Phonics instruction	OG resources
3-5	SIPPS	Systematic Instruction in Phonological Awareness, Phonics, and Sight Words	
	Orton Gillingham	Phonics instruction	OG resources
	Reciprocal Teaching	Comprehension	Resource folder
	Close Reading	Comprehension	Resource folder
	LLI	Skill based instruction word study, fluency, comprehension, writing	LLI kits
	American Reading Company	Skill based instruction vocabulary, fluency, comprehension	ARC bins
6-8	Read Naturally Live	Fluency and comprehension	Ear phones Electronic device
	Reciprocal Teaching	Comprehension	Resource folder
	Close Reading	Comprehension	Resource folder
9-10	Reciprocal Teaching/skill based instruction	Comprehension	Resource folder

[LINK](#) to intervention menu

Forms

- Welcome letter for families
- Parent sign off form
- Family communication form
- Exit letter
- Goal Setting Document

Dear Parents and Families:

Proctor Public Schools are committed to providing the highest quality education to ensure academic success for every student. Reading at grade level and having a solid foundation in mathematics are essential for succeeding in school as well as beyond. In addition to academics, we have always strived to create a safe and positive learning environment for all students.



Research supports early intervention as a key to promoting on level reading and math skills. Therefore, we provide opportunities for our students to engage in interventions based on their specific areas of need.

Your child has the opportunity to receive additional instruction in reading or math at school during the regular school day. The interventions are designed to close the gap for children performing below grade level. Your child was chosen for these interventions based on multiple measures. We consider your student's academic achievement in school a top priority. This intervention is designed to improve academic success.

Reading Entrance Criteria

	Primary Measure	Secondary Measure
K	Letter Sound Identification	Letter Name Identification
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The attached document indicates the area in which your child will receive interventions. The document includes a plan and signatures from the team that will be supporting your child.

- Please have both you and your child sign the form.
- If you choose to fill in the responsibilities section, we will incorporate that information into the intervention.
- Some examples of responsibilities for you might include reading for 20 minutes a night or having your child play a math game.
- Please have your child return the form to their teacher.

Team Sign-off Form for Additional Support

Student: _____

Date: _____

As part of their school day, your child will be participating in a _____ intervention. It is a team effort to provide these supports for the students, and key players must sign below to emphasize their commitment. Also included are ways each team member can help the student succeed.

<u>Interventionist</u> Responsibilities • • • Signature _____	<u>Classroom Teacher</u> Responsibilities • • • Signature _____
<u>Parent/Guardian of Participant</u> Responsibilities • • • Signature _____ Phone _____	<u>Student Participant</u> Responsibilities • • • Signature _____

We will make two attempts to contact you regarding your permission to begin the intervention. If you do not reply within one week of receiving this form, your child will begin the intervention.

Information and data collected during the intervention process may be used as part of the evaluation procedures used for determining special education eligibility. However, a comprehensive evaluation is still required. Schools will need to examine all relevant aspects of a student's performance and history, and rule out other primary causes for the learning problems before concluding that a disability does or does not exist.

Family Communication



Proctor Public Schools are committed to providing the highest quality education to ensure academic success for every student. Reading at grade level and having a solid foundation in mathematics are essential for succeeding in school as well as beyond. In addition to academics, we have always strived to create a safe and positive learning environment for all students.

_____ is currently receiving additional instruction in reading or math at school during the regular school day. The interventions are designed to close the gap for children performing below grade level. Your child was chosen for these interventions based on multiple measures. We consider your student's academic achievement in school a top priority. This intervention is designed to improve academic success.

Current intervention: _____ **Interventionist:** _____

Progress: _____ not making progress

_____ making progress

_____ making progress and exiting intervention

Student Engagement :

Comments:

_____ needs improvement

_____ satisfactory

Comments:



Dear Parents and Family of _____,

Proctor Public Schools are committed to providing the highest quality education to ensure academic success for every student. Your child has had the opportunity to receive additional instruction in reading, math or behavior at school during the regular school day. We are happy to report that your child has met the criteria to transition from the additional support.

Based on your child's performance on ongoing assessments, your child is ready to exit from the need of intervention support. She will transition to the regular classroom without intervention support. Your child will continue to be monitored for her progress during the next few months. Our goal is to see continued growth in your child academically.

Your child should be applauded for the effort displayed to increase her skills. It is critical that your child continues to practice the skills she learned during the reading intervention. Your encouragement and support have played a vital role in the progress of your child. If you have any questions, do not hesitate to contact your classroom teacher or principal.

Sincerely,

Dates to remember

The second Tuesday of every month, MDE will host a virtual “Tuesday Talk.” This is a time to ask questions, clarify interventions and learn from others. The sessions are from 3:15-4:15 pm.

Resources

[Best Evidence Encyclopedia](#)

The Johns Hopkins University School of Education's Center for Data-Driven Reform in Education created The Best Evidence Encyclopedia (BEE) to provide educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12. The BEE provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review. The summaries are written by CDDRE staff members and sent to review authors for confirmation.

[Center for Academic, Social and Emotional Learning](#)

Collaborative for Academic, Social, and Emotional Learning (CASEL) is the nation's leading organization advancing the development of academic, social and emotional competence for all students.

[Evidence Based Intervention Network](#)

The University of Missouri developed the Evidence Based Intervention Network (EBI) to provide guidance in the selection and implementation of evidence-based interventions in the classroom setting. Resources can be found on evidence based interventions, assessment, RtI, problem solving and English Language Learners (ELL).

[Florida Center for Reading Research](#)

The Florida Center for Reading Research (FCRR) is a multidisciplinary research center that explores all aspects of reading research—basic research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment.

[Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide](#)

The guide seeks to provide educational practitioners with user-friendly tools to distinguish practices supported by rigorous evidence from those that are not.

[Intervention Central](#)

Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards.

[National Center for Culturally Responsive Educational Systems](#)

The National Center for Culturally Responsive Educational Systems (NCCRESt), a project funded by the U.S. Department of Education's Office of Special Education Programs, provided technical assistance and professional development to close the achievement gap between students from culturally and linguistically diverse backgrounds and their peers, and reduce inappropriate referrals to special education. The project targeted improvements in culturally responsive practices, early intervention, literacy, and positive behavioral supports.

[National Center on Intensive Intervention](#)

The National Center on Intensive Intervention at the American Institutes for Research provides resources to help students with severe and persistent learning or behavioral needs through data-based individualization (DBI). The website provides resources such as evidence-based progress monitoring tools or interventions and professional development materials.

[National Center on Response to Intervention](#)

The American Institutes for Research (AIR) website on RtI provides relevant resources on the four essential components of a multi-tiered system of support (screening, progress monitoring, data-based decision making and multi-level prevention system).

[National Council of Teachers of Mathematics](#)

The National Council of Teachers of Mathematics website provides research and resources on standards-based mathematics curriculum, lessons and assessment.

[Positive Behavioral Interventions and Supports](#)

The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to address social, emotional and behavioral outcomes for students.

[Research Institute on Progress Monitoring](#)

The Office of Special Education Programs (OSEP) funded the Research Institute on Progress Monitoring (RIPM) to develop a system of progress monitoring to evaluate effects of individualized instruction on access to and progress within the general education curriculum.

[Scientifically Based Research: A Link from Research to Practice](#)

This site is devoted to sharing proven practices in reading, writing and mathematics interventions, screening, assessment and progress monitoring.

The IRIS Center

The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence-based practices and interventions.

University of Minnesota Center for Reading Research

The University of Minnesota Center for Reading Research conducts applied research on reading and research on teaching approaches that facilitate reading instruction. The focus is on conducting research that supports teachers, particularly those who teach students of poverty and students from diverse backgrounds.

What Works Clearinghouse

The Institute of Education Science reviews the research on programs, products, practices, and policies in education to answer the question “What works in education?” and provide educators with the information needed to make evidence-based decisions.