

Columbia School District

2018-2019 Multi-Tiered System of Support (MTSS)

Student Profiles

Provides a means of collecting detailed student information that can be used to determine recommendations for interventions, screenings, assessments and classroom instruction. All students receiving academic or behavioral interventions must have a student profile completed.

PRE-KINDERGARTEN

Tier I Instruction

Includes essential components of Tier I instruction aligned to the Teacher Growth Rubric Teacher Evaluation Domains and Standards. These components should be observed and verified by a school administrator to ensure appropriate classroom instruction, classroom management, and differentiated instruction with the general education core curriculum as well as social/behavioral supports. Administrators will use the MDE approved Tier I High-Quality Classroom Observation Form (aligned with the Teacher Growth Rubric).

Data Used to Identify Students	Description of Additional Service (what, when, by whom)	Progress Monitoring
NWEA Screening Academic Probes <i>(Baseline & Bi-Weekly)</i> Progress Reports Report Cards Parent Requests	What: Determined by administrators, interventionists, and classroom teachers	Benchmark data (reflective of state standards) Collected by classroom teacher
	When: Determined by classroom teacher	
	Who: Classroom Teacher	

Tier II Instruction

Provides an efficient means of collecting and documenting information regarding classroom instruction, progress monitoring, parent notification, supplemental instruction, integrity checks, and social/behavioral interventions used to support and extend the critical elements of core instruction. School districts must complete, at a minimum, documentation as required for all students in Tier II.

Data Used to Identify Students	Description of Additional Service (what, when, by whom)	Progress Monitoring
NWEA Screening Academic Probes <i>(Baseline & Weekly)</i> Progress Reports Report Cards Parent Requests	What: Curriculum and Interventions specifically designed for MTSS <u>Tier II MDE approved:</u> (a) Supplemental Instruction Documentation form (b) Intervention Integrity Checks form	Intervention Protocol Teacher/Assistant: Once per week <u>Tier II MDE approved:</u> Progress Monitoring and Evaluation form
	When: 3-5 times/week <i>(minimum of 20 minutes per session)</i> Group size should not exceed 5 students	
	Who: Teacher/Assistant/Interventionists	

Teacher Support Team (TST) Referral and Meeting

Provides an efficient means of requesting or recommending further supports needed due to the student's lack of progress with Tier II interventions, as well as documentation of meetings held and decisions made by the TST.

Tier III Instruction: Must be referred to TST (unsuccessful on Tier II, 20-day MSIS students, other...)

Data Used to Identify Students	Description of Additional Service (what, when, by whom)	Progress Monitoring
Progress Monitoring data from Tier II NWEA Screening Academic Probes <i>(Baseline & Weekly)</i> Progress Reports Report Cards Parent Requests	What: Curriculum and Interventions specifically designed for MTSS as identified by the TST Team <u>Tier III MDE approved:</u> (a) Intensive Intervention Instruction Documentation form (b) Intensive Intervention Integrity Checks form	Intervention Protocol Teacher: Once per week <u>Tier III MDE approved:</u> Progress Monitoring and Evaluation form
	When: 5 times/week <i>(minimum of 50 minutes per session)</i> Group size should not exceed 2 students <i>(Ideally should be implemented one-on-one)</i>	
	Who: Teacher/Interventionists	

KINDERGARTEN – 8TH GRADE

Tier I Instruction

Includes essential components of Tier I instruction aligned to the Teacher Growth Rubric Teacher Evaluation Domains and Standards. These components should be observed and verified by a school administrator to ensure appropriate classroom instruction, classroom management, and differentiated instruction with the general education core curriculum as well as social/behavioral supports. Administrators will use the MDE approved Tier I High-Quality Classroom Observation Form (aligned with the Teacher Growth Rubric).

Data Used to Identify Students	Description of Additional Service (what, when, by whom)	Progress Monitoring
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Provides an efficient means of collecting and documenting information regarding classroom instruction, progress monitoring, parent notification, supplemental instruction, integrity checks, and social/behavioral interventions used to support and extend the critical elements of core instruction. School districts must complete, at a minimum, documentation as required for all students in Tier II.

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	Who: Teacher/Assistant/Interventionists	

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Progress Monitoring data from Tier II NWEA Screening Academic Probes <i>(Baseline & Weekly)</i> Progress Reports Report Cards Parent Requests	What: Curriculum and Interventions specifically designed for MTSS as identified by the TST Team <u>Tier III MDE approved:</u> (a) Intensive Intervention Instruction Documentation form (b) Intensive Intervention Integrity Checks form	Intervention Protocol Teacher: Once per week <u>Tier III MDE approved:</u> Progress Monitoring and Evaluation form
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	Who: Teacher/Interventionists	

Dyslexia Screener

Screener Used	Dates Administered	Comments
Mississippi Dyslexia Therapy Association (MDTA) Screener <i>To assist schools with dyslexia screening, MDE and MDTA have developed the Mississippi Dyslexia Therapy Association (MDTA) Screener to meet the standard as set by House Bill 1031</i>	Spring of Kindergarten Fall of 1 st Grade Subsequent administration of the MDTA Screener may be administered by licensed diagnosticians	If a student fails the MDTA Screener: <ul style="list-style-type: none"> (a) the parent or legal guardian will be notified of the results of the screener (b) school personnel will complete the Elementary/Middle and High School Dyslexia Checklist for Teachers (c) parent/guardian will complete the Dyslexia Parent Information Questionnaire (d) all results should be placed in the student's cumulative record (MDTA)

Literacy-Based Promotion Act

Passed during the 2013 legislative session, the Literacy-Based Promotion Act places an emphasis on grade-level reading skills for students, particularly as they progress through grades K-3.

Beginning in the 2014-2015 school year, a student scoring at the lowest achievement level in reading on the established state assessment for 3rd grade will not be promoted to 4th grade unless the student meets the good cause exemptions for promotion.

CPS universally screens students and provides intensive reading instruction and immediate intervention to each K - 3 student who exhibits a substantial deficiency in reading at any time.

Parents or guardians are notified as problems are identified.

Individual Reading Plan

Provides a template for documenting the LBPA requirements pertaining to the identification of a reading deficiency, intensive reading instruction, and intervention for identified K-3 students and 4th grade students who were promoted using the Good Cause Exemption. The Individual Reading Plan correlates with the Multi-Tiered System of Supports (MTSS) student documentation required for Tier III (Intensive Intervention). These pages may be used when meeting with the Teacher Support Team for each student that did not respond to Tier II Interventions; 4th grade students requiring Intensive Intervention after Good Cause Exemption promotion; or, for intensive reading interventions for Special Education students (K-4) and English Language Learners (ELLs).

Data Used to Identify Students	Description of Additional Service (what, when, by whom)	Progress Monitoring
NWEA Screening Progress Monitoring data from Tier II Academic Probes (<i>Baseline & Weekly</i>) Progress Reports Report Cards Parent Requests	What: TST identified curriculum and interventions specifically designed for Tier III reading based on: <ul style="list-style-type: none"> (a) NWEA Screening data (b) Individual Reading Plan Checklist (c) Determining Reading Deficiency form 	Intervention Protocol Teacher: Once per week <u>MDE Individual Reading Plan approved:</u> <ul style="list-style-type: none"> (a) Goals and Benchmarks for Growth (b) Additional instructional services and interventions (c) Parental support
	When: 5 times/week <i>(minimum of 50 minutes per session)</i> Group size should not exceed 2 students <i>(Ideally should be implemented one-on-one)</i>	
	Who: Teacher/Interventionists	

GRADES 9-12

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	Who: Teacher/Interventionists	

Dyslexia Screener

Screener Used	Dates Administered	Comments
Lexercise Mississippi Dyslexia Screener <i>To assist schools with dyslexia screening, MDE has identified the Lexercise Mississippi Dyslexia Screener to meet the standard as set by House Bill 1031</i>	Administration of the Lexercise Mississippi Dyslexia Screener will be administered by licensed diagnosticians on an as needed basis	If a student fails the Lexercise Mississippi Dyslexia Screener: <ul style="list-style-type: none"> (a) the parent or legal guardian will be notified of the results of the screener (b) school personnel will complete the Middle and High School Dyslexia Checklist for Teachers (c) parent/guardian will complete the Dyslexia Parent Information Questionnaire (d) all results should be placed in the student's cumulative record (MDTA)