Intervention Toolkit

2015-16

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Purpose & Overview

Purpose

The purpose of this document is to provide school teams with the guidance around implementing interventions within a Multi-Tiered System of Supports (MTSS), specifically in the area of literacy, math, and behavior interventions. MTSS supports the implementation of the priority areas outlined in our MMSD Strategic Framework and reflects the MMSD core values of clear and sustained focus, great teaching and leadership, continuous improvement aimed at results, and a culture of excellence and equity.

Overview

The Intervention Toolkit is built on the foundation of MTSS which can be found in the MTSS Summary Guidance document. Here is where you will find specific information on supporting English language and bilingual learners, advanced learners, and students with disabilities through MTSS. After reviewing this summary document, proceed with the contents of this toolkit. This toolkit begins with a brief description of MTSS and how three essential teams must be present and work in collaboration with one another in order to effectively meet the needs of all students. Next, a general decision making process is presented for thinking about tiers of support. Assuming teaming structures are in place and after careful consideration of strengthening core instruction, schools are ready to think about their supplemental supports and intervention in addition to core instruction.

The toolkit is then organized into five sections. The first section, **Prepare for Success,** provides guidance on organizing actions that are critical to ensuring successful MTSS implementation. The cycle of Great Teaching, **Plan, Teach (Implement), Reflect & Adjust,** should be utilized when planning and implementing supplemental supports and interventions. As teams move through the cycle, they intentionally ask and answer: What do we want all students to know and be able to do? What intervention strategies will we use for *some* students? How will we respond when they haven't responded as expected? Or how do we know when we should discontinue the intervention for those students who made sufficient progress?

Within each of these components, the toolkit provides:

➢ An overview of the section
➢ The actions
➢ The purpose
➢ The tools and resources to support actions
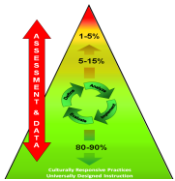
Multi-Tiered Systems of Support (MTSS)

A Multi-tiered System of Supports, formerly referred to as Response to Intervention or RtI[2] in the Madison Metropolitan School District, is a systematic, multi-tiered model. MTSS establishes a process for providing increasing levels of instructional time and intensity whereby the needs of all learners are identified, supported early and effectively. MTSS is based on the provision of high quality standards-based core instruction and the use of data to identify students for appropriate acceleration and intervention. MTSS implementation is everyone's responsibility and advances academic and behavioral achievement through frequent progress monitoring, ongoing data collection and analyses, as well as providing immediate, evidence-based intervention for those who need it.

Teaming Structures that support MTSS and Tiered Interventions

Within an MTSS framework, schools should have a team infrastructure that includes at least 3 types of teams: (1) The school-based leadership team (SBLT), (2) teacher teams (e.g., department, grade level or instructional teams), and (3) a student support and intervention team (SSIT). Principals help define membership across these teams, making sure that team composition is intentional. The "Teacher/Support Staff" role can apply to many types of staff (e.g., Assistant Principals, Classroom Teachers, PBS Coaches). High functioning teams at each level (school, teacher/grade, and individual student) analyze data to problem solve and develop plans to achieve success. In each case, the goals identified by the school improvement plan (SIP) should drive the selection of data for analysis. The graphic below illustrates how teams at various levels fit into the MTSS framework. The shaded boxes in the middle define the team composition, and the white boxes below describe the work of each team. Staff like School Improvement Partners and SSIT Representatives act as connections between teams, helping communicate issues across levels.

Tier 1 adjustments & Tier 2 Interventions led by collaborative teacher teams are for those students in need of supplemental support in learning essential core literacy, math, language standards, and behavior. The **SSIT** focuses on supporting teacher teams as well as individualized problem-solving when needed.
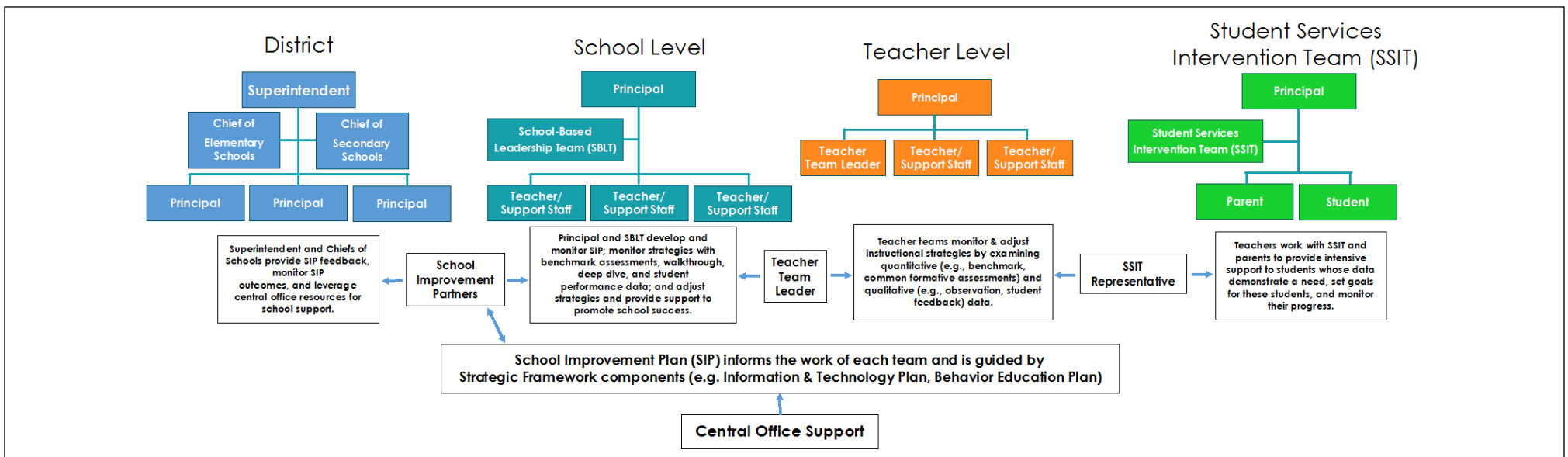
Teams and Their Role in Intervention

Schools will support more students in achieving academic and behavioral expectations when they implement teaming structures, data-based decision making, and on-going progress monitoring for assessing the core and supplemental instruction and interventions. Each school may look different in their structure and communication around interventions. The graphic below presents each school team and their primary responsibilities within the context of tiered support. Best practices dictate that all teams reflect and adjust on a regular basis to ensure equity and access to a multi-tiered system of supports for all students.

Primary Responsibilities of **SBLT** within a tiered system of supports:
- Reviews data regularly(e.g., quarterly)to evaluate the effectiveness of Tiers 1, 2, and 3
- Develops and implements the School Improvement Plan (SIP) at the school level to address key challenges and promote strengths
- Monitors the fidelity of implementation of instruction and intervention
- Ensures that English Language and Bilingual Learners have access to core instruction and intervention in their language of instruction (considers language proficiency in data sets).

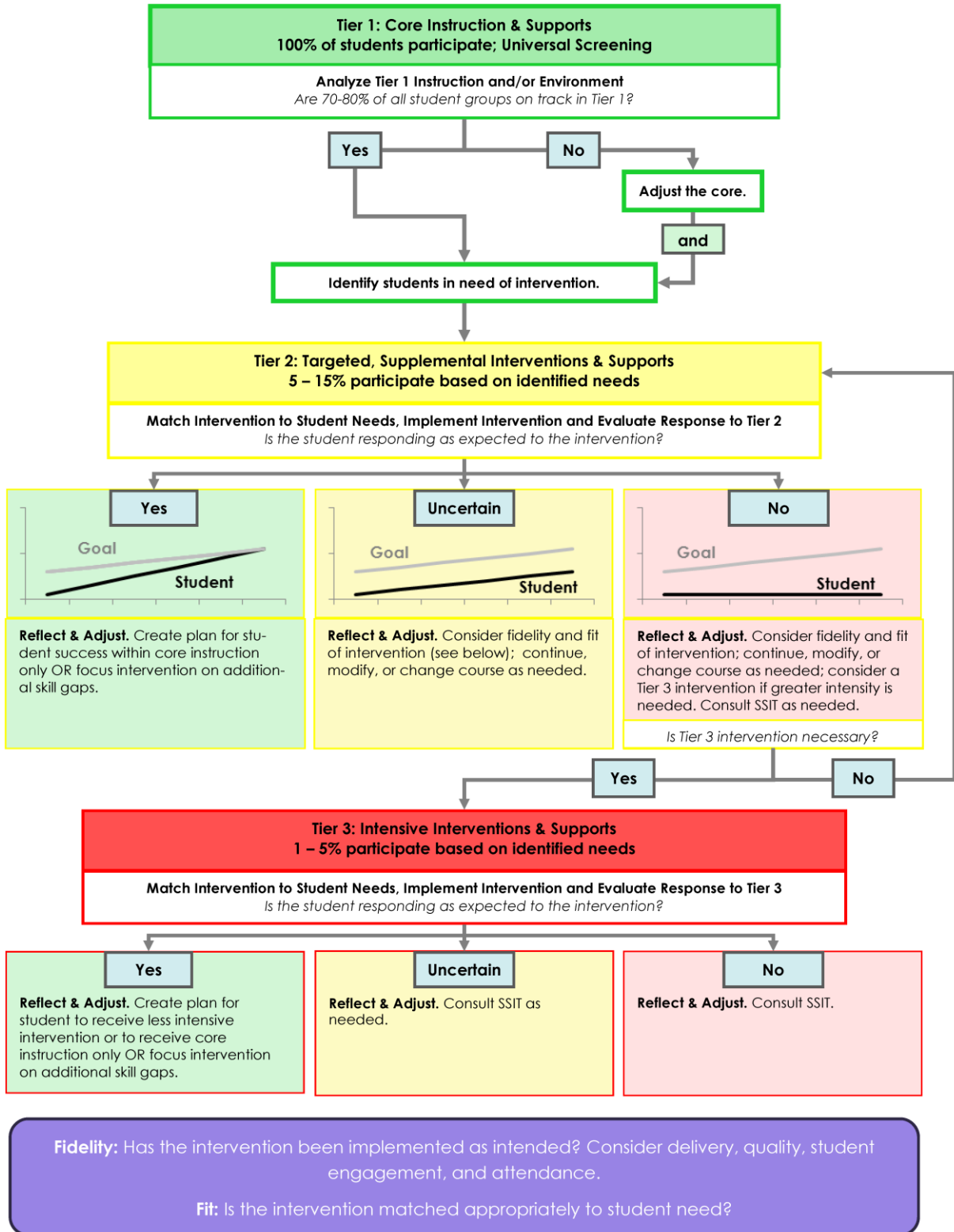Primary Responsibilities of **Teacher Teams** within a tiered system supports:
- Using the Great Teaching cycle, meet on a consistent basis (e.g., weekly) to identify and plan differentiated support for students based on initial and on-going data
- Deliver core instruction, adjust the core as necessary, and deliver some Tier 2 interventions as appropriate.
- Monitor and assess improvement efforts noting strengths and areas for further refinement
- Communicate with families to share student learning goals and progress (on-going)

Primary Responsibilities of **SSIT** within a tiered system of supports:
- Meet once per week or every other week.
- Engage in individualized problem solving to address the needs of individual students who are not making expected progress.
- Work with teacher teams to support, develop, select and/or evaluate Tier 2 and Tier 3 interventions.
- Communicate to SBLT any systems level effectiveness data for Tiers 2 & 3

Below is a general decision making flowchart that school teams can use to help them think about building their system of tiered support.

Flowchart for Tiered Support & Intervention

Tier 1: Core Instruction & Supports
100% of students participate; Universal Screening

Analyze Tier 1 Instruction and/or Environment
Are 70-80% of all student groups on track in Tier 1?

Yes — No

Adjust the core.

and

Identify students in need of intervention.

Tier 2: Targeted, Supplemental Interventions & Supports
5 – 15% participate based on identified needs

Match Intervention to Student Needs, Implement Intervention and Evaluate Response to Tier 2
Is the student responding as expected to the intervention?

Yes	Uncertain	No
Goal / Student	Goal / Student	Goal / Student
Reflect & Adjust. Create plan for student success within core instruction only OR focus intervention on additional skill gaps.	**Reflect & Adjust.** Consider fidelity and fit of intervention (see below); continue, modify, or change course as needed.	**Reflect & Adjust.** Consider fidelity and fit of intervention; continue, modify, or change course as needed; consider a Tier 3 intervention if greater intensity is needed. Consult SSIT as needed.

Is Tier 3 intervention necessary?

Yes — No

Tier 3: Intensive Interventions & Supports
1 – 5% participate based on identified needs

Match Intervention to Student Needs, Implement Intervention and Evaluate Response to Tier 3
Is the student responding as expected to the intervention?

Yes	Uncertain	No
Reflect & Adjust. Create plan for student to receive less intensive intervention or to receive core instruction only OR focus intervention on additional skill gaps.	**Reflect & Adjust.** Consult SSIT as needed.	**Reflect & Adjust.** Consult SSIT.

Fidelity: Has the intervention been implemented as intended? Consider delivery, quality, student engagement, and attendance.

Fit: Is the intervention matched appropriately to student need?

Prepare For Success

Overview: SBLTs play a critical role in preparing their school for success in implementing an effective MTSS. All of the actions in this section are designed to facilitate the implementation of high-quality tiered instruction and support from a systems level perspective.

In particular, this preparation for success focuses on systems level assessment, gathering data on systems and students so that the appropriate team can make decisions about needs of the school and students, and setting a schedule to meet the needs of all students.

Action	Purpose	Tool(s) and Resources
Review or Complete the Self-Assessment of Current MTSS Practices	The purpose of this action is for the school team to assess their current practices related interventions, specifically pinpointing strengths and opportunities for growth.	• Self-reflection of current MTSS practices for Tier 2 & 3 supports

Gather school-wide resource data	The development or on-going refinement of various resource maps (e.g., content areas that include curricular and intervention resources, staff skills, teams) can help articulate how the school is supporting students in a systematic way.
	For support in determining your menu of options, teams can consult various documents that outline district-provided and/or approved curricular materials across tiers.
		• Resource Map Templates
		  o Content area
		  o Teams
		  o Skills
		  o Quick Audit of 3-tiered model
		• Resource Guide for 4K-5 Teams
		• Designing a Literacy System of Supports

Gather student level data	The purpose of this action is to be able to access the data in a meaningful, on-going way. Here, the team compiles information about students' academic, behavior, language proficiencies, and attendance data.	• Data Dashboard Data Use Guide • Excel files/Google sheets
Consider your options	Based on your resources and careful consideration of key questions, schools will be able to determine what they need.	• Designing your System of Supports • Considering an intervention block
Set Schedule	It is important to create a schedule to meet the needs of all students. Use the scheduling document as a resource to consider different aspects of your schedule. Because Middle School and High Schools rely on courses to structure their intervention support, use the MS and HS Course Description documents to code your intervention courses appropriately.	• Scheduling guidance • MS Intervention Course Descriptions and Codes • HS Intervention Course Descriptions and Codes

Plan

Overview: Planning for intervention involves the careful consideration of students' needs. This is done by **teacher teams** through various actions such as determining the primary instructional focus for each student, matching the primary instructional focus and learning characteristics to the optimal research-based intervention program or strategy, and grouping students with similar needs.

Action	Purpose	Tool(s) and Resources
Determine your structures that contribute to identification	There is a general process that can lead to identification for students in need of intervention. While this process can look different across schools given the different structures and teams in place, the overall concept remains the same. Use this resource to consider & develop your identification process.	• Identification Process Flowchart
Determine what your primary instructional focus will be for each student	The purpose of this action is preliminarily identifying those students who may need support in addition to core instruction. It represents a starting point to look more closely at students who are initially flagged.	• Intervention Consideration Roster report • Diagnostic assessments available, if needed • Consult interventionists for in-program tools

Match the primary instructional focus to intervention program or strategy	The purpose of this action step is to consider the optimal strategy or program that will meet the need of the student. Students with similar skills should be grouped together. Often, a standard protocol intervention (e.g., packaged program) is considered first because the likelihood of positive student response is good, and it is a more efficient approach. Most often, individualized interventions are considered after a standard protocol has been used.
	Use these resources to help you determine which intervention is optimal for the student(s).
		• Decision-making flow chart and intervention-matching tables for literacy and math
		• Designing a Literacy System of Supports
		• Literacy Intervention Options at a glance
		   o English Language Arts
		   o Bilingual Instruction
		• MTSS Planning Worksheet for Literacy
		• Math Interventions
		• Behavior Interventions
		• Writing Instruction and Strategies

Set individual goals for students in intervention	The purpose of individual student goal setting is to predict what progress you would expect to see when the intervention is complete. Use this tool as a guide for setting goals & determining a student's response.	• Setting goals

Plan for communication with families	The purpose here is to inform the parent/guardian that their child has been identified as a child who would benefit from additional support and that progress will be communicated.	• Communication with families
		• MTSS brochures
		   o In English
		   o In Spanish
		• Sample Letters
		• Phone calls

Teach (Implement Intervention)

Overview: Delivering standards-based instruction and intervention using the gradual release of responsibility model is essential for ensuring positive student outcomes not only for students in core instruction but also for those students receiving intervention strategies and/or programs. Highly effective intervention engages the students *in learning* and *as learners*. Students who are engaged *in learning* know, understand, and can articulate the learning target, actively participate, and receive meaningful feedback that increases future learning. When students are engaged *as learners*, they are able to set their own personal learning goals for intervention, make use of feedback, and monitor their own progress. This great teaching applies to implementing (teaching) interventions. In addition to drawing on the *teach* portion of Great Teaching, those teaching interventions should also consider additional intervention-related aspects such as fidelity.

Action	Purpose	Tool(s) and Resources
Deliver standards-based intervention that focuses on skills needed to be successful in literacy, math, and/or behavior	Teachers implement intervention plans that were developed during team planning time or as a result of teacher team meeting, and make adjustments based on the needs of those students who need additional instruction.	• Instructional Planning Form • Designing a Literacy System of Supports
Deliver intervention program or strategy as intended	It is important to implement supplemental supports, whether it is a strategy or a packaged program, with fidelity.	• Fidelity to the intervention
Establish a plan for ensuring that intervention is delivered with fidelity	The purpose of this action is to create a plan to monitor intervention implementation. This can be done through a combination of teacher self-rating and an independent observation.	• Fidelity checklists

Reflect & Adjust

Overview: Teacher teams along with grade level interventionists and other support staff as necessary engage in regular routines (e.g., 6-8 weeks) to reflect on student progress in Tier 2. Teams use a combination of curriculum-based measures and in-program assessments to determine students' growth towards skill targets, and ultimately, mastery of standards.

Action	Purpose	Tool(s) and Resources
Monitor progress of students	The teacher who delivers the intervention monitors the progress of each student. The type and level of intervention will determine how frequently to monitor progress and which progress monitoring tool to use.	• Monitor progress of students • AIMSweb resources
Establish plan for reviewing and analyzing progress monitoring data	The purpose of this action is to ensure that teacher teams have a plan is in place to review progress. Reviewing progress monitoring data is essential to determine if the intervention should continue, be modified, or be withdrawn.	• When students respond to an intervention • When students don't respond as expected to an intervention
Record results in OASYS	The purpose of this action is to document the review of data within the district's record keeping system, OASYS. This provides a way to exam This information is important in ensuring that individual students are getting the support that they need AND for the SBLT to think about the overall effectiveness of their interventions. Some schools may want to keep their own spread sheet on intervention effectiveness; a sample Google sheet is provided.	• OASYS
Review Systems level reports from OASYS	The SBLT will look at this systems level report to evaluate the overall effectiveness of their interventions. In addition to OASYS, some schools may want to keep their own spreadsheet on intervention effectiveness.	• OASYS • Sample Google Spreadsheet
Consider a referral or consultation with the SSIT	Teacher teams will refer to the SSIT when they need more individualized problem solving to create an individualized intervention to meet the student's needs.	• SSIT guidelines • SSIT forms and procedures
Consider a referral for Special Education	If a team is concerned that the student may have a specific learning disability or another category, they should consult the rigorous criteria and guidelines provided by the Department of Public Instruction (PI.11) and these resources provided.	• SLD Guidelines document • EEN guidance