

DODGE CITY MIDDLE SCHOOL

Problem Solving Response 2 Intervention

When addressing problems for a student or group of students, educators use the four stages of problem solving to systematically (1) identify the expected skill(s) the student or students is/are expected to perform (i.e., replacement behavior), (2) determine what factors are inhibiting performance of the target skill(s), (3) develop and implement a plan to remove barriers to learning, and (4) evaluate student RtI

TIER III INTERVENTIONS

Tier III interventions should involve highly idiosyncratic, intensive services that require the expertise of a diverse team of trained individuals. Educators monitor progress frequently (e.g., weekly) to make decisions regarding student RtI. Interventions developed for students receiving Tier III services may or may not involve resources outside of what can be realistically expected in the general education setting. When the resources (e.g., time, materials, personnel) required exceed what is available through general education, then the student is considered for special education eligibility. Thus, in the PS/RtI model, special education becomes a mechanism for providing additional, intensive services to students, not a location where students diagnosed with disabilities go to receive instruction.

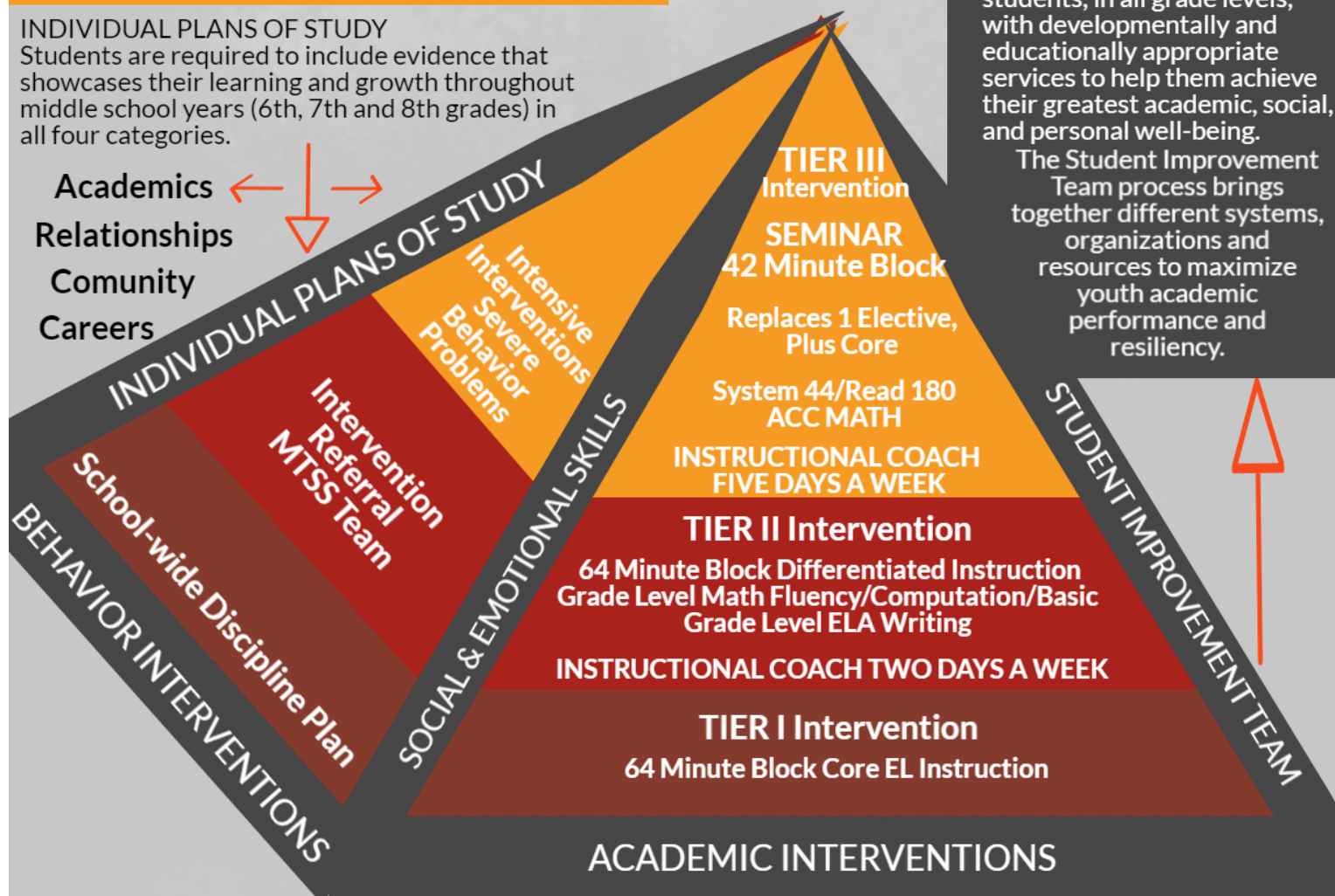
TIER II INTERVENTION

Tier II intervention (i.e., supplemental intervention) involves additional time and/or skill focus in the curriculum for students identified as at-risk through universal screening and other available information. Students receiving Tier II interventions are monitored more frequently (e.g., monthly) to facilitate decision-making regarding the effectiveness of the intervention plan developed through the problem-solving process. Although the majority of students should respond to Tier I and II instruction, estimates indicate that approximately 5% will require more intensive, targeted interventions available through Tier III services.

INDIVIDUAL PLANS OF STUDY

Students are required to include evidence that showcases their learning and growth throughout middle school years (6th, 7th and 8th grades) in all four categories.

Academics
Relationships
Community
Careers



DODGE CITY MIDDLE SCHOOL

MULTITIER OF SUPPORT (MTSS) MODEL

The goal of Dodge City Middle School **Tier Interventions Plan** is to close the achievement gap as quickly as possible. This is a comprehensive systematic process that connects students with appropriate services designed to help them achieve academic and social success. Students who do not make adequate academic progress in Tier I instruction will receive more intensive academic Tier placement services within the regular school day. The **Tier Interventions Plan** will include programs, strategies, and procedures that provide a support to accelerate learning as outlined in this guide.

Students who do not make adequate social or behavioral progress will be referred to the MTSS Team by teachers or staff, parents, or administration based on identified needs. These students will also receive tiered interventions during the regular school day. Parents will be notified and encouraged to participate in the MTSS process in order to identify the most appropriate interventions.

When addressing problems (academic or social/behavioral) for a student or group of students, educators use the four stages of problem solving to systematically (1) identify the expected skill(s) the student or students is/are expected to perform (i.e., replacement behavior), (2) determine what factors are inhibiting performance of the target skill(s), (3) develop and implement a plan to remove barriers to learning, and (4) evaluate student progress and update intervention plan as necessary.

ACADEMIC INTERVENTIONS

TIER I ACADEMIC INTERVENTION

Tier I instruction involves providing scientific, research-based instruction to all students (i.e., core instruction). Educators administer universal screening assessments three to four times per year and examine existing data to determine the overall impact of Tier I instruction, and screen for individual students not responding to the curriculum.

Within the **Tier Interventions Plan**, all students receive core math and ELA instruction as the foundation for learning. Those students at-risk for academic failure on the basis of their performance on screening assessments (and validated through in-class performance observations) are then provided supplemental support.

- This first layer of additional support, Tier II, occurs outside of the time dedicated to core math and ELA instruction, in small groups of students, and focuses primarily on providing increased opportunities to practice and learn skills taught in the core.
- When Tier II is insufficient to meet students need, students are provided Tier III interventions. Compared to Tier II, Tier III is more explicit, is focused on remediation of specific skills, is made available for a longer duration of time (both in overall length of intervention and regularly scheduled minutes of instructional time), and is provided in settings with smaller teacher to student ratios.

TIER I INSTRUCTION

- All students will receive ELA and math core instruction as the foundation for learning within a 64-minute block.
- Implementation of state standards through research-based practices
- Use of flexible groups for differentiation

TIER I INSTRUCTIONAL COACHES' RESPONSIBILITY

- Work with core teams to review student data for placement & charting to check growth patterns
- Review Tier II & Tier III student progress monitoring weekly
- Report student progress to core teams during weekly meetings
- Report student progress during monthly SIT meetings
- Work with Intervention teachers to plan instruction with appropriate materials & an instructional sequence that meets individual students needs

TIER I ASSESSMENT

- Progress monitoring & charting to check growth patterns
- Progress review at the end of each quarter to determine intervention placement, if needed, for next quarter

TIER II ACADEMIC INTERVENTION

Tier II intervention (i.e., supplemental intervention) involves additional time and/or skill focus in the curriculum for students identified as at-risk through universal screening and other available information. Students receiving Tier II interventions are monitored more frequently (e.g., monthly) to facilitate decision-making regarding the effectiveness of the intervention plan developed through the problem-solving process. Although the majority of students should respond to Tier I and II instruction, estimates indicate that approximately 5% will require more intensive, targeted interventions available through Tier III services.

- 10-15% of students performing at the basic level who struggle with the College & Career Readiness standards introduced in ELA and/or math core instruction within a 64-minute block
- May be taught in a co-teaching environment or have additional classroom Para support (See Page 4)
- Focus on specialized corrective activities to help students overcome whatever learning difficulties they may be experiencing
- Modified core curriculum along with mini class sessions to close individual learning gaps
- Systematic and explicit instruction that includes modeling & direct teaching
- Specialized programming that focuses on key skills
- Continuous corrective feedback, encouragement, & self monitoring activities

TIER II INSTRUCTION

- Lesson pace is adjusted to provide more intensive instruction
- Review of new skills with modified or shortened instruction & practice of new skills
- Instructional pace is slowed & focused by implementing a series of lessons concentrating only on a variety of review and practice activities.
- Provide a variety of practice opportunities that coordinate with identified classroom skills but use different approaches.

TIER II ASSESSMENT

- Progress monitoring & charting to check growth patterns
- Progress review at the end of each quarter to determine the intervention placement for the next quarter
- Student progress monitoring reviewed weekly by instructional coach & reported back to core team during weekly meetings & monthly SIT meetings

The following criteria for placement in a Tier II class will include:

Objective Data

- SRI and SMI
- State Assessment Scores: Math & ELA
- CRA Final Scores (Math) & Writing Sample Paragraph (ELA)

Subjective Data

- Completes Assignments with Accuracy
- Requires Reteaching / Reinforcement
- Applies Higher Level Thinking Skills
- Type of Learner

TIER III ACADEMIC INTERVENTION

Tier III interventions typically involve highly idiosyncratic, intensive services that require the expertise of a diverse team of trained individuals. Educators monitor progress frequently (e.g., weekly) to make decisions regarding student RtI. Interventions developed for students receiving Tier III services may or may not involve resources outside of what can be realistically expected in the general education setting. When the resources (e.g., time, materials, personnel) required exceed what is available through general education, then the student is considered for special education eligibility. Thus, in the MTSS model, special education becomes a mechanism for providing additional, intensive services to students, not a location where students diagnosed with disabilities go to receive instruction.

- 3-5% of students receiving Tier I instruction & Tier II intervention who do not show the desired growth pattern based on progress monitoring to reach grade level ELA and/or math standards
- Require the most intensive interventions
- Will receive daily, intensive, small group or individual intervention targeting specific areas of deficit in ELA and/or math
- 42-minute quarterly classes with a minimum of 12 students
- Services are “in addition to” & never “instead of” Tier II intervention
- Special Education providers are included in Tier III interventions.

TIER III INSTRUCTION

- Will keep a continuous record of student progress
- Focus is on fewer high priority skills during lessons
- Scheduling multiple & extended instructional sessions
- Small group and one-to-one or small group instruction is mandatory instructional provision
- Intensified specific skill development providing students with more opportunities to practice & respond
- Giving students feedback based on their individual responses & teaching students to mastery based on individual learning progress
- Planning with instructional coaches at least three times per week with materials & an instructional sequence that meets individual students needs

TIER III ASSESSMENT

- Regular student progress monitoring using progress monitoring measures to assess whether the program is on course & to determine whether a team of professionals needs to refine the instructional program to enhance achievement growth
- Student progress monitoring reviewed weekly by instructional coach & reported back to core team during weekly meetings & monthly SIT meetings
- Reviewed at the end of each quarter to determine the intervention placement for the next quarter.

The following criteria for placement in a Tier III class will include:

Objective Data

- SRI and SMI
- State Assessment Scores: Math & ELA
- CRA Final Scores (Math); Writing Sample (ELA) & Reading Dolch Sight Word Assessment (ELA)

Subjective Data

- Completes Assignments with Accuracy
- Requires Reteaching / Reinforcement
- Applies Higher Level Thinking Skills
- Type of Learner

SOCIAL/BEHAVIORAL TIER INTERVENTIONS

Additional tiers are available for students who are referred to the MTSS team due to social/behavioral concerns.

TIER I SOCIAL/BEHAVIORAL INTERVENTION

Within the TIER INTERVENTIONS PLAN, behavioral instruction is provided to all students in all settings and consists of teaching school wide expectations, rules, and procedures. Universal screening is administered, and students with at-risk behaviors are identified. Primary intervention occurs in the classroom setting and school-wide systems are in place to support students who need universal interventions.

- A school-wide discipline plan is implemented and provided to students and parents to establish a positive, predictable climate
- Teachers are responsible for developing and communicating a classroom behavior plan to students and parents, with clearly defined procedures and expectations
- All staff and faculty work to develop positive relationships with students
- A screening procedure is in place to proactively identify students who are at-risk of inappropriate behavior.

TIER II SOCIAL/BEHAVIORAL INTERVENTION

Students who continue to exhibit social/behavioral problems after receiving Tier I universal interventions, are identified as needing TIER II interventions through the screening procedure, or through referral by parents or school staff members.

- Increased supervision and monitoring of expected behavior
- Small group counseling sessions led by counselors or school psychologist
- Thorough review of school-wide and classroom behavior expectations
- Use of relaxation techniques and strategies
- Parent meeting
- Referral to school administration if necessary

TIER III SOCIAL/BEHAVIORAL INTERVENTION

TIER III behavioral strategies are provided to individual students who are not successful at TIER II. These interventions are more intensive by nature, and address severe behavior problems. The MTSS team collaborates to study problem behaviors and determine the personnel necessary to provide support services.

- Individual counseling and/or social skills instruction
- Review and reinforce each expectation of desired behavior daily
- Develop a Behavior Intervention Plan (BIP)
- Daily meeting with coach or mentor for check in/check out
- Administer Functional Behavior Assessment (FBA)
- Involve SKACD Behavior Intervention Specialist

COURSE DESCRIPTIONS

Within the Tier interventions plan, all students receive core math and ELA instruction as the foundation for learning. Those students at-risk for academic failure on the basis of their performance (and validation of their performance) on screening assessments are then provided supplemental support.

TIER II MATH (64 minutes – Within the Core Instruction)

This first layer of additional support, **Tier II**, focuses primarily on providing increased opportunities to practice and learn skills taught in the class setting. This intervention program is for students who are performing at the basic level, who occasionally struggle with the College & Career Readiness standards introduced in core math instruction. These classes will focus on specialized corrective activities to help students overcome whatever learning difficulties they may be experiencing. Students will receive specific instruction that focuses on key skills in a co-teaching environment or they will receive additional paraprofessional support within the 64-minute block. During these classes, students will receive a modified core curriculum along with mini class sessions to close the individual learning gaps. To provide greater focus to Tier II instruction, teachers can adjust the overall lesson pace in order to provide more intensive instruction. Student progress will be monitored regularly with charting to check growth patterns.

Tier II Math

- Fact Fluency Practice?
- Math Instruction? Centers? Small group? Mini lessons
- Accelerated Math?
 - Timeline
 - Fluency/Basic Math Fact= 10 minutes
 - Math Instruction= 40 minutes (direct instruction or sectioned into small group/centers)
 - Accelerated Math= 12 minutes (individualized targeted instruction; homework?)

TIER II MATH CURRICULUM

SIXTH GRADE MATH Major Clusters = MC Supporting Clusters = SC Additional Standards = AS	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Ratios and Proportional Reasoning				
MC = Understand ratio concepts and use ratio reasoning to solve problems				
The Number System				
MC = Apply and extend previous understandings of multiplication and division to divide fractions by fractions				
AS = Compute fluently with multi-digit numbers and find common factors and multiples				
MC = Apply and Extend previous understandings of numbers to the system of rational numbers				
Expressions and Equations				
MC = Apply and extend previous understandings of arithmetic to algebraic expressions				
MC = Reason about and solve one-variable equations and inequalities				
MC = Represent, analyze quantitative relationships between dependent and independent variables				
Geometry				
SC = Solve real-world and mathematical problems involving area, surface area and volume				
Statistics and Probability				
AS = Develop understanding of statistical variability				
AS = Summarize and describe distributions				

<u>SEVENTH GRADE MATH</u> Major Clusters = MC Supporting Clusters = SC Additional Standards = AS	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Ratios and Proportional Reasoning				
MC = Analyze proportional relationships and use them to solve real-world and mathematical problems				
The Number System				
MC = Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers				
Expressions and Equations				
MC = Use properties of operations to generate equivalent expressions				
MC = Solve real-life and mathematical problems using numerical and algebraic expressions and equations				
Geometry				
AS = Draw, construct and describe geometrical figures and describe relationships between them				
AS = Solve real-life and mathematical problems				
Statistics and Probability				
SC = Use random sampling to draw inferences about a population				
AS = Draw informal comparative inferences about two populations				
SC = Investigate chance processes and develop, use, and evaluate probability models				

<u>EIGHTH GRADE MATH</u> Major Clusters = MC Supporting Clusters = SC Additional Standards = AS	Quarter 1	Quarter 2	Quarter 3	Quarter 4
The Number System				
SC = Know that there are numbers that are not rational, and approximate them by rational numbers				
Expressions and Equations				
Work with radicals and integer exponents				
Understand the connections between proportional relationships, lines, and linear equations				
Analyze and solve linear equations and pairs of simultaneous linear equations				
Functions				
MC = Define, evaluate, and compare functions				
MC = Use functions to model relationships between quantities				
Geometry				
MC = Understand the congruence and similarity using physical models, transparencies, or geometry software				
MC = Understand and apply the Pythagorean Theorem				
AD = Solve real-world and mathematical problems involving volume of cylinders, cones and spheres				
Statistics and Probability				
SC = Investigate patterns of association in bivariate data				

TIER II English/Language Arts (64 minutes – Within the Core Instruction)

This first layer of additional support, **Tier II**, focuses primarily on providing increased opportunities to practice and learn skills taught in the class setting. This intervention program is for students who are performing at the basic level, who occasionally struggle with the College & Career Readiness standards introduced in core ELA instruction. These classes will focus on specialized corrective activities to help students overcome whatever learning difficulties they may be experiencing. Students will receive specific instruction that focuses on key skills in a co-teaching environment or they will receive additional paraprofessional support within the 64-minute block. During these classes, students will receive a modified core curriculum along with mini class sessions to close the individual learning gaps. To provide greater focus to Tier II instruction, teachers can adjust the overall lesson pace in order to provide more intensive instruction. Student progress will be monitored regularly with charting to check growth patterns.

TIER III MATH

Math Seminar (42 minutes – Outside of the Core Instruction)

When Tier II is insufficient to meet students need, students are provided **Tier III** intervention. Compared to Tier II, **Tier III** is more explicit and focuses on remediation of skills. Tier III classes last for nine weeks and provide an additional 42 minutes of intervention on specifically targeted skills. This class addresses 3-5% of students who have received Tier I instruction and Tier II intervention and continue to show marked difficulty in acquiring necessary math skills. It could also include students who are 1.5 to 2 years behind and require the most intensive interventions. Students at this level will receive daily, intensive, small group or individual intervention targeting specific areas of deficit in math, which are more intense than interventions received in Tier II. These services are “in addition to” & never “instead of” Tier II intervention with the focus placed on fewer high priority skills during lessons. One-on-one or small group instruction is a mandatory instructional provision which includes giving students feedback based on their individual responses and teaching students to mastery based on individual learning progress. Regular student progress monitoring will be used to determine growth and to assess whether the program is on course and to determine whether a team of professionals needs to refine the instructional program to enhance achievement growth.

Accelerated Math

- Students placed in this class will have to take the diagnostic assessment (either ACC Math-STAR test or paper pencil screeners)
- Teachers will need to score the assessments to determine areas of need by skill
- Teachers will need to go in to the accelerated math program and assign “libraries” for each student (libraries= skills by grade level)
- Students will work at their pace within the classroom on practice assignments
- Students will score their assignments based on the procedures set by the teacher
- Students will complete (electronically or hard copy) each practice based on teacher preference
- Students will complete the tests as they are generated
- If and when students “get” an “exercise” or “intervention” alert, they MUST work in a small group or one on one setting with a teacher and or paraprofessional
- Teachers should not use the program in a way that substitutes the teacher, but as a tool to reinforce instruction
- Teachers, students and or paras need to keep track of progress- collect data to show student progress
 - think of how many “assignments” students are required to complete a week
 - what are the procedures for printing/getting a new assignment?
 - how are you going to collect data?
 - what are you going to do with the data?
 - how can you make this meaningful for students? (not just worksheets)
 - how can you incorporate basic math practice?
 - how can you praise/encourage/reward students who are showing progress/growth?

TIER III MATH PERFORMANCE SKILLS

Knows and applies basic addition and subtraction facts	
Adds and subtracts two-digit and three-digit numbers with regrouping	
Knows and applies basic multiplication and division facts	
Computes multi-digit multiplication and division	
Computes accurately	
Computes using manipulatives	
Adds and subtracts fractions with like and unlike denominators	
Multiplies fractions	
Compares and orders fractions	
Adds, subtracts, and multiplies decimals	
Demonstrates an understanding of symmetry and congruency	
Calculates measurements accurately	
Calculates elapsed time	
Estimates with reasonable accuracy	
Uses greater than, less than, and equal to signs appropriately	
Identifies and applies place value	
Analyzes and represents data from a graph	
Analyzes data from a picture or situation	
Applies reasoning in problem solving strategies	
Determines correct operation for solving word problems	
Recognizes multiple ways to solve problems	
Solves open-ended problems	
Displays accuracy in mental math activities	
Work and Study Skills	
Follows directions	
Responds appropriately to questions	
Has recall of concepts taught	
Displays effort	
Demonstrates responsibility for learning	
Organizes materials	

TIER III READ 180

ELA Seminar (42 minutes – Outside of the Core Instruction) Read 180

When Tier II is insufficient to meet students need, students are provided **Tier III** intervention. Compared to Tier II, **Tier III** is more explicit and focuses on remediation of skills. Tier III classes last for nine weeks and provide an additional 42 minutes of intervention on specifically targeted skills. This class addresses 3-5% of students who have received Tier I instruction and Tier II intervention and continue to show marked difficulty in acquiring necessary reading skills. It could also include students who are 1.5 to 2 years behind and require the most intensive interventions will receive Read 180 or system 44 services. Students at this level will receive daily, intensive, small group or individual intervention targeting specific areas of deficit in reading, which are more intense than interventions received in Tier II. These services are “in addition to” & never “instead of” Tier II intervention with the focus placed on fewer high priority skills during lessons. One-on-one or small group instruction is a mandatory instructional provision which includes giving students feedback based on their individual responses and teaching students to mastery based on individual learning progress.

Regular student progress monitoring will be used to determine growth and to assess whether the program is on course and to determine whether a team of professionals needs to refine the instructional program to enhance achievement growth.

TIER III ELA PERFORMANCE SKILLS

Uses vocabulary in context	
Comprehends text	
Identifies main ideas and supporting details	
Makes inferences	
Summarizes information from a story	
Draws conclusions	
Previews literature and makes predictions	
Reads independently	
Reads aloud with meaning	
Identifies elements of a story	
Identifies and uses parts of a book	
Demonstrates correct use of the writing process	
Expresses ideas clearly orally and in writing	
Uses correct sentence structure	
Uses correct grammar and punctuation	
Uses sequential order in writing	
Composes text in a variety of formats	
Constructs a well-written paragraph	
Writes a story from a picture prompt	
Writes using a variety of sentence structures	
Responds to open-ended questions appropriately	
Work and Study Skills	
Follows directions	
Responds appropriately to questions	
Has recall of concepts taught	
Displays effort	
Demonstrates responsibility for learning	
Organizes materials	

Student ELA Intervention Profile

Student's Name: _____

Date: _____

Teacher: _____

Team: _____

Currently Enrolled in a Tier II Program: ____ Yes ____ No

Has an IEP: ____ Yes ____ No

OBJECTIVE DATA

SIT Plan ____ Yes ____ No

Reading Inventory: Lexile Score: _____

GRADE	BR	Below Basic	Basic	Proficient	Points
5	0 – 310	311 - 619	620 – 829	830 – 1010	
6	0 – 365	362 – 729	730 – 924	925 - 1070	
7	0 – 385	386 – 769	770 – 969	970 – 1120	
Points	BR = 0 pts	Basic = 1 pt	Basic = 2pts	Proficient = 3pts	

State Assessment ELA Score: _____

GRADE	BR	Below Basic	Basic	Proficient	Points
5	0 – 219	220 – 274	275 – 299	300 - 325	
6	0 – 219	220 – 276	277 – 299	300 - 335	
7	0 – 219	2210 – 274	275 – 299	300 - 334	
Points	EM = 0 pts	Basic = 1 pt	Basic = 2pts	Proficient = 3pts	

Writing - Sample Paragraph - Student Rubric Score (Percentage)

Below 4 Rubric Pts	4 Rubric Pts	7 Rubric Pts	14 Rubric Pts	Percentage Points
0 pts	1 pt	2 pts	3 pts	

Use this if screening for possible Tier III placement:

Reading – Dolch Sight Word Assessment

Dolch Primer	Dolch 1 st Grade	Dolch 2 nd Grade	Dolch 3 rd Grade	Points
0 pts	1 pt	2 pts	3 pts	
OBJECTIVE DATA		TOTAL Points Total Points x 3 =		

SUBJECTIVE DATA

Type of Learner

• Independent = 3 pts	
• Moderate = 2 pts	
• Dependent = 1 pt	

Is Capable of Completing Assignments with Accuracy

Is Capable of Completing Assignments with Accuracy	
• All of the Time=3 pts	
• Some of the Time=2 pts	
• None of Time = 1 pt	

Requires Reteaching / Reinforcement

• Rarely=3 pts	
• Sometimes=2 pts	
• Always=1 pt	

Applies Higher Level Thinking Skills

Always=3 pts	
Sometimes=2 pts	
Rarely=1 pt	
SUBJECTIVE DATA - TOTAL Points	

TOTAL OBJECTIVE & SUBJECTIVE Points	
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Tier II RANGE:	Tier III RANGE:
Tier Recommendation	

Student Math Intervention Profile

Student's Name: _____

Date: _____

Teacher: _____

Team: _____

Currently Enrolled in a Tier II Program: ____ Yes ____ No

Has an IEP: ____ Yes ____ No

OBJECTIVE DATA

SIT Plan: ____ Yes ____ No

Math Inventory Score: _____

GRADE	EM	Below Basic	Basic	Proficient	Points
5	0 - 400	401 - 640	645 - 815	820 - 1020	
6	0 - 400	401 - 700	705 - 865	870 - 1125	
7	0 - 400	401 - 770	775 - 945	950 - 1175	
Points	EM = 0 pts	Basic = 1 pt	Basic = 2pts	Proficient = 3pts	

State Assessment Math Score: _____

GRADE	EM	Below Basic	Basic	Proficient	Points
5	0 - 219	220 - 272	273 - 299	300 - 325	
6	0 - 219	220 - 272	273 - 299	300 - 328	
7	0 - 219	220 - 265	266 - 299	300 - 341	
Points	EM = 0 pts	Basic = 1 pt	Basic = 2pts	Proficient = 3pts	

Math CRA Final Score: _____

0%-19%	20%-39%	40%-59%	60%-79%	80%-100%	Points
1 pt	2 pts	3 pts	4 pts	5 pts	

OBJECTIVE DATA - TOTAL Points	
Total Points x 3 =	

SUBJECTIVE DATA

Type of Learner

• Independent = 3 pts	
• Moderate = 2 pts	
• Dependent = 1 pt	

Is Capable of Completing Assignments with Accuracy

Is Capable of Completing Assignments with Accuracy	
• All of the Time=3 pts	
• Some of the Time=2 pts	
• None of Time = 1 pt	

Requires Reteaching / Reinforcement

• Rarely=3 pts	
• Sometimes=2 pts	
• Always=1 pt	

Applies Higher Level Thinking Skills

Always=3 pts	
Sometimes=2 pts	
Rarely=1 pt	
SUBJECTIVE DATA - TOTAL Points	

TOTAL OBJECTIVE & SUBJECTIVE PTS	
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Tier II RANGE:	Tier III RANGE:
Tier Recommendation	

The Plan for Assistance: Parent Letter

Our goal at Dodge City Middle School is to provide your child with the instruction he or she needs to master academic and/or behavioral skills at grade level.

Multi-Tiered System of Supports (MTSS) is an approach used by Kansas schools to provide support for struggling students. It provides interventions and support that can be adjusted depending on a student's progress. MTSS is NOT special education, but a way to intervene early so that students can be successful. The MTSS process has three levels of instruction that build on one another. Each level provides a more intensive "tier" of support.

- Tier 1 is the high-quality instruction provided to all students in general education classrooms.
- Tier 2 provides core instruction targeted to meet the needs of struggling students. Students receiving Tier II interventions are monitored more frequently (e.g., monthly) to facilitate decision-making regarding the effectiveness of the intervention plan developed through the problem-solving process.
- Tier 3 includes intensive interventions to meet the needs of individual students. Tier III classes last for nine weeks and provide an additional 42 minutes of intervention on specifically targeted skills. Students at this level will receive daily, intensive, small group or individual intervention targeting specific areas of deficit, which are more intense than interventions received in Tier II. These services are "in addition to" & never "instead of" Tier II intervention with the focus placed on fewer high priority skills during lessons.

Your child's progress toward meeting grade-level academic and/or behavioral skills will be monitored throughout the school year. If you have questions about your child's progress, please contact his or her teacher.

Parents play an important role in their child's learning. Here are some questions you might ask about the MTSS process.

- ☐ Is my child successful in school? If not, what additional interventions will my child receive?
- ☐ What types of instruction/intervention programs are available to my child?
- ☐ How will additional assistance be provided?
- ☐ How will I know if my child is making progress?
- ☐ What will the school do if my child is not improving?
- ☐ What can I do to help my child?

Throughout the MTSS process, parents have the right to request an evaluation of their child. Please contact your child's guidance counselor for more information.