

### Wyoming MTSS-PLC: 2015-2016 Cohort

*A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise and experiences, and works collaboratively to improve learning for all students.*

**Date/Time:** Thursday, February 11th, 3:30-5:00pm

#### **Meeting Norms:**

- Appreciate all perspectives
- Equity of voice
- Attentive listening
- Commitment to the work
- Use technology to enhance professional learning

#### **MTSS Fidelity Rubric Target Areas:**

- ▶ **School-Based Professional Development (5c).** School-based professional development is institutionalized and structured so that all teachers continuously examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of interventions.
- ▶ **Leadership Personnel (5b).** Decisions and actions by school and district leaders proactively support the essential components of the MTSS framework at the school, and help make the framework more effective; support for MTSS implementation is a high priority.

# Academic Intervention Progression Template

**PLATTE County School District #1**  
Tier I Core + Tier I Intervention  
Delivered with Fidelity  
100% of Students\*

**Non-Responder (20% or less)**  
\*If more than 20%, assess Tier I curriculum and instruction

What are the students deficits, which is the most critical? Is it Academic or Behavioral or both?

Does student need a small group?  
More time?

Does student need different environment for instruction?

Does the student display attention/motivation issues?

**Adjust Tier II with....**

- Small group of 3-5 students
- Skill specific strategies
- Progress monitor biweekly

**Provide Tier II with....**

- Change instructional setting
- Create homogeneous groupings
- Small group of 3-5 students
- Skill specific strategies
- Progress monitor biweekly

**Provide Tier II with....**

- Strategies for Memory
- Self-regulation
- Goal setting
- Other assigned strategy from PBIS team
- Behavior Contract/ teacher/student
- Data collection weekly

**Non-Responder (After 6 data points within progress monitor)**

Maintain skill focus and change intervention. Increase progress monitor to weekly. Review after 4 additional data points within progress monitor.



# Academic Intervention Progression Template

**PLATTE County School District #1**  
Tier II Intervention + Tier I Instruction  
Delivered with Fidelity  
Tier II Group Size: 3-5

**Non-Responder**

Does student need smaller group?  
More time?

Does student need different  
environment for instruction?

Does the student continue to have  
behavioral issues?

**Adjust Tier II with....**

- *Small group of up to 3 students*
- *Increase frequency of sessions*
- *Double Dip in same day*
- *Progress monitoring weekly*

**Provide Tier II with....**

- *Change instructional setting*
- *Create homogeneous groupings*
- *Smaller groups, 1:3, 1:1*
- *Progress monitoring weekly*

**Provide Tier II with....**

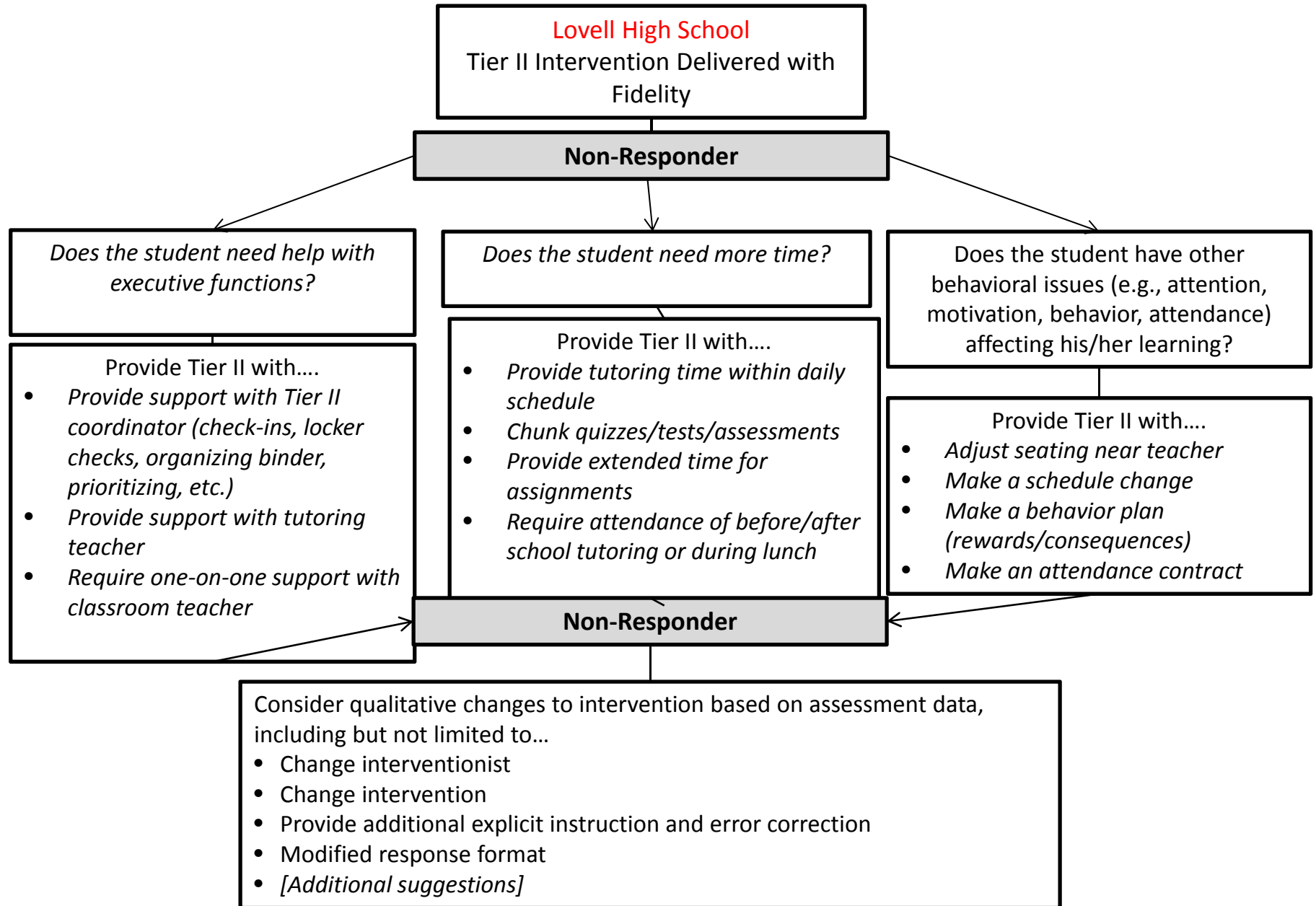
- *Consultation with Counselor or School Psych*
  - *May recommend additional data collection or Functional Behavioral Assessment to create behavior plan*

**Non-Responder**

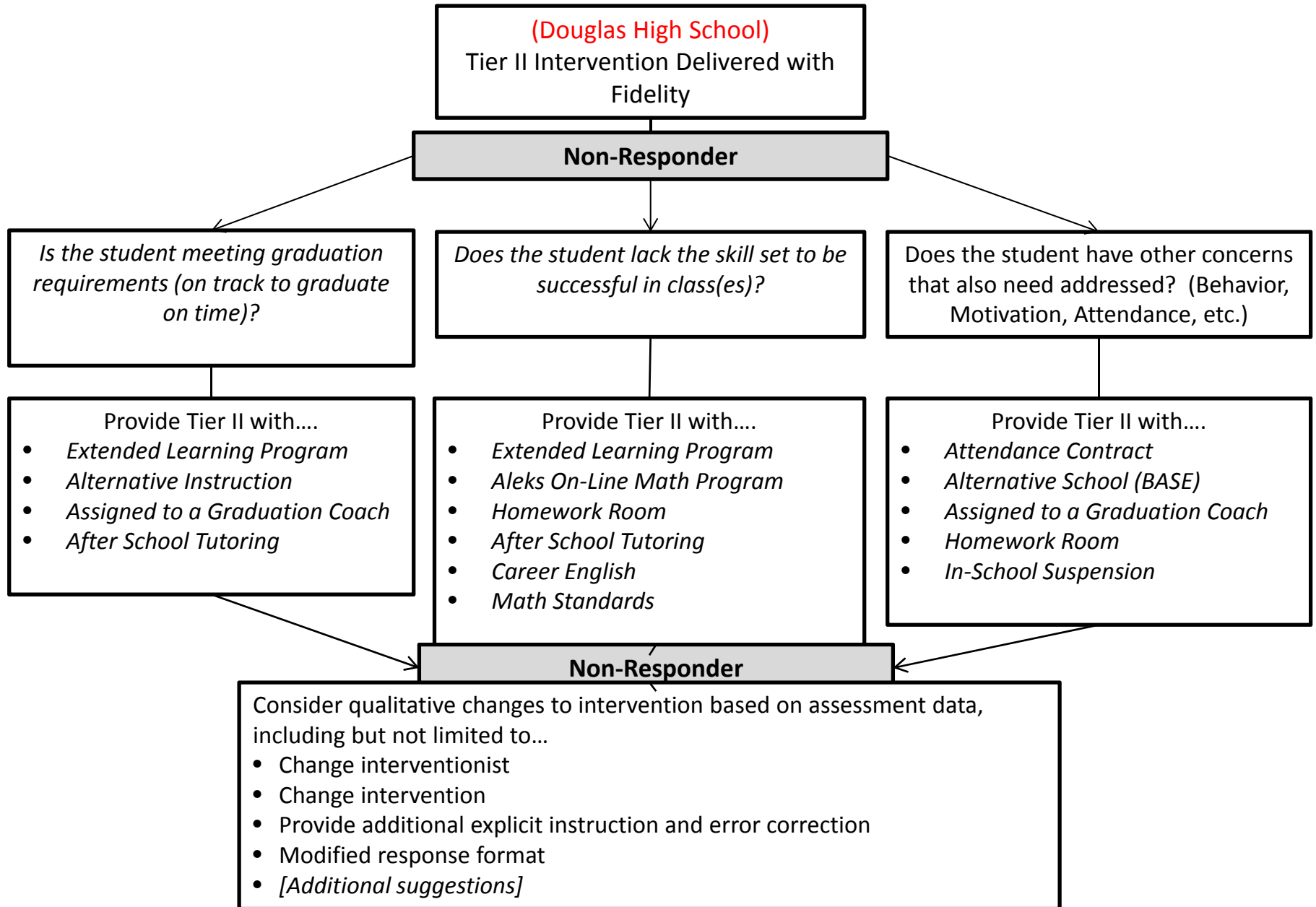
Consider qualitative changes to intervention based on assessment data, including but not limited to...

- Change interventionist
- Change intervention
- Provide additional explicit instruction and error correction(feedback)
- Modified response format
- Change of modality for intervention delivery
- *[Additional suggestions]*

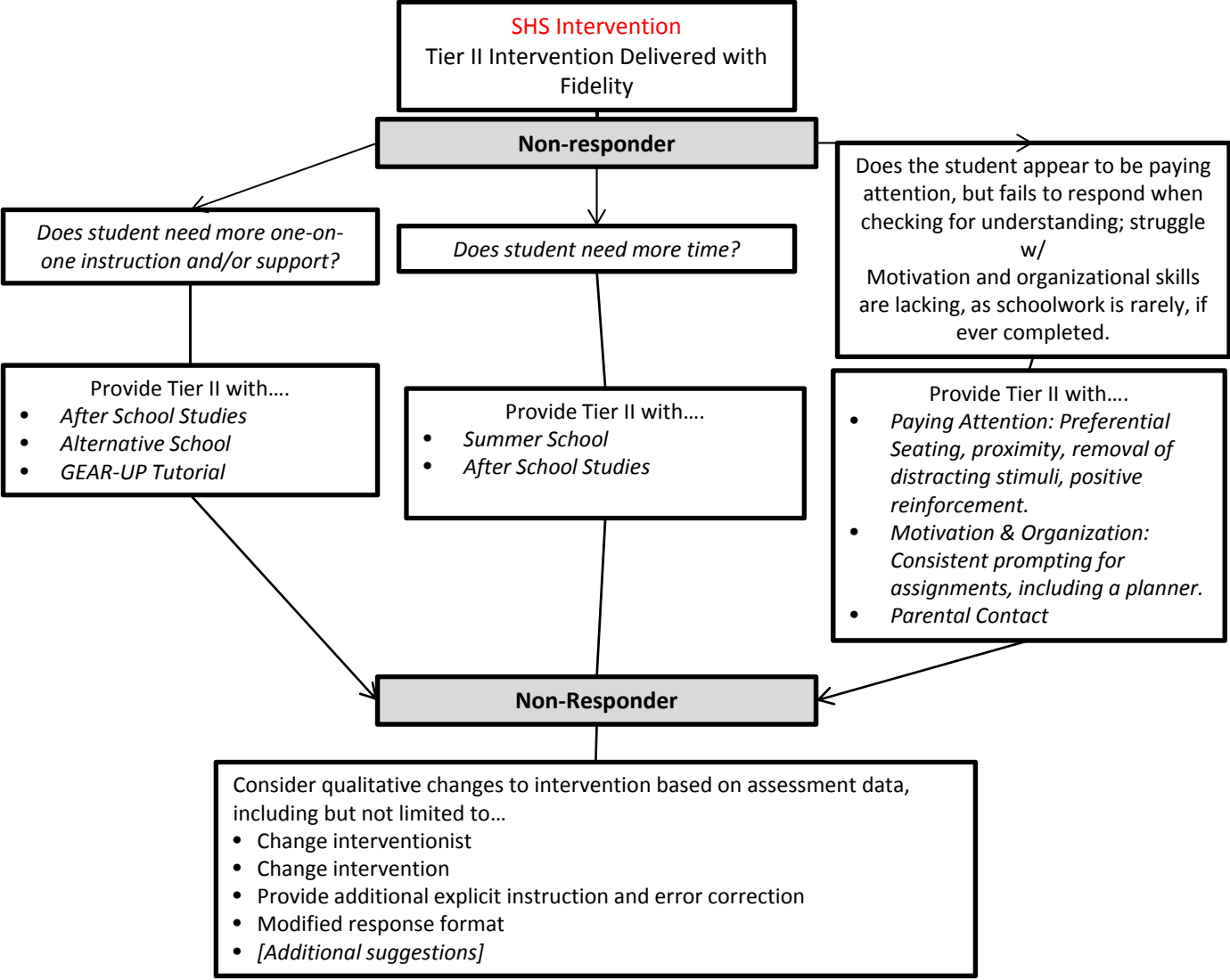
# Academic Intervention Progression Template



# Academic Intervention Progression Template



### Academic Intervention Progression Template



**SHS Intervention**  
Tier II Intervention Delivered with Fidelity

**Non-responder**

Does student need more one-on-one instruction and/or support?

Does student need more time?

Does the student appear to be paying attention, but fails to respond when checking for understanding; struggle w/ Motivation and organizational skills are lacking, as schoolwork is rarely, if ever completed.

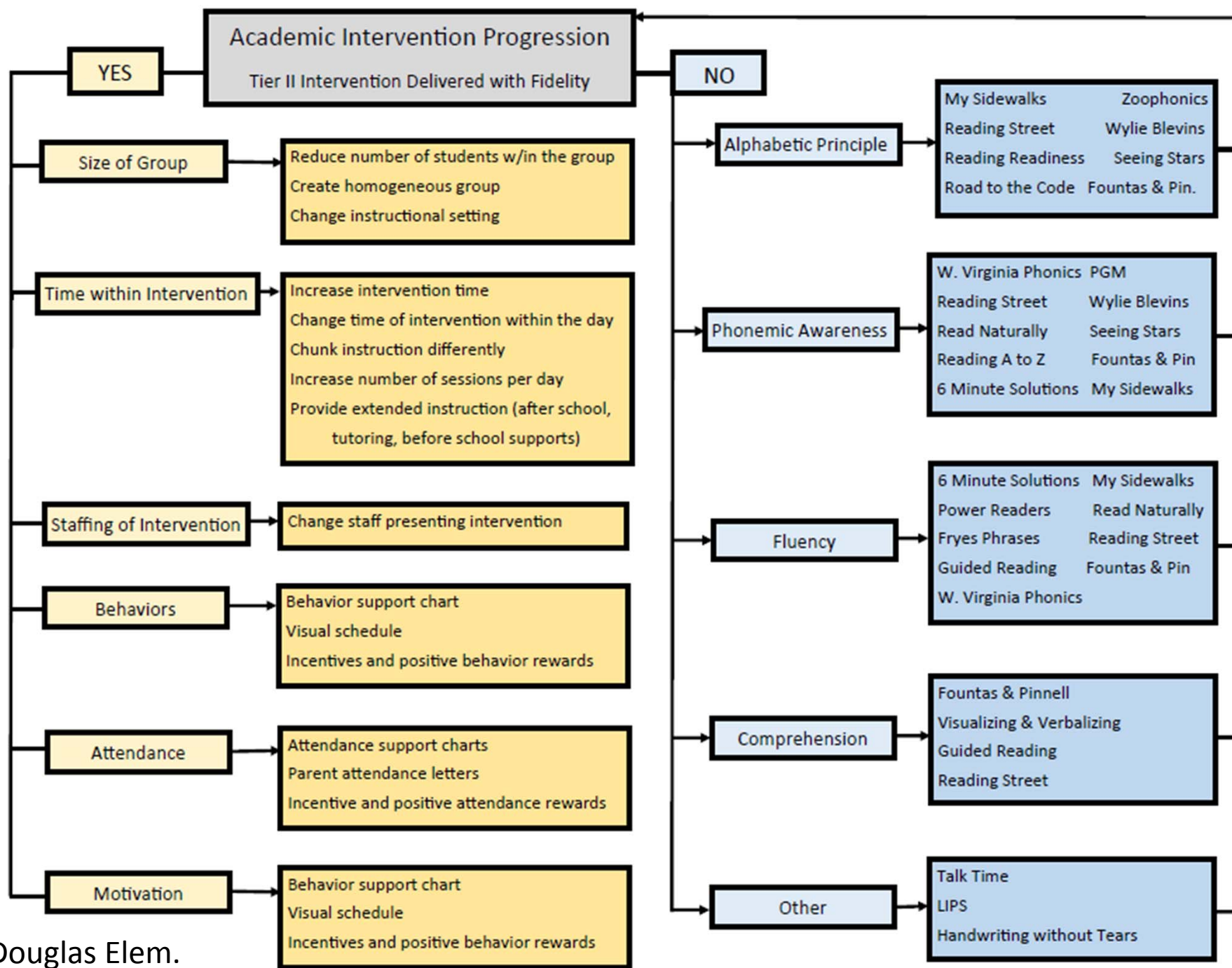
- Provide Tier II with....
- After School Studies
  - Alternative School
  - GEAR-UP Tutorial

- Provide Tier II with....
- Summer School
  - After School Studies

- Provide Tier II with....
- Paying Attention: Preferential Seating, proximity, removal of distracting stimuli, positive reinforcement.
  - Motivation & Organization: Consistent prompting for assignments, including a planner.
  - Parental Contact

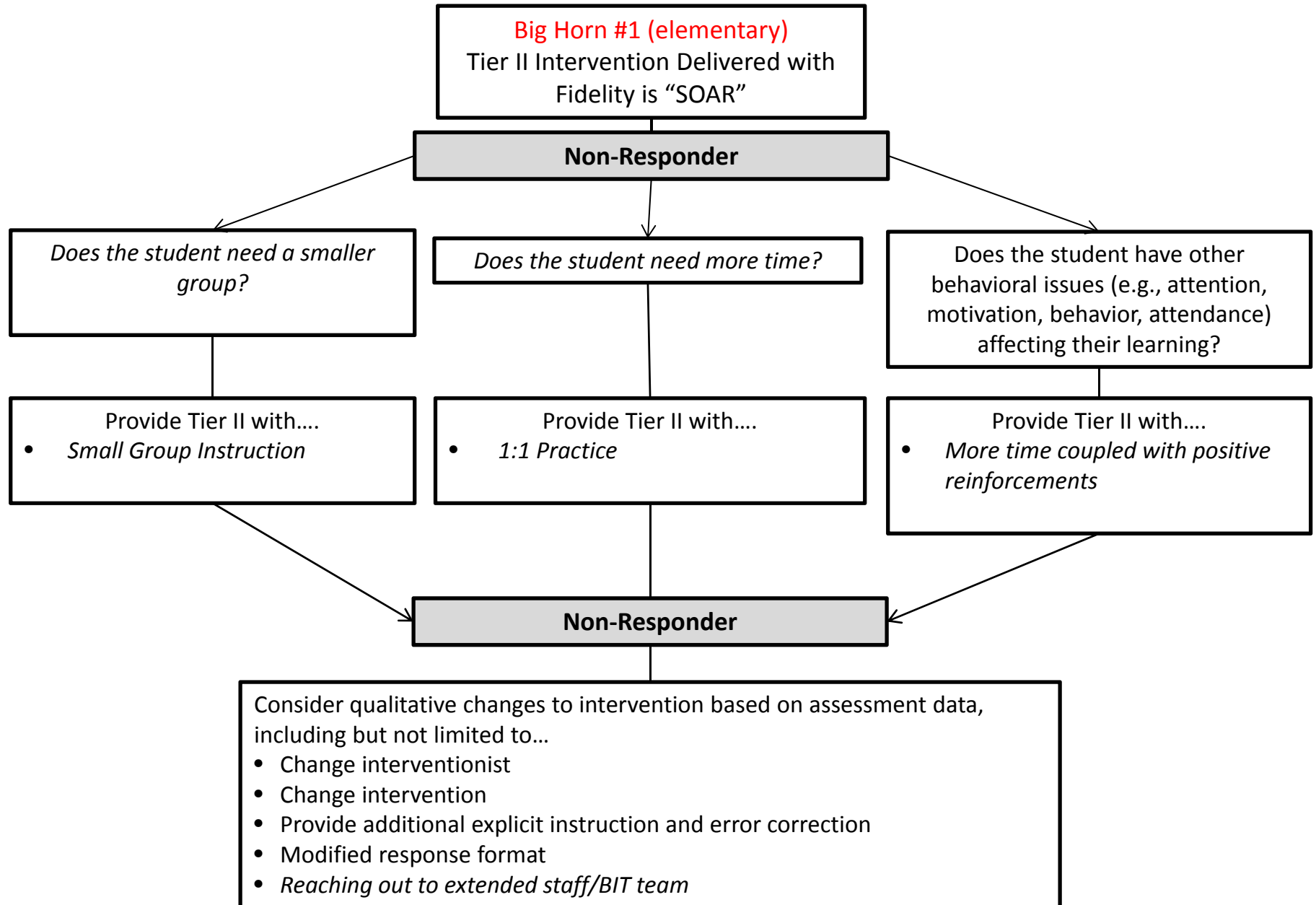
**Non-Responder**

- Consider qualitative changes to intervention based on assessment data, including but not limited to...
- Change interventionist
  - Change intervention
  - Provide additional explicit instruction and error correction
  - Modified response format
  - [Additional suggestions]



Douglas Elem.

# Academic Intervention Progression Template





# Academic Intervention Progression Template

