

9-12 MTSS Semester 2 Planning: Next Steps

School Name: Corinth Holders High School

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Math			
Step (What needs to be done?)	Current Status (Where are we with this step? Who is carrying out this step?)	Considerations (What do we need to keep in mind? What additional information might we need?)	Actions & Support Requests (What are our next steps? What support might we need and from whom?)
Determine plans for reassessment of Math Inventory (if applicable)			
Reassess the whole group of Foundations students or a select number?	We had planned to assess the whole group in March and again in May.	For how many students do we have recent, accurate Math Inventory data?	We have current scores for 73 out of 84
Reassess during math block or during flex time?	During FlexTime	How might the number of students we need to assess impact our location and time?	Math Interventionists already have their groups and schedules set during FlexTime.
Which students demonstrate algebra readiness? Which students need continued support?	Approximately 25% of our 84 Math MTSS students demonstrate algebraic readiness.	What areas of data should we view along with the Math Inventory to make decisions?	Classroom grades, teacher input.
Plan for intervention implementation			
When (specifically) will math interventions occur?	During FlexTime	Since interventions cannot be provided during Core instruction, when might they be provided?	During FlexTime; once a week for about 30 mins

Which teachers will provide math interventions?	Math 1 teachers	+Who might be most appropriate for Math180 instruction? For relationship-building with struggling learners? +What support might they need to teach Math180?	Math 180 teachers; PD to review the Pacing Guide and additional resources
What did the fidelity of Math180 look like in Semester 1?	Teachers taught by the prescribed pacing advised by the county.	+Did students utilize the online platform by completing topics with proficiency? +Did the mSkills assessment data from students support mastery of content?	Yes, it was utilized. Not every student achieved proficiency in all topics. mSkills assessment data did support evidence of the mastery of content.
What will delivery of Math180 interventions look like?	Currently Math180 online resources don't allow for teachers to pick and choose topics at random based on student needs.	+Are there students who would benefit from continuing on the online platform? +Might targeted instruction with Math180 Boost lessons be impactful? +How will we ensure students are learning and mastering the skills?	No, due to student frustrations. Yes Small groups allow for teachers to observe and informally assess needs and mastery.
How will you ensure intervention fidelity?	Observations	+Since interventions are designed to be temporary measures to fill skill gaps, how will you ensure students are afforded time for adequate instruction? +How will you help students understand their performance and set goals for improvement?	Small groups during FlexTime Student/teacher conferences
Reading			

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Determine which students continue to need support			
Which Essentials students need to continue intervention?	Those not meeting benchmark goals	+Which students do we need additional data for to determine their needs? (Are there students that have already met the threshold once?) +Are there students who may be at 28 but are growing a lot from the intervention?	Students who have not completed assessments; Yes; Yes
What other 9th-grade students demonstrate a need for support?	Our “middle of the road” students who are not EC but not on a MTSS Plan	+Of students not enrolled in Essentials of English, which ones appear to need reading support? +What data do we have as the basis of this determination?	Our “middle of the road” students who are not EC but not on a MTSS Plan Current grades, previous assessment scores(EOG, MAP...)
Plan for intervention implementation			
When and where will intervention occur?	During FlexTime	Since intervention cannot be provided during Core instructional time, when might interventions need to be provided?	During Flextime; twice a week for a total of about 60 mins
Which teachers will provide it?	Teachers that have completed the training.	+Which teachers are already familiar with Lexia and/or MAZE progress monitors? +Which teachers work well with at-risk or struggling students? +Which teachers have shown an interest in supporting adolescent literacy?	Our ELA, EL, EC Interventionists
Who will perform progress monitors and collect data?	The ELA teachers serving as interventionist	+Which teachers are already familiar with progress monitors? +How might those already familiar build the capacity of other teachers?	Our ELA, EL, EC Interventionists

Ensure engagement and completion			
How will you ensure intervention fidelity?	Observations, Student Progress, Biweekly PLC meetings	+What type of goal will help students make progress quickly? +How will teachers ensure students are actively utilizing the platform? +How will delivery of teacher-led lessons occur for students who need them?	Teacher incentives Observations During FlexTime
How will teachers involve students in their learning and progress?	Student/Teacher Conversations	+How will teachers help students set and monitor goals? +How might intervention time be organized to account for needed relationship-building, trust, and perseverance? +Might some teachers feel more comfortable with Lexia implementation if done in pairs?	Student/Teacher Conferences