

STUDENT: Jazmine Boatright, 7th grade

The goals of this project are:

1. To develop an intervention plan to support the student; and,
2. To consider your crucial role as a principal in supporting the teacher's implementation of proposed strategies and interventions.

STEP 1: Roles and responsibilities of Instructional Support Team (team members, purpose, and the specific Process the team goes through when a student is referred.

- Teachers identify that student is not responding to Tier 1 interventions [i.e., Observations, Small Group Work, and Lexia (diagnostic)]
- The student is then placed on Tier 2 (targeted), and the Support Team is notified of the date that The student began Tier 2 interventions.
- THE SUPPORT TEAM:
 - MTSS POC - School Principal
 - Instructional Coach
 - Special Education Complacency Monitor
 - Teachers
- Teachers MUST use approved intervention (LEXIA); these interventions should be increased from The required 45 minutes per week.
- MTSS Support Plan should be shared with students' legal guardian
- The classroom teacher should monitor the progress for at least eight weeks
- If the student is not responding to Tier 2 interventions, then they are moved to Tier 3 (intensive)
- Tier 3 Support Plan should be made by the classroom teacher and collaborating with the MTSS POC (names submitted at MTSS/RTii Meeting)
- Parent notified of the move to Tier 3 and given the plan
- The classroom teacher should monitor progress for at least 10-12 weeks
- Team decisions are made on how to proceed. Issuing a PTE to determine eligibility for special education supports and services.

STEP 2: Develop a student support plan using the process in place.

- Description of the student: J.B. is a thirteen-year-old black female student from a lower economic stratum. She has attended Overbrook Educational Center since Kindergarten. J.B. was referred for assessment in Math and ELA in the third grade, but her mother denied testing and further documented interventions. As a result, J.B. has struggled to achieve grade-level abilities and her assessment scores have consistently fallen in the range of intensive intervention. She is currently reading at a sixth-grade Instructional Level and a 5.5 Independent Level; J.B.'s last a state assessment showed her reading at a third-grade level.

Student's strengths: Due to hard work and serious commitment to her work J.B. has received B's in Reading and Writing; Vocabulary Acquisition and Self

Student's areas of need: Comprehension - Key Ideas and details; Craft and structure - Identifying the topic of a text identifying how ideas lead to one another; Identifying the central the message of a text

OBSERVATION of Jazmine Boatright:

- Experiences difficulty retaining information and understanding the overall meaning of the text.
 - Her writing is unfocused and confusing.
 - She needs a lot of one-on-one support with her comprehension and written expression
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- Clearly stated goals based on academic needs were presented to the team.
 - J.B. will increase small group time
 - Increase time on Research-Based Interventions (LEXIA - done with fidelity)
 - Data review regularly (quarterly STAR data)
 - Progress monitoring
 - A timeline or schedule for implementation, as well as a description of the roles and responsibilities of each Instructional Support Team member:
 - TIER 1: Eight weeks of informal observations, documentation, and data collection (December - January 2022) - Teachers Role
 - TIER 2: Eight weeks of increased Small Group Time, LEXIA, and Data Analysis - MTSS Team meets to determine the plan (February - March 2022)
 - TIER 3: Ten to Twelve weeks of intensive Interventions: graphic organizers, adjust/ accommodate assignments, reduce workload and differentiate work (April - June 2022)
 - The teacher supports: - Does the teacher need training or coaching?
 - Teachers will need training on LEXIA and Small Group Instruction
 - Could they benefit by seeing an intervention modeled by you or another Teacher?
 - Coaches will model small group instruction and explicit differentiated instruction.
 - Documentation of the data that was collected during the time that the intervention was implemented
 - Student Work, K-7th grade report cards, and Diagnostic scores (Lexia and STAR)
 - Letter home for parents consent
 - Teacher input Data Form
 - Tier 2 Instructional Plan (ISP) - Individual/Domain Based
 - Tier 3 Intensive Instructional Support Plan (IISP) - Domain-Based
 - Based on the data, interventions were successful to date. Three weeks remain on the Tier 3 Intervention. Jazmine is still falling in the Intensive Intervention category on her STAR diagnostic but she has raised her score from a 3 to a 9. There has been growth. J.B. was in need of small group and one-on-one support and she grew as a result of her pull out time for this support. The Recommendation moving forward is that she is formally tested and assessed for an Individual Educational Plan.
 - What suggestions do you have to ensure that students and teachers are supported in a timely manners?
 - Teachers should be encouraged to bring concerns of educational needs immediately and begin the Tier 1 process. It is the goal of a Tier 1 plan to fill the individual needs of each student that is identified as someone in need of more support. The intent is that students will begin to grow and strengthen and Tier 2 will not be necessary.
 - How would you improve the process?
 - This process is rarely implemented. When is a student is identified teachers will

often go to school instructional leadership with concerns, but the Tier 1-3 process is often overlooked unless pushed. When a parent wants their student assessed they go straight to the School Psychologist for testing and the Individual The Educational Plan process begins. The Tier Process is long and requires a lot of team work and communication, which is why it is often dismissed.

- The process is needed and helpful to meeting the needs of students. If at any point Leadership and parents had listened to teachers about J.B.'s need for support it would not have felt so time restrictive to get her through the Tier Process. She then would have received small group instruction and support earlier in her educational journey.
- As an instructional leader, how do you view your role in supporting students and teachers?
In the process?
 - Teachers must have professional development on the Tier Process.
 - Teachers must be encouraged to engage in the process
 - Families need to be educated on the process
 - Instructional Support Team needs time and support to meet and analyze student performance and needs.