

Designing MTSS Interventions for Students in Grades K-2

1. Follow the Kuumba Academy Assessment Calendar and pacing guides in order to administer EL Skills Benchmark Assessments and NWEA MAP assessments at the appropriate time.
2. When administering EL Skills Benchmark Assessments, ensure that you are following all the guidance in the administration directions from the Resource Manual.
3. Track the data using the tracker provided to you as a Google Sheet titled *X Grade Skills Tracker*.
4. Analyze your data using the tracker numbers as well as item analysis in order to determine areas of growth for each student. Consult with your grade level team and the Director of Curriculum and Instruction if you need advice on any particular student.
5. Group your students into Rtl small groups based on need.
6. Use the Microphase Goal Sheet, Assessment Conversion Chart, EL Skills Block Curriculum and other supplemental resources from resource library to design your six week intervention plans.
7. Schedule your teacher-led Rtl instruction for each group during skills block differentiated time. Cross-check with MAP data to ensure that all students who are scoring at or below the 25th percentile are in a Tier 2 group that gets small group teacher-led Rtl instruction for at least 90 minutes per week.
8. Students who are not working with the teacher in a teacher-led instruction group should be at another differentiated work station. Use EL curriculum and Resource Manual (p.6-26) for guidance in creating these centers and if support is needed, reach out to the Director of Curriculum & Instruction. The differentiated work stations (or centers) are:
 - a. **Moby Max:** Assign students to skills & lessons on Moby Max based on their goals for the six week cycle of Rtl. Goals for Focus % and Lessons Passed must be set, and students given reports on their progress toward meeting goals for accountability. Goals must be at least 80% for focus and at least 75% for questions correct during lessons. Students who do not meet goals should be assigned remediation.
 - b. **Accountable Independent Reading:** Students choose books to read and fill out Reading Response sheets for accountability.
 - c. **Fluency/Listening:** Students reread poems, decodables and Readers Theater texts. For Kindergarten students who are not reading yet, listening to fluent reading and responding to it is a good modification.
 - d. **Writing:** Students free write, respond to prompts and practice handwriting.
 - e. **Word Work:** Students explore words and word parts through word sorts, manipulation of word parts and games.
9. Deliver intervention, progress monitor as required by Rtl, collect data and adjust instruction based on data.

