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| **Kentucky Multi-Tiered System of Supports (KyMTSS)** **Intervention Inventory** |

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| **Purpose and Usage:** The KyMTSS Intervention Inventory supports Multi-Tiered System of Supports (MTSS) teams in developing a comprehensive inventory of all interventions within the tiered delivery system. The inventory is intended to be used by school or district MTSS teams during key planning windows (e.g., beginning and end of year, intervention planning meetings) and should be revisited regularly to monitor progress and adjust supports. This tool allows a systematic way to organize and evaluate the current interventions and determine possible areas for consideration. The template provides a structure to ensure interventions align with Tier 1 instruction and student needs, are implemented consistently and are used effectively to maximize student success. By systematically applying the inventory, MTSS teams can establish a more organized, efficient and proactive tiered delivery system. |

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| **Associated Statutes and Regulations:**[KRS 158.305](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapps.legislature.ky.gov%2Flaw%2Fstatutes%2Fstatute.aspx%3Fid%3D54245&data=05%7C02%7Cjan.sellers%40education.ky.gov%7C453ec478820349a1c0ef08dc65566c87%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C638496669059709342%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=eosSCx95SAntttKQKbnh%2BcY2Ptqnof7W71TBXFwZPNQ%3D&reserved=0), [KRS 158.6459](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=45618), [KRS 158.791](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=55614), [KRS 158.840](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=55615), [KRS 158.8401](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=55616) , [KRS 158.8402](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=55617) and [704 KAR 3:095](https://apps.legislature.ky.gov/Law/kar/704/003/095.pdf) |

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| **Application:** 1. **Engaging in Strategic Planning**: Identify gaps in interventions and plan for new strategies to address various student needs.
2. **Optimizing Resource Allocation**: Determine the most effective interventions, allowing for the efficient allocation of resources to support students effectively.
3. **Streamlining Data-Driven Decision Making**: Use data to inform decisions about which interventions to continue, modify or discontinue.
4. **Providing Professional Learning**: Identify interventions requiring specific expertise to provide staff with focused training.
5. **Monitoring Fidelity**: Use fidelity checks to ensure interventions are implemented as intended.
6. **Enhancing Collaboration**: Facilitate a shared understanding among educators and administrators, promoting a unified approach to support students.
7. **Ensuring Equitable Access and Opportunity**: Identify gaps to ensure all students have access to necessary instruction, intervention and support.
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| **Instructions for MTSS Teams Completing the Intervention Inventory:**For each intervention, complete the following fields to assess alignment, effectiveness and resource needs. Use the guidelines to facilitate discussion and planning.1. **Ensure team understands the tiered delivery system** (Tiers 1, 2 and 3) and the expectations for each level of instruction, intervention and support.
2. **Complete the inventory process separately for Reading, Mathematics, and Social/Behavioral** supports using the corresponding tab within the KyMTSS Intervention Inventory Template.
3. **Gather the necessary information** about existing interventions, strategies and resources implemented within the school or district.
4. **List each intervention by name**, and provide a brief description of its purpose, focus area and approach.
5. **Complete key implementation details**.
6. **Evaluate evidence of effectiveness**, including the strength of the research and data sources.
7. **Identify resources, training and costs** necessary for effective implementation.
8. **Define the qualifications and skills** needed for the person delivering the intervention.
9. **Categorize each intervention by tier level** (Tiers 1, 2 or 3) based on MTSS framework and local decision rules.
10. **Use the completed inventory to guide team discussions** regarding strengths, gaps and next steps.
11. **Schedule the next inventory review** to ensure ongoing alignment and continuous improvement within your MTSS framework.
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| **Accessing the KyMTSS Intervention Inventory Templates:** Download the[**KyMTSS Intervention Inventory Templates Excel File**](https://education.ky.gov/curriculum/standards/teachtools/Documents/KyMTSS_Intervention_Inventory.xlsx)before beginning this section**.** To support the MTSS planning process, the KyMTSS Intervention Inventory templates are provided as an Excel file with separate tabs for Reading, Mathematics, and Social-Behavioral interventions. Each tab is designed for your team to record information about current interventions in that area. As you complete each tab, refer to the guiding questions within this guidance document to support team discussions, identify gaps, and inform data-driven decisions.**Please note:** The guiding questions are in this guidance document and are not embedded within the templates. |

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| **Facilitating MTSS Team Conversations with Guiding Questions:** After completing each Intervention Inventory tab (Reading, Mathematics, and Social/Behavioral), MTSS teams may use the guiding questions provided to reflect on the alignment, effectiveness and accessibility of their current interventions. These questions are designed to support team-based discussions that identify system strengths, gaps in services, professional learning needs and opportunities for improvement. The team’s reflections will inform immediate action steps and long-term MTSS planning decisions |

| **Reading Intervention Guiding Questions:** Refer to the guiding questions below to assess your current Reading interventions.  | **Notes** |
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| * How do the current interventions align with the needs identified in the data?
	+ How do the interventions align with the Tier 1 High Quality Instructional Resource (HQIR)?
	+ How do the current interventions align with the district instructional vision for reading?
	+ How are interventions aligned with evidence-based practices for Tiers 1, 2 and 3 instruction, intervention and supports?
* How do the interventions align with current evidence-based strategies in this domain?
* How do the data sources from the inventory inform the selection and implementation of interventions in this category?
	+ How are interventions being adapted to address patterns identified in data?
* Are all tiers of the delivery system adequately addressed?
	+ What gaps exist in intervention availability at each tier?
	+ Do we have gaps in interventions for certain grade levels or student needs?
* How are we monitoring student progress and adjusting supports accordingly?
	+ How is intervention effectiveness measured?
* Do staff have the necessary training to implement reading interventions consistently and effectively?
* What professional learning is needed to improve intervention effectiveness?
* Are there interventions that need to be replaced or scaled up?
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| **Reading Priority Action Step** | **Person Responsible** | **Timeline** | **Success Criteria** | **Notes** |
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| **Mathematics Intervention Guiding Questions**: Refer to the guiding questions below to assess your current Mathematics interventions.  | **Notes** |
| * How do the current interventions align with the needs identified in the data?
	+ How do the interventions align with the Tier 1 High Quality Instructional Resource (HQIR)?
	+ How do the current interventions align with the district instructional vision for mathematics?
	+ How are interventions aligned with evidence-based practices for Tiers 1, 2 and 3 instruction, intervention and supports?
* How do the interventions align with current evidence-based strategies in this domain?
* How do the data sources from the inventory inform the selection and implementation of interventions in this category?
	+ How are interventions being adapted to address patterns identified in data?
* Are all tiers of the delivery system adequately addressed?
	+ What gaps exist in intervention availability at each tier?
	+ Do we have gaps in interventions for certain grade levels or student needs?
* How are we monitoring student progress and adjusting supports accordingly?
	+ How is intervention effectiveness measured?
* Do staff have the necessary training to implement mathematical interventions consistently and effectively?
* What professional learning is needed to improve intervention effectiveness?
* Are there interventions that need to be replaced or scaled up?
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| **Mathematics Priority Action Step** | **Person Responsible** | **Timeline** | **Success Criteria** | **Notes** |
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| **Social Behavioral Interventions Guiding Questions:** Refer to the guiding questions below to assess your current Social and Behavioral interventions.  | **Notes** |
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| * How do the current interventions align with the needs identified in the data?
	+ How are interventions aligned with evidence-based practices for Tiers 1, 2, and 3 instruction, intervention and supports?
	+ How do interventions align with a positive behavior reinforcement system, such as PBIS?
* How do the interventions align with current evidence-based strategies in this domain?
* How do the data sources from the inventory inform the selection and implementation of interventions in this category?
	+ How are interventions being adapted to address patterns identified in data?
* Are all tiers of the delivery system adequately addressed?
	+ What gaps exist in intervention availability at each tier?
	+ Do we have gaps in interventions for certain grade levels or student needs?
* How are we monitoring student progress and adjusting supports accordingly?
	+ How is intervention effectiveness measured?
* Do staff have the necessary training to implement social-behavioral interventions consistently and effectively?
* What professional learning is needed to improve intervention effectiveness?
* Are there interventions that need to be replaced or scaled up?
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| **Social Behavioral Priority Action Step** | **Person Responsible** | **Timeline** | **Success Criteria** | **Notes** |
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| **Next Steps:**  After compiling the data inventory and discussing the questions for Reading, Mathematics and Social/Behavioral, the MTSS team may consider the next steps in the collaborative problem-solving data-based decision-making process. |

| **Questions for Planning Consideration** | **Notes** |
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| * How are interventions accessible to students across all grade levels, learning styles and needs?
* Are there barriers to accessing specific interventions (e.g., scheduling, resources)? If yes, what is the plan for addressing them?
* How do we ensure interventions are implemented consistently across settings and staff?
* Do we have scalable interventions to expand supports as needed?
* What resources or funding are required to sustain these interventions long-term?
* How are interventions tailored to meet the needs of students transitioning between grades or schools?
* How are the interventions or strategies engaging families and caregivers in supporting students?
* How do interventions address the needs of students in specialized populations, such as multilingual learners or students with disabilities?
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| **Priority Action Steps** | **Action Step Lead** | **Timeline** | **Success Criteria** | **Notes** |
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| **Intervention Guidance Resources:*** [KyMTSS.org](https://kymtss.org/)
	+ [Resources for Tiered Delivery System with a Continuum of Supports](https://kymtss.org/resources/resources-for-tiered-delivery-system-with-a-continuum-of-supports/)
* [KYABRI Intervention Tracker](https://docs.google.com/spreadsheets/d/1n2GARlR9OvbFGwz_pA32lLrRf862jVP3cvNNdhTRrek/edit?usp=sharing)
* [National Center on Intensive Intervention (NCII)](https://intensiveintervention.org/)
* [What Works Clearinghouse (WWC)](https://ies.ed.gov/ncee/wwc/)
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| **Key Concepts**  | **Common Language** |
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| **Data-Driven Decision-Making** | A coordinated framework of high-quality, valid and reliable assessments used to guide decisions at all levels, ensuring effective practices that promote students' academic, behavioral and social-emotional success. |
| **Evidence-Based Interventions** | A practice or program that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on evidence classified as strong, moderate, promising or demonstrating a rationale.  |
| **Fidelity of Implementation** | The accurate and consistent delivery or application of instructional resources, interventions, and assessments as they were designed to be used. |
| **Group Size** | A group may be an individual, a small group, a class, a grade or a large group. |
| **Interventions** | An academic or behavioral instruction, practice, strategy or curriculum that is identified through data-based problem-solving and provided to accelerate students' performance to meet or exceed proficiency.  |
| **Intervention Inventory** | A structured tool for school or district teams to document, review and reflect on academic, behavioral and social-emotional interventions currently in use across all tiers of support. The inventory captures key details about each intervention, including implementation practices, evidence of effectiveness and resource needs. It supports data-driven discussions to identify gaps, strengths and the next steps in building a comprehensive, tiered system of support. |
| **Multi-Tiered System of Support (MTSS)** | A multi-level prevention system designed to maximize student achievement and social and behavioral competencies through an integration of differentiated universal instruction, assessment and intervention. |
| **Progress Monitoring** | A process that involves regularly and systematically collecting formal data to evaluate students’ current performance, measure their rate of growth or responsiveness to instruction or intervention, and determine the effectiveness of the teaching and support provided using valid and reliable tools. Educators select assessment measures that align with the student’s grade level and skill set. This process includes comparing baseline data gathered before intervention with ongoing progress data to track changes over time. *(KDE recommendation: Tier 2: every two weeks or at least monthly; Tier 3: weekly)* |
| **Tier 1 (Universal)** | The instruction provided to all students based on the *Kentucky Academic Standards*.  |
| **Tier 2 (Targeted)** | The supplemental evidence-based intervention, in addition to and in alignment with Tier 1 universal instruction, for students identified by universal screening and diagnostic assessment data as at-risk for not meeting grade-level academic or behavioral benchmarks.  |
| **Tier 3 (Intensive)** | An intensive, individualized level of support provided in addition to Tier 1 universal instruction and Tier 2 targeted intervention, a student is provided evidence-based intervention services, based on diagnostic assessment and progress monitoring data, with an intensity and duration matched to the student's individualized academic and behavioral needs.  |