



PANORAMA
EDUCATION

Interventions and Progress Monitoring Toolkit

A Guide to Planning and Tracking Interventions for MTSS or RTI

2023-2024

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Why District Leaders Partner With Panorama for MTSS

HEAR FROM OUR CUSTOMERS

“With Panorama, we’re able to create a **digital story in real time about every student**. We have an early warning system with indicators across attendance, behavior, academics, SEL. **It’s a game changer**. Our intervention coordinators and behavior coaches can keep notes and work in real time in Panorama. Now our conversations with teachers are so much more robust.”

LaTonya Robinson,
Director of Equity and Intervention,
Oxford School District (MS)



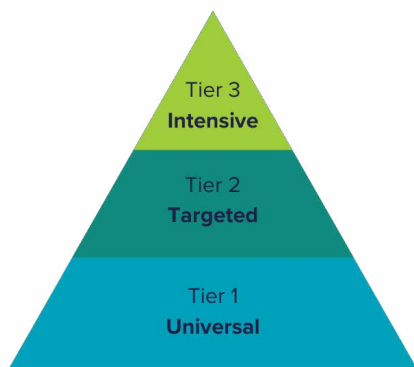
Introduction:

Interventions and Progress Monitoring

Welcome to the Interventions and Progress Monitoring Toolkit! You're here because you are committed to applying MTSS/RTI practices that drive learning gains for each and every student—across academics and social-emotional learning (SEL).

To start, what is a [Multi-Tiered System of Supports](#), and how do interventions fit into MTSS?

The MTSS tiers are often visualized in a pyramid.



Tier 1 is the foundation and includes universal supports for all students. Tier 2 consists of individualized interventions for students in need of additional support, and Tier 3 includes more intensive interventions for students whose needs are not addressed at Tiers 1 or 2.

An [MTSS that advances equity](#) removes barriers to learning at the systems level and gives all students access to a great education in the most inclusive environment possible. This access is provided by using data to start a student in the least intensive support environment, and adding or removing that support as needed.

What You'll Learn in This Toolkit

The templates and worksheets in this toolkit will help you build processes around two critical components of MTSS: **intervention planning** and **progress monitoring** with data.

Each section is based on learnings from Panorama's work with thousands of districts, and reflects the tools educators can use in [Panorama's MTSS platform](#). Whether you're starting from scratch or you're looking to fine-tune your student support practices, you'll find actionable resources that you can bring back to your student support team tomorrow.

To ensure that your notes on the worksheets save correctly, please save this PDF to your desktop.



A man with glasses and a plaid shirt is leaning over a table, looking at a document. A woman with long blonde hair is sitting at the table, also looking at the document. They appear to be in a meeting or a collaborative work environment. The background shows large windows and other people in a blurred setting.

SECTION 1

Building an Intervention Menu

An [intervention menu](#), or a library of evidence-based interventions, is a great way to align your school or district around specific strategies for supporting students. While the menu can be flexible, a standardized list can help staff members decide how to take action when they identify students in need. Use an asset-based lens when discussing interventions. For example, encourage educators to see students for their current abilities and future potential.

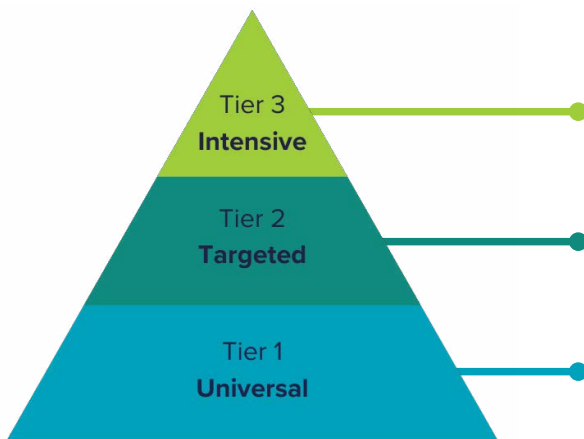
Typically, schools and districts organize their intervention menus by tier (Tiers 1, 2, and 3). The most effective menus consist of interventions across multiple domains: social-emotional learning, math, literacy, behavior, and attendance.

Let's walk through how to create a personalized intervention menu for your campus.

Step 1

Take an inventory of the interventions that are already in place at each tier in your school or district. How does your team currently organize student supports—formally or informally?

Write the practices that come to mind in the diagram below.



Step 2

Narrow down your list to the most effective, high-priority interventions for each tier. Even if your team has an expansive list of strategies, we recommend going deeper on a small list of interventions to help ensure fidelity of implementation. For example, you might choose three or four interventions per domain (math, literacy, SEL, behavior, attendance).

What interventions are your must-haves and will make the cut for your intervention menu? List those interventions below.

Step 3

Think beyond the list you’ve made and consider new intervention ideas. For instance, you may notice that your team is familiar with academic interventions but less familiar with interventions that promote SEL.

Use the resources below to research support strategies that other schools and districts are using. Keep in mind that the effectiveness of an intervention relies heavily on implementation and school context.

- [MTSS Intervention Strategies](#)
- [Strategies from Panorama’s Playbook](#)
- [18 Research-Based Interventions for Your MTSS](#)
- [Interventions for High School Students](#)
- [Small-Group Interventions for Reading, Math, and SEL](#)
- [Social-Emotional Learning Interventions](#)
- [Research-Based Writing Interventions](#)
- [Customizable Intervention Menu](#)

The Panorama platform recommends interventions whenever you create an intervention plan. These recommended moves are pulled from our [Playbook](#), featuring 700+ research- and evidence-based interventions to improve students’ academic, behavior, and SEL outcomes. See examples of our recommended strategies below.

Intervention Strategy	How It Works
<p>2X10 RELATIONSHIP BUILDING</p>	<p>Spend two minutes for 10 consecutive school days developing a positive relationship with a student. Provide positive attention through encouragement and recognition of the student’s strengths and interests. Learn more.</p> <p>Tier: 2 Grades: PK-12 Best for Improving: Behavior, SEL</p>
<p>4 AT THE DOOR + 1 MORE</p>	<p>Greet students intentionally at the door using protocols such as “Eye to Eye” and “Name to Name.” Learn more.</p> <p>Tier: 1, 2 Grades: PK-12 Best for Improving: SEL</p>

Intervention Strategy	How It Works
<p>BEAR BELLY BREATHING</p>	<p>A simple activity for children to help introduce them to mindful breathing. This mindful breathing exercise calms the mind, relaxes the body, and increases student engagement. Learn more.</p> <p>Tier: 1, 2 Grades: PK-5 Best for Improving: SEL</p>
<p>BEHAVIOR-SPECIFIC PRAISE</p>	<p>Behavior-specific praise is a type of praise that acknowledges students' appropriate behavior and provides them with the specifics on what appropriate behavior they are engaging in. When teachers provide immediate, frequent, and specific praise, students are able to identify what behaviors are positive and then they are more likely to engage in those behaviors in the future. Learn more.</p> <p>Tier: 1 Grades: PK-12 Best for Improving: Behavior</p>
<p>CHECK IN/CHECK OUT (CICO)</p>	<p>At the beginning of each day, meet with the student to review the goals you've set together. Confirm the specific goal for that day and offer an incentive for the student to reach the goal. Observe the student and provide feedback throughout the day. Then, at the end of the day, talk about whether they were able to meet the goal. Provide recognition and the reward if they did, and provide encouragement and feedback if they did not. Learn more.</p> <p>Tier: 2, 3 Grades: K-12 Best for Improving: Behavior</p>

Pro tip for Panorama users: Because Check-In/Check-Out (CICO) is one of the most popular and effective interventions to encourage positive behavior with students, [the Panorama platform](#) provides a dedicated tool to support CICO implementation. Champions can set the intervention goal as a target percentage of times the student meets behavioral goals and view progress as a graph to quickly visualize how well the intervention is working.

Intervention Strategy	How It Works
GRAPHIC ORGANIZER	<p>Graphic organizers are designed to visually represent thinking and to visually connect key ideas. Graphic organizers can serve many purposes for students, from helping them take notes in class, to recording different perspectives during a group discussion, to pre-writing, problem-solving, pre-reading, or synthesizing their thinking at the end of a lesson. Learn more.</p> <p>Tier: 1, 2, 3 Grades: 3-12 Best for Improving: ELA, Math, Other Academics</p>
HOME VISIT	<p>Arrange a home visit with the goal of building a relationship with the child’s family. Seek to understand the family’s hopes and aspirations for their child, and ask the family how you can best support them and their child. Learn more.</p> <p>Tier: 1, 2, 3 Grades: PK-12 Best for Improving: Attendance, Behavior, SEL, ELA, Math</p>
LUNCH BUNCH	<p>Bring together a group of students to meet with the school counselor or social worker during lunchtime with a specific goal in mind. For example, a lunch bunch may be focused on developing a specific SEL skill or on teaching conflict resolution skills. Learn more.</p> <p>Tier: 2 Grades: K-12 Best for Improving: Behavior, SEL</p>
NUDGE LETTER	<p>Send a letter home to the student’s family or caregiver with information about their child’s absences. Communicate the importance of attendance, include the child’s attendance data, and compare the child’s records with other students’ attendance. Learn more.</p> <p>Tier: 2, 3 Grades: PK-12 Best for Improving: Attendance</p>
PEER TUTORING	<p>Peer Tutoring allows students to become teachers. A student follows teacher-created materials as they explain a concept to a classmate. Roles reverse between students halfway through the activity so all students act as tutors at some point during the activity. Learn more.</p> <p>Tier: 2 Grades: 4-12 Best for Improving: Academics</p>

Intervention Strategy	How It Works
ROSE, BUD, THORN	<p>In this reflective exercise, students identify positive moments and areas where they need support. Learn more.</p> <p>Tier: 1, 2 Grades: K-12 Best for Improving: SEL</p>
SELF-MONITORING	<p>Self-monitoring strategies are individualized plans used to increase independence and awareness in academic, behavioral, and social areas. The student measures and records his or her own behavior and then compares that to behavior recorded by the teacher or an academic exemplar. Learn more.</p> <p>Tier: 1, 2, 3 Grades: K-12 Best for Improving: Behavior, SEL</p>
SIGHT WORD PRACTICE	<p>Sight words are words that should be memorized to increase a student’s reading accuracy and rate. Provide additional instruction, drills, and exercises to promote students’ ability to recognize common sight words. See sample activities here.</p> <p>Tier: 1, 2, 3 Grades: K-5 Best for Improving: ELA</p>
TWO WORD CHECK-IN	<p>Ask students to choose two words to describe how they are feeling. This is a simple yet powerful exercise that enhances emotional awareness, promotes authenticity, and builds community. Learn more.</p> <p>Tier: 1, 2 Grades: K-12 Best for Improving: SEL</p>
WOOP	<p>WOOP stands for Wish, Outcome, Obstacle, and Plan. WOOP helps you to explore what your wish is as well as the barriers that hold you back from fulfilling this desire. Learn more.</p> <p>Tier: 1, 2 Grades: K-12 Best for Improving: SEL</p>

After reviewing these resources, list the intervention ideas that you'd like to explore further.

Step 4

Finally, you'll need a plan for rolling out your intervention menu. Consider how you will document the strategies, how staff will access the menu, and how you'll train staff on implementation of the strategies.

Here are a few questions to discuss when planning your roll-out:

1. How much support do you anticipate your staff will need to deliver the selected interventions?
2. Are there staff members on each campus who can model best practices for using the interventions?
3. Are there logistical or operational actions that need to take place between now and the adoption of these interventions?

Pro tip for Panorama users: If you use [Panorama Student Success](#), you can customize Playbook to fit your district's unique circumstances. This ensures that you're using a standard set of interventions across the district, as well as tailoring the list of interventions to the ones that are most impactful for you.

A photograph of a man and a young girl sitting at a table, playing with colorful blocks. The man is on the left, leaning over the table and smiling. The girl is on the right, wearing a white hijab and a striped shirt, focused on the blocks. The background is a soft, out-of-focus indoor setting. The entire image is overlaid with a semi-transparent teal color.

SECTION 2

Creating an Intervention Plan

Once you’ve determined that a student can benefit from targeted support, it’s time to create an [intervention plan](#). This plan will be your blueprint for helping the student build specific skills or reach a goal.

To design the right intervention plan for each student, we recommend looking at data from multiple domains. Understanding the student from many dimensions can help you make more informed decisions about supports.

Let’s look at a scenario to demonstrate this point:

Adam struggles with reading and acts out in reading class. You know this by looking at his academic and behavior data. However, social-emotional learning (SEL) data shows that Adam is also reporting a low sense of self-efficacy, which is how much students believe they can succeed in achieving academic outcomes. Together, this data paints the story that Adam is acting out in reading class in order to avoid having to read.

Instead of prescribing a standard [Check In, Check Out \(CICO\)](#) behavioral intervention for Adam, you may instead decide on delivering an intervention called [“Breaks Are Better”](#)—a modified CICO intervention that helps students take breaks rather than engage in unwanted avoidance behavior.

Thinking about Adam or a specific student you’re supporting, create an intervention plan using the template below.

Template: Intervention Planning

[Download](#) this template as an Excel spreadsheet.

Student Name

Intervention Type — Indicate the primary area of focus for the intervention, such as English Language Arts (ELA), Math, Behavior, SEL, or Attendance.

Tier — Choose Tier 2 or Tier 3 depending on the intensity of the intervention.

Goal — Note the skills you are looking to build or the goal you are looking to help the student reach. We recommend framing these in the positive (an opportunity to grow) rather than the negative (a problem to solve). It can be helpful to use the [SMART goal](#) framework—setting a goal that is specific, measurable, attainable, relevant, and timely.

Intervention Strategies — List the actions or activities you will take to support the student from your district’s list. This could be one or more strategies.

Champion — Note the name of the caring adult responsible for carrying out the intervention with fidelity.

Start Date — Indicate when the intervention is set to begin.

Duration — Indicate the expected length of the intervention cycle. Six weeks is the recommended minimum, but you might select anything from one to 44 weeks.

Monitoring Frequency — Note how often you expect to update the student’s progress. For example, this could be weekly, bi-weekly, or monthly.

Monitoring Method — Enter the assessment you will use to track the student’s progress. You can also write in “notes only” here if you plan to track progress through observational notes.

Baseline — If applicable, enter the student’s most recent assessment score.

Target — If applicable, enter the desired assessment score that will indicate that the intervention was successful.

Pro tip for Panorama Users: [Panorama Student Success](#) simplifies the process of creating intervention plans. Click on “Create Plan” on a student’s profile page to build a plan for improving the student’s academic performance, behavior, attendance, and/or SEL. You can even generate a secure, temporary link for families to view students’ intervention plans and their progress.



SECTION 3

Progress Monitoring Interventions

What is progress monitoring, and why is it important?

Progress monitoring is the process of using data to understand how a student is doing once an intervention plan is underway. When done early and often, progress monitoring can ensure that you aren't wasting time and resources on an intervention that isn't working.

Depending on the intervention, you may choose to progress monitor on a weekly, bi-monthly, or monthly basis. You can progress monitor using many types of data:

- **Quantitative data:** Some goals are best tracked numerically, such as using an assessment score to monitor reading level growth or computational fluency.
- **Qualitative data:** Some goals are best tracked using observational data, such as recording how a student is interacting with classmates for a behavioral goal.
- **A combination of both:** Sometimes, both quantitative and qualitative data are useful to track. For example, you can track class participation by how often the student participates and the content of their comments in class.

Let's put progress monitoring into practice. Use the template below to create a sample progress update for a specific student you are supporting.

Template: Progress Monitoring for Individual Students

[Download](#) this template as an Excel spreadsheet.

Student Name

Date — Record the date of the progress update.

Was the intervention performed? — Write "Yes" or "No."

How is the student doing? — Record any observations, insights, and notes. What did you learn about the student? How did the student respond to the intervention? If you are using a quantitative metric (e.g., literacy assessment score), input the numeric score here.

Is the student on track to meet their goal? — If your plan does not have a quantitative metric, use your judgment to record if the student is “On Track,” “Progressing,” or “Behind.”

Pro tip for Panorama Users: To progress monitor for a student in [Panorama Student Success](#), use the “All Intervention Plans” screen to quickly update students’ plans in one place. Panorama will automatically display the progress update on a timeline and/or goal graph.

Progress Monitoring at the School and District Levels

If you are a school or district leader who oversees MTSS on your campus, you may be most interested in analyzing the performance of interventions from a bird’s-eye view—such as the balance of students in each tier and the overall progress of students receiving interventions. This can help you allocate or reallocate resources to ensure that your system is meeting student needs equitably and at scale.

For example, as a leadership team, perhaps you notice that while three percent of students are receiving Tier 3 ELA interventions, 12 percent of students are receiving Tier 2 ELA interventions. This may prompt your team to brainstorm ways to strengthen Tier 1 programming, ultimately reducing the need for so many Tier 2 interventions.

Here are a few metrics to get started assessing the overall health of your support system:

- What percentage of students are receiving Tier 1, Tier 2, or Tier 3 interventions?
- What is the enrollment in interventions by gender, race/ethnicity, ELL status, mode of instruction, and other group criteria?
- Are students receiving Tier 2 and 3 interventions at a disproportionate rate?
- What percentage of intervention plans are “on track” in each domain (math, literacy, behavior, attendance, SEL) and tier?
- How many students have exited or completed a plan in each domain?
- What percentage of students met their goals?
- What percentage of intervention plans are up to date?
- Which intervention strategies are used most frequently and/or most successful?

Pro tip for Panorama Users: In [Panorama Student Success](#), you’ll see the data and reports relevant to your role—right at your fingertips. District and school leaders can visualize the big picture of how their MTSS program is doing using the Interventions Dashboard. View district-level data at a glance, zoom in to understand how individual schools and classes are performing, or check on individual interventions.

Additional Resources for Your MTSS/RTI Journey

By completing the activities and worksheets in this toolkit, you've demonstrated your commitment to delivering the best possible support to every student. You understand—and value—the concept of taking a holistic, data-driven approach to MTSS and RTI.

Hopefully this toolkit inspired you with new ideas for managing interventions within your student support system. **If you want to learn how to bring intervention planning and progress monitoring to life with Panorama's MTSS tools, [please book a meeting with us.](#)**

Lastly, we know that the learning never stops for educators, so we've compiled a few more articles on MTSS for your exploration:

- [A Comprehensive Guide to MTSS](#)
- [Our Top MTSS Resources](#)
- [MTSS Self-Assessment for School Districts](#)
- [Creating an MTSS Implementation Plan: 6 Keys for Success](#)
- [Building Effective MTSS Teams](#)
- [How to Build a Tiered MTSS Intervention Menu](#)
- [How to Write an Intervention Plan \[+Template\]](#)
- [The 5 Biggest Challenges of MTSS: How Districts Are Responding](#)
- [How PLCs and MTSS Frameworks Work Together](#)
- [9 Must-Haves for Your District's MTSS Platform](#)

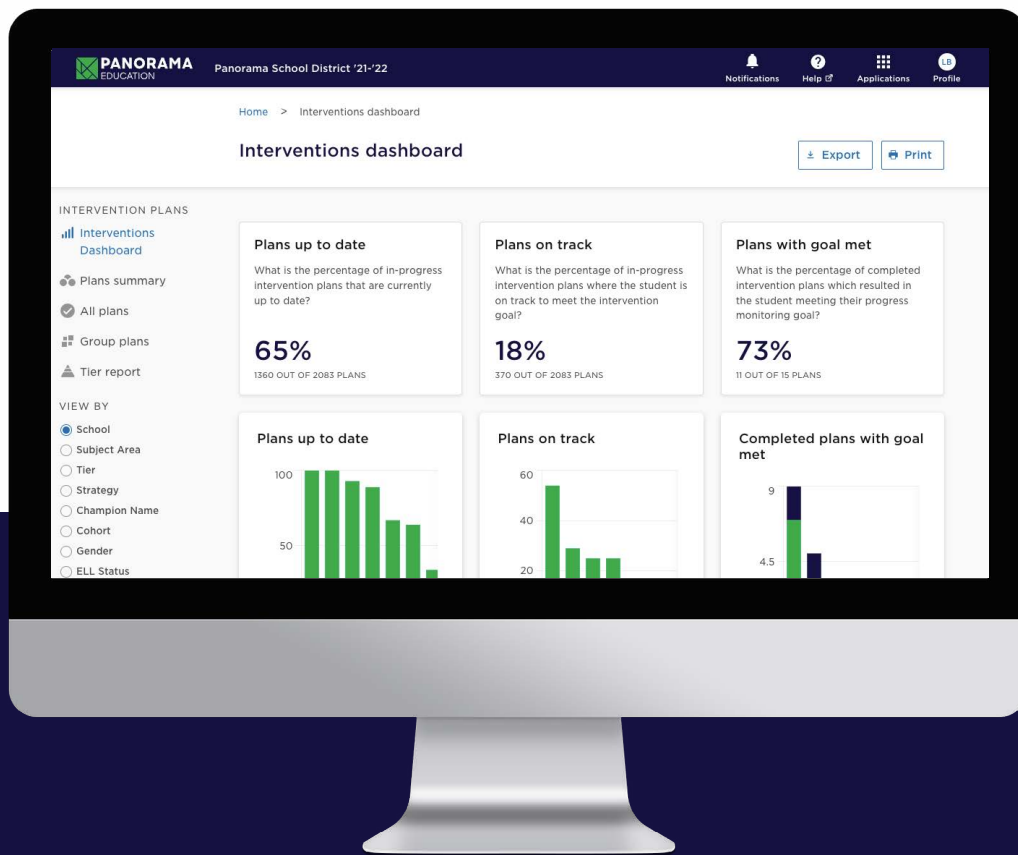
We'd love to hear from you and see how you're using this toolkit! Tweet us at [@PanoramaEd](#) with your thoughts, and don't forget to share this toolkit with your Student Support Team or MTSS committee if you found it useful.

A photograph of two women in a meeting, one with curly hair and one with glasses, both smiling and looking at each other. The image is overlaid with a dark blue gradient.

SHARE THE TOOLKIT

Learn more about Panorama's MTSS tools for educators

Panorama Education helps educators act on data to improve student outcomes. Panorama has supported more than 15 million students in 25,000 schools across 50 states, including those in the New York City Department of Education, Dallas Independent School District, Seattle Public Schools, and San Francisco Unified School District.



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[Request a Demo](#)

