Multi-Tiered System of Supports

(MTSS) Guidebook
Brevard Public Schools
2023-2024

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*** Additional resources including Early Warning System, MTSS state and federal documents, and MTSS training materials are located on Brevard's MTSS Website.*

Multi-Tiered System of Supports (MTSS) Overview

NOTES:

MTSS Foundational Beliefs in Brevard Public Schools

MTSS is designed to provide both academic and behavioral services to improve outcomes for all students (Glover & Vaughn, 2010). "All students" include every student on the performance continuum (i.e., high achieving, grade-level, low achieving, English language learners, and students who are education eligible). The phrase MTSS was adopted by the State of Florida in 2012 and combines the two systems previously referred to as Response to Intervention-Academic (RtI-A) and Positive Behavioral Interventions and Supports (PBIS).

Florida's educators who are involved in the systematic implementation of Florida's MTSS share the following beliefs about the ideal educational conditions for promoting student achievement. Using the following beliefs to guide our efforts is one way to ensure consistent movement toward maximizing student achievement.

1. Committed educators who believe that all students can learn and achieve high standards create a school **culture** that is necessary to support MTSS. Success is dependent on continuous professional development for all members to build capacity and sustain progress. Job embedded, on-going, professional development and follow-up coaching with modeling are provided to ensure effective instruction at all levels.

2. Highly effective personnel deliver evidenced-based **instruction** and evidence-based practices. Evidence-based curriculum and instructional approaches have a high probability of success for most students. Instruction is differentiated, includes appropriate scaffolds and accommodations, and is based on Universal Design for Learning (UDL) principles to meet individual learning needs and supported by standards-based instruction.

3. A coherent, articulated, and balanced assessment system guides responsive teaching, informs instructional decisions, and refines ambitious goal setting resulting in acceleration of student learning. Reliable, valid, and instructionally relevant **assessments** include the following:

    - Screening Measures: Assessment tools designed to collect data for the purpose of measuring the effectiveness of core instruction and identifying students needing more intensive interventions and support.

    - Diagnostic Measures: Formal and informal assessment tools that measures skill strengths and weaknesses, identify skill in need of improvement, and assist in determining why a problem is occurring.

    - Progress Monitoring Measures: Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.

- Formative Measures: Ongoing assessments embedded within effective teaching to guide instructional decisions.
- Summative (Outcome) Measures: Typically administered near the end of the school year to give an overall perspective of the effectiveness of the instructional program.

4. Student response to instruction/intervention (RtI) data are used to guide meaningful decision making through **data team** discussions. Dynamic, positive, and productive collaboration among professionals is necessary for effective problem solving and instructional decision-making.

5. Ongoing, systematic planning/**problem solving** is consistently used in teams including parents and educators, from enrollment to graduation for all students, to make decisions across the continuum of student needs.

6. Effective **leadership**, including building administrator engagement and distributed leadership, is crucial for guiding and sustaining effectiveness of MTSS. Actively engaged administrative leadership for data-based decision-making is inherent to the school culture.

MTSS Structure in Brevard Public Schools

To Serve Every Student with Excellence as the Standard

Culture

- ✓ Believe that all students can learn
- ✓ Professional development is continuous
- ✓ Master schedule supports instruction
- ✓ Resources are allocated to support MTSS
- ✓ Positive student and family relationships

Standards-Based Instruction

- ✓ Ensuring student active engagement
- ✓ Instructional Design (ex. essential questions, goals, higher order questions)
- ✓ Instructional Delivery (ex. flexible grouping, Differentiated Instruction)
- ✓ Assess to inform
- ✓ Standards taught to the full intent
- ✓ Tasks and assignments are aligned to standards

Assessment

- ✓ Balanced assessment system
- ✓ Informs instructional decisions
- ✓ Guides responsive teaching
- ✓ Progress monitoring
- ✓ Formative and Summative Assessment

Data Teams

- ✓ Data-based decisions to maximize student achievement
- ✓ Positive and collaborative team approach
- ✓ All stakeholders involved
- ✓ Conduct Problem Solving at all Tier levels of instruction (ex. all students, subgroups, individuals)

Problem Solving

- ✓ Ongoing problem solving for schools, classrooms, and individual students
- ✓ Decisions are made in the best interest of individual students

Leadership

- ✓ Administrators are engaged in the MTSS process
- ✓ Leadership guides and sustains the effectiveness of MTSS

MTSS Definition in Brevard Public Schools

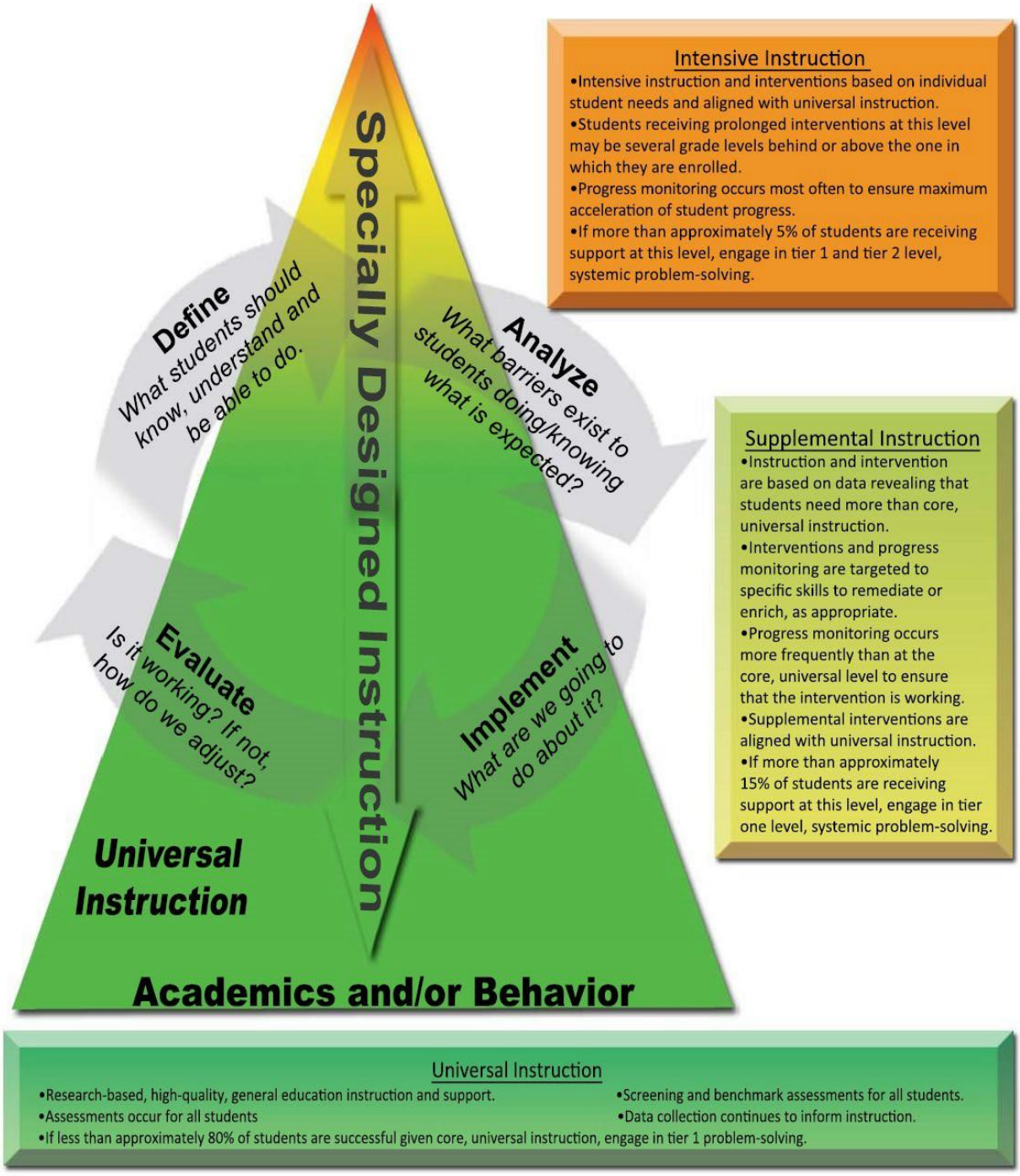
A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

Core Instruction (Tier 1) is what "ALL" students receive in the form of instruction (academic and behavior/social-emotional) and student supports. Tier 1 focuses on the implementation of the district's Core Curriculum and is aligned with Florida's Academic Standards. Tier 1 services (time and focus) are based on the needs of the students in a particular school. Some schools require more time than other schools in particular core curriculum areas based on student demographics (readiness, language, economic factors) and student performance levels to ensure that ALL students reach and/or exceed state proficiency levels.

Supplemental Instruction (Tier 2) is what "some" students receive **in addition to** Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Therefore, "effective" Tier 2 services occur when at least 70% of students receiving Tier 2 services (in addition to Tier 1) meet or exceed grade level/subject area Tier 1 proficiency levels (academic and/or behavior) established by the district. Tier 2 services are more "intense" (more time, a narrower focus of instruction/intervention) than Tier 1. Tier 2 services can be provided by a variety of professionals (e.g., general education classroom, separate settings, home).

Intensive Instruction (Tier 3) is what "few" students receive and is the most intense service level a school can provide to a student. Typically, Tier 3 services are provided to very small groups or individual students. The purpose of Tier 3 services is to help students overcome significant barriers of learning academic and/or behavior skills required for school success. Tier 3 services require more time and a narrower focus of instruction/intervention than Tier 2 services. Tier 3 services require effective levels of collaboration and coordination among the staff (general and specialized) providing services to the student. The expected outcome of Tier 3 services, combined with Tiers 1 and Tier 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district.

MTSS Framework in Brevard Public Schools



PS/RTI Project. *Guiding Tools for Instructional Problem Solving, Revised (GTIPS-R)*, 2015.

MTSS Common Language in Brevard Public Schools

Many existing terms and initiatives share the common elements of data-based problem solving to inform instruction and intervention (e.g., Positive Behavior Support (PBS), Problem Solving/Response to Intervention (RtI), Continuous Improvement Model (CIM), Lesson Study, and Differentiated Accountability). Although several initiatives share this core characteristic of data-based problem solving, the differences in the use of terms (i.e., the labels used to describe them), who has responsibility for implementing data-based problem solving (e.g., general education, special education, student services), and the language used to describe the initiatives have often resulted in high levels of variability in the implementation of the model at state, district, and school levels. These differences serve to potentially limit the impact of this model on both the integrity of implementation and on student growth.

Accommodations

Accommodations are adjustments that can be made to the way students access information and demonstrate performance that do not require changes in the curriculum. Types of accommodations include presentation, response, scheduling, and setting. Accommodations are not the same as the instructional interventions for academics or behavior, though they may be included in instructional plans for implementing interventions and the assessments used to monitor progress (contrast with "modifications" in ESE terms).

Aim Line

The aim line, which is sometimes referred to as the goal line, represents the target rate of student progress over time. The aim line is constructed by connecting the data point representing the student's initial performance level and the data point corresponding to the student's year-end goal. The aim line should be compared to the trend line to help inform responsiveness to intervention and to tailor a student's instructional program.

Behavior Intervention Plan (BIP)

A Behavior Intervention Plan (BIP) is a document of function-based interventions and environmental changes that are implemented to address specific behaviors. It is developed by a collaborative team based on a Functional Behavior Assessment (FBA). The plan includes preventative strategies, educative interventions to teach the desired and replacement behaviors, and functional interventions. A BIP cannot be written without first conducting a Functional Behavior Assessment (FBA) to determine the function of each behavior.

Benchmark

A benchmark is an important student outcome or goal for a grade within a particular domain (e.g., reading), that a student should be achieving during the course of a school year (e.g., fall, winter, spring).

Cognitive Complexity

Cognitive complexity is a variable that indicates how complex or simple a mental task is. A person who is measured high on cognitive complexity tends to perceive nuances and subtle differences which a person with a lower measure (indicating a less complex cognitive structure for the task or activity) does not. In Florida's standardized assessments, the cognitive complexity required to perform an assessment item is a factor in developing the questions.

Collaboration

Collaboration is a process with recurring interactions over time where colleagues engage in defining problems, clarifying thinking, and developing solutions. Collaboration involves more engagement than just meeting or communicating points of view. Teaching and leadership are complex functions and collaboration plays a meaningful role in being successful in either role. Individual work on self-improvement, while essential, is not sufficient for achieving mastery level proficiency and a deep understanding of the profession. Recurring collaboration experiences are also needed. Collaboration is an essential element in deliberate practice - the career-long process of developing professional mastery.

Collaboration and Mutual Accountability (CMA)

CMA is when colleagues are seeking input on specific instructional strategies and practices with a focus on the lowest 25%. Teams meet in a positive manner promoting student learning, school-wide success, and common assessments. Information from common assessments is used for intervention and instructional strategies. The team supports a professional culture marked by trust, shared purpose, innovative spirit, continual learning, and dedication to the mission of teaching and learning, keeping student success as the focus.

Consensus

Consensus is the result of a process where stakeholders involved in a change effort agree to operate in alignment with an established implementation plan or decision, regardless of personal opinion. The implementation plan or decision is typically developed with use of a common language of terms, a common knowledge of core concepts, and a common understanding of the rationale for the initiative.

Core/Universal Instruction (Tier 1)

General academic and behavior/social-emotional instruction and supports, based on Universal Design for Learning principles, designed, and differentiated for all students in all settings.

Criterion-Referenced Test

Criterion-Referenced Tests are designed to measure student performance against a fixed set of learning standards.

Curriculum-Based Measurements

CBMs are direct skill assessment tools that are aligned with the curriculum, sensitive to instruction, repeatable, and criterion referenced. These are used for a variety of measurement purposes.

Data

Data (plural of "datum") are typically the results of measurements or objective observation and can be the basis of graphs, images, or observations about the state of conditions or situations. Data may be representation of a fact, figure, and/or idea. Data are numbers, words, images, etc.

Data Team Meetings

Data teams adhere to the Problem-Solving Model, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in actions toward positive student achievement. Data team meetings occur regularly at all levels; Core Instruction (Tier 1), Supplemental Instruction (Tier 2), and Intensive Instruction (Tier 3). The team supports a professional culture marked by trust, shared purpose, innovative spirit, continual learning, and dedication to the mission of teaching and learning, keeping student success as the focus.

Decision Rules

Decision rules, in general, are "if-then" statements that are developed and used to ensure efficiency and consistency of decision making based on possible combinations of (a) student performance data, and (b) fidelity measures. When determining the effectiveness of instructional or intervention services, there are generally 6 possible "effectiveness outcomes":

1. High positive student progress + high fidelity;
2. High positive student progress + low fidelity;
3. Questionable/moderate student progress + high fidelity;
4. Low/insufficient student progress + high fidelity;
5. Questionable/moderate student progress + low fidelity; and
6. Low/insufficient student progress + low fidelity

The first two possible outcomes should be documented and shared with stakeholders about what worked, for which students, and using what resources so that other schools or districts facing similar student concerns can benefit from the successes learned. The third and fourth possible outcomes warrant a focus on the fidelity of using the problem-solving process to ensure the intervention is matched to students' needs and/or if increasing the "dosage" of the intervention is needed. The fifth and sixth possible outcomes prevent a determination of effectiveness, as insufficient fidelity cannot allow for identifying why the intervention failed to produce desired results. Therefore, the intervention will need to be re-implemented and/or monitored for increased fidelity before effectiveness of the intervention can be determined. Schools and districts are encouraged to catalogue "what works" and use this collection of known effective practices over time (i.e., evidence-based interventions) to help increase awareness, knowledge, and skills to implement those strategies (also known as, "standard treatment practices") for use in other schools faced with similar student concerns.

Diagnostic Measures

Diagnostic measures are formal or informal assessment tools that measure skill strengths and weaknesses, identify skills in need of improvement, and assist in determining why the problem is occurring.

Differentiated Instruction

DI is the process of ensuring that what a student is taught, how he/she is taught it, and how the student demonstrates what he/she has learned is matched to specific student needs. Instruction can be differentiated through product, process, and/or content. Differentiation goes beyond a traditional centers rotation approach and provides recurring regrouping (flexible grouping) of students based on academic needs and issues.

Direct Instruction

Direct instruction is a general term for the explicit teaching of a skill-set using lectures or teacher led demonstrations of the material, rather than exploratory models such as inquiry-based learning. Direct instruction is a teacher-dominated process where students tend to be passive rather than active learners. This method is often contrasted with active learning. Generally, direct instruction needs to be balanced with active learning experiences. Direct instruction introduces material followed by active learning to engage students in understanding the material.

Documentation

Documentation is material that provides official information, evidence or that serves as a record. Brevard's MTSS documentation should be contained in a *Pink Folder* and transferred as an external piece of the cumulative folder as the student transfers to another school.

Engagement

Engagement is evidenced by reflection (dialogue with self about a topic or problem expressed in notes or "in your own words" expressions) and dialogue with others (e.g., other students, instructors); the stimuli for the talk and writing are observations and experiences that pose problems that need to be resolved. Student engagement can be defined as a level of personal investment in an instructional activity. It can be measured in the areas of behavioral engagement, emotional engagement, and cognitive engagement. Engagement can be increased through the use of practices that increase intrinsic motivation on the part of the student.

Essential Question

Essential questions are those that focus the learner's attention on priority aspects of a standard or learning goal. An essential question makes clear to the learner what he or she should know and be able to do at the end of the lesson and/or unit of study.

Evaluation

An evaluation is a judgment on proficiency of an individual's performance at a point in time on elements that have a significant impact on the outcomes of that person's work. Evaluation is associated with assigning a proficiency status and connects an individual to rewards or consequences regarding status.

Evidence-Based Instruction/Interventions

Practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence.

- **Strong Evidence**: supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Moderate Evidence**: supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Promising Evidence**: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Demonstrates a Rationale**: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a SEA, LEA, or outside research organization to determine their effectiveness.

*Information regarding evidence-based interventions as defined in the **Every Student Succeeds Act (ESSA):** The Elementary and Secondary Education Act (ESEA) has consistently directed educators to implement interventions grounded in research. Under No Child Left Behind (NCLB), districts and schools were called to use "scientifically-based research" as the foundation for education programs and interventions. This has been replaced by "evidence-based interventions" under the Every Student Succeeds Act (ESSA). This shift was designed to help increase the impact of educational investments by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement. Many ESSA programs encourage state educational agencies (SEAs), local educational agencies (LEAs), and schools to prioritize and include evidence-based interventions, strategies, or approaches.*

Exceptional Student Education (ESE)

ESE is the name used in Florida to describe special education services and programs for students with a disability or services for students who are gifted.

Explicit Instruction

The Florida Center for Reading Research (FCRR) defines explicit instruction as teacher-led, interactive instruction where the words and actions of the teacher are unambiguous and direct. The teacher begins with a clear explanation of the targeted skill, followed by modeling of the skill. Ample practice opportunities, including guided practice with corrective feedback, supported application and student independent practice using aligned student materials help the student to apply what they have been taught.

Expressive Language

Expressive language is the ability to put thoughts into words and sentences, in a way that makes sense and is grammatically accurate.

Facilitator

A facilitator in Florida's continuous process model is one who works with groups seeking improved proficiency or understanding using techniques for keeping the group task-focused, encouraging reflection and creative thinking, building consensus, and keeping all group members involved.

Feedback

Feedback is information provided about a prior action that serves to change/modify behavior to improve future actions or depth of understanding. Feedback needs to be timely and specific to be useful for learning purposes. Positive feedback (about what was done well) needs to be specific and make clear what is being praised. Constructive criticism (feedback on what needs change) must identify what needs correction and include guidance on how to improve. Continuous improvement (quality) systems require feedback capacities to enable progress and recurring levels of improvement. In school settings, feedback systems are needed by students, teachers, and administrators. Students and teachers need feedback on how students are progressing toward learning goals. Tracking student progress toward learning goals is an important form of feedback. Teachers need feedback on the proficiency of their practice so they can improve.

Fidelity

In the context of implementing educational standards, initiatives, programs, and processes, the term fidelity denotes how closely the implementing procedures conform to what they were supposed to have been and how appropriately aligned the implementation is to the intended purpose(s). There are three basic types of "fidelity" for districts and schools to consider monitoring:

1. Fidelity of implementing critical components of a multi-tiered system of supports (MTSS).
2. Fidelity of using the problem-solving process across all three tiers.
3. Fidelity of implementing evidence-based interventions matched to specific need(s).

Fidelity of Instruction/Intervention

The fidelity of instruction encompasses many strategies that can be used to increase the probability that appropriate levels of fidelity occur when designing and implementing interventions for students. There are some common strategies worth noting in accordance with the three types of fidelity identified above:

- State and district leaders should provide sufficient professional development, align, and integrate multiple initiatives, and streamline processes associated with supporting schools' and classrooms' problem-solving efforts and delivery of student instructional services.
- Ensure maximum effectiveness of Tier 1 (e.g., use of evidence-based instructional practices that all students receive) so that adequate and sometimes comparatively minimal resources and supports are available to students who require supplemental or intensive services.
- Involve *all* stakeholders at the beginning and throughout the problem-solving process; especially the "interventionists" who will be responsible for using the intervention directly with students and the appropriate "content experts" and support personnel who have sufficient foundational mastery in applying their content expertise to design-matched instructional supports.
- Consistently use a structured comprehensive intervention planning process that provides sufficient scaffolding for staff that is matched to their current knowledge and skills to engage in problem solving. A structured planning process involves at a minimum: (a) identification of validated hypotheses the team will use to develop an instructional/intervention plan; (b) specific details about who (by name) will do what, how often, when, and using what resources and materials; (c) who (by name) will provide what specific support to whom (by name), at what times, and for how long; (d) how student progress will be monitored, how often, and when coordinated with analysis of other data; (e) how fidelity of implementing the plan will be documented/measured; and (f) some basic decision rules (e.g., if-then statements) for use based on future progress monitoring and fidelity data that yield any of the six basic effectiveness outcomes.

Formative Assessments

Formative assessments are ongoing assessments embedded within effective teaching to guide instructional decisions.

Functional Behavior Assessment (FBA)

A Functional Behavior Assessment (FBA) is a systematic process for gathering information in order to determine events and aspects of the environment that impact a person's problem behavior. It is used to determine why problem behaviors are occurring and continuing. FBA methods typically include record reviews, interviews, and direct observations. An FBA must be conducted prior to developing a BIP.

Gaps

Gaps are defined when students exhibit differences in their understanding of the content standards in comparison to the subgroups and the benchmarks. Effective educators are alert to what prior knowledge is needed for current tasks and take actions to address gaps, as they become known.

Goal Line

The goal line, also known as the *aim line,* represents the expected rate of student progress over time. A goal line is constructed by connecting the data point representing the student's initial performance level and the data point corresponding to the student's year-end goal. The goal line should be compared to the *trend line* to help inform responsiveness to intervention and to tailor a student's instructional program.

Higher Order Questions

Higher order questions posed by teachers and students are those that engage students in higher order thinking skills. Such questions require much more "brain power" and often a more extensive and elaborate answer than typical recall or description questions. Questions that require analysis, applying information, making value judgments, or predictions are examples of higher order questions.

Individual Educational Plan (IEP)

An IEP is a written plan to identify the annual goals and objectives and special education and related services designed to meet the individual needs of a student with a disability. The IEP is developed by teachers, parents, the student, and others, as appropriate, and is reviewed annually.

Individual Problem Solving Team (IPST)

The IPST is a multidisciplinary, instruction-driven team that assists students, families, and teachers in seeking positive solutions for all students. Through examination of prior intervention data and all relevant cumulative history, they problem-solve at the most intense level. The primary goal of the IPST is to support teachers and parents by generating effective academic and behavioral strategies for individual targeted students.

Infrastructure

The infrastructure of a school is the physical, procedural, and organizational structures. A part of the infrastructure is the resources, which are necessary to establish, support, and sustain implementation of problem solving and response to instruction/intervention.

Instructional Decisions

Instructional decisions are choices made regarding what to teach and how to teach it, typically informed through engagement in the problem-solving process and focused on student improvement.

Instructional Strategy
Strategies are actions crafted to lead to a defined and desired outcome. An instructional strategy is a specific instructional action that has definable elements of proficiency and an instructional purpose for which it is appropriate. Strategies are the building blocks of practice. Rigor in instruction can be provided through the design of the instructional strategy (see rigor).

Intensity of Instruction/Intervention
Intensity consists of three variables: time, focus, and group size. An increase in intensity would be reflected by an increase in the amount of time a student(s) would be exposed to instruction/ intervention and/or a narrowing of the focus of instruction/intervention and/or a reduction in group size.

Intensive Instruction/Intervention (Tier 3)
The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior/social emotional, curriculum, instruction, and supports.

Interventions
Interventions are curricular, instructional, and/or other adjustments made to address core instructional issues. Interventions may also be provided to students in small groups or individually, in addition to and aligned with core instruction in order to target a specific skill or concept.

Interventionist
An interventionist is the person identified as responsible for delivering instruction/intervention in accordance with the team's implementation plan.

Learning Environment
The learning environment contains variables that either promote or inhibit learning, including the physical classroom arrangement, rules, management plans, routines, expectations, peer/family influence, task demands, etc.

Level of Performance
A level of performance is the single measurement at a point in time revealing the student's performance relevant to a standard expectation. Examples: 72 words correct per minute, 75 percent compliance to directions, percentile score of 5, and standard score of 95.

Modifications
Modifications refer to significant changes in curriculum expectations based on student learning limitations and usually involve the use of "access points" rather than the usual academic standards.

Multisensory Instruction and Intervention

The International Dyslexia Association defines multisensory instruction as involving the use of visual, auditory, and kinesthetic-tactile pathways simultaneously or sequentially to enhance memory and learning of written language.

Multi-Tiered System of Supports (MTSS)

MTSS is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision making seeks to ensure that district resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency.

Norm-Referenced Test

Norm-referenced tests report whether test takers performed better or worse than a hypothetical average student, which is determined by comparing scores against the performance results of statistically selected group of test takers, typically of the same age or grade level, who have already taken the exam.

Ongoing Progress Monitoring (OPM)

Ongoing assessment conducted for the purposes of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.

Poor Response to Instruction/Intervention

Poor Response is when a student's rate of progress data reveal that the gap continues to widen with no change in rate after the instruction/intervention is implemented.

Positive Behavior Support (PBS)

PBS is the application of behavior analysis to achieve socially important behavior change. PBS was developed initially as an alternative to aversive interventions that were used with students with severe disabilities who engaged in extreme forms of self-injury and aggression. More recently, the technology has been applied successfully with a wide range of students, in a wide range of contexts and extended from an intervention approach for individual students to an intervention approach for entire schools. Positive behavior support is not a new intervention package, nor a new theory of behavior. Instead, it is an application of a behaviorally based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching, and learning occurs. Attention is focused on creating and sustaining school environments by making problem behavior less effective, efficient, and relevant and desired behavior more functional.

Positive Response to Instruction/Intervention

A positive response to instruction is when a student's rate of progress data reveals that the gap between expected performance and observed performance is closing. Ideally, the point at which the target student will "come in range" of grade-level expectations (even if it is long range) can be extrapolated.

Problem Solving Model

The problem-solving model is the recursive, self-correcting, systematic process of finding solutions by accurately identifying problems, analyzing relevant data to understand why the problem is occurring, designing, and implementing probable solutions, and measuring the effectiveness of the solutions that were implemented.

Problem Solving Team

A PST is any team that systematically engages in the process of accurately identifying problems, analyzing relevant data to understand why the problem is occurring, designing, and implementing probable solutions, and measuring the effectiveness of the solutions that were implemented.

Professional Learning Communities (PLC)

A PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. The goal of the PLC is to improve the school culture and individual professional growth. The team supports a professional culture marked by trust, shared purpose, innovative spirit, continual learning, and dedication to the mission of teaching and learning, keeping student success as the focus.

Progress-Monitoring Measures

Progress-monitoring measures are ongoing assessments conducted for the purposes of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness.

Progress-Monitoring Plan (PMP)

A PMP is a written plan for individual students or groups of students that reflect the interventions provided and the students' response to those interventions with student-centered data resulting in ongoing progress monitoring measures at a frequency appropriate to the level of intervention. (Brevard's PMP documentation begins in Tier 1/Core and follows through with documentation of Tier 2 and Tier 3 using IPST Forms.)

Questionable Response to Instruction/Intervention

A questionable response is when a student's rate of progress data reveal that the rate at which the gap is widening is decreasing considerably, but is still widening, or when a gap stops widening but closure does not occur.

Rate of Progress

Rate of progress is typically the amount of growth (e.g., words correct per minute, level of compliance, etc.) over a specified time period (week, month, etc.) demonstrated by a student or group of students.

Receptive Language

Receptive language is the ability to understand or comprehend language heard or read.

Rigor

Rigor is a goal rather than a level of difficulty. Rigor is the goal of helping students develop the capacity to understand content that is complex, ambiguous, provocative, and/or personally or emotionally challenging. Rigor is embedded in an instructional strategy when instruction and learning outcomes expected of students require them to think in complex ways (e.g., to analyze, compare, create, and evaluate). Rigor is not about severity or hardship. All students need both rigorous content and direct instruction in the skills needed to manage that content. Instructional strategies that are designed to provide rigor are the most useful for student success (see instructional strategies). There are different ways in which content can become rigorous, such as attention to interacting or overlapping ideas, dealing with dilemmas, identifying problems, conducting inquiry, evaluating alternatives, interpreting, and identifying patterns.

RIOT/ICEL Table (IPST Form 6 Academic)

The RIOT/ICEL matrix is a guide for problem analysis, in which information is gathered in the domains of instruction, curriculum, environment, and learner (ICEL) through the use of reviews, interviews, observations, and tests (RIOT) in order to evaluate underlying causes of a problem and to validate hypotheses. Time spent in problem analysis increases the likelihood that the resulting intervention will be successful. The RIOT/ICEL matrix is not itself a data collection instrument. Instead, it is an organizing framework, or heuristic, that increases schools' confidence both in the quality of the data that they collect and the findings that emerge from the data.

School Based Leadership Team

A school-level team responsible for developing a school implementation plan. The school-based team becomes "trainers" and "coaches" for the school staff and will be responsible for school-wide implementation.

Screening Measures

Screening measures are tools designed to collect data for the purpose of evaluating the effectiveness of core instruction for all students and identifying students who may need more intensive interventions and support.

Sequential and Systematic Instruction

Both the International Dyslexia Association and the Florida Center for Reading Research offer definitions for sequential and systematic instruction and discuss the importance for instruction being organized so that it follows a logical order, and the sequence begins with the easiest and most basic concepts and progresses methodically to more difficult material. Each concept must also be based on those already learned. Concepts must be systematically reviewed to strengthen memory.

Standards

Standards, while having many uses in general language, is used in the common language of instruction to focus on levels of understanding or proficiency in specific subjects or areas of practice. Standards are something set up and established by authority as a rule for measures of quality and are within the scope of responsibility of the individuals to whom the standards are to apply.

- Florida's academic standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. Standards are designed to be relevant to the real world, reflecting the knowledge and skills that our young people need for success in both college and career.
- Standards of professional practice identify the expectations for performance and understanding on which educators and districts will be evaluated and which focus the goals and processes of professional development (e.g., Florida Educator Accomplished Practices; Florida's Leadership Standards, Florida's Professional Development System Evaluation Protocol).

Standards-Based Instruction

Standards-based instruction is a process for planning, delivering, monitoring, and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment. Standards help ensure students learn what is important. Student learning is the focus. In Florida, setting standards for academic proficiency is a state level task. Districts develop local curriculum to provide students access to the state approved standards in appropriate contexts. School site educators engage students in meeting the standards through standards-based instruction.

Summative Assessments

Summative assessments are typically administered near the end of the school year or academic term to give an overall perspective of the effectiveness of the instructional program. They typically are cumulative in that they cover content from previous interim assessments and the term or year.

Supplemental Instruction/Intervention (Tier 2)

Supplemental instruction is what "some" students receive in addition to core instruction. Students who need supplemental instruction are identified by using multiple sources of data. The purpose of supplemental instruction is to improve student performance that transfers to Core (Tier 1) grade level expectations resulting in closing the achievement gap.

Supplemental Supports

Supplemental supports are provided to the student by someone other than the general education teacher. (i.e., ESOL, Occupational Therapy, Title I, Speech & Language, tutoring, etc.)

Supports
Supports are behavioral or academic assistance provided to any student or group of students to enable their learning.

Systems Change
A process of building consensus, developing infrastructure, and implementing a different way of thinking and operating within an organization.

Tracking Student Progress
Tracking student progress is an instructional strategy designed to inform teacher and student on student progress toward mastery of learning goals. The process informs the teacher and student what has been accomplished, at what level of proficiency, and what still needs to be learned. It involves both teacher and student being engaged in the tracking process and typically focuses on the learning goals and associated rubrics that are the basis for lessons and units of instruction. The linkage of learning goals and tracking progress on their mastery is revealed by research to have a high probability of improving student learning.

Trend Line
A trend line is a line on a graph that presents the line of best fit drawn through a series of data points. The trend line can be compared against the *aim line* to help inform responsiveness to intervention and to tailor a student's instructional program.

Universal Design for Learning (UDL)
Universal Design for Learning (UDL) is a framework for designing curricula that enable all individuals to gain knowledge, skills, and enthusiasm for learning. UDL provides rich supports for learning and reduces barriers to the curriculum while maintaining high achievement standards for all. This framework includes multiple means of representation, multiple means of expression, and multiple means of engagement.

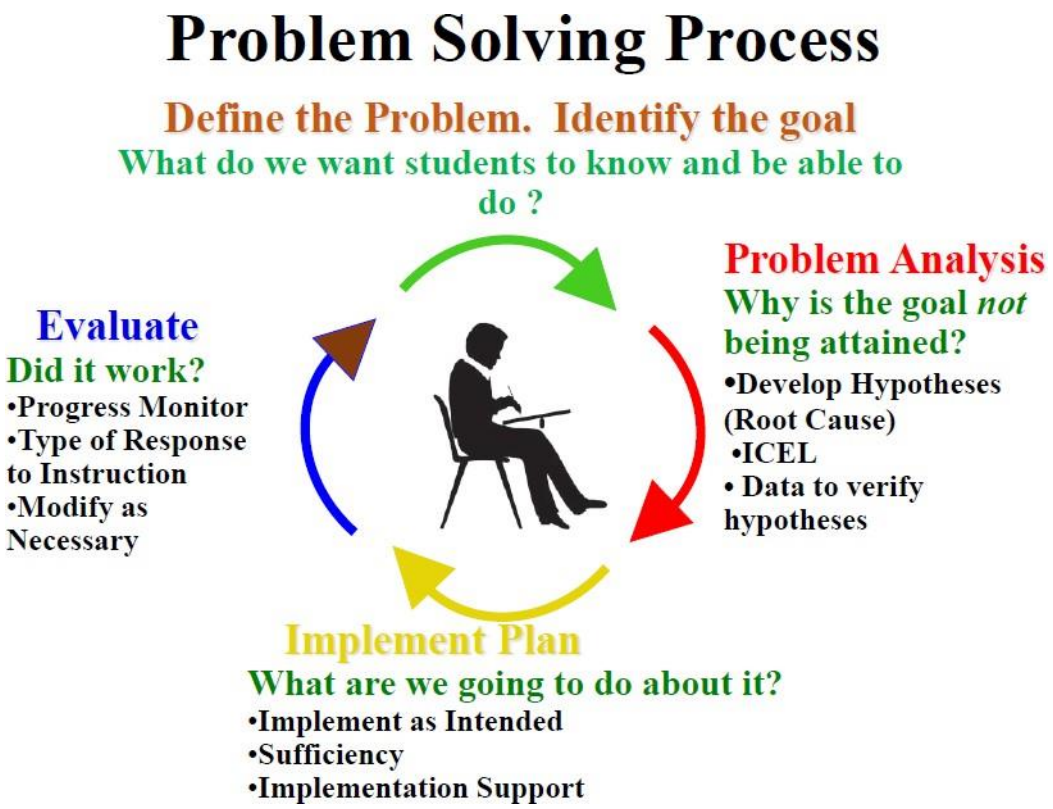
Universal Screening Measures
Universal screening measures are a quick check of all students' current levels of performance in a content or skill area. This could be administered multiple times per year.

The MTSS Problem Solving Model

NOTES:

The Problem Solving Process

The problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students' response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational need. ***Teams continue to engage in problem solving to ensure that student success is achieved and maintained.*** The four critical parts of the ongoing problem-solving cycle as a consistent way of work for teams are as follows:



Define the Problem/Identify the Goal:

Define the problem by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by identifying the goal.

Problem Analysis:

Analyze the problem using data to determine why the goal is not being attained. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/nonvalid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

Intervention Design/Implementation:

Design and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be monitored and implementation integrity will be supported.
Ask, "What are we going to do about it?"

Evaluate:

Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Did it work? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).

Problem Solving Within Tiers of Instruction

MTSS is consistently defined in Florida as the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data.

Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. The MTSS framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not, conversely, used to describe categories of students or specific instructional programs.

The Three Tiers:

Core Instruction Problem Solving (Tier 1)
Involves general academic and behavior instruction and support designed and differentiated for all students in all settings.

Supplemental Instruction Problem Solving (Tier 2)
Involves more focused, targeted instruction/intervention and supplemental support *in addition to and aligned with the core academic and behavior curriculum and instruction.*

Intensive Instruction Problem Solving (Tier 3)
Involves the most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided *in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports.*

Core Instruction (Tier 1)

Core instruction (Tier 1) is the general education program. This means ALL students are receiving core instruction with flexible grouping and differentiation. Screening and progress monitoring data are utilized to determine instructional needs and measure student progress. The general education teacher leads the problem-solving process in the Core to determine if students are responding to instruction. Ongoing professional development is provided to teachers to enable them with the necessary tools to ensure all students receive quality instruction.

Problem Solving	Imperative Questions at Core Instruction (Tier 1)
Step 1: Define the Problem Identify the Goal	Are students provided with well-delivered, evidenced-based core instruction? How is this verified?
	What assessment tools or processes are used to identify instructional needs and the students' response to instruction?
	Is the core instruction effective? • What percent of students are achieving standards/benchmarks/behavioral expectations (approximately 80% or more)? • What percent of students in subgroups are achieving standards/benchmarks/behavioral expectations (approximately 80% or more)? • If addressing an individual student's needs, what percent of students in their subgroup are achieving benchmark/standards/behavioral expectations (approximately 80%)?
Step 2: Problem Analysis	If core instruction is not effective, • Is the curriculum appropriately matched to the needs of at least 80% of the students? • Is support provided for implementation fidelity?
	To what extent is the school-based leadership team engaged in Core level problem solving in order to increase the effectiveness of core instruction/behavioral supports?
	How are parents and students involved or engaged in supporting effective core instruction/behavioral supports?
Step 3: Intervention Design/Implementation	What instructional strategies will be put into place to address any deficiencies or gaps in the instruction?
	What is the decision rule to determine if student(s) will require supplemental and more intensive, individualized intervention/support?
Step 4: Evaluate	What does the student data show that indicates instructional practices met the needs of at least 80% of the students?

Core Instructional Practices (Tier 1)

Best Practices for Implementation	Components of Core Instruction	Examples of Core Instructional Practices	Actions to support ***Academic*** Core Instructional Components	Actions to support ***Behavior*** Core Instructional Components	Actions to support **Communication** Core Instructional Components
Group Size: All students **Duration:** -90 min Reading block -60 min Math block **Type of Delivery:** -Whole group -Small group -Individual learning **Types of Assessments:** -Summative -Formative -Screeners **Examples of Types of Assessments:** -Standardized Assessments -i-Ready -QLA -District Math Assessment -End of Course -Common Assessment -Running Record -KLS -DIBELS Next (DORF) -MAP	❖ Standards-Based Instruction ❖ Differentiated Instruction ❖ Variety of checks for understanding at strategic points ❖ Multiple resources, instructional strategies that engage and challenge all students and support instructional outcomes ❖ High quality formative and summative assessments ❖ Systematically analyzes data at the item level to find strengths and weakness ❖ High levels of rigor and relevance	❖ Learning Focused High Yield Strategies ❖ Language instruction in all grades ❖ Parent involvement at all grade levels ❖ Engagement in problem-solving, inquiry-based strategies ❖ Socratic discussions ❖ Making real world applications ❖ Kagan Strategies ❖ Use of essential questions ❖ Deliberate and consistent feedback ❖ Universal Design for Learning (UDL)	❖ Flexible scheduling ❖ Common planning time ❖ Grade level meetings ❖ Common Assessment ❖ Unit planning ❖ Instructional calendars ❖ Standardized test results used for instruction ❖ Administrative/peer observations ❖ Parent involvement activities tied to standards ❖ Students provided with examples of exemplary work ❖ Grade level rubrics in all core subject areas ❖ Emphasis on reading across the curriculum ❖ Formative assessments to drive instructional decisions ❖ Ongoing testing by School Psychologist	❖ Grade level meetings ❖ Life skills and character education instruction ❖ Classroom management plans ❖ Parent involvement ❖ Positive Behavioral Interventions and Supports ❖ Classroom expectations aligned with school-wide expectations ❖ Explicit instruction on expectations, routines, procedures, and rules ❖ Expected behavior is acknowledged and encouraged	❖ Emphasis on literacy at all grade levels ❖ Support vocabulary development ❖ Speech and Language Pathologist service as consultant to school-based teams on best practices ❖ Ongoing Language and Speech Articulation screenings

Supplemental Instruction (Tier 2)

Supplemental instruction (Tier 2) is for students who are not making adequate progress. Teachers provide supplemental instruction depending on the needs of the group of students. This level of instruction consists of targeted, supplemental instruction/intervention aligned with the core curriculum. Supplemental instruction can be provided by the classroom teacher or support personnel. Supplemental instruction/intervention is delivered in a small group format using evidence-based strategies known to be effective in addressing the learners' area of concern. Progress monitoring data are used to adjust supplemental instruction/intervention.

Problem Solving	Imperative Questions at Supplemental Instruction (Tier 2)
Step 1: Define the Problem Identify the Goal	Are students provided with well-delivered, evidenced-based supplemental instruction? How is this verified?
	What assessment tools or processes are used to identify instructional needs and the students' response to instruction?
Step 2: Problem Analysis	If supplemental instruction is not effective, • Is the curriculum appropriately matched to the needs of at least 80% of the students? • Is support provided for implementation fidelity?
	Have the Instruction, Curriculum, Environment and Learner been considered to determine why student(s) may not be learning?
Step 3: Intervention Design/Implementation	What specific supplemental intervention/support is planned to improve the performance of students who need additional instruction and support (more academic-engaged time, more focused intervention, smaller group, type of delivery, methodology, in addition to and aligned with core instruction, etc.)? Consider the following factors: • Amount of additional time • Focus of the intervention and support • Specific instructional strategies/behavioral support • Method and frequency of progress-monitoring tools • Evidence of fidelity • Sufficiency of intervention/support
	What is the decision rule to determine if student(s) will require supplemental and more intensive, individualized intervention/support?
	How is the supplemental intervention implemented? • Academic-Engaged Time – How much more time is provided? • Curriculum – What is used? • Personnel – Who, when, and where is it provided? Are the highest levels of instructional expertise and skill matched to the students with the most significant needs? How is support provided to ensure fidelity of implementation? • Parents – How are the student's parents involved or engaged in supporting the interventions?
Step 4: Evaluate	How effective is the supplemental instruction for groups of students who need additional instruction and support? • What assessments are used for ongoing data collection aligned with core instruction? • How frequently are assessments conducted? How frequently are they analyzed by the team? • How are the student's parents engaged in the progress monitoring and analysis of level of performance and rate of progress? • How does the team determine whether the instruction/intervention is effective? • If the intervention is ineffective (poor or questionable student response), how does the team monitor and support implementation fidelity? • What is the decision rule to determine if student(s) will require more intensive, individualized intervention/support?

Supplemental Instructional Practices (Tier 2)

Best Practices for Implementation	Components of Supplemental Instruction	Examples of Supplemental Practices	Actions to support ***Academic*** Supplemental Instructional Components	Actions to support ***Behavior*** Supplemental Instructional Components	Actions to support ***Communication*** Supplemental Instructional Components
Group Size: Some students **Duration:** In addition to Core instruction time **Type of Delivery:** Small group **Types of Assessments:** -On-going Progress Monitoring -Diagnostic -Social/Emotional Surveys **Examples of Types of Assessments:** -DIBELS Next (DORF/DAZE) -PASI/PSI -Leveled Literacy Intervention (LLI) Progress Monitoring -Kindergarten Literacy Survey (KLS) -Running Records (error analysis) -Oral Reading Fluency (ORF) -DAR -ERDA -i-Ready Diagnostics -Read 180/System 44	**Students participate in instruction that includes Core (Tier 1) plus:** ❖ Focused on skills that pose a barrier to the learner ❖ Evidence-based instruction ❖ Provides enhanced opportunities for extended learning ❖ Uses flexible small groups ❖ Integrated/aligned with core content and behavioral expectations ❖ Incorporate instructional language and materials of Core content ❖ Fidelity-same person, day, time, and skill for duration	❖ Student needs identified and incorporated into an instructional plan ❖ Explicit instruction ❖ Systematic instruction ❖ Think Aloud Modeling ❖ Guided Practice ❖ Multisensory ❖ Direct Instruction	❖ Data team meetings ❖ Administrative meetings with teachers ❖ Teacher meetings with at-risk students ❖ Administrative meetings with at-risk students ❖ Intensive Language Arts/Intensive Math (MS, HS) ❖ Credit recovery (MS, HS) ❖ Exit students who are successful with Tier 2 interventions ❖ Ongoing testing by School Psychologist	❖ Grade level / data team meetings ❖ Small group instruction in specific skills (e.g. conflict resolution, social personal skills, emotional regulation) ❖ Group and/or individual counseling ❖ Increased positive reinforcement ❖ Priority scheduling ❖ Behavior contracts ❖ Behavior charts or point sheets ❖ Check-In/Check-Out ❖ Self-monitoring checklist	❖ Speech and Language Pathologists consult with teams delivering targeted intervention, instruction ❖ Direct services for eligible students ❖ Ongoing Language and Speech Articulation screenings

Intensive Instruction (Tier 3)

Intensive instruction (Tier 3) is for a small percentage of students who still may show learning difficulties with core and supplemental instruction/intervention. These students may need more intensive support. Intensive instruction/interventions are designed for students who do not respond to Core and Supplemental Instruction. This is the highest level of support and is more targeted and individualized.

The teacher as part of the IPST reviews Core and Supplemental instructional data to design the best intervention using the four-step data-based problem-solving process. Instruction is characterized by the greatest number of minutes of instruction available in a building and the narrowest focus of instruction.

Intensive Instruction (Tier 3) is characterized by:

1. More instructional time
2. Smaller instructional groups (or individualized)
3. More precisely targeted at the appropriate level
4. Clearer and more detailed explanations are used during instruction
5. More systematic instructional sequences are used
6. More extensive opportunities for practice are provided
7. More opportunities for error correction and feedback are provided

The instruction is intensified by changing the delivery of the instruction, the duration, the frequency and/or the group size. Students who receive Intensive Instruction are seen in a very small group or in a one-on-one setting.

Intensive instruction/intervention is provided outside of core instruction by teachers or other staff members with training and expertise within the area of the intervention. The interventionist should have the acquired skill set to implement the intervention with fidelity.

Intensive Instruction is based upon individual student need and aligned with core curriculum, instruction, and supplemental supports. Intensive instruction needs to address skill gaps and enablesuccessful mastery of Florida State Standards, while ensuring the prevention of new content area gaps and supporting student engagement.

To determine whether Intensive Instruction/Interventions have been successful, teachers as part of the Individual Problem Solving Team engage in a problem-solving process. IPST uses the progress monitoring data to evaluate the effectiveness of the intervention plan based on the student's response to the intensive instruction/intervention. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?

Problem Solving	Imperative Questions at Intensive Instruction (Tier 3)
Step 1: Define the Problem Identify the Goal	Are students provided with well-delivered, evidenced-based intensive instruction? How is this verified?
	What assessment tools or processes are used to identify instructional needs and the student's response to instruction?
Step 2: Problem Analysis	If intensive instruction is not effective, • Is the curriculum appropriately matched to the needs of at least 80% of the students? • Is support provided for implementation fidelity?
	Have the Instruction, Curriculum, Environment and Learner been considered to determine why a student may not be learning?
Step 3: Intervention Design/Implementation	What specific intensive, individualized intervention is planned to improve the level of performance and the rate of progress of the individual student (e.g., more academic-engaged time, more focused intervention, smaller group, type of delivery, methodology, in addition to and aligned with core/supplemental instruction)? Consider at least six pieces of information: • Amount of additional time • Focus of the instruction/intervention • Specific instructional strategies/behavioral strategies • Method and frequency of progress-monitoring tools • Evidence of fidelity • Sufficiency of instruction/support
	What is the decision rule to determine if the student(s) has achieved the goal set at the intensive instructional level?
	How is the intensive, individualized intervention delivered? • Academic-Engaged Time – How much more time is provided? • Curriculum – What does the student need? • Personnel – Who, when, and where is it provided? Are the highest levels of instructional expertise and skill matched to the students with the most significant needs? How is support provided to ensure fidelity of implementation? • Parents – How are the student's parents involved or engaged in supporting the interventions to increase the student's level of performance and rate of progress?
Step 4: Evaluate	How effective is the intensive, individualized intervention for the student? • What assessments are used for ongoing data collection? • How frequently are assessments conducted? How frequently are they analyzed by the team? • How, and to what degree, are the student's parents involved or engaged in the progress monitoring and analysis of the student's level of performance and rate of progress? • How unique is the student's response and comparison to peers? • How do teams determine whether the instruction/intervention is effective? • If the intervention is ineffective (poor or questionable student response), how does the team monitor and support implementation fidelity? • What is the decision rule to determine any necessary adjustments to the instruction/interventions?

Intensive Instruction (Tier 3)

Best Practices for Implementation	Components of Intensive Instruction	Examples of Intensive Practices	Actions to support ***Academic*** Intensive Instructional Components	Actions to support ***Behavior*** Intensive Instructional Components	Actions to support ***Communication*** Intensive Instructional Components
Group Size: Few students **Duration:** In addition to Core instruction time **Type of Delivery**: Very small group, individual **Types of Assessments:** -Ongoing Progress Monitoring -Diagnostic **Examples of Types of Assessments:** -DIBELS Next (DORF/DAZE) -PASI/PSI -Kindergarten Literacy Survey (KLS) -Running Records (error analysis) -Oral Reading Fluency (ORF) -DAR -ERDA -Lexia Progress Monitoring Chart -i-Ready Diagnostics -Read 180/System 44	❖ Individual assessment ❖ Tailored interventions to respond to student's needs ❖ Weekly ongoing progress monitoring ❖ Consideration for specially designed instruction only when data indicates a lack of response to Core and Supplemental Instruction ❖ Fidelity-same person, day, time, and skill for duration	❖ Student needs identified and incorporated into an instructional plan ❖ Explicit instruction ❖ Systematic instruction ❖ Think Aloud Modeling ❖ Guided Practice ❖ Multisensory ❖ Implementation of IPST recommendations ❖ Individualized or group diagnostic assessments ❖ Direct or prescriptive instruction	❖ Data team meetings ❖ Individual Problem Solving Team ❖ Administrative meetings with teachers ❖ Teacher meetings with at-risk students ❖ Administrative meetings with at-risk students ❖ Intensive Language Arts/Intensive Math (MS, HS) ❖ Credit recovery (MS, HS) ❖ Exit students who are successful with Tier 1 and Tier 2 interventions ❖ Frequent benchmark assessments ❖ Ongoing testing by School Psychologist	❖ Individual Problem Solving ❖ Behavior Intervention Plan (BIP) • Function-based interventions based on the FBA • Preventative, educative, and functional interventions ❖ More frequent progress monitoring (data collection) ❖ Data collected for each identified target (unwanted) behavior and each replacement behavior	❖ Speech and Language Pathologists consult with teams delivering targeted intervention, instruction ❖ Direct services for eligible students ❖ Individual Problem Solving Team ❖ Ongoing Language and Speech Articulation screenings

MTSS Procedural Overview Flowchart

Core/Universal Instruction (Tier I)

Instruction that all students receive during the core instructional blocks with the goal of >80% of students meeting proficiency. Instructional Strategies are taught with fidelity.

DEFINE THE PROBLEM/IDENTIFY THE GOAL

Step 1: Common assessment data is collected. Data Team identifies Current Level of Performance versus Expected Level of Performance. Data Team creates goal statement.

PROBLEM ANALYSIS

Step 2: Data Team considers multiple educational domains (i.e., ICEL) and generates several hypotheses or "educated guesses" as to why the problem is occurring. For each hypothesis, the data team identifies what information they would need to gather to validate or confirm the hypothesis.

INTERVENTION/INSTRUCTIONAL DESIGN & IMPLEMENTATION

Step 3: Data Team develops Intervention/Instructional plan and implements/progress monitors with fidelity

RESPONSE TO INTERVENTION/INSTRUCTION

Step 4: Data Team collects formative assessment and fidelity data to inform and guide Tier 1 instruction. Data team reviews formative data as a grade level and determines next steps based on student response and decision rules developed during intervention/instructional design.

Response to Core Instruction (Tier 1) Decision Rules

Positive

Whole Class:
If 80% of the students are making positive progress within core instruction, then continue differentiating instruction.

Individual Students:
If the student is making positive progress within core instruction, then continue to monitor student data.

Questionable

Whole Class:
If less than 80% of the students are making questionable progress then design a re-teach model, change instructional delivery and differentiation strategies.

Individual Students:
If the student is making questionable progress, then implement a Progress Monitoring Plan. Questionable Progress is moderately below the group average within the school or classroom as well as district set benchmarks.

Poor

Whole Class:
If a substantial number of students are making poor progress, then consult with colleagues, supplement the core curriculum, differentiate, and intensify instruction, and evaluate the learning environment.

Individual Students:
If the student is making poor progress, then implement a Progress Monitoring Plan and design Supplemental Instruction (Tier 2). Poor progress is substantially below the group average within the school or classroom as well as district set benchmarks.

PMP

1. Differentiated Strategies
2. Parent communication
3. Progress Monitoring Plan - update per quarter

Proceed to TIER 2

Back to **TIER 1**

Supplemental Instruction (Tier 2)

Instruction that some students receive outside of the core instructional block with the goal of ≤15% needing instruction beyond the Core (Tier 1).

Define the Problem/ Identify the Goal — Students that had questionable or a poor response to Core instruction have been identified as needing Supplemental instruction.

Problem Analysis

Step 1: Conduct Historical Cumulative Review (ISPT Form 1)

Step 2: Conduct Parent Meeting (IPST Form 2)

Step 3: Data Team Meeting occurs *Refer to Response to Instruction and Decision Points below

Intervention Design/ Implementation

Step 4: Design Intervention with goals to target the skill deficit using the District Decision Trees indicating the baseline score.

Step 5: Implement intervention and Core Instruction with fidelity

Step 6: Conduct Ongoing Progress Monitoring bi-monthly and/or based on the student needs with daily attendance (IPST Form 7)

Step 7: Update Progress on a quarterly basis on the Progress Monitoring Plan – adjust if necessary

Evaluate – Is it working?

Step 8: Data Team Meeting occurs *Refer to Response to Instruction and Decision Points below.

Response to Supplemental Instruction (Tier 2)
Decision Point may occur during step 3 and/or step 8

Positive

If student(s) are making positive progress within Supplemental Instruction…

- Gap is closing
- Continue intervention with current goal or increase the goal
- Gradually fade intervention
- Continue to monitor PMP until multiple sources of data show the student is approaching grade level
- Return to only providing Core Instruction (Tier 1)

Questionable

If student(s) are making questionable progress within Supplemental Instruction…

- Change intervention delivery or problem-solve to determine alternate area of focus
- Narrow the focus of the intervention
- Continue intervention for a longer period
- Evaluate Instruction and Curriculum to determine if changes are needed
- Evaluate group size, consider intervention fidelity, etc.
- PMP is monitored or adjusted if needed
- Continue in Supplemental Instruction (Tier 2)

Questionable Progress = moderately below the benchmark and intervention group

Poor

If student(s) are making poor progress within Supplemental Instruction, continue to problem-solve and schedule an IPST meeting to continue problem solving.

- Gap continues to widen
- Change the intervention focus
- PMP is monitored or adjusted if needed
- Evaluate Instruction and Curriculum to determine if changes are needed
- Continue Supplemental instruction until a determination is made to move or add Intensive Instruction (Tier 3)
- Conduct classroom observations

Poor Progress = substantially below the benchmark and intervention group

Proceed to TIER 3

Back to Tier 1 or Tier 2

Intensive Instruction (Tier 3)

Instruction for few students outside the core instructional block with the goal <5% needing instruction beyond the core and supplemental levels.

Define the Problem/ Identify the Goal — Students that had questionable or a poor response to core and supplemental instruction have been identified as needing intensive instruction. (IPST Form 6)

Problem Analysis

Step 1: Conduct Classroom Observations (IPST Forms 3 & 4)

Step 2: Individual Problem Solving Team Meeting *Refer to Response to Instruction and Decision Points below.

Intervention Design/ Implementation

Step 3: Design instruction with goals to target the skill deficit, use additional diagnostic assessment indicating the baseline score.

Step 4: Implement intensive instruction with fidelity

Step 5: Conduct ongoing Progress Monitoring weekly and/or based on the student needs with daily attendance

Step 6: Update Progress on a quarterly basis on the Progress Monitoring Plan – adjust if necessary

Evaluate – Is it working?

Step 7: Compare student progress to peers through ongoing progress monitoring and district assessments (IPST Form 5)

Step 8: Invite parent to IPST Meeting

Step 9: Individual Problem Solving Team Meeting *Refer to Response to Instruction and Decision Points below

Response to Intensive Instruction (Tier 3)
Decision Point may occur during step 2 and/or step 9

Positive

If the student is making positive progress within Intensive instruction…

- Continue intervention with current goal or increase goal
- Gradually fade intervention
- Return to Supplemental Instruction (Tier 2)
- Continue to monitor PMP

Questionable

If the student is making questionable progress within Intensive instruction…

- Change intensity of the intervention and problem-solve to determine alternate area of focus, if needed
- PMP is updated and monitored
- Continue with Intensive Instruction (Tier 3)

Poor

If the student is making poor progress within Intensive instruction…

- Collect screening data and review
- Change intensity of the intervention and problem-solve to determine alternate area of focus, if needed
- Complete IPST problem-solving forms during IPST meeting
- Review documentation (i.e., eligibility, additional testing).

Case Review

Review all data collection from Core, Supplemental and Intensive Instruction
Review all IPST forms
Complete Form 8 (Analysis of Intervention and Recommendation)
Team looks at request for formal evaluation option

Brevard's MTSS Roles and Responsibilities

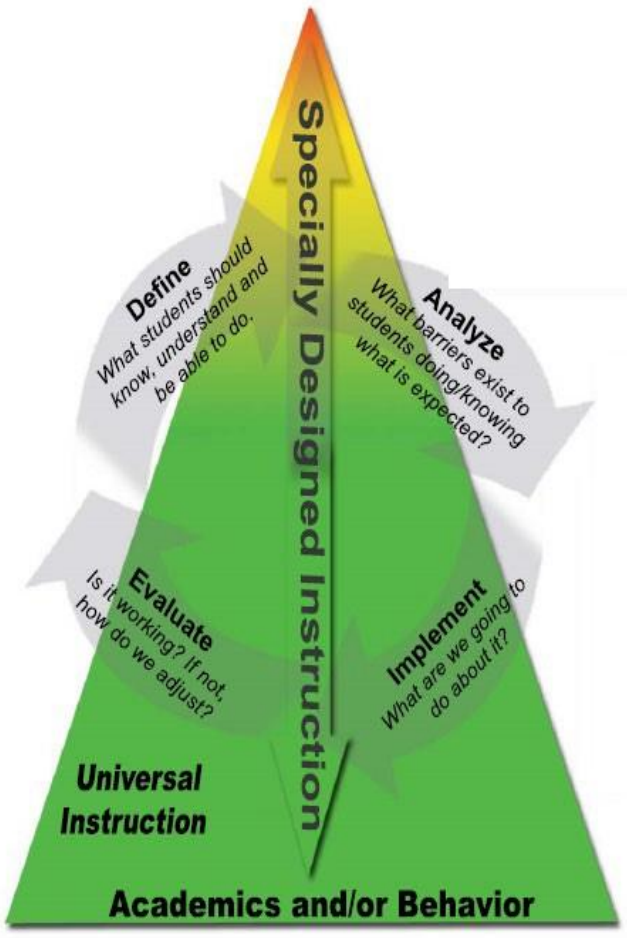
NOTES:

MTSS Roles & Responsibilities

Successful MTSS implementation requires well-defined procedures at the site level, in addition to clearly articulated roles and responsibilities. It is essential that school administrators identify and designate staff who will address what and how of MTSS implementation in order for positive student outcomes to be achieved. The specific roles within Brevard's Multi-Tiered Systems of Support Framework offer guidance around how staff can maximize their contributions within a systematic, problems solving and data-based decision model.

Administrator's Role

Within Brevard's Multi-Tiered System of Support Framework



Intensive Instruction (Tier 3)

- Monitor the fidelity of intensive instruction
- Actively participate in the IPST (Individual Problem Solving Team)
- Ensure intensive resources (people/time/funds) are available

Supplemental Instruction (Tier 2)

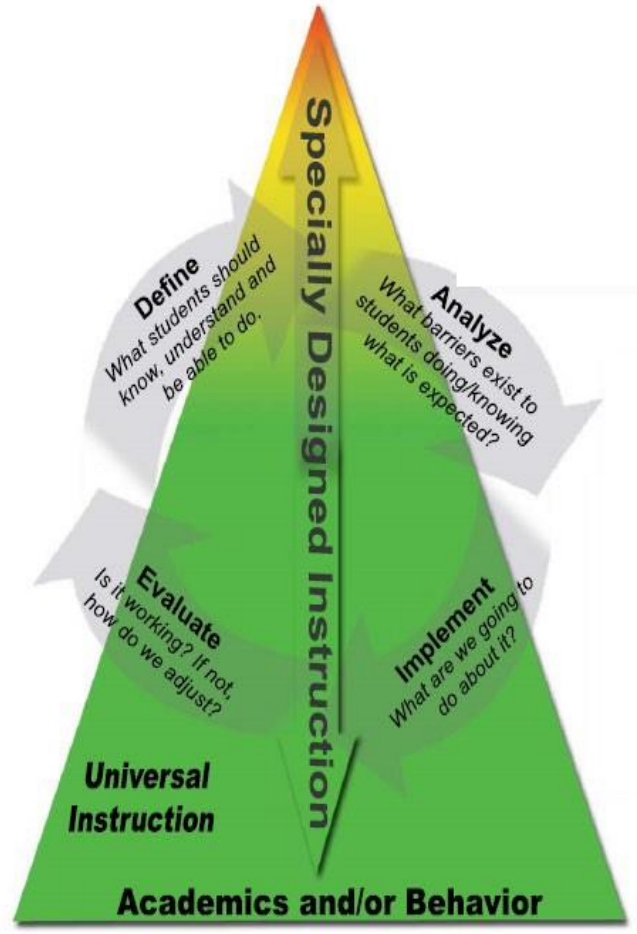
- Monitor the fidelity of supplemental instruction
- Ensure supplemental resources are identified and provided
- Monitor teacher data meetings
- Support the master schedule for supplemental instruction time

Core Instruction (Tier 1)

- Hold stakeholders accountable
- Schedule to support the MTSS implementation process
- Budget to support interventions/enrichment/resources
- Ensure that school-based personnel are assigned and fulfill their roles in all tiers
- Support team meetings by arranging classroom coverage for team members
- Differentiate staff development / identify staff development needs
- Ensure core instruction is implemented with fidelity
- Analyze school level data and reflect with all teachers on a regular basis

Classroom Teacher's Role

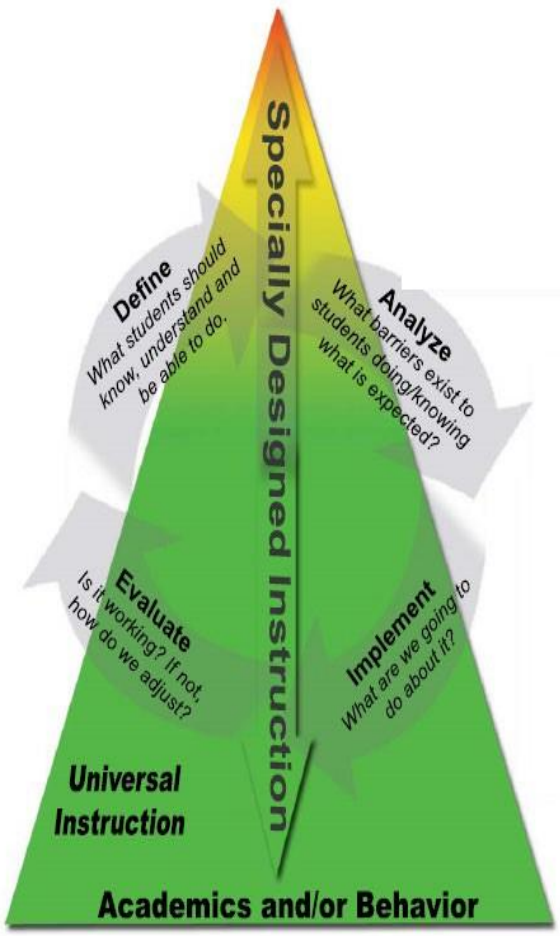
Within Brevard's Multi-Tiered System of Support Framework



Intensive Instruction (Tier 3)
• Complete IPST Forms 1, 2, 3, and 7 • Collaborate with IPST for Tier 3 intervention design • Provide intervention with fidelity or articulate with interventionist • Document parent communication • Document student's progress • Serve as a member of IPST
Supplemental Instruction (Tier 2)
• Initiate student intervention discussions • Provide intervention with fidelity or articulate with interventionist • Progress monitor intervention • Initiate Tier 3 intervention meeting if warranted • Collaborate and share with teams • Document parent communication • Document student's progress
Core Instruction (Tier 1)
• Differentiate Core Instruction • Use data-based decision making to inform instruction • Initiate a PMP • Use the 4-Step Problem Solving Model • Progress monitor on a regular basis with instructional implications that follow through • Document parent communication • Document student's progress • Collaborate and share with teams

Content Coach's Role

Within Brevard's Multi-Tiered System of Support Framework



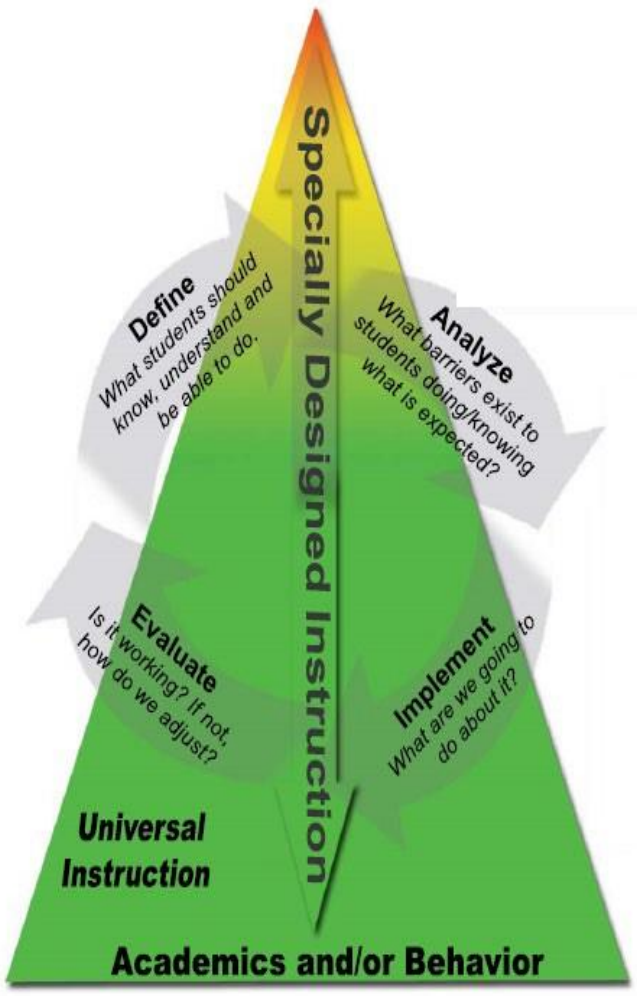
Intensive Instruction (Tier 3)		
Professional Dev.	Coaching Focus	Assessment
• Intensive intervention programs • Monitoring growth - what's working /what's not • Content area component /strategic strategies specific to small group studies	• Model comprehensive intervention instruction • Maximum use of comprehensive intervention program materials • Reflective feedback/conversations • Guidance in matching student needs to appropriate comprehensive intervention program materials	• Formal diagnostics • Data analysis to maximize intervention focus

Supplemental Instruction (Tier 2)		
Professional Dev.	Coaching Focus	Assessment
• Determining instructional focus • Supplemental and intervention programs • Strategic content area focus • Data trends – what's working /what's not?	• Model supplemental/comprehensive intervention instruction • Co-teach with a Gradual Release of Responsibility • Management of intervention schedule • Maximize use of program materials • Reflective feedback/conversations • Focus Grade Level/Team Data Meetings providing guidance in matching student needs to appropriate supplemental/comprehensive intervention program materials • Facilitation of data analysis to form groups for interventions	• Informal diagnostics • Intervention and ongoing progress monitoring data • Data to maximize intervention

Core Instruction (Tier 1)		
Professional Dev.	Coaching Focus	Assessment
• Components of state standards • Core district adopted program • Differentiated instruction • Instructional implications of assessment • Evidenced-based practices through focused PLC's • Guidance for establishing small groups	• Model core instruction (whole and small group) incorporating researched-based strategies • Lesson plan support • Management of the instructional block • Maximum use of core program materials • Reflective feedback/conversations • Guidance of best practices during team meetings • Facilitation of data analysis to form groups for instruction	• Progress monitoring assessments • Communication of trends to leadership and Reading Leadership Team (RLT) • Identification of data trends to maximize whole group instructional focus

District General Education and Exceptional Student Education Resource Teacher's Role

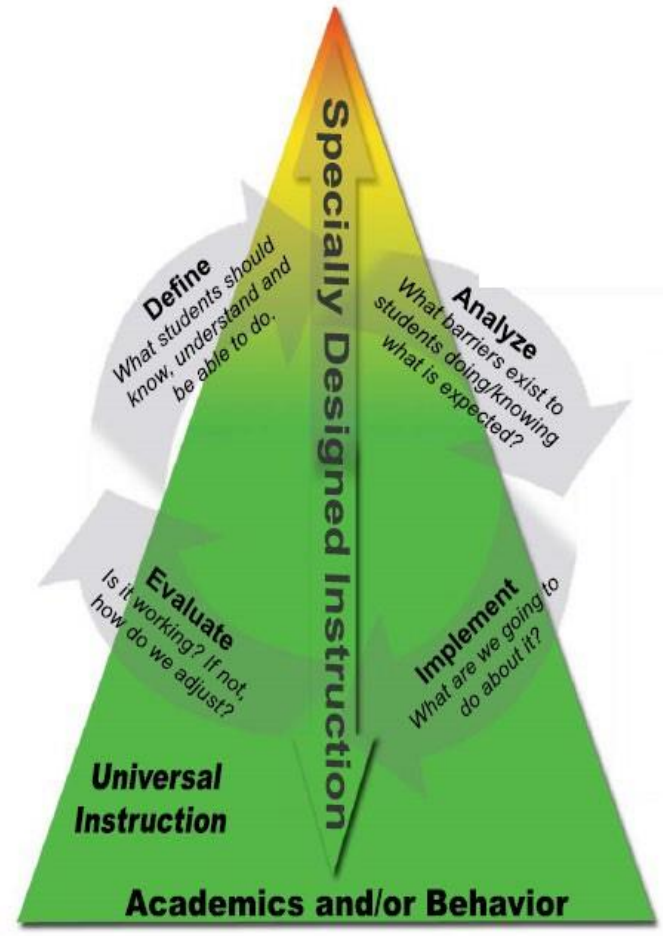
Within Brevard's Multi-Tiered System of Support Framework



Intensive Instruction (Tier 3)
• Provide recommendations on specific curriculum, instruction, and strategies • Assist in the development of interventions specific to classrooms and students • Participate in IPST, and/or eligibility and IEP meetings upon request
Supplemental Instruction (Tier 2)
• Assist with the development of targeted strategies and interventions specific to schools and classrooms. • Model/provide models for the implementation of specific strategies and interventions • Provide targeted faculty training related to curriculum and instructional strategies upon request • Assist with analysis and review data of targeted student • Provide recommendation for progress monitoring
Core Instruction (Tier 1)
• Consult with schools on curriculum, instructional strategies, and differentiation of instruction • Provide district and faculty training related to curriculum, instruction, and classroom management routines • Assist schools with choosing supplemental materials to strengthen core • Model of effective instruction • Share best practices, model schools and successful strategies among schools/staff • Analyze district data to assist with prioritization of resources and PD • Consult with school teams upon request • Provide guidance in creating master schedule • Provide support for PLC's

MTSS Facilitator's Role

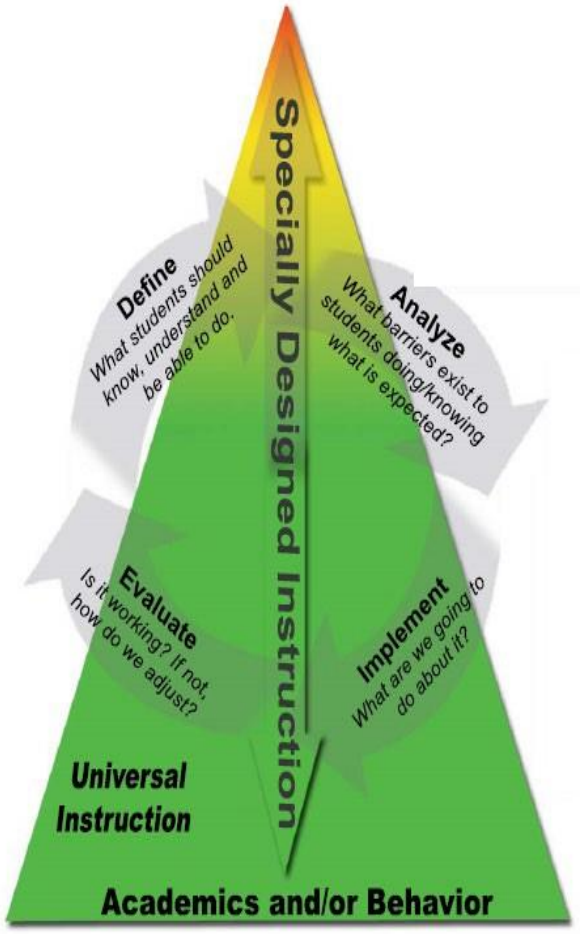
Within Brevard's Multi-Tiered System of Support Framework



Intensive Instruction (Tier 3)
• Serve as a "bridge" between teachers and the Individual Problem Solving Team • Provide or seek out resources for academic and behavior content knowledge • Monitor and track data for individual data
Supplemental Instruction (Tier 2)
• Monitor and track multiple sources and types of data for grade level, class and individual to determine Tier 2 instruction • Create agendas and schedules for data meetings • Maintain minutes for individual student records • Disseminate and monitor the problem-solving documentation • Provide and seek resources for academic and behavior • Progress monitors the impact of the MTSSinfrastructure
Core Instruction (Tier 1)
• Monitor and track data • Facilitate analysis of school, grade level and class data • Facilitate effective planning and problem-solving processes • Create agenda and schedules meetings • Provide or seek out resources for academic and behavior content knowledge • Facilitate professional development

School Counselor's Role

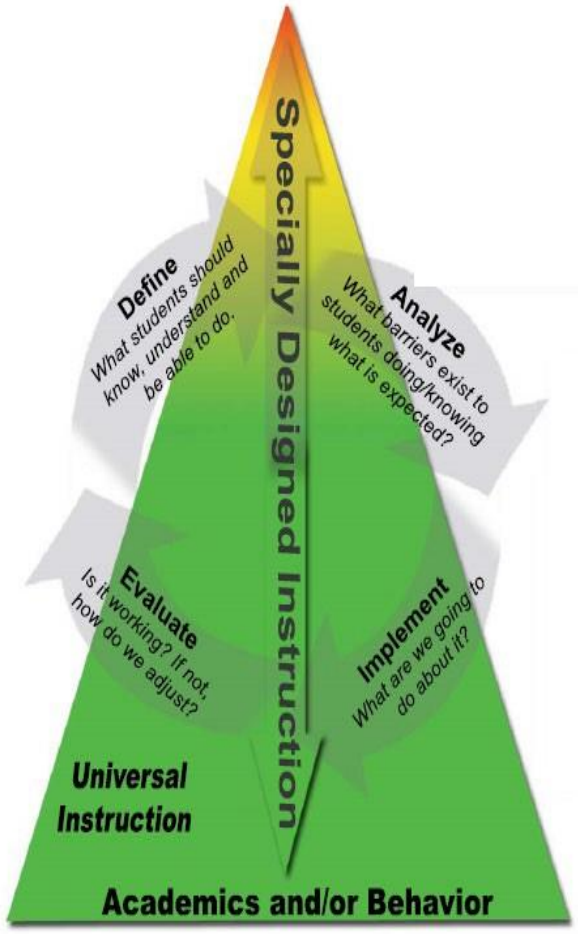
Within Brevard's Multi-Tiered System of Support Framework



Intensive Instruction (Tier 3)
• Assist in developing intense individual student interventions as determined by tier 2 data analysis • Assist in the ongoing MTSS/IPST portfolio documentation • Assist the MTSS Team, including the school psychologist and the ESE Support Specialist, in evaluating and determining the fidelity of interventions • Assist in determining if an individual's portfolio indicates a need for referral to the ESE process
Supplemental Instruction (Tier 2)
• Assist school-based teams in collecting and analyzing data to identify struggling students due to academic, social, behavioral, and/or emotional problems • Assist in identifying and implementing evidenced-based interventions • Assist the MTSS team in evaluating academic and behavioral progress following interventions • Assist in revising interventions as appropriate • Assist in the initiation and ongoing compilation of the MTSS/IPST portfolio documentation • Assist the MTSS team in transitioning appropriate students to Tier 3
Core Instruction (Tier 1)
• Provide all students with a standards-based guidance curriculum to address universal academic, career, and personal/social development • Work with MTSS Facilitator to create schedule and content of meetings • Collaborate with administrators and school-based teams regarding MTSS infrastructure and implementation • Assist in the implementation of research-based strategies that support a healthy core curriculum and a school-wide behavior management plan • Assist individual classroom teachers and/or grade levels in promoting positive behavior management programs • Assist in determining the appropriate utilization of school, district, and community personnel • Act as a resource for all parents in the MTSS/IPST process

School ESE Resource Teacher's Role

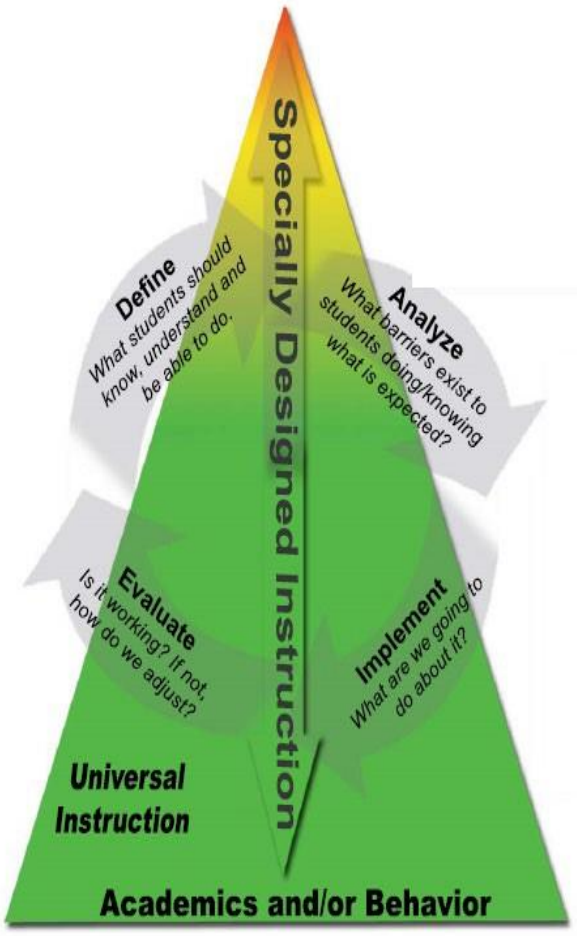
Within Brevard's Multi-Tiered System of Support Framework



Intensive Instruction (Tier 3)
• Serve as a member of IPST (Individual Problem Solving Team) • Provide recommendations on specific curriculum, instruction, and intervention strategies • Support intervention strategies and implementation of interventions
Supplemental Instruction (Tier 2)
• Provide written input, if not available to attend meetings • Model implementation of intervention strategies • Provide recommendations on specific curriculum, instruction, and intervention strategies
Core Instruction (Tier 1)
• Collaborate with grade levels and individual teachers on curriculum, instructional and behavioral strategies in Core Instruction. • Assist in school-wide planning of master schedule • Assist with creation of school-wide behavior plan

School Psychologist's Role

Within Brevard's Multi-Tiered System of Support Framework



Intensive Instruction (Tier 3)

- Serve as a member of IPST (Individual Problem Solving Team)
- Participate in designing, developing, and implementing interventions.
- Collect treatment integrity data and progress monitoring
- Participate in the interpretation of information and data for outcome determination (IPST Form 8)
- Participate in the development of the hypothesis statement
- Collect data to validate or reject hypotheses
- Assist with functional behavior assessment for behavior problems

Supplemental Instruction (Tier 2)

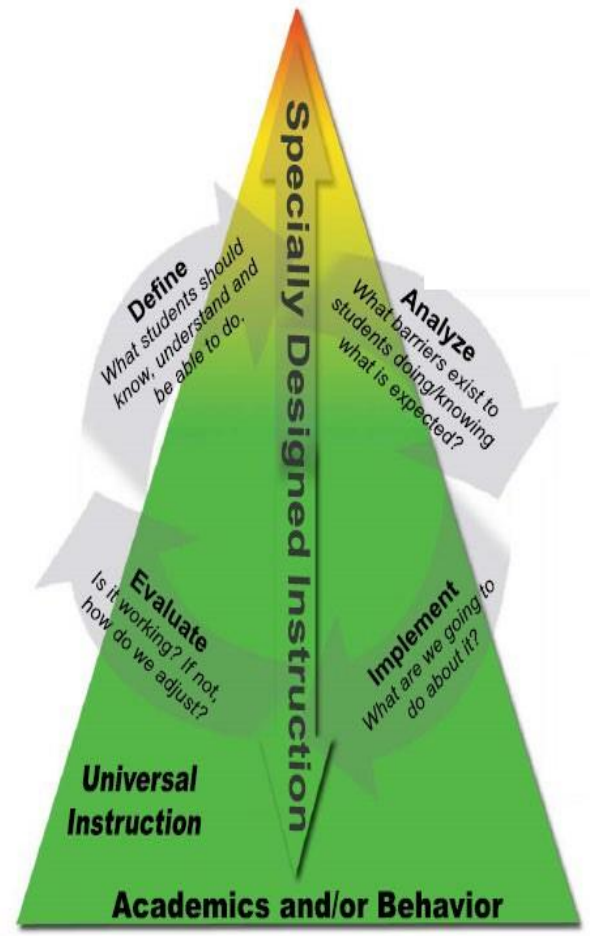
- Help schools identify/screen students at academic risk due to academic, social, behavioral, and/or emotional problems
- Per request, assist in developing effective Tier 2 supports for academic/behavior interventions
- Help select evidenced-based interventions and/or methods
- Collect treatment integrity and progress monitoring data
- Per request, assist in the interpretation of data during teacher data team meetings
- Outcome evaluation (Tier movement) using problem-solving approach

Core Instruction (Tier 1)

- Assist schools in understanding the systems design (big scheme)
- Assist schools in determining their needs based on their specific culture (i.e., needs assessment)
- Provide data analysis and consultative skills at the school and district level
- Provide resources for the principal, staff, teachers, andparents
- Assist with social skills trainings & positive behavior support programs
- Provide Mental Health Support resources in all tiers
- Assist schools with school-wide behavior expectations
- Assist schools with staff development

Social Worker's Role

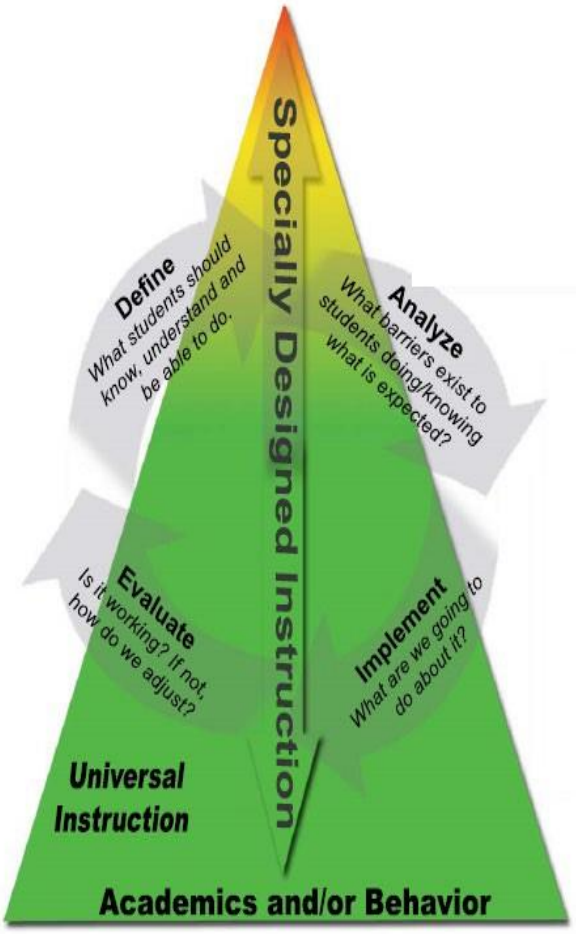
Within Brevard's Multi-Tiered System of Support Framework



Intensive Instruction (Tier 3)
• Assess and/or provide unique interventions as determined by a student's specific circumstances • Collaborate with teams to increase awareness of social, emotional, cultural, and environmental issues impacting the educational success of individual students • Participate in IPST and/or eligibility and IEP meetings upon request
Supplemental Instruction (Tier 2)
• Provide teams with documentation of social work services rendered: formal/informal assessments; case notes; and/or social history – as appropriate. • Establish contact with families to provide appropriate social work services (telephone or home visit – when appropriate) • Provide community resources and information to teachers, staff, parents, and families • Act as a liaison between family, school, and community agencies • Build positive relationships with family and community
Core Instruction (Tier 1)
• Consult with school-based teams to provide information regarding school-wide issues and expectations • Provide faculty training on services available

Speech Language Pathologist's Role

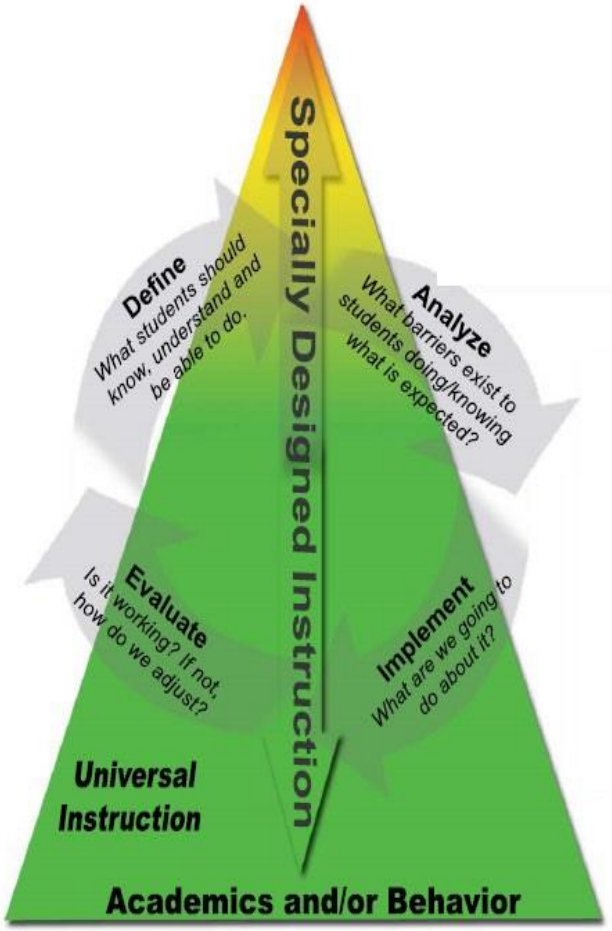
Within Brevard's Multi-Tiered System of Support Framework



Intensive Instruction (Tier 3)
• Conduct more in-depth screenings and/or observations in the area(s) of Speech and/or Language • Suggest interventions/strategies (academic or behavior) to be implemented in the general education classroom • Participate as a member of IPST for students with potential communication deficits • Assist in determining if an individual's portfolio indicates a need for referral to the ESE process specifically in the areas of Speech and/or Language
Supplemental Instruction (Tier 2)
• Conduct observations • Suggest interventions/strategies (academic or behavior) to be implemented in the general education classroom • Assist with determining if general education interventions should be waived based on SLPs observation(s) for students with "speech only" concerns • Assist with screenings for design of intervention • Assist with progress monitoring tools
Core Instruction (Tier 1)
• Provide information to school staff and parents on Speech/Language Developmental Milestones

ESE Support Specialist's Role

Within Brevard's Multi-Tiered System of Support Framework



Intensive Instruction (Tier 3)
• Serve as a member of IPST (Individual Problem Solving Team) • Assist IPST with design of intervention and review of data after intervention(s) has/have been implemented • Mandatory participation in the interpretation of information and data for outcome determination (IPST Form 8) • Assist in review of documentation in the IPST process when ESE/Section 504 referral is considered • Provide explanation of parental consent and procedural safeguards (IDEA/Section 504) when needed • Assist with determining data/evaluation requirements for exceptional education eligibility when parental consent for evaluation has been signed
Supplemental Instruction (Tier 2)
Upon Request: • Assist school teams in review of data after intervention(s) has/ have been implemented • Assist with intervention suggestions
Core Instruction (Tier 1)
Upon Request: • Consult with school teams regarding state and BPS procedures as they apply to ESE and Section 504 process • Attend school team meetings when parents/guardians have stated that they may request immediate evaluation • Provide professional development with school-wide staff on compliance, law, interventions, eligibility

Data Teams

NOTES:

Data Team Definitions

Data Team Definition: The Multi-Tiered System of Supports is a process or framework that is used by all data teams to drive educational decision making through the problem-solving process. The problem-solving process is used to plan, evaluate, and revise all tiers of instruction. The four-step problem-solving process includes a structured format that is used when analyzing possible reasons for the lack of progress in academic or behavioral achievement, planning, and delivering the selected instruction/intervention. Utilizing a structured problem-solving approach when exploring, defining, and prioritizing concerns helps the team make efficient use of time and increase the probability that the appropriate instruction/interventions are selected. Data team meetings should be scheduled regularly. Providing a strong problem-solving process with ongoing progress monitoring enables more students to have the opportunity to be successful both academically and behaviorally.

Leadership Teams: The problem-solving process is used by district and school teams to look at data globally. Leadership teams use the problem-solving process to inform decisions concerning district/school-wide implementation of the MTSS Framework. These decisions affect changes to instruction, curriculum, environment, and resources. The School Improvement Plan (SIP) is implemented through the school leadership team to impact a variety of factors, ranging from attendance to curriculum to behaviors to professional learning communities. This team appoints a facilitator who guides the process and ensures a supportive environment.

Teacher Data Teams: The problem-solving process is used to look at data with the purpose of making informed decisions about department, grade, class, and/or individual level of instruction. This includes core and supplemental instruction that is differentiated to ensure students are proficient with the adopted state standards. The team examines both core and supplemental data to design and implement instruction based on group or individual student needs. The team continually reevaluates instructional practices as new data are collected to determine effectiveness of student response to instruction. The MTSS Facilitator guides the process and ensures a supportive environment.

Individual Problem Solving Team (IPST): The problem-solving process is used to look at individual data to inform decisions about a student's academic or behavioral needs. The IPST should be composed of various personnel at the school level such as administrators, guidance counselors, teachers, and specialists. Team membership should include individuals with an array of expertise, but the composition of the team should be flexible given the area(s) of concern being addressed. The IPST chairperson guides the process and ensures a supportive environment.

Leadership Team

Members

- Administrator(s) (facilitator)
- Guidance Counselor/Guidance Service Professional
- Instructional Coach(es)
- Classroom Teachers, Department Representatives, ESE Teacher, Activity Teachers
- Other Professional Personnel

Purpose

- Provides the vision for the Leadership Team in terms of academic and behavioral success within the MTSS Framework
- Plans, implements, and monitors the progress of improvement within the school/district
- Implements Response to Instruction/Intervention as a method of raising the proficiency of all students
- Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and school procedures as the MTSS Framework is implemented

Process

The Leadership Team meets at a minimum of every quarter to assess implementation of the MTSS Framework. The team looks at data to identify trends, strengths, and weaknesses within the school/district.

Consensus:

- Integrate the MTSS framework within school values, mission, and vision
- Provide information, training, and resources to school staff continually to establish a rationale and provide leadership for implementing the MTSS framework

Infrastructure and Implementation:

- Establish and maintain the leadership team, action plan, and monitor timeline for implementation of the MTSS Framework
- Develop district/school-wide system for collecting, organizing, summarizing, and displaying data (core, supplemental, and intensive intervention data)
- Using core instruction data, apply the problem-solving process to the entire district/school as well as specific groupings (school clusters, grade levels and/or departments) to determine effectiveness of core instruction
- Review available assessments, curriculum, standards, and instruction to ensure that there is alignment
- Evaluate existing and potential curriculum and personnel resources using the data
- Review core assessment data to make collaborative decisions in both academic and behavioral areas
- Monitor the progress of supplemental interventions throughout the district/school

- Determine professional development needs, addressing new staff hires as well as continual development for all staff
- Examine the fidelity of supplemental instruction (Tier 2) using walk-throughs and observational data
- Examine progress monitoring data to determine the effectiveness of instruction

Guiding Questions for School Leadership Team Consensus:

- Does the MTSS Framework match our district/school's mission, vision, values, and long-term goals?
- Are we making sure we model, teach, and expect a climate of collegiality among our staff?
- Have teachers received adequate training in implementing core and intervention curriculum they are asked to deliver?
- Do we have a plan to communicate the MTSS Framework to our parents/families?

Guiding Questions for Infrastructure and Implementation:

- Have we analyzed the strengths and weaknesses in the core curriculum, supplemental instruction curriculums, and school-wide positive behavior programs? (based on data)
- Where can we summarize and display our data, so it is readily available to teams for making decisions, without compromising privacy?
- Do we have a master schedule that supports the instructional needs for all students?
- Is our data representative of assessments that are reliable, valid, and sensitive measures that define student achievement over time?
- Have we identified what worked well and didn't work well in our instructional delivery efforts based on student data?
- Have we analyzed the barriers and created action steps to address them?
- Looking at core instructional data, what types of instruction do our students need? District level? School level? Grade levels? Classroom levels? Subgroup levels?
    - Based on the instructional needs of our students, where do we need to focus professional development for our staff?
- What kinds of professional development do we need to offer for teachers to increase knowledge of the characteristics of our student learners (ELL needs, ESE student needs, SES student needs, ADHD learners, etc.?)
- Where should we 'spend' or place our resources (money and personnel)?
- Based on core instructional data (trends, patterns), what are the strategies and skills we need to provide so all students receive the Differentiated Instruction that they need?
- What skills and strategies can we learn about in professional development to enhance our instruction at all levels?
- For which students is the core instruction sufficient or not sufficient? Why or why not?
- What specific supplemental and intensive instruction is needed at each level? How will these be delivered?
- How will we measure the effectiveness of core instruction? Supplemental instruction? Intensive instruction?
- How will we monitor fidelity of core, supplemental, and intensive instruction?
- How will we determine which students need to receive a different level of instruction? How will we monitor this?

- When will we meet to analyze data and monitor implementation of the MTSS framework?
- How will we celebrate success with staff, parents, and students?

Teacher Data Team

Members

- Administrator (recommended facilitator)
- Guidance Counselor/Guidance Service Professional
- Instructional Coach(is)
- Elementary: Grade Level Teachers
- Middle School: Subject Area Content Teachers
- High School: Departments and/or Grade Level Teachers
- ESE Teachers and others as needed

Purpose

- Utilize the problem-solving process to meet academic and behavioral needs of students
- Analyze data to monitor the effectiveness of core instruction (Tier 1) and supplemental instruction (Tier 2) across the grade level or department
- Monitor fidelity of core (Tier 1) instruction
- Monitor fidelity of supplemental (Tier 2) instruction
- Brainstorm needs, curriculum, resources, effective schedules, etc.
- Using core (Tier 1) and supplemental (Tier 2) data, address the curriculum, instructional practices, and optimal learning environment conducive to student achievement

Process

Throughout each year, the Teacher Data Team will use the *problem-solving method* to complete each one of the following tasks. Problem-solving steps are utilized as the vehicle or process for accomplishing the team tasks. These tasks are part of a continuous improvement cycle and should be revisited in an on-going dialogue.

- Evaluate core (Tier 1) assessment data within specific grade levels/departments and classrooms.
- Determine instructional, curricular, and environmental changes that may need to occur in order to increase the achievement of all students.
- Discuss core (Tier 1) instruction effectiveness (academic and behavioral) in terms of meeting standards as well as shorter term objectives.
- Monitor the progress of the core instruction (Tier 1) changes using data to determine effectiveness.
- Continually reevaluate instructional practices as new data are collected.
- Examines both core and supplemental data to design and implement instruction based on group or individual student needs.
- Discuss student needs and potential hypothesis for why students are struggling when forming groups.
- Determine group membership for interventions. (This may require gathering additional diagnostic information to make sure students are placed in an intervention group, which specifically addresses their deficit area.)
- Monitor the progress of instructional/intervention data to determine which students have an adequate growth rate and which students need their intervention adjusted or changed.
- Assign students to fluid groups and adjust intervention placement based on data and

recommendations of the Teacher Data Team.

- Assess supplemental (Tier 2) effectiveness by reviewing progress monitoring data for adequate growth rates. If growth is not sufficient, the team evaluates the intervention instruction, curriculum, environment, and fidelity.

Teacher Data Team	
Use this type of data ….	**To discuss …**
Core (Tier 1) Screening data (3-4 times per year). Ex: State and District required assessments).	Analyze data to determine if core instruction is effective at your grade/department level *Guideline – 80% students meeting proficiency*
Core (Tier 1) Classroom common assessment data – assessments that every student receives (classroom unit tests, weekly tests, classroom management logs, etc.)	Analyze data to determine (Tier 1) core instruction effectiveness (academic and behavioral) in terms of meeting standards and shorter-term objectives. *Guideline – 80% students meeting proficiency.*
Supplemental (Tier 2) Ongoing Progress Monitoring Data (every 2 to 3 weeks) from the supplemental instruction/interventions provided to *some* students.	Analyze data to determine Tier 2 intervention (instruction) effectiveness. *Guideline – 70% intervention students making progress.* Consider: Students groups, alignment of supplemental instruction to core instruction, intensity, number of students in each group, movement into and out of supplemental instruction, articulation of scope and sequence of skills between grade levels, etc.
Supplemental (Tier 2) Ongoing Progress Monitoring Data (every 2 to 3 weeks) from the supplemental instruction/interventions provided to *some* students.	Analyze data to determine if the intervention is accurately measuring, is aligned to, and is targeted to a specific skill or area; such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill, etc.
Core (Tier 1) and Supplemental (Tier 2) Individual student data	Analyze individual student data in core (Tier 1) and supplemental (Tier 2) data points to determine student growth rates and response to core/supplemental instruction.
Core (Tier 1) and Supplemental (**Tier 2) Data** by subgroups, classes, grade levels, departments, content areas, subject area content teams, etc.	Analyze individual student data in core (Tier 1) and supplemental (Tier 2) data points to determine student growth rates and response to instruction and intervention within these subgroups.
Referral Data, Behavioral Documentation	Analyze effectiveness of classroom management within school-wide Positive Behavior Support system and trends in students, classes, times of day, etc.

Guiding Questions for Teacher Data Teams - Core (Tier 1):

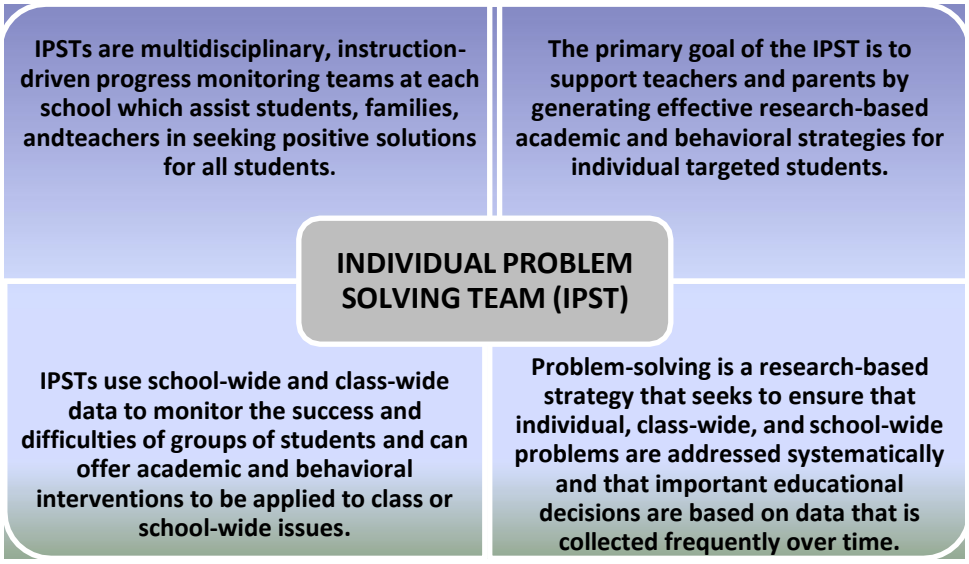
- Are 80% of the students meeting proficiency based on the screening data or the common assessment (core curriculum) data?
- Is the core curriculum meeting the needs of most (80%) of my class? The grade level? What curriculum is successful with our students? What is not successful?
- Are the core instructional practices meeting the needs of most (80%) of the class? The grade level? What instructional methods are successful with our students? What methods are not successful?
- Is instruction being delivered with fidelity maximizing the students' day?
- Is the classroom environment effective so that 80% of students respond to the classroom rules, procedures, and routines?
- Looking at core (Tier 1) data, what types of core and supplemental instruction do our students need?
- At the school level and the classroom levels, where do we see the need for professional development and support?
- What do we need to do/address as a grade level for our inclusion classes?
- How is the data from the classes within our grade level similar?
    - How is the data different?

Guiding Questions for Teacher Data Teams - Supplemental (Tier 2):

- According to the Ongoing Progress Monitoring (OPM) data, are about 70% of the students showing growth?
- According to the Ongoing Progress Monitoring data, if students do not show a positive response, why? Should we move the students to another intervention? Smaller group?
- Is our supplemental (Tier 2) instruction meeting the needs of our students?
- How are the intervention teachers communicating with the classroom teachers?
- Are interventions being done with fidelity?

Individual Problem Solving Team (IPST)

Members:	**Other members as needed**:
• Administrators • Guidance Counselor or Guidance Service Professional • Teacher(s) • School Psychologist • Parent/Guardian • MTSS Facilitator • Content Coaches • ESE Support Specialist	• Speech/Language Pathologist • Social Worker • Physical Therapist • Gifted Teacher • ESE Teacher • Occupational Therapist • District Resource Teacher / Content Specialist • Parents



Purpose

Individual Problem Solving Team meetings are designed to be an extremely diagnostic and prescriptive process. This team should examine prior intervention data and all relevant cumulative history in order to problem-solve at the most intense level. A student should not be referred to Individual Problem Solving Team if the problem is a systemic instructional, curricular, or an environmental problem. The IPST functions best when specialists are able to collaborate on learner-centered problems.

Process

The Individual Problem Solving Team revisits each step of the problem-solving method to determine why the learner has not yet responded to the instruction and intervention. This step is critical since the children referred to IPST are students who already have data that confirms they are not responding to intervention.

- Step 1: Review historical data
- Step 2: Review parent contacts and professional collaboration
- Step 3: Current data – review and collect:
    - Academic enablers
    - Academic behavior and performance
    - Peer/Benchmark Comparisons
    - Develop Hypothesis and Goal Statement
- Step 4: Intervention Design and Monitoring
- Step 5: Check the data, monitor the intervention progress, and decide the next steps

Problem Solving Process

1. Define the Problem/Identify the Goal

- The problem should be stated in objective measurable terms.
- The defined problem must focus on teachable skills.
- A problem is defined by the difference between what was measured and what was expected.

2. Problem Analysis

- Ask "Why is the problem occurring?"
- Think of all relevant hypotheses using data available

3. Intervention Design/Implementation

- An effective instructional/intervention plan:
- Explicitly defines the skills to be taught
- Focuses on measurable objectives
- Defines the who, what, when, where, and how of the intervention
- Describes how the instruction/intervention will be progress monitored
- Includes a goal statement and aim line with clear numerical measures that define success. A goal statement can be formed using steps 3 and 4 of the gap analysis process.

4. Evaluate-Answer the question, "Is it working?"

- Modify plan based on progress monitoring data:
    - **Positive** response to intensive instruction - **continue** with the current goal or increase the goal. Gradually fade the intervention returning to supplemental instruction (Tier 2). Continue to monitor individual Progress Monitoring Plan.

- **Questionable** response to intensive instruction - **increase** intensity, frequency, or duration. In addition, change or alternate the area of focus and continue with intensive instruction (Tier 3). Continue to monitor individual Progress Monitoring Plan.

- **Poor** response to intensive instruction - **change** intensity of the intervention and problem solve to determine an alternate area of focus, if needed. Continue working on the IPST problem-solving documentations and review for next steps as a team.

Guiding Questions for Individual Problem Solving Team

In Teacher Data Meetings, a general hypothesis will have been discussed for the purpose of grouping students in appropriate interventions. However, at this stage, the IPST should ask questions that dig deeper into the reason the student is not performing. Questions posed at this stage might be similar to the following:

- Was the problem identified at the most foundational cause (problem analysis)?
- Is there enough diagnostic assessment data to be sure the intervention was correctly aligned and targeted to the specific problem?
- Is there a need to do observations or other assessments to gather more information before suggesting a different Tier 3 intervention?
- Did the student have enough Academic Engaged Time (AET) in the intervention?
- Considering the growth rate of the intervention data, how does this student compare to the peers in the same interventions?
- What is it about the interaction of the instruction, curriculum, environment, and learner that could help the team develop an individualized intervention? Does the team need more information about any of these?

IPST Forms

NOTES:

Individual Problem Solving Team (IPST) Forms

Students in Brevard Public Schools who have academic and/or behavioral difficulty are supported through problem solving and instructional/behavioral interventions. The Individual Problem Solving Team (IPST) procedures at every school require that the school staff collect the student's historical educational and related information; document parent/guardian meetings; conduct observations of the student; collect current academic/behavior data; design and implement interventions; and monitor the effectiveness of the interventions using Positive Support-Response to Intervention (PS-RtI) or Multi-Tiered System of Supports (MTSS) activities for a student who is evidencing academic and/or behavioral difficulties. Each school's IPST sets the stage to approach instructional decisions from a broad context of quality instruction, intervention, and assessment to address the learning and behavioral needs of all students.

The IPST procedures are documented using the framework of the IPST Forms #1-8. These forms document the process by which students are supported at school. The forms are summarized below:

Form 1: History and Cumulative Review
Form 2: Parent/Guardian Contact and Staff Consultations
Form 3: Classroom Observation by Student's Teacher
Form 4: Classroom Observation by Third Party Observer
Form 5: Academic Data Collection
Form 6 Academic: Academic Problem Identification / Analysis / Hypothesis
Form 6 Behavior: Problem Behavior Identification / Analysis / Hypothesis
Form 7 Academic: Academic Intervention Design and Ongoing Progress Monitoring (OPM)
Form 7 Behavior: Behavior Intervention Design and Ongoing Progress Monitoring (OPM)
Form 8: Analysis of Interventions and Recommendations

For students who are suspected of having a disability, these IPST Forms are the basis for the referral for a formal individualized evaluation and/or consideration of eligibility for a special education program. For students suspected of having a disability, the "Referral" form (with IPST Forms #1-8 attached) is routed appropriately. IPST forms 6 and 7 have two versions to separately address academics and behavior; use either or both forms depending on the student's area(s) of need or suspected disability(ies).

IPST Forms Quick Reference Sheet

Form	Title	Who/When	What
IPST FORM 1	*History and Cumulative Review*	Classroom teacher completes this prior to any IPST meetings.	When a teacher has a concern about a student academically or behaviorally that warrants further investigation, this form serves to collect this information.
IPST FORM 2	*Parent/Guardian Contacts and Staff Consultations*	Classroom teacher completes this prior to any IPST meetings.	This form documents parent/guardian contacts and professional consultations for academic and behavioral concerns.
IPST FORM 3	*Classroom Observation*	Classroom teacher completes this form at the beginning of the individual problem-solving process.	This classroom observation provides information about the student's performance in the general education classroom setting.
IPST FORM 4	*Classroom Observation – Third Party Observation*	The IPST will designate a certified professional, other than the instructor or interventionist, for completing this form during routine classroom instruction.	This classroom observation provides information about instruction, curriculum, and environmental factors and documents the relationship between the student's classroom behavior and academic performance.
IPST FORM 5	*Academic Data Collection*	The IPST is responsible for this form. Classroom teacher completes the individual student and classroom peer data. Grade level, school, and district data provided by guidance and/or school psychologist.	This form documents the student's level of performance compared to benchmarks and peers. Additionally, this information is used in problem analysis to determine if this is a learner or core issue.
IPST FORM 6A	*Academic Problem Identification/Analysis / Hypothesis*	The IPST is responsible for completing this form when considering the development of supplemental or intensive academic interventions.	This form documents the identified problem, hypotheses that were formulated as to why the problem is likely to be occurring, and the necessary growth needed for the student.
IPST FORM 6B	*Problem Behavior Identification/ Analysis/ Hypothesis*	The IPST is responsible for completing this form when considering the development of supplemental or intensive behavior interventions.	This form documents behavior concerns, intervention history, relevant data and hypotheses that were formulated as to why the problem is likely to be occurring.
IPST FORM 7A / 7B	*Intervention Design and Ongoing Progress Monitoring (OPM)*	The IPST is responsible for the intervention design. The intervention provider is responsible for the ongoing progress monitoring including attendance.	This form documents the intervention design, goal statement, and ongoing progress monitoring data.
IPST FORM 8	*Analysis of Interventions and Recommendations*	The IPST is responsible for completing this form as the final stage of the IPST process.	This form documents the determination of response to interventions during the entire process; analysis of fidelity of interventions, and recommendations based on the analysis.

IPST Form 1 - History and Cumulative Review Directions

WHO: IPST Form 1 is to be completed by the classroom teacher or other staff as appropriate (e.g., guidance counselor, school psychologist, school social worker).

WHAT: IPST Form 1 is a review of the cumulative record, Performance Matters, etc. to address the student's educational history.

WHEN: IPST Form 1 is to be completed when a teacher has concerns about a student academically or behaviorally that warrant further investigation of the problem. This information is to be gathered **before** collaborative meetings (grade level meetings, department meetings, problem-solving meetings).

WHY: A cumulative review can assist with identifying why a student is having academic or behavioral problems. Information that is obtained through Performance Matters and/or the cumulative record can help identify areas that may be impacting performance (e.g., history of attendance problems, high mobility, sensory concerns, a 504 plan, etc.).

HOW: Teachers fill out IPST Form 1 with information from the cumulative record and/or Performance Matters. Check **Yes** or **No** for each category. If **Yes** is checked, please complete the **"COMMENTS"** section.

IPST Form 1 - History and Cumulative Review Form

Student:_____ Student #:_____ DOB:_____

Ethnicity:_____ Grade:____ Teacher:_____ School:_____

	YES ✓	NO ✓	COMMENTS
Attendance Concerns			Absent: # Current Yr._____# Previous Yr. _____ Tardy: # Current Yr._____# Previous Yr. _____
Multiple School Enrollment History			Number of Schools Attended:
Vision Screening	Check One: **Pass_ Fail_**		Date of Screening:_____ Wears Glasses: **Yes_No**
Hearing Screening	Check One: **Pass_ Fail_**		Date of Screening:_____ Wears Aids: **Yes No**
Free/Reduced Lunch			N/A
Medical History			Medication:_____ Diagnosis or Condition:
Mental Health Support Request			Date of Request:
History of Academic Difficulty			Previous Intervention Data **Yes_No_** Years with PMP:_____
History of Behavior Difficulty			FBA Date:_____(if completed) BIP Date:_____(if completed)
Prior to initiating a referral to the behavior analyst, an IPST based FBA/BIP should be developed and implemented with fidelity unless the student requires immediate intervention to prevent harm to self, others, or property.			
Previous Screenings: Academic, Behavioral, Intellectual, Language, Speech			Specify:
Previous Psychological and/or Social-Developmental History Completed			Specify (i.e., school-based, private):
Retentions			Grade Level(s):
IEP History			Current ESE Programs:_____ IEP Date:_____ Previous ESE Programs:_____
504 Plan			Date 504 Plan Written:_____ Disability for 504 Plan:_____ Is 504 Plan active? **Yes___No___**
ESOL / LEP			Language Proficiency Status: **LY_ LF_ LZ** DEUSS (Date of Entry in U.S. Schools) _____ ESOL Exit Date: _____ WIDA Proficiency Levels: Listening: _ Speaking:___ Reading: __ Writing: _

Completed by:_____ Title:_____ Date: _____

IPST FORM 2 – Parent/Guardian Contacts and Staff Consultation Directions

WHO: IPST Form 2 is completed by the classroom teacher.

WHAT: IPST Form 2 documents parent/guardian contacts and staff consultations.

WHEN: IPST Form 2 should be initiated when a teacher identifies an academic or behavioral problem that may benefit from communication with the parent/guardian. The staff consultations section is accessed when the teacher needs support or assistance from other professionals within the school community. BOTH PARENT/ GUARDIAN CONTACTS DO NOT NEED TO BE MADE BEFORE BRINGING TO TEAM. One parent/guardian contact should be initiated when concerns arise.

WHY: IPST Form 2 documents that the parent/guardian is notified and current with their child's progress. The parent/guardian must be informed of Areas of Academic/Behavioral Difficulty (PMP), Intervention Plan and Intervention Data. Attach evidence of parent communication of student intervention progress to IPST Form 2. Ifthe student is eventually referred to the IPST and an evaluation is requested, State Board Rules indicate that **at least two parent/ guardian conferences must be held with the parent prior to considering eligibility** for exceptional student education. This form documents the required contacts.

HOW: Indicate date of contacts/consultations with parents/guardians and staff. For the **"Topic(s) Discussed"**section of the parent/guardian contacts, indicate intervention plan teacher and parent/guardian discuss to address the student's area of difficulty. For follow-up parent/guardian contacts, indicate the outcome of the prior plan.

Attach documentation of additional parent contacts if applicable.

For the **"Plan/Outcome"** section of the Staff Consultations, indicate what the teacher and staff agree to implement in order to address the student's area of difficulty.

IPST Form 2 – Parent/Guardian Contact and Staff Consultation Form

Student:_____ Student #:_____ Current Grade:_____

At least one parent contact must be recorded before moving to Individual Problem Solving.

Complete Section Below or Attach Documentation that Reflects Requested Information

	Date(s)	Topic(s) Discussed
1st Parent/Guardian Contact Phone/Virtual _____ In person _____ Email _____ Name of Parent/Guardian: _____ Who contacted the Parent/Guardian?		**Areas of Academic Difficulty:** **Areas of Behavior Difficulty:** **PMP Notification Letter discussed** **Yes___No ___** **Follow-up Date:**
2nd Parent/Guardian Contact Phone/Virtual _____ In person _____ Email _____ Name of Parent/Guardian: _____ Who contacted the Parent/Guardian?		**Follow-up:** **Shared Data on Intervention of Student:** **Next Steps:**

Attach additional documentation of communication of student progress.

Consultation With:	**Date(s)**	**Plan/Outcome**
School Counselor		
Administration		
Grade Level Teachers/ ESE Teacher		
Literacy Coach		
School Psychologist		
Behavior Analyst		
Speech Language Pathologist		
Occupational Therapist		
Physical Therapist		
Others: _____		

IPST FORM 3 – Classroom Observation Directions

WHO: Classroom teacher is responsible for this completing this form.

WHAT: IPST Form 3 provides information about the student's performance in the general education classroom setting.

WHEN: IPST Form 3 should be used at the beginning of the problem solving process to gatheradditional information to assist in successful problem identification and analysis. If a studenthas more than one teacher, it may be helpful to compare data from more than one observer.

WHY: Successful problem analysis requires the team to look at multiple sources of information about the instruction, curriculum, environment, and learner (ICEL). This observation form is onetool to assist in determining factors that may be influencing the problem and ensures that a fullrange of relevant explanations for student difficulties are examined. This information could also be used in designing effective interventions.

HOW: IPST Form 3 should be completed through direct observation of the student within the general education classroom.

***Duration** is defined as the length of time that something lasts. The time during which something continues.

Examples:
Duration: Aug/2021 – Present
Duration: 6 months
Duration: Period 2/10:00 am -11:30 am/Aug. 2021 – Present (Block)
Duration: Period 1/8:30 – 9:15 am/Aug. 2022 - Present

***Setting** is defined as where an educational experience takes place.

Examples:
Setting: Homeroom
Setting: Regular Classroom
Setting: Self-Contained
Setting: Computer Lab
Setting: Intervention Class

IPST Form 3 – Classroom Observation Form

Student Name:		**Student #:**		**Date:**
Subject/Course:	**Setting:**	**Duration:**	**Grade:**	**School:**

COMPARISON OF PERFORMANCE:

Compare this student's performance with that of the majority of other students in the classroom – Check for each category

	Less	Same as	More
Focus and attention span			
Activity level			
Demonstration of interest/engagement			
Difficulty/frustration with content			
Emotional/social maturity			
Other: (specify)			

STYLE OF LEARNING

Which style of learning seems to benefit the student? (Check all that apply)

_____ Visual _____ Auditory ____ Kinesthetic ____Other: _____

IN THIS CLASSROOM:

How much movement/activity is allowed?

How much talking/noise is tolerated?

STUDENT BEHAVIOR:

This student: (Answer every question)	**Always**	**Sometimes**	**Never**	**Not observed**
Performs with the group				
Voluntarily participates in activities				
Follows written instructions				
Follows oral instructions				
Attends class regularly				
Arrives to school/class on time				
Interacts with peers appropriately				
Appears prepared and organized				
Starts task in timely manner				
Completes assignments				
Responds appropriately to correction				
Shows independence				
Completes homework				

Potential Reinforcers: (i.e., verbal praise, tangibles, computer time, etc.)_____

Based on student observations, check area(s) of concern:

_____Behavior _____Academic skills _____Attendance _____ Developmental _____ Motor skills _____ Other (describe):

STUDENT STRENGTHS/COMMENTS: (What strengths observed in this student could be used in designing interventions?) Attach additional documentation if needed.

How did the student's observable behavior impact their academic functioning?

Teacher Signature_____Printed Name_____Date_____

IPST Form 4 – Classroom/Third Party Observation Directions

WHO: The IPST will designate a certified professional, other than the instructor or interventionist, forcompleting this form during routine classroom instruction.

WHAT: IPST Form 4 should address instruction, curriculum, and environmental factors as well as document the relationship between the student's classroom behavior and academic functioning.

WHEN: IPST Form 4 should be conducted during routine classroom instruction. Include the durationand the starting and stopping time of the observation on the form.
Example:
Duration: 55 minutes
Time: 9:10 a.m.-10:05 a.m.

WHY: Successful problem analysis requires the team to look at multiple sources of information about the instruction, curriculum, environment, and learner (ICEL). By using multiple sources, this information could be used in designing effective interventions.

HOW: IPST Form 4 should be completed through direct observation of the student during routine classroom instruction. Additional observation documentation may be attached. An observation contains observable behaviors, or actions performed by the student, that can be seen and measured. Avoid making assumptions or interpreting observations. The observer should document the sequenceof events that occurred during the observation. A primary purpose of this observation is to determinethe relationship between behavior and a student's academic functioning. Therefore, when describing a student's classroom behavior during academic tasks, the observer should include data of the student's academic performance that describes accuracy, amount, and/or completion rate

IPST Form 4 – Classroom/Third Party Observation Form

Student Name:	**Student #:**		**Teacher Name:**
Area of Concern:	**Grade:**	**Dates(s):**	**Duration/Time:**

Setting (Check all that apply)			
☐ Regular classroom	☐ Self-contained classroom	☐ Single teacher	☐ Multiple teachers in room
☐ Homeroom grouping	☐ Direct instruction	☐ Ability grouping	☐ Cooperative learning *(group)*
☐ Whole group	☐ Independent work	☐ Small group	☐ One-on-one tutor/assistance

Student Behaviors Observed (Check all that apply)			
☐ Aggressive toward peers	☐ Controls discussions	☐ Easily distracted	☐ Sits quietly
☐ Asks for help	☐ Daydreams	☐ Easily frustrated	☐ Speech problems
☐ Attentive	☐ Demands excessive attention	☐ Friendly	☐ Talks excessively
☐ Avoids eye contact	☐ Difficulty copying from board	☐ Immature behavior	☐ Talks out of turn
☐ Avoids groups	☐ Disorganized work habits	☐ Neat appearance	☐ Trouble finding place
☐ Careless mistakes	☐ Displays leadership ability	☐ Obscene/inappropriate speech	☐ Unusual language
☐ Completes work on time	☐ Disruptive	☐ Overactive, restless	☐ Withdrawn
☐ Out of seat	☐ Does not complete tasks	☐ Perseverates/repeats behavior	☐ Works independently
☐ Contributes to class discussion	☐ Does not follow directions	☐ Short attention span	☐ Works with others

Learning Environment (Check only one description for each environmental factor)			
Classroom design:	☐ Traditional four-wall & door	☐ Open/pod design	☒ Other
Classroom lighting:	☐ Bright	☐ Moderate	☐ Inadequate
Seating arrangement:	☐ Rows facing front	☐ Desk groupings	☐ U-shaped facing front
Student placement:	☐ Back / middle of room	☐ Front of room	☐ Near teacher's desk
Temperature:	☐ Hot / stuffy	☐ Comfortable	☐ Chilly
Noise levels:	☐ Quiet	☐ Moderate	☐ Noisy
Student Movement	☐ Appropriate to activity	Restricted	☐ Free movement

Classroom Interaction with Peers (Check all that apply)		**Classroom Interaction with Teacher (Check all that apply)**	
☐ Interacts appropriately	☐ Ignores peers	☐ Interacts appropriately	☐ Ignores teacher
☐ Disturbs others	☐ Argues with others	☐ Demands teacher attention	☐ Argues with teacher
☐ Leads, or joins others in Inappropriate Behavior	☐ Difficulty expressing self	☐ Appears inattentive, easily distracted	☐ Difficulty expressing self
☐ Appears withdrawn	☐ Low frustration tolerance	☐ Interrupts teacher	☐ Does not follow directions
☐ Engages in destructive and/or Aggressive Behavior	☐ Poor judgment in interpersonal relations	☐ Misinterprets verbal questions and directions	☐ Responds Inappropriately to Corrective feedback

How did the student's observable behavior impact their academic functioning?

Observer's Signature/Title **Print Name** **Date**

IPST Form 5 – Academic Data Collection Directions

WHO: **IPST Form 5 should be completed by the IPST and classroom teacher(s). At** IPST meetings, the team may request that another teacher/professional provide input whocurrently works with the student.

WHAT: IPST Form 5 provides essential information regarding a student's level of performance compared to benchmarks and peers.

WHEN: IPST Form 5 is completed at the beginning of the Individual Problem Solving Process and updated as additional assessment information is available.

WHY: Peer/benchmark comparison data provide information that will help determine the magnitude of the academic concern. Additionally, this information is used in problem analysis to determine if this is a learner or core issue (instruction, curriculum, or environment).

HOW: Utilize data from K-12 Core/Universal assessments, district assessments, common assessments within the curriculum, etc., and formative assessments to determine the student's academic performance level. The discrepancy between the student's performance and benchmark/peer group(s) may indicate a need for targeted intervention for the student. **Include comparison data for all subgroups that the student is a member of.** If the discrepancy is minimal, this may lead to the hypothesis that the issue is related to instructional, curricular, and/or environmental variables.

IPST Form 5 – Academic Data Collection Form

Student Name:		Student #:	Date:
Area(s) of Concern:			
Area(s) of Strength:			

Complete Section Below or Attach Documentation that Reflects Requested Information

Peer/Benchmark Comparison *(enter scores for areas of concern)* Core Instruction Assessment / Date	Benchmark or 'On Grade Level' Criteria	District Average	Grade Level Average	Class Average	Subgroup Average (Name Subgroup – abbr.)				Student Score

Determine if there is a discrepancy between the student's performance and benchmark/peer group.

Data source(s) used:_____

- **Benchmark Comparison:**

  How does the student compare to benchmark? Above Same Below

- **District Comparison:**

  How does the student compare to district average? Above Same Below

- **Grade Level Comparison:**

  How does the student compare to grade level average? Above Same Below

- **Class Comparison:**

  How does the student compare to class average? Above Same Below

- **Subgroup Comparison:** **List Subgroup**

How does the student compare to subgroup average? Above Same Below _____
How does the student compare to subgroup average? Above Same Below _____
How does the student compare to subgroup average? Above Same Below _____
How does the student compare to subgroup average? Above Same Below _____

IPST Form 6A - Problem Identification/Analysis/Hypothesis Directions

WHO: IPST Form 6 Academic is completed by the IPST.

WHAT: IPST Form 6 Academic identifies the academic problem, determines why the problem is occurring, develops a hypothesis statement, and determines the necessary growth needed for the student.

WHEN: IPST Form 6 Academic is utilized when a team is considering the development of supplemental or intensive academic interventions.

WHY: IPST Form 6 Academic is utilized to clearly identify the problem, analyze the problem, and create an accurate hypothesis statement. This form will guide the IPST to design effective interventions.

HOW: For Problem Analysis section, utilize the RIOT by ICEL table. Complete the table by placing a check mark in the areas that have been addressed. Additional information regarding instructional practices, curriculum, environment, and learner should be considered as part of RIOT by ICEL as long as the areas are all addressed (not just the learner).

For the Hypothesis Statement, indicate likely causes of why the problem is occurring and what interventions will be employed to improve the problem.

To determine the gains and the aim line for the student, identify a progress monitoring tool that accurately collects the necessary data to track the student's growth in the specific area of concern. To accurately define the necessary growth, subtract the student's current performance from the grade level expectation for intervention. The Team determines what progress is realistic for the student.

IPST Form 6A (Academic) – Problem Identification/Analysis/ Hypothesis Form

Student Name:	Student #:	Date(s):

Problem Identification: WHAT is the academic problem? (Use information from district assessments)

Specify the Academic Area of Concern: _____

_____

Based on available data gathered through review, interview, observation, and testing, determine why the problem is occurring.

Problem Analysis: WHY is the problem happening? Focus on the cause of the problem.
Check areas that have been addressed

ICEL Guiding Questions:	**Instruction** -Is instruction effective? -Enough instructional time allotted? -Is instruction differentiated?	**Curriculum** -Research-based and validated? -Aligned with concerns? -Implemented with fidelity?	**Environment** -Positive learning climate? -Whole/small group instruction differentiated.	**Learner** -What traits /skills contribute to difficulty? -Do we need additional information?
Review				
Interview				
Observe				
Test				

Hypothesis: What is the most likely reason the problem is occurring?

The problem may be occurring because_____.

If_____would occur, the problem may be reduced.
(List a specific intervention, not an accommodation)

Determine the gains and the aim line for the student. Accurately define the necessary growth using a progress monitoring tool that collects the necessary data to track the student's growth in the specific area of concern.

Identify the Progress Monitoring Tool: _____

_____ – _____ = _____
(Grade Level Expectation for Intervention) (Current Student Performance) (Growth Needed)

Realistically this growth can occur across_____weeks.

Parent Notification Letter was provided on __/__ /__.

Provided____in person ____by U.S. Mail ____ by email

IPST Form 6B - Problem Identification/Analysis/Hypothesis Directions

WHO: IPST Form 6 Behavior is completed by the IPST.

WHAT: IPST Form 6 Behavior identifies the problem behavior, intervention history and relevant data, why the problem is occurring and develops a hypothesis statement.

WHEN: IPST Form 6 Behavior is utilized when the team is considering the development of supplemental or intensive interventions.

WHY: IPST Form 6 Behavior is utilized to clearly identify the problem, analyze the problem, and create an accurate hypothesis statement. This form will guide the IPST to design effective interventions.

HOW: For the Problem Identification section, review the student's discipline data and describe the problem behavior in observable, measurable terms. Document interventions that have been attempted and provide relevant data. When answering questions about Intensive Individualized Instruction, the Yes / No questions may help guide the team in determining whether to move into Functional Behavior Assessment or revise current intervention(s).

The Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) will be used for problem analysis and hypothesis -- to identify the frequency, duration, activity/time when the behavior most frequently occurs, possible reason for each behavior, what interventions are most likely to improve the problem.

IPST Form 6B (Behavior) - Problem Identification/Analysis/ Hypothesis Form

Student Name:	**Student #:**	**Date(s):**

Complete sections below or attach documentation that reflects requested information.

Problem Identification: WHAT is the problem behavior? (Use information from discipline data).

Describe the behavior of concern: _____

_____

Core Universal Instruction and Supports (Tier 1)

What school/class-wide behavior strategies are being implemented? _____

_____

How has this student been taught school-wide rules/expectations? _____

_____

How has the student been recognized for following school rules/expectations? _____

_____

How many: Office Discipline Referrals (ODR) _____ Bus Referrals _____

In-School Suspensions/Time Out _____ Out-of-School Suspensions _____

How does ODR rate compare to other students: In the classroom: Fewer / Same / More

In the grade: Fewer / Same / More

In the school: Fewer / Same / More

Has this student's behavior been discussed at Teacher Data Team Meetings? Yes / No Dates: _____

Targeted Supplemental Support (Tier 2)

Was each intervention delivered using high-quality practices? YES / NO

Was each intervention delivered according to the specifications of the program/curriculum/intervention plan? YES / NO

Was each intervention provided as frequently as intended? YES / NO

Was each intervention provided with the duration that was planned? YES / NO

What data was used to monitor the student's response to the intervention(s)? _____

If any question below is answered YES, the team may proceed to intensive interventions with FBA and BIP.

1. Does the student require immediate intervention to prevent harm to the student or others? Yes / No
2. Has the student caused significant property damage or destruction? Yes / No
3. After implementing Tier 1 / 2 interventions with fidelity, did the problem behavior persist? Yes / No

Prior to initiating a referral to the behavior analyst, a school-based FBA/BIP should be developed and implemented with fidelity.

Intensive Individualized Support (Tier 3) Use FBA and BIP for problem analysis and hypothesis.

> Attach Functional Behavior Assessment FBA Date: _____

> Attach Behavior Intervention Plan BIP Date: _____

Parent Notification Letter was provided on _____ (date) ❒ in person ❒ by U.S. mail ❒ by e-mail

IPST Form 7A - Academic Intervention Design and Ongoing Progress Monitoring (OPM) Directions

WHO: IPST Form 7A will be completed by the IPST and intervention provider.

WHAT: IPST Form 7A includes information on intervention design and ongoing progress monitoring data.

WHEN: IPST Form 7A will be used when the IPST has designed an intervention plan and to collect ongoing progress monitoring data of the intervention(s).

WHY: IPST Form 7A is used to document interventions attempted and the student's response. Data will indicate if the research-based intervention should be continued or if other intervention(s) may be more effective.

HOW: For the Intervention Design section, the IPST writes a specific goal statement linked to the specific area of concern identified. Write the goal in observable and measurable terms and always include a timeframe. It is important to remember that the goal is not necessarily the grade level expectation. You want to ensure that the student is given a goal that is ambitious yet attainable. The IPST will design the intervention and indicate the specifics of the intervention detail.

For the Ongoing Progress Monitoring section, the intervention provider will document baseline data point, attendance, and progress monitoring data points in a consistent manner. Indicate how often the intervention will be progress monitored and ensure that data are collected accordingly.

IPST Form 7A - Intervention Design and Ongoing Progress Monitoring (OPM) Form

Intervention Design

Goal Statement: Write a specific attainable goal in observable and measurable terms related to the problem. **Date**: _____

By_____(Date), _____(Student Name) will _____(What will student achieve?) as evidenced by _____(Score) on _____(Progress Monitoring Tool).

Intervention Start Date:_____ Setting for Intervention: _____

Anticipated End Date:_____ Person Responsible for Progress Monitoring: _____

How often will the intervention be progress monitored?_____

Specific Intervention:_____

_____

Group Size	Frequency	Duration	Intervention Provider
_____ Individual	_____ 1 x/Wk	_____ 15 min	_____ Gen Ed Teacher
_____ 2-3	_____ 2 x/Wk	_____ 20 min	_____ ESE Teacher
_____ 4-8	_____ 3 x/Wk	_____ 30 min	_____ Counselor
_____ > 8 but not whole class	_____ 4 x/Wk	_____ 45 min	_____ Title 1 Teacher
	Daily	60 min	Other (Specify)

Complete Section Below or Attach Documentation that Reflects Requested Information

Ongoing Progress Monitoring (OPM)

KEY: ☑ = Present A = Absent T= Tardy R= Removed S = Suspended

Attendance for Intervention and OPM **School Year: _____**

STUDENT NAME	Baseline	Week 1 Month:___	OPM	Week 2 Month:___	OPM	Week 3 Month:___	OPM	Week 4 Month:___	OPM	Week 5 Month:___	OPM	Week 6 Month:___	OPM
Date													

IPST Form 7B - Behavior Intervention Design and Ongoing Progress Monitoring Directions

WHO: IPST Form 7B will be completed by the IPST and intervention provider.

WHAT: IPST Form 7B includes information on intervention design and ongoing progress monitoring data. This form is two pages.

WHEN: IPST Form 7B will be used when the IPST is designing an intervention plan and to collect ongoing progress monitoring data of the intervention(s).

WHY: IPST Form 7B is used to document interventions attempted and the student's response. Data will indicate if the intervention should be continued or if a change in intervention(s) may be needed.

HOW: For the Intervention Design section, the IPST will identify the behavior of concern and the desired behavior or replacement behavior that is aligned with school wide/ classroom expectations.

The IPST will design and document an intervention to decrease the target (unwanted) behavior and teach the desired/replacement behavior.

Document the start date of the intervention/support, what level (tier) of support it is, the size of the group receiving the intervention, who will be providing the intervention, the frequency and duration.

Determine what type of data will be used to monitor the student's response to the intervention and what the goal is for the student on the selected data measure.

Record each intervention/support in a separate row. You may run more than one intervention/support simultaneously.

When the intervention is reviewed, indicate the date and the response to intervention. If the intervention is discontinued, document the end date.

For the Ongoing Progress Monitoring section, the intervention provider will document the baseline data point, attendance and provision of each intervention/ support, and progress monitoring data points in a consistent manner. All interventions using the same data measure may be documented in the same chart. Each intervention will have its own row to document attendance/provision of the intervention.

For a Tier 3 comprehensive Behavior Intervention Plan (BIP), interventions must be progress monitored with data on each target (unwanted) behavior and each replacement behavior. Other charts and graphs may be more appropriate. The team may choose to use a form other than this Ongoing Progress Monitoring section for Tier 3 (BIP) data collection.

IPST Form 7B - Behavior Intervention Design

Student Name: | **Grade:** | **School Year:** | **Page ____ of ____**

Target (Unwanted) Behavior:

Wanted Behavior:

Start Date	End Date	Intervention/Support (Describe)	Tier	Group Size	Staff Providing Intervention	Frequency: How often will the intervention be provided?	Duration: How long is the intervention each time it is provided?	Type of data to be collected for progress monitoring	Target/Goal: What score/number do you expect the student to reach on the data measure?	Date Reviewed	Response to Intervention	Additional Information
				☐ Small group: ___ students ☐ Individual			☐ __ !minutes ☐ All day				☐ Successful ☐ Questionable ☐ Poor	
				☐ Small group: ___ students ☐ Individual			☐ __ !minutes ☐ All day				☐ Successful ☐ Questionable ☐ Poor	
				☐ Small group: ___ students ☐ Individual			☐ __ !minutes ☐ All day				☐ Successful ☐ Questionable ☐ Poor	
				☐ Small group: ___ students ☐ Individual			☐ __ !minutes ☐ All day				☐ Successful ☐ Questionable ☐ Poor	
				☐ Small group: ___ students ☐ Individual			☐ __ !minutes ☐ All day				☐ Successful ☐ Questionable ☐ Poor	
				☐ Small group: ___ students ☐ Individual			☐ __ !minutes ☐ All day				☐ Successful ☐ Questionable ☐ Poor	
				☐ Small group: ___ students ☐ Individual			☐ __ !minutes ☐ All day				☐ Successful ☐ Questionable ☐ Poor	
				☐ Small group: ___ students ☐ Individual			☐ __ !minutes ☐ All day				☐ Successful ☐ Questionable ☐ Poor	
				☐ Small group: ___ students ☐ Individual			☐ __ !minutes ☐ All day				☐ Successful ☐ Questionable ☐ Poor	

IPST Form 7B - Ongoing Progress Monitoring

Complete section below that reflects requested information

ATTENDANCE FOR INTERVENTION and ONGOING PROGRESS MONITORING

KEY: **X = Present and Intervention Provided** **A = Absent** **T = Tardy** **S = Suspended** **C = Cancelled** **H = Holiday/No School**

Student Name:	**Type of Data/Progress Monitoring Tool:**	**School Year:**

		Baseline	Week ___ Month	Progress Monitoring	Week ___ Month	Progress Monitoring	Week ___ Month	Progress Monitoring	Week ___ Month	Progress Monitoring	Week ___ Month	Progress Monitoring	Week ___ Month	Progress Monitoring
	DATES:													
Intervention:	**GOAL:**													
	Attendance													
	Attendance													
	Attendance													
	Attendance													
	Attendance													
	Data Points													

IPST Form 8 - Analysis of Interventions and Recommendations Directions

WHO: IPST Form 8 is completed by the IPST.

WHAT: Based on data collected throughout the problem-solving process, the team decides educational needs based on the student's response to interventions.

WHEN: IPST Form 8 occurs as the final stage of the IPST process. Recommendations are made when the data are sufficient to make an informed educational decision.

WHY: Data drives the problem-solving process. Through accurate progress monitoring, the team will have sufficient data to make important educational decisions about the student. These decisions may include maintaining the current intervention, modifying the intervention, terminating the intervention, consulting with other support staff, performing additional assessments or completing a formal evaluation.

HOW: The IPST will utilize the rate of progress data and post intervention data analysis to make informed decisions regarding the educational needs of the student. All attendees at the meeting will sign on the bottom of IPST Form 8 on the designated lines. It is important for the IPST to determine at the meeting the date/time of the next meeting (if applicable).

IPST Form 8 - Analysis of Interventions and Recommendations Form

Student Name:_____ID_____Today's Date: _____

Birth Date:_____Teacher:_____Grade: _____

Summary of Concerns:

Student's current level of support:___Universal Core___Targeted Supplemental____Individualized Intensive

Are their multiple sources to indicate the intervention was implemented with fidelity? Yes / No

** *Fidelity is validated by looking at: Form 7(attendance, delivery, rate of progress), Observations, Teacher interview***

RATE OF ACADEMIC PROGRESS

Data source(s) used:_____ _____

District Comparison: District Gain_____ Student Gain _____

How does the student's rate of progress compare to district's rate of progress? Above Same Below

Grade Level Comparison: Grade level Gain_____Student Gain _____

How does the student's rate of progress compare to grade level's rate of progress? Above Same Below

Class Comparison: Class Gain_____ Student Gain _____

How does the student's rate of progress compare to class' rate of progress? Above Same Below

Subgroup Comparison: Subgroup Gain_____ Student Gain _____

How does the student's rate of progress compare to subgroup's rate of progress? Above Same Below

POST INTERVENTION ACADEMIC AND/OR BEHAVIOR DATA ANALYSIS

Based on attached data from the interventions, did the problem stay the *same/increase/decrease*? (Circle One)

How did the GAP (Difference between student's scores and comparison groups' scores) change?

Which interventions showed student progress?

_____

Which interventions did not show student progress? (If any)

_____

TEAM DECISION(S)

__ Discontinue intervention(s) - Goal achieved
__ Continue current intervention(s) Follow-up Meeting Date: _____
__ Modify current intervention(s) Follow-up Meeting Date: _____
__ Consult with other support staff (specify) _____
__ Perform Additional Assessment (specify) _____
__ Complete Formal Evaluation (Notify ESE Support Specialist)
__ Other: _____

Team Member Signatures (*Required Signatures and Attendance at meeting):

*IPST Team Member: _____ Parent/Guardian: _____

*Teacher: _____ *School Psychologist: _____

*ESE Support Specialist:_____Other: _____

Data-Based Decisions

NOTES:

Data-Based Decisions

Data-Based Decisions for School Improvement:

Using and evaluating data are important steps to the school improvement process. Data are any information about the school that can be gathered, reviewed, and analyzed in order to produce useful knowledge (NCREL, 2004). Looking at the combination of pieces of knowledge and facts together, whether they have to do with demographics, achievement, test scores, or climate, helps schools formulate hypotheses to decide how best to use the information. Basing educated guesses upon data are the beginning steps in creating an effective and efficient school improvement process. Educators can focus their attention on specific indicators that are being displayed by the data and identify priority areas in which they direct their focus (Bernhardt, 2004). Once priority areas are narrowed down, realistic goals are made; and moving into action becomes the next step (Bernhardt, 2004). Reviewing data, forming hypotheses, and creating action plans help the school move toward the goal of creating positive change.

Data-Based Decisions for Student Improvement:

Decisions in an MTSS process are based on student performance data. Teams use relevant assessment data to make decisions about instruction and movement within the multi-level prevention system. Data will inform whether the instruction/interventions delivered are linked to positive outcomes for students, thus decreasing ineffective instruction/interventions while promoting the instruction/interventions that produce better outcomes. When the purpose and intent of data collection is known, the data can be used to make various decisions at different times throughout the MTSS process.

In order to make data-based decisions, you need a few pieces of infrastructure:

- Capacity to Problem-Solve
- Capacity to Collect Data and Make Sense of It
- Capacity to Deliver Instruction at Different Intensities (Tiered levels of services)
- Capacity to Display Data Over Time

We use data to:

- Analyze the past – How did we do? What can we do better?
- Plan for today, drive our instruction – What should we do differently?
- Diagnose – What specifically is the issue?
- Progress Monitor – Is what we are doing working?
- Predict the future

Data are good…but only as good as the systems in place to:

- Collect
- Summarize
- Analyze
- Make decisions
- Make action plans
- Implement interventions
- Sustain implementation

Data-Based Decisions should be made at appropriate intervals:

- Based on the level of the system being addressed
    1. Individual: daily, weekly
    2. School-wide: monthly, quarterly
    3. District: three times/year
    4. State: annually

Data Teams Flowcharts

School Leadership Team Meetings

Members:

1. Administration
2. Teacher Leaders

Purpose:

Uses Tier 1 Core Data to track school-wide trends, monitor student progress, monitor curriculum articulation, map existing resources, determine staff development needs, etc.

Minimum Quarterly Meetings

Possible Actions:

1. Analyze and create actions to support instruction.
2. Analyze data to create School Improvement goals.
3. Analyze Early Warning Systems data to problem-solve solutions.
4. Analyze classroom walkthrough data.
5. Determine staff development needs.
6. Professional discussion is focused on standards and positive actions for the school.
7. Create and implements a plan to ensure fidelity of instruction is occurring.

Teacher Data Team Meetings

Possible Members:

1. Administration
2. Teachers
3. Content Coaches
4. ESE Resource
5. MTSS Facilitator
6. Guidance
7. Speech and Language
8. School Psychologist

Purpose:

Uses Tier 1 Data to determine core instructional and curricular effectiveness: monitor changes across assessment windows.

Uses Tier 2 Data to determine intervention effectiveness, progress of individual students in interventions, monitor fidelity of interventions.

Minimum Monthly Meetings

Possible Actions:

1. Determine Tier 1 or Tier 2 differentiated instructional strategies.
2. Engage in the Problem Solving Model
3. Determine students who may need re-teaching with specific standards
4. Design Interventions
5. Utilize data-based decisions
6. Analyze formative assessment
7. Documentation of the action steps within student records
8. Gather student information, historical data, parent communication, multiple data sources.

Individual Problem Solving Meetings

Possible Members:

1. Administration
2. Teacher
3. Content Coaches
4. ESE Resource
5. MTSS Facilitator
6. Guidance
7. IPST Chair
8. School Psychologist
9. ESE Support Specialist
10. Parent
11. Speech and Language

Purpose:

Uses Tier 1 and Tier 2 Data to identify gaps in achievement; apply problem-solving process; develop hypothesis; goal statements and Tier 3 Interventions.
Uses Tier 3 Data to determine intervention fidelity and success.

Meeting frequency to be determined

Possible Actions:

1. Design Intervention for Tier 3 instruction
2. Utilize data-based decisions
3. Engage in the Problem Solving Model
4. Determine instructional strategies for Tier 3
5. Determine possible screenings needed to gather additional information
6. Creates and implements a plan to ensure fidelity of instruction is occurring.
7. Documentation of the action steps and student response to instruction within student record.

Intervention Design

NOTES:

Intervention Design

Step 1: Problem Identification/Identify the Goal
What is the Goal?

A. Using multiple data sources (state and district assessments), chart the student in comparison to their peer groups to determine if there is a significant gap in achievement. Refer to IPST Form 5.
   - What is the current level of the student's performance?
   - What is the desired performance?
   - What is the performance of peers?
   - What is the gap that must be closed in the desired time frame?

B. Compare data to the district benchmarks. Use the current data management system (Performance Matters) to assist in this step.

C. Determine the area of greatest concern. Focus on one area at a time.

Step 2: Problem Analysis

Why is the goal not being attained?

A. Analyze the factors contributing to the area of concern:
   - Health
   - Curricular
   - Instructional
   - High mobility
   - Emotional
   - Skill gaps

Using the IPST Forms as a guide, analyze student records, classroom performance, and response to classroom instruction. The teacher gathers information from parents regarding the past educational experiences and home situations to determine where the learning is breaking down. Refer to IPST Forms 1-3.

B. The ICEL/RIOT chart below can be used to help determine why the goal is not being attained. Refer to IPST Form 6.

ICEL Guiding Questions:	Instruction *Is instruction effective? *Enough instructional time allotted? *Is instruction differentiated?	Curriculum *Research-based and validated? *Aligned with concerns? *Implemented with fidelity?	Environment *Positive learning environment? *Whole/small group instruction?	Learner *What traits/skills contribute to difficulty? *Do we need additional information?
Review				
Interview				
Observe				
Test				

C. Continue to problem-solve by drilling down into the content area to find root cause. Use the provided District Identification/Intervention Decision Trees to assist for identifying literacy concerns.

D. Generate multiple hypotheses addressing why the goal is not occurring.
   Developing a Hypothesis: Things to Consider
   - A hypothesis is an **explanation** for what the data and your experience tell you.
   - A hypothesis is a **relationship** between one variable (performance) and another variable (potential reason for that performance)

E. (ICEL) Create the Hypothesis:
The goal is not occurring because_____.

Key Domains of Learning		
I	Instruction	Instruction is **how** the curriculum is taught.
C	Curriculum	Curriculum refers to **what** is taught.
E	Environment	The environment is **where** the instruction takes place.
L	Learner	The learner is **who** is being taught.

R	eview (and/or)	Review of historical records and products
I	nterview (and/or)	Interviews of key stakeholders
O	bserve (and/or)	Observe performance in real time functional settings
T	est	Test through careful use of appropriately matched measurement strategies/methods

F. (RIOT) Relevant Data to validate hypothesis.

G. After analyzing data to validate hypothesis: What is the most likely reason why the goal is not occurring? Refer to IPST Form 6.

The problem may be occurring because_____. If _____ would occur, the problem may be reduced.
(List a Specific Intervention)

H. Problem Solving Teams need to validate hypotheses. If the hypothesis is inaccurate and the wrong intervention is implemented, valuable time could be wasted on an intervention that was not an appropriate instructional match for the student.

Example-Hypothesis 1:
The problem may be occurring because Sam needs multisensory instruction to increase fluency in phonemic awareness. If sufficient multisensory instruction would occur, the problem will be reduced.

Example-Hypothesis 2:
The problem may be occurring because students are off track due to lack of attendance and increased tardies during ELA time compared to their peers. If students' attendance improves to more than 95%, the problem will be reduced.

Step 3: Intervention Design/Implementation
What are we going to do about it?

A. Identify the most significant area of concern: attendance, behavior, or academic area. Sometimes there may be multiple areas of concern but focus on one area at a time. Refer to IPST Forms 5 and 6.

B. Determine the level of intensity the intervention needs to be. Interventions shall be implemented as designed for a reasonable period of time and with a level of intensity that matches the student's needs. Refer to IPST Form 7.

Frequency & Duration *Sufficiency of instruction*	**Focus** *…of the instruction*	**Format** *The **HOW** of instruction*	**Size** *…of instruction group*	**Data** *…to determine the effectiveness*
Scheduling, in sequence with or connection to core timing, etc.	Aligned to standard, connected to Tier 1, strategy to ensure access, etc.	Scaffolding, modeling, explicitness, corrective, strategy-based, etc.	Criteria/decisions for group construction-same skill focus? Same level of performance?	Appropriate to the content to determine effectiveness.

Planning Standards-Aligned Instruction
Example

Domain → Content Area Shifts and/or Clusters → Florida Standard → Supporting Standard(s)

Core Instruction

1. Understand what *ALL* students will know and be able to do.
2. Implement a standards-aligned curriculum that includes both explicit and implied implications for standard achievement.
3. Communicate the standard through a learning goal and essential question(s).
4. Address high-probability (common) and high-intensity (few students deal with intensely) barriers during planning for instruction.
5. Select varied strategies for frequent exposure to explicit learning scaffolding over time to foster fluency, maintenance and generalization to new learning.
6. Incorporate whole group, small group, peer-mediated, and individual practice opportunities with explicit feedback.
7. Emphasize generalization of standard across content and settings.
8. Incorporate motivation and engagement strategies to promote student ownership of learning.
9. Periodically assess learning of *ALL* students using valid measures to determine effectiveness of core instruction and identify need for re-teaching, student grouping and additional supports.

Supplemental Instruction

1. Keep the emphasis on becoming proficient in what the students need to know and will be able to do in relation to the standard.
2. Use companion evidence-based materials that align with the core curriculum where the standard is represented with an alternate approach(es).
3. Connect the supplemental learning of the standard through the learning goal and essential question(s).
4. During planning for supplemental instruction, revisit high-probability and high-intensity barriers for grouping.
5. Provide explicit instruction of the standard through underlying skills.
6. The group size is dependent on the instructional need focusing on opportunities for multiple response formats and explicit feedback.
7. Continue personalized motivation and engagement strategies to promote student ownership of learning.
8. Additional progress monitoring data will demonstrate progress towards proficiency of the focused standard.

Intensive Instruction

1. Monitoring and error analysis data will identify a projection for proficiency of the learning deficit and offer evidence of necessary adaptations to the core and supplemental instruction.
2. Connect the emphasis of instruction broken into smaller steps to achieving the standard.
3. Relate the intensive learning of the standard through the learning goal and essential question(s).
4. Planning for intensive instruction tends to un-addressed high-intensity barriers from the core and supplemental instruction.
5. Focus on priority standards through extended time of explicit instruction.
6. Multiple and varied opportunities for learning and practice aligned to the core and supplemental instruction of the grade level standard includes explicit feedback.
7. Maintain personalized motivation and engagement strategies targeted to promote student ownership of learning, self-regulation, organization or social skills.
8. Time and change sensitive data is collected to monitor progress and instructional adjustments.

Students with an Individualized Education Program (IEP)

The IEP is framed by the state standards and contains annual goals aligned with, and chosen to facilitate the student's achievement of, state grade-level academic standards. The needs of a student with an IEP are addressed within core and if needed supplemental and intensive instruction focusing specifically on making the biggest impact toward achieving grade-level proficiency.

Adapted by the FL PS/RtI Project from the National Center on Intensive Intervention at American Institutes for Research.

C. Consider instructional strategies to address area of concern. Instructional programs may suffice as long as instructional strategies and content address the area of concern. All eight components of an effective intervention should be in place to ensure the most effective approach. Refer to IPST Form 7.

8 Components of an Effective Intervention	
Explicit Instruction	Teacher-led, interactive instruction that directly presents both the material and the relationships which need to be learned. The teacher models expectations, provides teacher-student practice (which supports students by giving immediate corrective feedback), provides student practice, and provides opportunities for independent practice. (FCRR)
Sequential and Systematic Instruction	A carefully planned sequence for instruction, similar to a builder's blueprint for a house. A blueprint is carefully thought out and designed before building materials are gathered and construction begins. The plan for systematic instruction is carefully thought out, strategic, and designed before activities and lessons are planned. Instruction is clearly linked within, as well as across the five components (phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex. (FCRR)
Think-Aloud Modeling	Students should be exposed to teacher modeling of how to think through the strategy or problem. The goal is for the student to develop multiple and efficient strategies. The teacher should use language the student may use in their own thinking combined with the strategy steps.
Guided Practice with Corrective Feedback	Students practice newly learned skills with the teacher providing prompts and corrective feedback. (FCRR)
Multisensory Instruction	Multisensory instruction involves the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language. Links are consistently made between the visual (language we see), auditory (language we hear), and kinesthetic-tactile (language symbols we feel) pathways in learning.
Fidelity	In the context of implementing education standards, initiatives, programs, and processes, the term fidelity denotes how closely the implementing procedures conform to what they were supposed to have been and how appropriately aligned the implementation is to the intended purpose(s). (GTIPS-R)
Small Group or Individual	Interventions are more intense as students receive tiered instruction.

Ongoing Progress Monitoring	Progress-monitoring measures ongoing instructional strategies conducted for the purposes of guiding instruction, monitoring student progress, and evaluating instruction/intervention effectiveness. (GTIPS-R)

D. Identify the Progress Monitoring Tool(s) that matches the skill deficit. Refer to IPST Forms 6 and 7.

E. Choose a progress monitoring tool that is time sensitive to track the student's growth in the specific area of concern. Refer to IPST Forms 6 and 7.

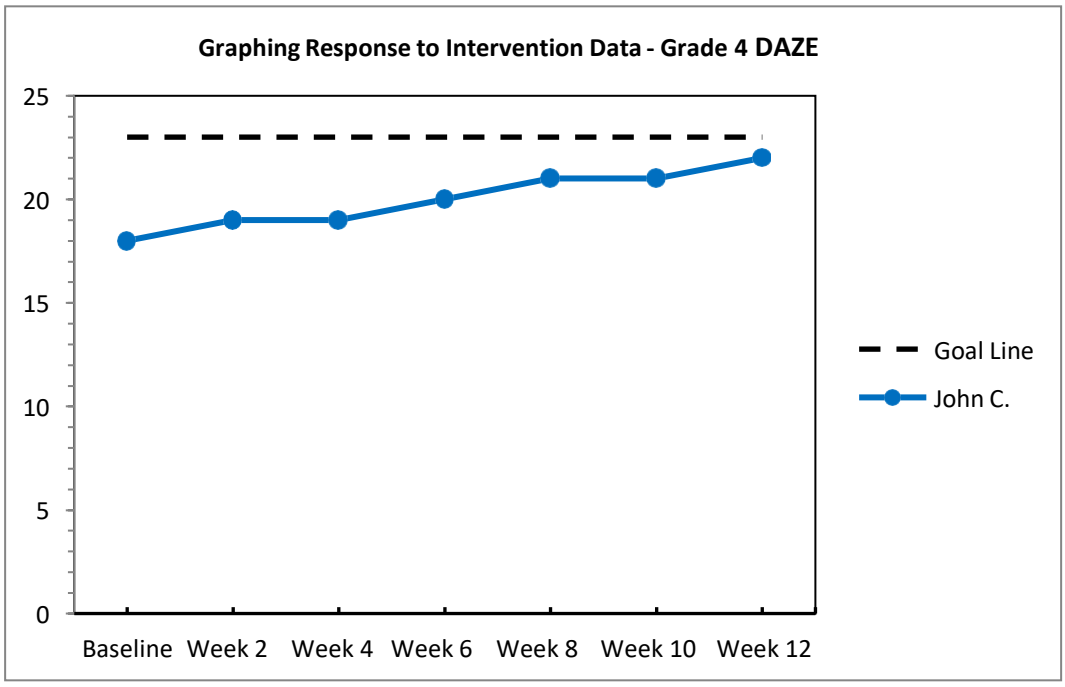
_____ - _____ = _____

(Grade Level Expectation for Intervention) (Current Student Performance) (Growth Needed)

Realistically this growth can occur across_____weeks

F. Next, based on the district benchmarks in that area of concern, determine the aim/goal line. Set a reasonable goal for the student; it could be less than the benchmark but reasonable for that student. A reasonable goal is something that the student could obtain over a period of time for the intervention. (Aim or goal line). Refer to IPST Form 6.

G. Use a basic Plot Chart to assist in Goal Setting. Refer to IPST Form 7.
   1. Plot the expected benchmark for the appropriate time period. (Example used below: Fourth Grade DAZE from District Identification/Intervention Tree)
   2. Plot student's baseline score and grade level expected goal line.
   3. A team determines a reasonable rate of growth needed for student to make gains towards the grade level expectation.
   4. After plotting the goal line, the team discusses will this rate of progress be on target to meet grade level expectation by the end of the year. If not, team needs adjust the intensity of the intervention. Example below would require that the student continues in the same intervention to meet grade level expectation by the end of the year.



The intervention should be written as specific as possible. Refer to IPST Form 7.

Example of a specific intervention:
Beginning 09/04/18, John will work in a Supplemental Instruction (Tier 2) group of 8 students in the area of comprehension within the reading continuum until 12/04/19. More specifically the student will participate in 95% Group Blueprint for Intervention, Comprehension Grades 3-6. The intervention will be 4 days per week and for 30 minutes with Mrs. Long as the interventionist. As a result of the intervention, the student will increase an average of 0.5 additional correct responses per week equaling a total increase of 5 correct responses at the end of a twelve-week period. Progress will be monitored biweekly using DAZE.

Critical Components

H. Implement the developed plan with fidelity. (Refer to IPST Form 4). Observations could be done during the intervention time period to observe how the student is responding to the environment and the instruction.
I. Academic Engaged Time with quality instruction is the best predictor of student growth.
J. The "dosage" or the amount of time each week that students are exposed to the instructional plan.
K. The hour/minutes in the school day are limited. Schedules and resources are issues that must be addressed successfully in the implementation plan.

Step 4: Evaluate

There are two components to be considered when evaluating the impact of the intervention implementation: the fidelity of the intervention implementation and the student's response to the instruction/intervention. Best practice is to document both qualitative and quantitative data to determine the effectiveness of the intervention.

It is important to remember that in order to evaluate whether an intervention is working successfully, the teacher and/or interventionist must ensure the following:

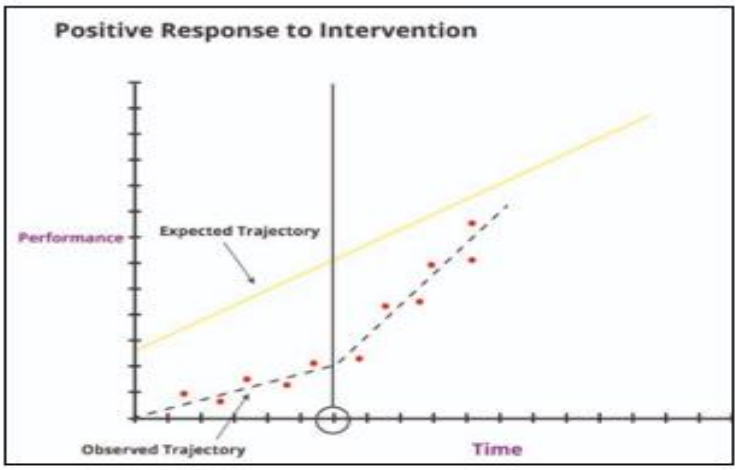
- MTSS is based on the actuality of interventions delivered as intended;
- MTSS cannot be assessed if the intervention was not implemented as designed;
- Intervention integrity must be ensured and documented;
- Integrity and documentation will become part and parcel of procedural safeguards.

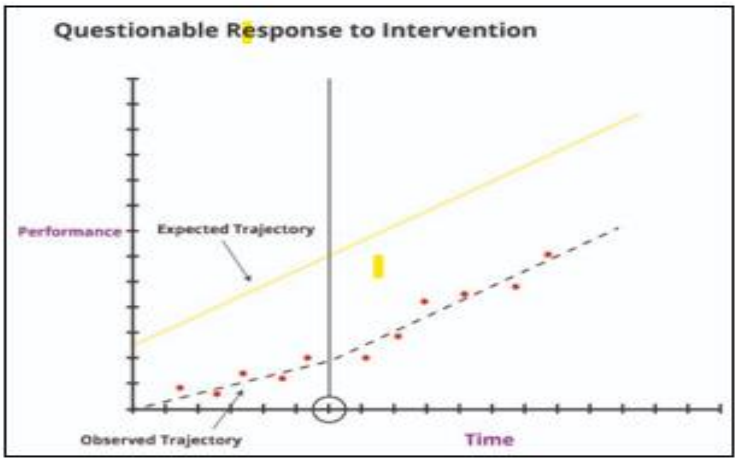
A. Fidelity Check List (qualitative data collection) below with guiding questions will assist the teacher in analyzing the **fidelity of intervention implementation**. This tool can be used as a form of self-evaluation when determining intervention fidelity.

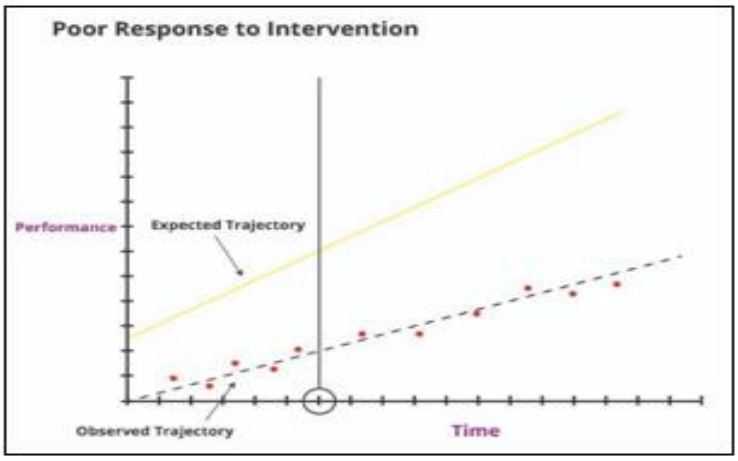
Fidelity Check List	
Elements	**Guiding Questions**
Adherence	Is the learning objective evident to the students? Are program materials used effectively during instruction/intervention? How well does the teacher adhere to the intervention as intended? Are all intervention components delivered?
Exposure/Duration	Is the instruction delivered consistently, by the same person on the days and times specified? Does the student attend the intervention on specified days and times? Are students exposed to the length of time needed for the instructional delivery? Is the group size optimal for the needs of the student(s)?
Quality of Delivery	How well is the intervention delivered? Are good teaching practices used to ensure quality delivery? Are the instructional routines being delivered consistently? Are clear, explicit directions provided for students during the instruction? Does the pace maximize instructional time and allow for frequent student responses? Is positive, constructive feedback and corrective instruction provided to students?
Specificity	How well is the intervention defined? Are clearly articulated, evidence-based interventions aligned with the standards? Are the skills and strategies included in instruction clearly demonstrated to the student? Are the essential elements of the intervention intact without including additional instruction outside of the intervention?
Student Engagement	How engaged and involved are the students? Are motivation techniques used to keep students engaged in the lesson?

Dane & Schneider, Schneider, 1998; Gresham Gresham et al., 1993; O'Donnell, 2008

B. Determine how the **student responded** (quantitative data collection) to the instruction/intervention. Plot the weekly on-going progress monitoring scores on the plot chart. Draw a line to connect all scores.







Apply Decision Rules:

- Is rate of progress acceptable?
- If not, why, and what should we do about it?
  *Frequency and amount of time
  *Instructional strategy
  *Opportunity for practice and application
  *Attendance
  *Fidelity of instruction/intervention implementation
  *Group size
  *Other factors?
- Choices – try another intervention, or modify existing intervention

Positive Response to Instruction: Gap is closing.

- Continue intervention with current goal
- Continue intervention with goal increased
- Fade intervention to determine if student(s) have acquired functional independence.

Questionable Response to Instruction: Rate at which gap is widening slows considerably, but gap is still widening OR gap stops widening, but closure does not occur.

Was intervention implemented as intended?

If no – employ strategies to increase implementation fidelity

If yes –Increase intensity of current intervention for a short period of time and assess impact.

If rate improves, continue. If rate does not improve return to problem solving.

Poor Response to Instruction: Gap continues to widen with no change in rate.

Was intervention implemented as intended?

If no – employ strategies to increase implementation fidelity

If yes –

a. Is intervention aligned with the verified hypotheses?
b. Are there other hypotheses to consider?
c. Was the problem identified correctly?

Determine the next steps for the student. (See IPST Form 8)

What will the next action be?

_____ Discontinue intervention – Goal achieved
_____ Continue current intervention
_____ Modify current intervention
_____ Consult with other staff
_____ Perform additional assessment
_____ Complete formal evaluation
_____ Other

Parent Involvement

NOTES:

Parent Brochure

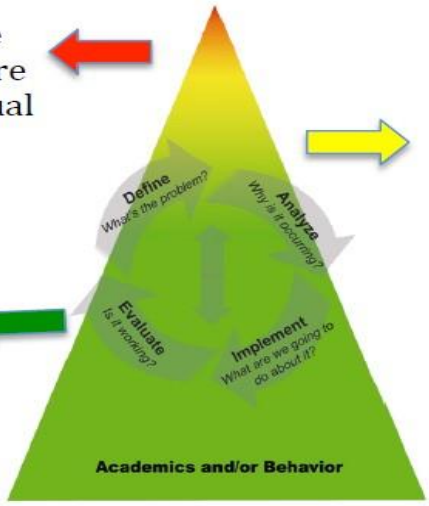
Florida's MTSS | A Multi-Tiered System of Supports

Information for Families 2015-2016

What is a Multi-Tiered System of Supports?

MTSS is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is provided to students at varying levels of intensity based on student need. The goal is to prevent problems and intervene early so that students can be successful.

Tier III refers to the interventions that are provided to individual students.



Tier II refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier I

Tier I refers to the high quality instruction that is provided to all students in the general education classroom.

What happened to RtI?

- Multi-tiered System of Supports (MTSS) is a more accurate term that refers to one seamless framework that provides varying levels of academic and behavior supports to students based upon their need.
- The term RtI has been used to refer to the framework of multi-tiered supports.
- RtI refers to the 4th step of the planning/problem-solving process.
- MTSS is used to promote accurate and consistent language to convey Florida's way of work.
- Schools may choose to refer to their system as an RtI framework.

"Florida's Multi-Tiered System of Supports." *Florida's Multi-Tiered System of Supports.* N.p., n.d. Web. 25 Aug. 2015

Florida's MTSS

A Multi-Tiered System of Supports

Information for Families 2015-2016

What can I expect with MTSS?

- Frequent updates of student progress
- Early identification of academic or behavioral concerns at the first signs of difficulty.
- Help for your child that increases or decreases depending on his or her needs.
- Information and involvement in planning and providing interventions to help your child.
- Information about how your child is responding to the interventions being provided.

What do I do if I believe my child is struggling?

- Talk with your child's teacher.
- Review and assist with homework assignments.
- Ask for regular progress monitoring reports.
- Celebrate your child's successes.
- Learn more about the curriculum, assessments, and interventions being used in your child's school.
- Participate in conferences and other meetings about your child.

How can I participate in MTSS?

Families play a critical role in supporting what their children are learning in school. The more parents are involved in student learning, the higher the student achievement. Ask questions to learn more about MTSS in your child's school:

- Is my child successful? How do I know? If not, why and what can we do differently?
- If needed, how is additional help going to be provided? By whom? How often? For how long?
- What can I do to participate in problem-solving about my child?
- What can I do to help with the interventions for my child at home?
- How will I know if interventions are working?

"Florida's Multi-Tiered System of Supports." *Florida's Multi-Tiered System of Supports.* N.p., n.d. Web. 25 Aug. 2015

Building An Effective MTSS Framework In Your School

NOTES:

Self-Assessment Guide for the Implementation of a MTSS

	Action Steps	Evidence: Illustrative of teacher and Administrator behaviors	Not Implemented — Implemented, but not embedded — Fully embedded
1	**Comprehensive Commitment and Support is within the structures and systems of the school**	1. A school-based leadership team is established. 2. Roles of the team are established 3. Meetings are occurring on a regular basis with the goal of school improvement efforts 4. The school has a collaborative culture that develops steps for improvement 5. Effective communication with the staff is ongoing 6. Content area coaches are identified, and roles established	
2	**Master Schedule promotes times for quality instruction at Tier 1, 2, 3**	1. All grade levels have a clear intervention time in the master schedule 2. Schedules adhere to district required time frames	
3	**Historical Data are disaggregated**	1. Identify students at risk based on data 2. Create grade level concerns 3. Create a plan for student needs	
4	**School wide problem-solving process occurs to analyze and identify goals for school improvement**	1. School level goes through the 8-step problem-solving process 2. School Team determine barriers and actions 3. Regular meetings occur with staff to present the school-wide data 4. School Improvement goals are determined through this collaborative process with the entire school leadership team	

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6	**Intervention Implementation**	1. A calendar is set that outlines the interventionsat each grade level 2. Format for interventions is established (walk-to model, buddy classroom model, in the classroom 3. Progress monitoring and record keeping is established. 4. Intervention plans include evidence-based strategies	
7	**Staff Training**	1. Time is set aside to ensure staff understand all the Tiers 2. Expectations are clearly defined for staff on what the logistics of the process will be at your school 3. An expert is identified to be the MTSS Contact in the building and is knowledgeable to answer and train staff 4. Professional Development has an ongoing focused purpose	
8	**Data Meetings**	1. Non-negotiable meeting days are set up 2. Meetings are clearly defined, and dates established 3. Meetings include: **Tier 1 -** looking at whole class or grade level data to determine trends **Tier 2/3 Intervention Meetings -** looking at specific interventions in grouping students, writing the intervention, materials, and ongoingprogress monitoring **Individual Problem Solving Meetings** – Problem-solving one student at a time	

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9	**Resources are readily available to staff**	1. Space for resource room is defined 2. Check out system is established 3. Materials are available for all areas of interventions	
10	**Student Problem Solving**	1. Meetings are occurring to determine the best intervention for the student 2. Assessment data drives the intervention 3. Documentation process is in place 4. Student monitoring process is in place 5. Meetings occur to analyze the Tier 2 intervention data 6. A member of the school-based leadership team is present at the student meetings	
11	**Data-Based Decisions**	1. Teachers maintain data notebooks 2. Student data monitoring is aligned with the implementation of the school's vision for MTSS 3. Student data are collected to inform instruction and make decisions about tiered supports 4. Leadership team and coaches meet on a regular basis to monitor student data and instructional practices. 5. Review Brevard County Decision Trees with faculty to guide data interpretation with teachers. 6. Leadership team and coaches determine action steps for data-based decisions to impact instructional changes. 7. Meetings and trainings are guided based on the student assessment data and classroom observation data	
12	**Monitoring and Reflection**	1. A walkthrough calendar is established for Tier 1 and intervention instruction. 2. Systems are in place to give teachers direct feedback 3. Interventions are monitored for fidelity of the implementation 4. SIP goals are focused on throughout the entire process 5. Teachers are led in a reflective process throughout the year, looking at Tier 1, 2 and 3 instructional practices	

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