Multi-Tiered System of Support

(MTSS) Guidebook
Brevard Public Schools
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August 25, 2015

Welcome MTSS Leadership Team!

I would like to take this opportunity to thank Michelle Aloise, Assistant Principal at Indialantic Elementary, Shelly Dickinson, MTSS District Trainer, Melissa Long, Assistant Principal at Turner Elementary, and Charles Eccleston, MTSS District Trainer, for their hard work and dedication to assist in updating the MTSS Guidebook. Many hours were spent in producing a product that will assist in supporting the implementation of the MTSS framework in your building.

Our purpose for the MTSS Guidebook is to ensure a common-language and common-understanding of the MTSS process within Brevard Public Schools. We want School Leadership Teams to possess the tools to successfully implement and sustain a multi-tiered system of student support with fidelity in their schools.

As you review this guide, please keep in mind that this is a work in progress. As we update the MTSS Guidebook throughout the school year, we will be sending the updated information to you electronically. We are asking that you keep the guidebook at your school-site updated at all times.

We look forward to a successful year as we tackle the tasks ahead of us. Please know that we are always here to help in any way. If you have any questions, please contact one of the MTSS Trainers below:

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Sincerely,

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Office of Elementary Programs

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Multi-Tiered System of Support (MTSS) Overview
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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 needed 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 scientific, researched-based instruction and evidence-based practices. Evidence-based curriculum and instructional approaches have a high probability of success for most students. Instruction is differentiated 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 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.
<table>
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<tr>
<th>Culture</th>
<th>Standards Based Instruction</th>
<th>Assessment</th>
<th>Data Teams</th>
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<th>Leadership</th>
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<tbody>
<tr>
<td>✓ Believe that all students can learn</td>
<td>✓ Ensuring student active engagement</td>
<td>✓ Balanced assessment system</td>
<td>✓ Data-Based decisions to maximize student achievement</td>
<td>✓ Ongoing problem solving for schools, classrooms and individual students</td>
<td>✓ Administrators are engaged in the MTSS process</td>
</tr>
<tr>
<td>✓ Professional development is continuous</td>
<td>✓ Instructional Design (ex. Essential questions, Goals, Higher order questions)</td>
<td>✓ Informs instructional decisions</td>
<td>✓ Positive and collaborative team approach</td>
<td>✓ Decisions are made in the best interest of individual students</td>
<td>✓ Leadership guides and sustains the effectiveness of MTSS</td>
</tr>
<tr>
<td>✓ Master schedule supports instruction</td>
<td>✓ Instructional Delivery (ex. Flexible grouping, Differentiated Instruction)</td>
<td>✓ Guides responsive teaching</td>
<td>✓ All stakeholders involved</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓ Resources are allocated to support MTSS</td>
<td>✓ Assess to inform</td>
<td>✓ Progress monitoring</td>
<td>✓ Conduct Problem Solving at all Tier levels of instruction (ex. all students, sub groups, individuals)</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>✓ Positive student and family relationships</td>
<td>✓ Standards taught to the full intent</td>
<td>✓ Formative and Summative Assessment</td>
<td>✓</td>
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<tr>
<td>✓</td>
<td>✓ Tasks and assignments are aligned to standards</td>
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MTSS Structure in Brevard Public Schools

To Serve Every Student with Excellence as the Standard
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 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 (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 the Language Arts Florida Standards and Mathematics Florida 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 more narrow 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

Intensive, Individualized Monitoring
- Intensive interventions based on individual student needs
- Students receiving prolonged interventions at this level may be several grade levels behind or above the one in which they are enrolled
- Progress monitoring occurs most often to ensure maximum acceleration of student progress
- If more than approximately 5% of students are receiving support at this level, engage in tier one and tier two level, systemic problem solving

Targeted, Supplemental Monitoring
- Interventions are based on data revealing that students need more than core, universal instruction
- Interventions and progress monitoring are targeted to specific skills to remediate or enrich, as appropriate
- Progress monitoring occurs more frequently than at the core, universal level to ensure that the intervention is working
- If more than approximately 15% of students are receiving support at this level, engage in tier one level, systemic problem solving

Core, Universal Monitoring
- Research-based, high-quality, general education instruction and support
- Screening and benchmark assessments for all students
- Assessments occur for all students
- Data collection continues to inform instruction
- If less than approximately 80% of students are successful given core, universal instruction, engage in Tier 1 level problem solving

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**
A behavior plan is based on a Functional Behavior Assessment (FBA). It is developed and implemented by a collaborative team, which includes the student and parent. The plan includes positive behavior support (PBS), identified skills for school success, and specific strategies for behavioral instruction.

**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 assessment, the cognitive complexity required to perform an assessment item.

**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 are 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 when stakeholders are involved in the change effort develop a common language of terms, a common knowledge of core concepts, and a common understanding of the rationale for the initiative. All stakeholders agree to operate in alignment with the established implementation plan, regardless of personal opinions.

**Core Instruction (Tier 1)**
Core instruction is what “ALL” students receive in the form of instruction (academic and behavior/social-emotional). The common package of instructional materials and delivery methods, including pacing guides that reflect required grade-level standards that are used with all students through general education resources.

**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 reoccurring 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 *Yellow 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.

**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.

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

**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**
Evidenced-based instruction/Interventions is the evidence of effectiveness results in increasing student learning.

**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 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:

1. 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.

2. 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.

3. 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.

Consistent use of 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 outcome.

Formative Assessments

Formative assessments are ongoing assessments embedded within effective teaching to guide instructional decisions.
**Functional Behavior Assessment (FBA)**
An FBA is a systematic process for gathering information in order to determine the relationships between a person’s problem behavior and aspects of their environment. Through FBA, it is possible to identify specific events that predict and maintain behavior and design a support plan that effectively addresses those variables. FBA methods can, and should, vary across circumstances, but typically include record reviews, interviews, and direct observations.

**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", often require 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. This multidisciplinary, instruction-driven team assists students, families and teachers in seeking positive solutions for all students. 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.

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 (Tier 3)
Intensive intervention is designed to address severe and persistent learning or behavior difficulties. It also is used for students who have proven nonresponsive to Tier 2 or secondary intervention. Intensive interventions are characterized by increased intensity (e.g., smaller group, increased time) and individualization of academic or behavioral intervention.

Interventions
Interventions are when curricular, instructional, and/or other adjustments are 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.

**Multi-Tiered System of Support (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 reveals 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.

**Pragmatic**
Pragmatic is dealing with the problems that exist in a specific situation sensibly and realistically in a way that is based on practical rather than theoretical considerations.

**Problem-Solving Model**
The problem-solving model is 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**
The 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)**
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. Progress monitoring measures at a frequency appropriate to the level of intervention.

**Questionable Response to Instruction/Intervention**
A questionable response is when a student’s rate of progress data reveals 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) over a specified time period (week, month) 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 personally or emotionally challenging. It is not about severity or hardship. All students need schools to provide both rigorous content and direct instruction in the skills needed to manage that content (see instructional strategies). There are different ways in which content can become rigorous (e.g. attention to interacting or overlapping ideas, dealing with dilemmas, identifying problems, conducting inquiry, evaluating alternatives, interpreting, 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.

**Scientific, Research-Based Instruction/Interventions**
Research-based instruction involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to the educational activities and programs. Scientific research employs systematic methods that draw on observation or experiment and rigorous data analysis that are adequate to test the stated hypothesis and justify the general conclusions drawn.
**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.

**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 (e.g., MAFS, LAFS) 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). Teachers should teach (“how” is based on research on instructional and student characteristics).

**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 measures 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 (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 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 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
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 on-going problem-solving cycle as a consistent way of work for teams are as follows:
**Problem Identification:**
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 asking, “What exactly is the problem?”

**Problem Analysis:**
Analyze the problem using data to determine why the issue is occurring. 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:**
Develop 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?”

**Response to Intervention:**
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, “Is it working? 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 in the 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.

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Imperative Questions at Core Instruction (Tier 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong> Problem Identification</td>
<td>Are students provided with well-delivered, scientific, research-based core instruction? How is this verified?</td>
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<tr>
<td></td>
<td>What assessment tools or processes are used to identify instructional needs and the students’ response to instruction?</td>
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<tr>
<td></td>
<td>Is the core instruction effective?</td>
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<tr>
<td></td>
<td>- What percent of students are achieving standards/benchmarks/behavioral expectations (approximately 80% or more)?</td>
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<tr>
<td></td>
<td>- What percent of students in subgroups are achieving standards/benchmarks/behavioral expectations (approximately 80% or more)?</td>
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<tr>
<td></td>
<td>- If addressing an individual student’s needs, what percent of students in their subgroup are achieving benchmark/standards/behavioral expectations (approximately 80%)?</td>
</tr>
<tr>
<td><strong>Step 2:</strong> Problem Analysis</td>
<td>If core instruction is not effective,</td>
</tr>
<tr>
<td></td>
<td>- Is the curriculum appropriately matched to the needs of at least 80% of the students?</td>
</tr>
<tr>
<td></td>
<td>- Is support provided for implementation fidelity?</td>
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<td></td>
<td>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?</td>
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<tr>
<td></td>
<td>How are parents and students involved or engaged in supporting effective core instruction/behavioral supports?</td>
</tr>
<tr>
<td><strong>Step 3:</strong> Instructional Design</td>
<td>What instructional strategies will be put into place to address any deficiencies or gaps in the instruction?</td>
</tr>
<tr>
<td><strong>Step 4:</strong> Response to Intervention</td>
<td>What is the decision rule to determine if student(s) will require supplemental and more intensive, individualized intervention/support?</td>
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<td></td>
<td>What does the student data show that indicates instructional practices met the needs of at least 80% of the students?</td>
</tr>
</tbody>
</table>
## Core Instructional Practices (Tier 1)

<table>
<thead>
<tr>
<th>Best Practices for Implementation</th>
<th>Components of Core Instruction</th>
<th>Examples of Care Instructional Practices</th>
<th>Actions to support <strong>Academic</strong> Core Instructional Components</th>
<th>Actions to support <strong>Behavior</strong> Core Instructional Components</th>
<th>Actions to support <strong>Communication</strong> Core Instructional Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Size:</strong> All students</td>
<td>Standards Based Instruction</td>
<td>Learning Focused High Yield Strategies</td>
<td>Flexible scheduling</td>
<td>Classroom management plans</td>
<td>Emphasis on literacy at all grade levels</td>
</tr>
<tr>
<td><strong>Duration:</strong></td>
<td>Differentiated Instruction</td>
<td>Language instruction in all grades</td>
<td>Common planning time</td>
<td>Positive behavioral support</td>
<td>Support vocabulary development</td>
</tr>
<tr>
<td>-90 min Reading block</td>
<td>Variety of check for understanding at strategic points</td>
<td>Parent involvement at all grade levels</td>
<td>Grade level meetings</td>
<td>School-wide behavior plan</td>
<td>Speech and Language Pathologist service as consultant to school based teams on best practices</td>
</tr>
<tr>
<td>-60 min Math block</td>
<td>Multiple resources, instructional strategies that engage and challenge all students and support instructional outcomes</td>
<td>Engagement in problem solving inquiry based strategies</td>
<td>Common Assessment</td>
<td></td>
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</tr>
<tr>
<td><strong>Type of Delivery:</strong></td>
<td>High quality formative and summative assessments</td>
<td>Standardized test results used for instruction</td>
<td>Unit planning</td>
<td></td>
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</tr>
<tr>
<td>-Whole group</td>
<td>Making real world applications</td>
<td>Administrative/peer observations</td>
<td>Instructional calendars</td>
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<tr>
<td>-Small group</td>
<td>Kagan Strategies</td>
<td>Parent involvement activities tied to standards</td>
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<tr>
<td>-Individual learning</td>
<td>Use of essential questions</td>
<td>Students provided with examples of exemplary work</td>
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<tr>
<td><strong>Types of Assessments:</strong></td>
<td>Deliberate and consistent feedback</td>
<td>Grade level rubrics in all core subject areas</td>
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<tr>
<td>-Summative</td>
<td></td>
<td>Emphasis on reading across the curriculum</td>
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<tr>
<td>-Formative</td>
<td></td>
<td>Formative assessments to drive instructional decisions</td>
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<tr>
<td>-Screeners</td>
<td></td>
<td>Ongoing testing by School Psychologist</td>
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<tr>
<td><strong>Examples of Types of Assessments:</strong></td>
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<tr>
<td>-Standardized Assessments</td>
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<td>-FAIR</td>
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<td>-BELAA</td>
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<td>-District Math Assessment</td>
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<td>-End of Course</td>
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<tr>
<td>-Common Assessment</td>
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<tr>
<td>-Running Records</td>
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<tr>
<td>-Scholastic Reading Inventory</td>
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<tr>
<td>-Grades</td>
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<tr>
<td>-DIBELS Next (ORF)</td>
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<tr>
<td><strong>Duration:</strong></td>
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</table>
**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 is used to adjust supplemental instruction/intervention.

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Imperative Questions at Supplemental Instruction (Tier 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong> Problem Identification</td>
<td>Are students provided with well-delivered, scientific, research-based supplemental instruction? How is this verified?</td>
</tr>
<tr>
<td></td>
<td>What assessment tools or processes are used to identify instructional needs and the students’ response to instruction?</td>
</tr>
<tr>
<td><strong>Step 2:</strong> Problem Analysis</td>
<td>If supplemental instruction is not effective,</td>
</tr>
<tr>
<td></td>
<td>• Is the curriculum appropriately matched to the needs of at least 80% of the students?</td>
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<tr>
<td></td>
<td>• Is support provided for implementation fidelity?</td>
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<tr>
<td></td>
<td>Have the Instruction, Curriculum, Environment and Learner been considered to determine why a student may not be learning?</td>
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<tr>
<td><strong>Step 3:</strong> Instructional Design</td>
<td>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:</td>
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<tr>
<td></td>
<td>• Amount of additional time</td>
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<td></td>
<td>• Focus of the intervention and support</td>
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<tr>
<td></td>
<td>• Specific instructional strategies/behavioral support</td>
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<td></td>
<td>• Method and frequency of progress-monitoring assessments</td>
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<tr>
<td></td>
<td>• Evidence of fidelity</td>
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<tr>
<td></td>
<td>• Sufficiency of intervention/support</td>
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<td></td>
<td>What is the decision rule to determine if student(s) will require supplemental and more intensive, individualized intervention/support?</td>
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<tr>
<td><strong>Step 4:</strong> Response to Intervention</td>
<td>How effective is the supplemental instruction for groups of students who need additional instruction and support?</td>
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<td></td>
<td>• What assessments are used for ongoing data collection aligned with core instruction?</td>
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<td></td>
<td>• How frequently are assessments conducted? How frequently are they analyzed by the team?</td>
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<td></td>
<td>• How are the student’s parents engaged in the progress monitoring and analysis of level of performance and rate of progress?</td>
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<td></td>
<td>• How does the team determine whether the instruction/intervention is effective?</td>
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<td></td>
<td>• If the intervention is ineffective (poor or questionable student response), how does the team monitor and support implementation fidelity?</td>
</tr>
<tr>
<td></td>
<td>• What is the decision rule to determine if student(s) will require more intensive, individualized intervention/support?</td>
</tr>
</tbody>
</table>
## Supplemental Instructional Practices (Tier 2)

<table>
<thead>
<tr>
<th>Best Practices for Implementation</th>
<th>Components of Supplemental Instruction</th>
<th>Examples of Supplemental Practices</th>
<th>Actions to support Academic Supplemental Instructional Components</th>
<th>Actions to support Behavior Supplemental Instructional Components</th>
<th>Actions to support Communication Supplemental Instructional Components</th>
</tr>
</thead>
</table>
| **Group Size:** Some students    | Student 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 with Core content and performance expectations  
  - Incorporate instructional language and materials of Core content  
  - Fidelity—same person, same day and time, same skill for duration |  
  - Student needs identified and incorporated into an instructional plan  
  - Explicit instruction  
  - Systematic instruction  
  - Think Aloud Modeling  
  - Guided Practice  
  - Visual cues  
  - Direct Instruction |  
  - Data team meetings  
  - Administrative meetings with teachers  
  - Teacher meetings with at risk students  
  - Administrative meetings with at risk students  
  - Double dose classes (MS, HS)  
  - Remedial Education (MS, HS)  
  - Credit recovery (MS, HS)  
  - Exit students who are successful with Tier 2 interventions  
  - Ongoing testing by School Psychologist |  
  - Conflict resolution  
  - Social Skills training  
  - Tracking discipline data  
  - Group and/or individual counseling  
  - Priority scheduling  
  - Peer mentoring  
  - Behavior contracts  
  - Weekly behavior charts  
  - Check-In/Check-Out |  
  - 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. Please note as the group size decreases so should the duration.

Intensive instruction/intervention is provided by a highly qualified teacher outside of core instruction. The interventionist should be trained within the area of the intervention.

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 enable successful 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?
<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Imperative Questions at Intensive Instruction (Tier 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong> Problem Identification</td>
<td>Are students provided with well-delivered, scientific, research-based intensive instruction? How is this verified?</td>
</tr>
<tr>
<td>What assessment tools or processes are used to identify instructional needs and the students’ response to instruction?</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2:</strong> Problem Analysis</td>
<td>If intensive instruction is not effective,</td>
</tr>
<tr>
<td>• Is the curriculum appropriately matched to the needs of at least 80% of the students?</td>
<td></td>
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<tr>
<td>• Is support provided for implementation fidelity?</td>
<td></td>
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<tr>
<td>Have the Instruction, Curriculum, Environment and Learner been considered to determine why a student may not be learning?</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3:</strong> Instruction Design</td>
<td>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)?</td>
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<tr>
<td>Consider at least six pieces of information:</td>
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<tr>
<td>• Amount of additional time</td>
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<tr>
<td>• Focus of the instruction/intervention</td>
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<tr>
<td>• Specific instructional strategies/behavioral strategies</td>
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<tr>
<td>• Method and frequency of progress-monitoring assessments</td>
<td></td>
</tr>
<tr>
<td>• Evidence of fidelity</td>
<td></td>
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<tr>
<td>• Sufficiency of instruction/support</td>
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<tr>
<td>What is the decision rule to determine if the student(s) has achieved the goal set at the intensive instructional level?</td>
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<tr>
<td>How is the intensive, individualized intervention delivered?</td>
<td></td>
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<tr>
<td>• Academic-Engaged Time – How much more time is provided?</td>
<td></td>
</tr>
<tr>
<td>• Curriculum – What does the student need?</td>
<td></td>
</tr>
<tr>
<td>• 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?</td>
<td></td>
</tr>
<tr>
<td>• Parents – How are the student’s parents involved or engaged in supporting the interventions to increase the students’ level of performance and rate of progress?</td>
<td></td>
</tr>
<tr>
<td><strong>Step 4:</strong> Response to Intervention</td>
<td>How effective is the intensive, individualized intervention for the student?</td>
</tr>
<tr>
<td>• What assessments are used for ongoing data collection?</td>
<td></td>
</tr>
<tr>
<td>• How frequently are assessments conducted? How frequently are they analyzed by the team?</td>
<td></td>
</tr>
<tr>
<td>• 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?</td>
<td></td>
</tr>
<tr>
<td>• How unique is the student’s response and comparison to peers?</td>
<td></td>
</tr>
<tr>
<td>• How do teams determine whether the instruction/intervention is effective?</td>
<td></td>
</tr>
<tr>
<td>• If the intervention is ineffective (poor or questionable student response), how does the team monitor and support implementation fidelity?</td>
<td></td>
</tr>
<tr>
<td>• What is the decision rule to determine any necessary adjustments to the instruction/interventions?</td>
<td></td>
</tr>
</tbody>
</table>
## Intensive Instruction (Tier 3)

<table>
<thead>
<tr>
<th>Best Practices for Implementation</th>
<th>Components of Intensive Instruction</th>
<th>Examples of Intensive Practices</th>
<th>Actions to support Academic Intensive Instructional Components</th>
<th>Actions to support Behavior Intensive Instructional Components</th>
<th>Actions to support Communication Intensive Instructional Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Size:</strong></td>
<td>Student participate in instruction that includes Core (Tier 1) and Supplemental (Tier 2) plus:</td>
<td>Student needs identified and incorporated into an instructional plan</td>
<td>Data team meetings</td>
<td>Daily behavior charts</td>
<td>Speech and Language Pathologists consult with teams delivering targeted intervention, instruction</td>
</tr>
<tr>
<td><strong>Duration:</strong></td>
<td>Individual assessment</td>
<td>Explicit instruction</td>
<td>Individual Problem Solving Team</td>
<td>Weekly progress monitoring</td>
<td>Direct services for eligible students</td>
</tr>
<tr>
<td><strong>Type of Delivery:</strong></td>
<td>Tailored interventions to respond to their needs</td>
<td>Systematic instruction</td>
<td>Administrative meetings with teachers</td>
<td>Individual behavior plans</td>
<td>Individual Problem Solving Team</td>
</tr>
<tr>
<td></td>
<td>Frequent formative assessment (weekly)</td>
<td>Think Aloud Modeling</td>
<td>Teacher meetings with at risk students</td>
<td>Change in antecedent</td>
<td>Ongoing Language and Speech Articulation screenings</td>
</tr>
<tr>
<td><strong>Types of Assessments:</strong></td>
<td>Consideration for specially designed instruction only when data indicates a lack of response to Core and Supplemental Instruction</td>
<td>Guided Practice</td>
<td>Administrative meetings with at risk students</td>
<td>Individual Problem Solving Team</td>
<td></td>
</tr>
<tr>
<td>-On-going Progress Monitoring</td>
<td>Visual cues</td>
<td>Implementation of IPST</td>
<td>Double dose classes (MS, HS)</td>
<td>Behavior checklists</td>
<td></td>
</tr>
<tr>
<td>-Diagnostic</td>
<td>Fidelity—same person, same day and time, same skill for duration</td>
<td>recommendations</td>
<td>Remedial Education (MS, HS)</td>
<td>Behavior Assessment (e.g. BASC, Connors)</td>
<td></td>
</tr>
<tr>
<td><strong>Examples of Types of Assessments:</strong></td>
<td>Direct or prescriptive instruction</td>
<td>Individualized or group diagnostic assessments</td>
<td>Credit recovery (MS, HS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-DIBELS Next</td>
<td></td>
<td></td>
<td>Exit students who successful with Tier 1 Tier 2 interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Performance Tasks</td>
<td></td>
<td></td>
<td>Frequent benchmark assessments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-PASI/PSI</td>
<td></td>
<td></td>
<td>Ongoing testing by School Psychologist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Kindergarten Literacy Survey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Running Records (error analysis)</td>
<td></td>
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<tr>
<td>-Cold Reads</td>
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<tr>
<td>-Oral Reading Fluency</td>
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<tr>
<td>-Scholastic Reading Inventory</td>
<td></td>
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<tr>
<td>-Fry Word lists</td>
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<tr>
<td>-DAR</td>
<td></td>
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<tr>
<td>-ERDA</td>
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</tbody>
</table>

**Type of Delivery:**
- Very Small group

**Examples of Types of Assessments:**
- DIBELS Next
- Performance Tasks
- PASI/PSI
- Kindergarten Literacy Survey
- Running Records (error analysis)
- Cold Reads
- Oral Reading Fluency
- Scholastic Reading Inventory
- Fry Word lists
- DAR
- ERDA
MTSS Procedural Overview Flowchart

Core Instruction (Tier I)
Instruction that all students receive during the core instructional blocks with the goal of >80% of students meeting proficiency.

Step 1: Instructional Strategies are taught with fidelity

PROBLEM IDENTIFICATION
Step 2: Common assessment is administered and/or Data Collection is completed
Step 3: Data Team Meeting occurs *Refer to Response to Instruction and Decision Points below

PROBLEM ANALYSIS
Step 4: Data based decision making with instructional actions based on the team decisions

INSTRUCTIONAL/INTERVENTION DESIGN
Step 5: Instructional decisions are implemented with fidelity
Step 6: Re-assess with common assessment and/or Re-collect data

RESPONSE-IS IT WORKING?
Step 7: Data Team Meeting occurs *Refer to Response to Instruction and Decision Points below
Repeat steps after assessments throughout the school year

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.

Positive

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.

Questionable

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.

Poor

Response to Core Instruction (Tier 1)
Decision Point may occur during Step 3 and/or Step 7

PMP
1. Differentiated Strategies
2. Parent communication
3. Progress Monitoring-min of 1 time per quarter

Proceed to TIER 2
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).

**Problem Identification**
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
- **Step 2:** Conduct Parent Meeting
- **Step 3:** Data Team Meeting occurs *Refer to Response to Instruction and Decision Points below

**Instruction/Intervention Design**

- **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

**Response to Supplemental Instruction (Tier 2)**

Decision Point may occur during step 3 and/or step 8

- **Positive**
  - 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)

- **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

**Questionable Progress = moderately below the benchmark and intervention group**

**Poor Progress = substantially below the benchmark and intervention group**

Proceed to TIER 3
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.

Problem Identification

- Students that had questionable or a poor response to core and supplemental instruction have been identified as needing intensified instruction.

Problem Analysis

- **Step 1:** Conduct Classroom Observations
- **Step 2:** Individual Problem Solving Team Meeting “Refer to Response to Instruction and Decision Points below.

Instruction/Intervention Design

- **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 On-Going 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

Response – Is it working?

- **Step 7:** Compare student progress to peers through on-going progress monitoring and district assessments
- **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 eligibility option

Back to Tier 1 or Tier 2
Brevard’s MTSS Roles and Responsibilities
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 the 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

<table>
<thead>
<tr>
<th>Intensive Instruction (Tier 3)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Monitor the fidelity of intensive instruction</td>
<td></td>
</tr>
<tr>
<td>• Actively participate in the IPST (Individual Problem Solving Team)</td>
<td></td>
</tr>
<tr>
<td>• Ensure intensive resources (people/time/funds) are available</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplemental Instruction (Tier 2)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Monitor the fidelity of supplemental instruction</td>
<td></td>
</tr>
<tr>
<td>• Ensure supplemental resources are identified and provided</td>
<td></td>
</tr>
<tr>
<td>• Monitor teacher data meetings</td>
<td></td>
</tr>
<tr>
<td>• Support the master schedule for supplemental instruction time</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Instruction (Tier 1)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hold stakeholders accountable</td>
<td></td>
</tr>
<tr>
<td>• Schedule to support the MTSS implementation process</td>
<td></td>
</tr>
<tr>
<td>• Budget to support interventions/enrichment/resources</td>
<td></td>
</tr>
<tr>
<td>• Ensure that school-based personnel are assigned and fulfill their roles on the team</td>
<td></td>
</tr>
<tr>
<td>• Support team meetings by arranging classroom coverage for team members</td>
<td></td>
</tr>
<tr>
<td>• Differentiate staff development / identify staff development needs</td>
<td></td>
</tr>
<tr>
<td>• Ensure core instruction is implemented with fidelity</td>
<td></td>
</tr>
<tr>
<td>• Analyze school level data and reflect with all teachers</td>
<td></td>
</tr>
</tbody>
</table>
Classroom Teacher’s Role
Within Brevard’s Multi-Tiered System of Support Framework

<table>
<thead>
<tr>
<th>Intensive Instruction (Tier 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete IPST Forms 1, 2, 3, and 7</td>
</tr>
<tr>
<td>• Collaborate with IPST for Tier 3 intervention design</td>
</tr>
<tr>
<td>• Document parent communication</td>
</tr>
<tr>
<td>• Document student’s progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplemental Instruction (Tier 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Initiate student intervention discussions</td>
</tr>
<tr>
<td>• Provide intervention with fidelity or articulate with interventionist</td>
</tr>
<tr>
<td>• Progress monitor intervention</td>
</tr>
<tr>
<td>• Initiate Tier 3 intervention meeting if warranted</td>
</tr>
<tr>
<td>• Collaborate and share with teams</td>
</tr>
<tr>
<td>• Document parent communication</td>
</tr>
<tr>
<td>• Document student’s progress</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Instruction (Tier 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Differentiate Core Instruction</td>
</tr>
<tr>
<td>• Use data-based decision making to inform instruction</td>
</tr>
<tr>
<td>• Initiate a PMP</td>
</tr>
<tr>
<td>• Use the 4-Step Problem-Solving Model</td>
</tr>
<tr>
<td>• Progress monitor on a regular basis with instructional implications that follow through</td>
</tr>
<tr>
<td>• Document parent communication</td>
</tr>
<tr>
<td>• Document student’s progress</td>
</tr>
<tr>
<td>• Collaborate and share with teams</td>
</tr>
</tbody>
</table>
# Content Coach’s Role
Within Brevard’s Multi-Tiered System of Support Framework

## Intensive Instruction (Tier 3)

<table>
<thead>
<tr>
<th>Professional Dev.</th>
<th>Coaching Focus</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Intensive intervention programs</td>
<td>• Model comprehensive intervention instruction</td>
<td>• Formal diagnostics</td>
</tr>
<tr>
<td>• Monitoring growth - what’s working / what’s not</td>
<td>• Maximum use of comprehensive intervention program materials</td>
<td>• Data analysis to maximize intervention focus</td>
</tr>
<tr>
<td>• Content area component / strategic strategies specific to small group studies</td>
<td>• Reflective feedback/conversations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guidance in matching student needs to appropriate comprehensive intervention program materials</td>
<td></td>
</tr>
</tbody>
</table>

## Suppamental Instruction (Tier 2)

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

## Core Instruction (Tier 1)

<table>
<thead>
<tr>
<th>Professional Dev.</th>
<th>Coaching Focus</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Components of state standards</td>
<td>• Model core instruction (whole and small group) incorporating researched based strategies</td>
<td>• Progress monitoring assessments</td>
</tr>
<tr>
<td>• Core district adopted program</td>
<td>• Lesson plan support</td>
<td>• Communication of trends to leadership and Reading Leadership Team (RLT)</td>
</tr>
<tr>
<td>• Differentiated instruction</td>
<td>• Management of the instructional block</td>
<td>• Identification of data trends to maximize whole group instructional focus</td>
</tr>
<tr>
<td>• Instructional implications of assessment</td>
<td>• Maximum use of core program materials</td>
<td></td>
</tr>
<tr>
<td>• Evidenced-based practices through focused PLC’s or BEST</td>
<td>• Reflective feedback/conversations</td>
<td></td>
</tr>
<tr>
<td>• Guidance for establishing small groups</td>
<td>• Guidance of best practices during team meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Facilitation of data analysis to form groups for instruction</td>
<td></td>
</tr>
</tbody>
</table>
District General Education and Exceptional Student Education
Resource Teacher’s Role
Within Brevard’s Multi-Tiered System of Support Framework

<table>
<thead>
<tr>
<th>Intensive Instruction (Tier 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide recommendations on specific curriculum, instruction and strategies</td>
</tr>
<tr>
<td>• Assist in the development of interventions specific to classrooms and students</td>
</tr>
<tr>
<td>• Participate in IPST, and/or eligibility and IEP meetings upon request</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplemental Instruction (Tier 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assist with the development of targeted strategies and interventions specific to schools and classrooms.</td>
</tr>
<tr>
<td>• Model/provide models for the implementation of specific strategies and interventions</td>
</tr>
<tr>
<td>• Provide targeted faculty training related to curriculum and instructional strategies upon request</td>
</tr>
<tr>
<td>• Assist with analysis and review data of targeted student</td>
</tr>
<tr>
<td>• Provide recommendation for progress monitoring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Instruction (Tier 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consult with schools on curriculum, instructional strategies, and differentiation of instruction, including BEST</td>
</tr>
<tr>
<td>• Provide district and faculty training related to curriculum, instruction and classroom management routines</td>
</tr>
<tr>
<td>• Assist schools with choosing supplemental materials to strengthen core.</td>
</tr>
<tr>
<td>• Model of effective instruction</td>
</tr>
<tr>
<td>• Share best practices, model schools and successful strategies among schools/staff</td>
</tr>
<tr>
<td>• Analyze district data to assist with prioritization of resources and PD</td>
</tr>
<tr>
<td>• Consult with school teams upon request</td>
</tr>
<tr>
<td>• Provide guidance in creating master schedule</td>
</tr>
<tr>
<td>• Provide support for PLC’s</td>
</tr>
</tbody>
</table>
**MTSS Facilitator’s Role**
Within Brevard’s Multi-Tiered System of Support Framework

<table>
<thead>
<tr>
<th>Intensive Instruction (Tier 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Serve as a “bridge” between teachers and the Individual Problem Solving Team</td>
</tr>
<tr>
<td>- Provide or seek out resources for academic and behavior content knowledge</td>
</tr>
<tr>
<td>- Monitor and track data for individual data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplemental Instruction (Tier 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Monitor and track multiple sources and types of data for grade level, class and individual to determine Tier 2 instruction</td>
</tr>
<tr>
<td>- Create agendas and schedules for data meetings</td>
</tr>
<tr>
<td>- Maintain minutes for individual student records</td>
</tr>
<tr>
<td>- Disseminate and monitor the problem solving documentation</td>
</tr>
<tr>
<td>- Provide and seek resources for academic and behavior</td>
</tr>
<tr>
<td>- Progress monitor the impact of the MTSS infrastructure</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Core Instruction (Tier 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Monitor and track data</td>
</tr>
<tr>
<td>- Facilitate analysis of school, grade level and class data</td>
</tr>
<tr>
<td>- Facilitate effective planning and problem-solving processes</td>
</tr>
<tr>
<td>- Create agenda and schedules meetings</td>
</tr>
<tr>
<td>- Provide or seek out resources for academic and behavior content knowledge</td>
</tr>
<tr>
<td>- Facilitate professional development</td>
</tr>
</tbody>
</table>
School Counselor’s Role
Within Brevard’s Multi-Tiered System of Support Framework

<table>
<thead>
<tr>
<th>Intensive Instruction (Tier 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assist in developing intense individual student interventions as determined by tier 2 data analysis</td>
</tr>
<tr>
<td>• Assist in the ongoing MTSS/IPST portfolio documentation</td>
</tr>
<tr>
<td>• Assist the MTSS team, including the school psychologist and the staffing specialist, in evaluating and determining the fidelity of interventions</td>
</tr>
<tr>
<td>• Assist in determining if an individual’s portfolio indicates a need for referral to the ESE process</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplemental Instruction (Tier 2)</th>
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</thead>
<tbody>
<tr>
<td>• Assist school-based teams in collecting and analyzing data to identify struggling students due to academic, social, behavioral, and/or emotional problems</td>
</tr>
<tr>
<td>• Assist in identifying and implementing research-based interventions</td>
</tr>
<tr>
<td>• Assist the MTSS team in evaluating academic and behavioral progress following interventions</td>
</tr>
<tr>
<td>• Assist in revising interventions as appropriate</td>
</tr>
<tr>
<td>• Assist in the initiation and ongoing compilation of the MTSS/IPST portfolio documentation</td>
</tr>
<tr>
<td>• Assist the MTSS team in transitioning appropriate students to Tier 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Instruction (Tier 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide all students with a standards-based guidance curriculum to address universal academic, career, and personal/social development</td>
</tr>
<tr>
<td>• Work with MTSS Facilitator to create schedule and content of meetings</td>
</tr>
<tr>
<td>• Collaborate with administrators and school-based teams regarding MTSS infrastructure and implementation</td>
</tr>
<tr>
<td>• Assist in the implementation of research-based strategies that support a healthy core curriculum and a school-wide behavior management plan</td>
</tr>
<tr>
<td>• Assist individual classroom teachers and/or grade levels in promoting positive behavior management programs</td>
</tr>
<tr>
<td>• Assist in determining the appropriate utilization of school, district, and community personnel</td>
</tr>
<tr>
<td>• Act as a resource for all parents in the MTSS/IPST process</td>
</tr>
</tbody>
</table>
School ESE Resource Teacher’s Role
Within Brevard’s Multi-Tiered System of Support Framework

<table>
<thead>
<tr>
<th>Intensive Instruction (Tier 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Serve as a member of IPST (Individual Problem Solving Team)</td>
</tr>
<tr>
<td>• Provide recommendations on specific curriculum, instruction, and intervention strategies</td>
</tr>
<tr>
<td>• Support intervention strategies and implementation of interventions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplemental Instruction (Tier 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide written input, if not available to attend meetings</td>
</tr>
<tr>
<td>• Model implementation of intervention strategies</td>
</tr>
<tr>
<td>• Provide recommendations on specific curriculum, instruction, and intervention strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Instruction (Tier 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Collaborate with grade levels and individual teachers on curriculum, instructional and behavioral strategies in Core Instruction.</td>
</tr>
<tr>
<td>• Assist in school-wide planning of master schedule</td>
</tr>
<tr>
<td>• Assist with creation of school-wide behavior plan</td>
</tr>
</tbody>
</table>
School Psychologist’s Role
Within Brevard’s Multi-Tiered System of Support Framework

<table>
<thead>
<tr>
<th>Intensive Instruction (Tier 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recycle Problem Solving Approach to identify students that need more intensive interventions.</td>
</tr>
<tr>
<td>• Assist in designing, developing and implementing interventions.</td>
</tr>
<tr>
<td>• Collect treatment integrity data and progress monitoring</td>
</tr>
<tr>
<td>• Assist in interpretation of information/outcome evaluation</td>
</tr>
<tr>
<td>• Assist with Home-school program</td>
</tr>
<tr>
<td>• Assist with Functional based assessment for behavior problems</td>
</tr>
<tr>
<td>• Provide guidance in understanding the SLD rule changes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplemental Instruction (Tier 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Help schools identify/screen students at academic risk due to academic, social, behavioral, and/or emotional problems</td>
</tr>
<tr>
<td>• Assist in developing effective Tier 2 supports for behavior interventions</td>
</tr>
<tr>
<td>• Assist in the development of the hypothesis statements</td>
</tr>
<tr>
<td>• Collect data to validate or reject those hypothesis</td>
</tr>
<tr>
<td>• Consult for design and implementation of small group interventions</td>
</tr>
<tr>
<td>• Help select evidenced-based interventions and/or methods</td>
</tr>
<tr>
<td>• Collect treatment integrity and progress monitoring data</td>
</tr>
<tr>
<td>• Assist in the interpretation of data</td>
</tr>
<tr>
<td>• Outcome evaluation (Tier movement) using problem solving approach</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Instruction (Tier 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assist schools in understanding the systems design (big scheme)</td>
</tr>
<tr>
<td>• Assist schools in determining their needs based on their specific culture (i.e., needs assessment)</td>
</tr>
<tr>
<td>• Provide data analysis and consultative skills at the school and district level</td>
</tr>
<tr>
<td>• Provide resources for the principal, staff, teachers and parents</td>
</tr>
<tr>
<td>• Assist with social skills trainings &amp; positive behavior support programs</td>
</tr>
<tr>
<td>• Provide Mental Health Support resources in all Tiers</td>
</tr>
<tr>
<td>• Assist schools with school-wide behavior expectations</td>
</tr>
<tr>
<td>• Assist schools with staff development</td>
</tr>
</tbody>
</table>
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)**
- Assist IPST in review of data after intervention(s) has/have been implemented
- 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
Data Team Definitions

DATA Team Definition: The Multi-Tiered System of Support 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 is 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? Sub group levels?
  o 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(es)
- Elementary: Grade Level Teachers
- Middle School: MESH 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 is 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

<table>
<thead>
<tr>
<th>Use this type of data ....</th>
<th>To discuss ...</th>
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</table>
| **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 |
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:
- Administrators
- Guidance Counselor or Guidance Service Professional
- Teacher(s)
- School Psychologist
- ESE Teachers and others as needed
- Parent/Guardian
- MTSS Facilitator
- Content Coaches
- Staffing Specialist

Other members as needed:
- Speech/Language Pathologist
- Social Worker
- Physical Therapist
- Gifted Teacher
- Behavioral Analyst
- Occupational Therapist
- 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 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

   - 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. Analyze the Problem

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

3. Develop a Plan

   - 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. 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?
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**: 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 Form #6 has two versions to separately address academics and behavior; use either or both of these forms depending on the student’s suspected disability(ies).
### IPST Forms Quick Reference Sheet

<table>
<thead>
<tr>
<th>Form</th>
<th>Title</th>
<th>Who/When</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPST FORM 1</td>
<td>History and Cumulative Review</td>
<td>Classroom teacher completes this prior to any IPST meetings.</td>
<td>When a teacher has a concern about a student academically or behaviorally that warrants further investigation, this form serves to collect this information.</td>
</tr>
<tr>
<td>IPST FORM 2</td>
<td>Parent/Guardian Contacts and Staff Consultations</td>
<td>Classroom teacher completes this prior to any IPST meetings.</td>
<td>This form documents parent/guardian contacts and professional consultations for academic and behavioral concerns.</td>
</tr>
<tr>
<td>IPST FORM 3</td>
<td>Classroom Observation</td>
<td>Classroom teacher completes this form at the beginning of the individual problem solving process.</td>
<td>This classroom observation provides information about the student's performance in the general education classroom setting.</td>
</tr>
<tr>
<td>IPST FORM 4</td>
<td>Classroom Observation – Third Party Observation</td>
<td>A person from the IPST, other than the instructor, is responsible for completing this form during routine classroom instruction.</td>
<td>This classroom observation provides information about instruction, curriculum, and environmental factors and documents the relationship between the student's classroom behavior and academic performance.</td>
</tr>
<tr>
<td>IPST FORM 5</td>
<td>Academic Data Collection</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>IPST FORM 6A</td>
<td>Academic Problem Identification/Analysis / Hypothesis</td>
<td>The IPST is responsible for completing this form when considering the development of supplemental or intensive academic interventions.</td>
<td>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.</td>
</tr>
<tr>
<td>IPST FORM 6B</td>
<td>Problem Behavior Identification/ Analysis/ Hypothesis</td>
<td>The IPST is responsible for completing this form when considering the development of supplemental or intensive behavior interventions.</td>
<td>This form documents behavior concerns, intervention history, relevant data and hypotheses that were formulated as to why the problem is likely to be occurring.</td>
</tr>
<tr>
<td>IPST FORM 7</td>
<td>Intervention Design and Ongoing Progress Monitoring (OPM)</td>
<td>The IPST is responsible for the intervention design. The intervention provider is responsible for the ongoing progress monitoring including attendance.</td>
<td>This form documents the intervention design, goal statement, and ongoing progress monitoring data.</td>
</tr>
<tr>
<td>IPST FORM 8</td>
<td>Analysis of Interventions and Recommendations</td>
<td>The IPST is responsible for completing this form as the final stage of the IPST process.</td>
<td>This form documents the determination of response to interventions during the entire process; analysis of fidelity of interventions, and recommendations based on the analysis.</td>
</tr>
</tbody>
</table>
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, A3 data, 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 A3 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 A3. Check Yes or No for each category. If Yes is checked, please complete the “COMMENTS” section.
# IPST Form 1 - History and Cumulative Review Form

<table>
<thead>
<tr>
<th>Student: ______________________</th>
<th>Student #: __________</th>
<th>DOB: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: ______</td>
<td>Teacher: __________________</td>
<td>School: __________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Concerns</td>
<td></td>
<td>Absent: # Current Yr. ______ # Previous Yr. ______</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tardy: # Current Yr. ______ # Previous Yr. ______</td>
</tr>
<tr>
<td>Multiple School Enrollment History</td>
<td></td>
<td>Number of Schools Attended:</td>
</tr>
<tr>
<td>Vision Screening</td>
<td></td>
<td>Circle One: Pass / Fail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date of Screening: __________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wears Glasses: Yes No</td>
</tr>
<tr>
<td>Hearing Screening</td>
<td></td>
<td>Circle One: Pass / Fail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date of Screening: __________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wears Aids: Yes No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significant Medical or Mental Health History</td>
<td></td>
<td>Medication: __________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diagnosis or Condition: __________________________</td>
</tr>
<tr>
<td>History of Academic Difficulty</td>
<td></td>
<td>Previous Intervention Data Yes / No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Years with PMP: __________________________</td>
</tr>
<tr>
<td>History of Behavior Difficulty</td>
<td></td>
<td>FBA Date: __________________________ (if completed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BIP Date: __________________________ (if completed)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous Screenings: Academic, Behavioral, Intellectual, Language, Speech</td>
<td></td>
<td>Specify:</td>
</tr>
<tr>
<td>Previous Psychological and/or Social History Written Report</td>
<td></td>
<td>Date: __________________________ (Circle below)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In county / In state / Out of state / Private</td>
</tr>
<tr>
<td>Retentions</td>
<td></td>
<td>Grade Level(s):</td>
</tr>
<tr>
<td>IEP History</td>
<td></td>
<td>Current ESE Programs: __________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IEP Date: __________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Previous ESE Programs: __________________________</td>
</tr>
<tr>
<td>504 Plan</td>
<td></td>
<td>Date 504 Plan Written: __________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disability for 504 Plan: __________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is 504 Plan active? Yes / No</td>
</tr>
<tr>
<td>ESOL / LEP</td>
<td></td>
<td>Current CELLA Status: __________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Testing Date: __________________________</td>
</tr>
</tbody>
</table>

Additional Information:

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 Difficulty, Intervention Plan and Intervention Data. If the 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.

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

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Topic(s) Discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Areas of Academic Difficulty:</td>
</tr>
<tr>
<td></td>
<td>Areas of Behavior Difficulty:</td>
</tr>
<tr>
<td></td>
<td>Intervention Plan:</td>
</tr>
<tr>
<td></td>
<td>Follow-up Date:_________________</td>
</tr>
</tbody>
</table>

1st Parent/Guardian Contact

Phone _______
In person _______
Email _______
Name of Parent/Guardian: ____________________________

2nd Parent/Guardian Contact

Phone _______
In person _______
Email _______
Name of Parent/Guardian: ____________________________

Consultation With:

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Plan/Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Guidance Counselor
Administration
Grade Level Teachers/ ESE Teacher
Reading Coach
School Psychologist
Behavior Analyst
Speech Language Pathologist
Occupational Therapist
Physical Therapist
Others: ____________________________

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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 gather additional information to assist in successful problem identification and analysis. If a student has 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 one tool to assist in determining factors that may be influencing the problem and ensures that a full range 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.
IPST Form 3 - Classroom Observation Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student #:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Course:</td>
<td>Grade:</td>
<td>School:</td>
</tr>
</tbody>
</table>

**COMPARISON OF PERFORMANCE:**

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Less</th>
<th>Same as</th>
<th>More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus and attention span</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstration of interest/engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulty/frustration with content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional/social maturity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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:**

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

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

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
<th>Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- [ ] Behavior
- [ ] Academic skills
- [ ] Attendance
- [ ] Developmental
- [ ] Motor skills
- [ ] Other (describe): ____________________________________________________________________________________

**STUDENT STRENGTHS:** (What strengths observed in this student could be used in designing interventions?)

<table>
<thead>
<tr>
<th>Strength</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Signature

Printed Name

Date
IPST Form 4 - Classroom Observation Third Party Observation Directions

WHO: Someone other than the person providing instruction at the time of the observation is responsible for completing this form.

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 performance.

WHEN: IPST Form 4 should be conducted during routine classroom instruction.

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.
**IPST Form 4 - Classroom Observation Third Party Observation Form**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student #:</th>
<th>Time of Day:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of Concern:</td>
<td>Grade:</td>
<td>Date(s):</td>
</tr>
</tbody>
</table>

**Learning Situation (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)**
- □ Asks for help
- □ Controls discussions
- □ Easily distracted
- □ Sits quietly
- □ 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)**

<table>
<thead>
<tr>
<th>Classroom design:</th>
<th>□ Traditional four-wall &amp; door</th>
<th>□ Open/pod design</th>
<th>□ Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom lighting:</td>
<td>□ Bright</td>
<td>□ Moderate</td>
<td>□ Inadequate</td>
</tr>
<tr>
<td>Seating arrangement:</td>
<td>□ Rows facing front</td>
<td>□ Desk groupings</td>
<td>□ U-shaped facing front</td>
</tr>
<tr>
<td>Student placement:</td>
<td>□ Back / middle of room</td>
<td>□ Front of room</td>
<td>□ Near teacher’s desk</td>
</tr>
<tr>
<td>Temperature:</td>
<td>□ Hot / stuffy</td>
<td>□ Comfortable</td>
<td>□ Chilly</td>
</tr>
<tr>
<td>Noise levels:</td>
<td>□ Quiet</td>
<td>□ Moderate</td>
<td>□ Noisy</td>
</tr>
<tr>
<td>Student Movement</td>
<td>□ Appropriate to activity</td>
<td>□ Restricted</td>
<td>□ Free movement</td>
</tr>
</tbody>
</table>

**Classroom Interaction with Peers (Check all that apply)**
- □ Interacts appropriately
- □ Ignores peers
- □ Directs others
- □ Argues with others
- □ Leads, or joins others in inappropriate behavior
- □ Difficulty expressing self
- □ Appears withdrawn
- □ Low frustration tolerance
- □ Engages in destructive and/or aggressive behavior
- □ Poor judgment in interpersonal relations

**Classroom Interaction with Teacher (Check all that apply)**
- □ Interacts appropriately
- □ Ignored teacher
- □ Directs others
- □ Argues with teacher
- □ Appears inattentive, easily distracted
- □ Difficulty expressing self
- □ Appears indifferent, lacks attention
- □ Interrupts teacher
- □ Does not follow directions
- □ Misinterprets verbal questions and directions
- □ Responds inappropriately to corrective feedback

**Comments:**

---

Observer’s Signature/Title | Print Name | Date
---|---|---

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IPST Form 5 - Academic Data Collection Directions

**WHO:** IPST Form 5 should be completed by the IPST and classroom teacher(s). At IPST meeting, the team may request that another teacher/professional provide input who currently 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 Core assessments such as FAIR, District assessments, common assessments in the school or district 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 may indicate a need for targeted intervention for the student. If the discrepancy is minimal, this may lead to the hypothesis that the issue is related to instructional, curricular, or environmental variables.
IPST Form 5 - Academic Data Collection Form

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student #:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area(s) of concern:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area(s) of strength:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Complete Section Below or Attach Documentation that Reflects Requested Information**

<table>
<thead>
<tr>
<th>Peer/Benchmark Comparison (enter scores for areas of concern)</th>
<th>Benchmark or 'On Grade Level' Criteria</th>
<th>District Average</th>
<th>Grade Level Average</th>
<th>Class Average</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Instruction Assessment / Date</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- **Data source 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:**
    - 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.
### 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

<table>
<thead>
<tr>
<th>ICEL Guiding Questions:</th>
<th>Instruction</th>
<th>Curriculum</th>
<th>Environment</th>
<th>Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>- Enough instructional time allotted?</td>
<td>- Aligned with concerns?</td>
<td>- Whole/small group instruction differentiated.</td>
<td>- Do we need additional information?</td>
</tr>
<tr>
<td>Observe</td>
<td>- Is instruction differentiated?</td>
<td>- Implemented with fidelity?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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: _____________________________________________

\[
(\text{Grade Level Expectation for Intervention}) - \quad \text{(Current Student Performance)} = \quad \text{(Growth Needed)}
\]

Realistically this growth can occur across ___________ weeks.
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).

For the Problem Analysis section, identify the frequency, duration, activity/time when the behavior most frequently occurs, and possible reason for this behavior.

For the Hypothesis Section, indicate likely causes of why the problem is occurring and what interventions will be employed to improve the problem.
**IPST Form 6B (Behavior) - Problem Identification/Analysis/ Hypothesis Form**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student #:</th>
<th>Date(s):</th>
</tr>
</thead>
</table>

*Complete Section 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** (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 others students?  
  - **Classroom:** Fewer / Same / More  
  - **Grade:** Fewer / Same / More  
  - **School:** Fewer / Same / More
- Has this student’s behavior been discussed at Teacher Data Team Meetings? Yes / No  
  - When: _____________________________

**Targeted Supplemental Instruction** (Tier 2)

- What supplemental supports were tried to change behavior?__________________________________________
  - Initiation date: __________  
  - How long did intervention last? ______  
  - Implemented by: _____________________________
  - Implemented with fidelity? Yes / No  
  - Was data collected: Yes / No Results___________________________________________________________

- What supplemental supports were tried to change behavior?__________________________________________
  - Initiation date: __________  
  - How long did intervention last? ______  
  - Implemented by: _____________________________
  - Implemented with fidelity? Yes / No  
  - Was data collected: Yes / No Results___________________________________________________________

**Intensive Individualized Instruction** (Tier3)

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

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 unless the student requires immediate intervention to prevent harm to self, others or property.

**Problem Analysis: WHY is this problem behavior happening?** Focus on the cause of the problem.

- Frequency ______ per ____________  
- Majority of behavior occurs: Activity/Time ________
- Possible reason for this behavior: ______ Attention ______ Access to Items/Activities ______ Escape/Avoid ______ Sensory

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

---

- **(Problem Behavior)** may be occurring because ____________________________ (List possible function of problem behavior)

If ____________________________ would be implemented, the problem behavior may be reduced.

---

(List a specific intervention, not an accommodation)
IPST Form 7 - Intervention Design and Ongoing Progress Monitoring (OPM) Directions

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

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

**WHEN:** IPST Form 7 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 7 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 is collected accordingly.
**IPST Form 7 - Intervention Design and Ongoing Progress Monitoring (OPM) Form**

### Intervention Design

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

By ___________., ___________ will ___________ as evidenced by__

(Date) ___________ (Student Name) ___________ (What will student achieve?)

(Score) ___________ (Progress Monitoring Tool)

**Intervention Start Date:** ___________  
**Setting for Intervention:** ____________________________________________________________

**Anticipated End Date:** ___________  
**Person Responsible for Progress Monitoring:** ____________________________________________

**How often will intervention be progress monitored?** ____________________________________________

**Specific Intervention:** ___________________________________________________________________

<table>
<thead>
<tr>
<th>Group Size</th>
<th>Frequency</th>
<th>Duration</th>
<th>Intervention Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>1 x/Wk</td>
<td>15 min</td>
<td>Gen Ed Teacher</td>
</tr>
<tr>
<td>2-3</td>
<td>2 x/Wk</td>
<td>20 min</td>
<td>ESE Teacher</td>
</tr>
<tr>
<td>4-8</td>
<td>3 x/Wk</td>
<td>30 min</td>
<td>Counselor</td>
</tr>
<tr>
<td>&gt; 8 but not whole class</td>
<td>4 x/Wk</td>
<td>45 min</td>
<td>Title 1 Teacher</td>
</tr>
<tr>
<td>Daily</td>
<td></td>
<td>60 min</td>
<td>Other (Specify)</td>
</tr>
</tbody>
</table>

**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:** ______

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>Baseline</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Month:</td>
<td>OPM</td>
<td>Month:</td>
<td>OPM</td>
<td>Month:</td>
<td>OPM</td>
<td>Month:</td>
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<td></td>
</tr>
</tbody>
</table>

**Date**

---

87
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 is 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 there multiple sources to indicate the intervention was implemented with fidelity?  Yes / No
** Fidelity is validated by looking at: Form 7(attendance, delivery, others rate of progress), Observations, Teacher interview**

RATE OF ACADEMIC PROGRESS

Data source 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 Staffing Specialist)
___ Other: ____________________________________________________________

Team Member Signatures:
IPST Team Member: __________________________ Parent/Guardian: ____________________________
Teacher: ___________________________ School Psychologist: ____________________________
Other: ___________________________ Other: ___________________________
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 a 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 a 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 is 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.

**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.

**Minimum Quarterly Meetings**

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.

**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.

**Minimum Monthly Meetings**

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. Staffing Specialist
10. Parent

**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.

**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.

**Meeting frequency to be determined**
Intervention Design
Intervention Steps

Step 1: Problem Identification
What is the problem?

A. Using multiple data sources (state and district assessment), chart the student in comparison to their peer groups to determine if there is a significant gap in achievement. Refer to IPST Form 5.
B. Compare data to the district benchmarks. Use the current data management system (Performance Matters) to assist in this step.
C. Determine the biggest area of concern.
Step 2: Problem Analysis

Why is the problem happening?

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

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

B. The RIOT/ICEL chart below can be used to help determine why the problem is happening. Refer to IPST Form 6.

<table>
<thead>
<tr>
<th>ICEL Guiding Questions:</th>
<th>Instruction</th>
<th>Curriculum</th>
<th>Environment</th>
<th>Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td>Review</td>
<td>Review</td>
<td>Review</td>
<td>Review</td>
</tr>
<tr>
<td>Interview</td>
<td>Interview</td>
<td>Interview</td>
<td>Interview</td>
<td>Interview</td>
</tr>
<tr>
<td>Observe</td>
<td>Observe</td>
<td>Observe</td>
<td>Observe</td>
<td>Observe</td>
</tr>
<tr>
<td>Test</td>
<td>Test</td>
<td>Test</td>
<td>Test</td>
<td>Test</td>
</tr>
</tbody>
</table>

*Is instruction effective?*  
*Enough instructional time allotted?*  
*Is instruction differentiated?*  
*Research-based and validated?*  
*Aligned with concerns?*  
*Implemented with fidelity?*  
*Positive learning environment?*  
*Whole/small group instruction differentiated?*  
*What traits/skills contribute to difficulty?*  
*Do we need additional information?*

C. Define the problem. Continue to problem solve by drilling down into the content area issue. Use the provided District Decision Trees to assist you. After considering all information, conclude with a targeted skill to intervene.

D. After analyzing data, create a hypothesis: What is the most likely reason the problem is occurring? Refer to IPST Form 6
The problem may be occurring because ____________________________________________  If ____________________________________________ would occur, the problem may be reduced.

(List a Specific Intervention)
Step 3: Intervention Design

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. The further away the student is from the benchmark, the more intense the instruction/intervention should be. Refer to the Intensity of Instruction Chart listed below to assist in designing the intensity of instruction. Refer to IPST Form 7.

<table>
<thead>
<tr>
<th>Component</th>
<th>Intensity Level 1</th>
<th>Intensity Level 2</th>
<th>Intensity Level 3 (High)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>Core Small Group</td>
<td>Core Small Group</td>
<td>Core Small Group Supplemental Intensive</td>
</tr>
<tr>
<td>Time and Response Opportunities</td>
<td>*Increase individual response opportunities within group *Ensure daily instruction within the core</td>
<td>*Increase individual response opportunities outside of the core instruction</td>
<td>*Add 1:1 tutoring for 15 minutes on same daily lesson *Add another instructional period</td>
</tr>
<tr>
<td>Core Program Efficacy</td>
<td>*Pre-teach prerequisite skills and components *Differentiated small group instruction within Core</td>
<td>*Supplement with appropriate materials and enhancements</td>
<td>*Implement specially designed program in addition to the core</td>
</tr>
<tr>
<td>Program Implementation</td>
<td>*Conduct fidelity check on lesson implementation weekly *Core lesson taught each day to high level of fidelity</td>
<td>*Provide additional staff development in target areas</td>
<td>*Provide coaching and ongoing support *Change lesson or teacher</td>
</tr>
<tr>
<td>Group Size</td>
<td>*Provide small group instruction of 8-10 students</td>
<td>*Reduce to a small group 4-8 students</td>
<td>*Reduce to a small group 2-4 students or 1:1</td>
</tr>
<tr>
<td>Coordination of Program and Instruction</td>
<td>*Establish clear communication across instructors *Clarify and establish instructional priorities</td>
<td>*Provide complementary instruction across all content areas</td>
<td>*Establish concurrent reading periods *Meet weekly to examine progress</td>
</tr>
</tbody>
</table>
C. Consider instructional strategies to address area of concern. Instructional programs may suffice as long as the instructional strategies and content address the area of concern. All eight components of an effective instruction/intervention should be in place to ensure the most effective approach. Refer to IPST Form 7.

<table>
<thead>
<tr>
<th>8 Components of an Effective Instruction/Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit Instruction</td>
</tr>
<tr>
<td>Systematic Instruction</td>
</tr>
<tr>
<td>Think-Aloud Modeling</td>
</tr>
<tr>
<td>Guided Practice</td>
</tr>
<tr>
<td>Visual Cues</td>
</tr>
<tr>
<td>Fidelity</td>
</tr>
<tr>
<td>Small Group or Individual</td>
</tr>
<tr>
<td>On-Going Progress Monitoring</td>
</tr>
</tbody>
</table>

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.

\[
\text{(Grade Level Expectation for Intervention)} - \text{(Current Student Performance)} = \text{(Growth Needed)}
\]

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: Third Grade Oral Reading Fluency from District Decision 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 needs additional amount of time in the same intervention to meet grade level expectation by the end of the year.

<table>
<thead>
<tr>
<th>Date</th>
<th>OPM</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>Baseline</td>
<td>50</td>
<td>55</td>
<td>60</td>
<td>65</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>November</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

H. The intervention should be written as specific as possible. Refer to IPST Form 7.
Example of a specific intervention:
Beginning 10/3/12, Anna will work in a group of 8 students in the area of reading on fluency within Tier 2 instruction until 11/14/12. More specifically the student will participate in Echo Reading, Partner Reading, and Reader’s Theater. The intervention will be 3 days per week and for 30 minutes with Mrs. Long as the interventionist. As a result of the intervention, the student will increase on average of 1.5 words per minute equaling a total of nine words at the end of a six week period. Weekly progress monitoring using DIBELS Next passages.

I. 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.
Step 4: Response to Intervention

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. The Fidelity Check Chart (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.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals and Objectives</td>
<td>Are the purpose and outcomes of instruction clearly evident in the lesson plans? Does the student understand the purpose for learning the skills and strategies taught?</td>
</tr>
<tr>
<td>Systematic</td>
<td>Are skills introduced in a specific and logical order, easier to more complex? Do the lesson activities support the sequence of instruction? Is there frequent and cumulative review?</td>
</tr>
<tr>
<td>Explicit</td>
<td>Are directions clear, straightforward, unequivocal without vagueness, need for implication or ambiguity?</td>
</tr>
<tr>
<td>Scaffolding</td>
<td>Is there explicit use of prompts, cues, examples and encouragements to support the student? Are skills broken down into manageable steps when necessary?</td>
</tr>
<tr>
<td>Corrective Feedback</td>
<td>Does the teacher provide students with corrective instruction offered during instruction and practice as necessary?</td>
</tr>
<tr>
<td>Modeling</td>
<td>Are the skills and strategies included in instruction clearly demonstrated to the student?</td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?</td>
</tr>
<tr>
<td>Pacing</td>
<td>Is the teacher familiar enough with the lesson to present it in an engaging manner? Does the pace allow for frequent student responses? Does the pace maximize instructional time, leaving no downtime?</td>
</tr>
</tbody>
</table>
Instructional Routine | Are the instructional formats consistent from lesson to lesson?
---|---
Fidelity | Was the instruction delivered consistently, by the same person on the days and times specified? Did the student attend the intervention on specified days and times?

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.

<table>
<thead>
<tr>
<th>Graphing Response to Intervention Data</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>Baseline 72</td>
</tr>
<tr>
<td>95</td>
<td>Week 1 69</td>
</tr>
<tr>
<td>90</td>
<td>Week 2 70</td>
</tr>
<tr>
<td>85</td>
<td>Week 3 75</td>
</tr>
<tr>
<td>80</td>
<td>Week 4 70</td>
</tr>
<tr>
<td>75</td>
<td>Week 5 72</td>
</tr>
<tr>
<td>70</td>
<td>Week 6 74</td>
</tr>
<tr>
<td>65</td>
<td></td>
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<tr>
<td>60</td>
<td></td>
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<tr>
<td>55</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

*OPM* | Baseline | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Zip Zag line - Student data line</td>
<td>Black dot - Baseline</td>
<td>Straight line - Aim/Goal line</td>
<td>Dotted line - Trend line</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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:

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

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

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.
Information for Families 2012

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

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?

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
Building An Effective MTSS Framework In Your School
<table>
<thead>
<tr>
<th>Essential Question</th>
<th>Month</th>
<th>Action</th>
<th>Responsibility</th>
<th>Follow UP/Date of Completion</th>
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</thead>
<tbody>
<tr>
<td>How do we make changes to impact student achievement?</td>
<td>Summer</td>
<td><strong>Comprehensive Commitment</strong> – School based leadership team is established with roles and regularly schedule for meetings.</td>
<td>Leadership Team</td>
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<td><strong>Comprehensive Commitment</strong> – Content area coaches or specialists are identified and roles established.</td>
<td>Leadership Team</td>
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<td><strong>Master Schedule</strong> - Determine master schedule that outlines clear intervention times.</td>
<td>Leadership Team</td>
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<td><strong>Historical Data Disaggregation</strong> - Analyze historical data to look at subgroups/grade level achievement.</td>
<td>Leadership Team</td>
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<td></td>
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<td><strong>Historical Data Disaggregation</strong> - Pre identify red flag kids based on end of year local and state assessments.</td>
<td>Leadership Team</td>
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<td><strong>School-wide Problem Solving</strong> - Analyze and identify goals for school improvement, 8 step Problem Solving Model is used.</td>
<td>Leadership Team</td>
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<td><strong>Staff Training</strong> - Create Professional Development plan for the year.</td>
<td>Leadership Team</td>
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<td><strong>School-wide Problem Solving</strong> - Reflect on student data to determine grade level strengths and weaknesses.</td>
<td>Leadership Team, Teachers</td>
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<td><strong>Three Tiered System</strong> – Schedule for common planning using standards based instruction with focus calendars is established.</td>
<td>Administration</td>
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<td><strong>Intervention Implementation</strong> - Determine the infrastructure of the intervention time (e.g. Enrichment, resources in the building, “walk to” model).</td>
<td>All stakeholders</td>
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<td><strong>Staff Training</strong> – An expert is identified to be the MTSS coach/contact in the building.</td>
<td>Leadership Team</td>
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<td>August</td>
<td><strong>Data Meetings</strong> - Decide on the MTSS/IPST meeting infrastructure (consistent day of the week, meeting location, who should be present at all IPST meetings, etc.</td>
<td>Leadership Team</td>
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<td><strong>Resources</strong> – determine an appropriate space for a resource room, check out system and gather or create materials as needed.</td>
<td>Reading Coach</td>
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<td><strong>Data based decisions</strong> - Review Brevard County Decision Trees to guide baseline assessments with teachers.</td>
<td>Reading Coach, Teachers</td>
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<td><strong>Data based decisions</strong> - Collect baseline assessment data on students who demonstrate an academic need using the triangulation of diagnostic data (e.g. ORF, PASI, PSI, and DIBELS Next).</td>
<td>Teachers</td>
<td></td>
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| **September**      |       | **Data Meetings** - First - Teacher data team meetings:  
1. Establish ground rules and expectations of the data meetings.  
2. Determine the grouping of intervention students (e.g. specific skill needs, intervention instruction, OPM to use). | Teachers, Literacy Coach |                              |
<p>| How will we know if high quality Tier 1 instruction is occurring? | | <strong>Three Tiered system</strong> - Determine the lesson plan format and essential elements to include (based on your school's instructional focus would be). | Leadership Team |                              |
|                     | | <strong>Three Tiered system</strong> - Observe instruction to monitor the fidelity of common core implementation and high quality instructional delivery/student engagement. (e.g. IPPAS rubric). | Leadership Team, Literacy Coach |                              |
|                     | | <strong>Three Tiered system</strong> - Reflect on instruction implementation. | Leadership Team, Teachers |                              |
|                     | | <strong>Three Tiered system</strong> - Model of instructional practices. | Literacy Coach |                              |
|                     | | <strong>Staff Training</strong> - Adjust Professional Development based on reflections. | Leadership Team |                              |
|                     | | <strong>Data based decisions</strong> - Determine student monitoring system (e.g. profile sheets, data wall) Teachers maintain data notebooks. | Leadership Team |                              |
|                     | | <strong>Resources</strong> - Ensure that all curriculum materials are in each classroom. | Assistant Principals |                              |
|                     | | <strong>Monitoring and Reflecting</strong> - Ensure student progress monitoring plans are in place. | Teachers |                              |
|                     | | <strong>Data based decisions</strong> – Leadership team and coaches determine action steps for data based decisions to impact instructional changes. | Leadership Team |                              |
| <strong>October</strong>         |       | <strong>Monitoring and Reflecting</strong> - Monitor interventions – look for instruction that is aligned and supports foundational skills in core instruction. (e.g. observation, reflecting on OPM data sheets). | Leadership Team, Literacy Coach |                              |
| How will we ensure students are receiving appropriate interventions? | | <strong>Intervention Implementation</strong> - Observe interventions – group size, transition time, fidelity of instruction and direct instruction implemented. | Leadership Team, Literacy Coach |                              |
|                     | | <strong>Data based decisions</strong> - Determine students’ response to Tier 2 interventions (e.g. regrouping students according to progress). | Data Teams, IPST Team |                              |
|                     | | <strong>Data based decisions</strong> - Prioritize students who are not responding by need and communicate with the Teacher Data Team and MTSS/IPST Team. | Data Team |                              |
|                     | | <strong>Monitoring and Reflecting</strong> - Check for compliance on individual student PMP. | Assistant Principal |                              |</p>
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<tr>
<td><strong>Monitoring and Reflecting</strong> - Inspect that interventions and data have been</td>
<td>Nov</td>
<td>Data Meetings - Continue monthly data team meetings whether Tier 1 or</td>
<td>Leadership Team,</td>
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<td>communicated to the student’s parent</td>
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<td>Tier 2 information</td>
<td>Teachers</td>
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<td><strong>Data based decisions</strong> – leadership team and coaches continue to meet to monitor</td>
<td></td>
<td>Data based decisions – student data informs instruction and</td>
<td>Leadership Team,</td>
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<tr>
<td>school wide data</td>
<td>Dec</td>
<td>determines decisions on the tiered supports</td>
<td>Teachers</td>
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<tr>
<td><strong>Data based decisions</strong> - By now, up to 12 weeks of intervention could have</td>
<td>Jan</td>
<td>Data based decisions - Conduct student mid-year retention</td>
<td>Assistant Principal</td>
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<td>occurred. Who should we make sure the school psych has been informed about?</td>
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<td>meetings - ensure PMP’s are up to date.</td>
<td>Leadership Team,</td>
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<td>Who should we analyze progress monitoring data?</td>
<td></td>
<td>Three Tiered system - Begin fine-tuning for FCAT – identify</td>
<td>Leadership Team,</td>
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<td>strengths, weaknesses, resources for Reteach, infrastructure for</td>
<td>Teachers</td>
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<td></td>
<td>Feb</td>
<td>students to demonstrate knowledge of standards.</td>
<td>Leadership Team,</td>
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<td>Continue with teacher data team meetings, adjusting instruction</td>
<td>Teachers</td>
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<td>using data based decisions.</td>
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<td>using data based decisions.</td>
<td>Teachers</td>
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<td></td>
<td></td>
<td>Data based decisions - Conduct student final retention meetings</td>
<td>Assistant Principal</td>
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<tr>
<td><strong>Student Problem Solving</strong> - MTSS/IPST final list of students and their level of</td>
<td>May</td>
<td>MTSS/IPST final list of students and their level of placement in the</td>
<td>MTSS/IPST team members</td>
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<td>placement in the process</td>
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<tr>
<td><strong>Monitoring and Reflecting</strong> - Reflect on the year and evaluate MTSS</td>
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<td>Leadership team,</td>
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<td>implementation to determine any changes that may need to occur</td>
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<td>Teachers, MTSS/IPST</td>
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<td>team</td>
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# Self-Assessment Guide for the Implementation of a MTSS

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Evidence: Illustrative of teacher and Administrator behaviors</th>
<th>Not Implemented</th>
<th>Implemented but not embedded</th>
<th>Fully embedded</th>
</tr>
</thead>
</table>
| 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 is disaggregated | 1. Pre identify students 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 | | | |
<table>
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| **5** Three-Tiered System is established | 1. School has established a three tiered systems of service delivery  
   Tier 1: Core instruction that all students are provided  
   Tier 2: Supplemental instruction  
   Tier 3: Intensive strategies  
2. Standards Based Instruction is the focus for planning during Tier 1, 2 and 3 instruction  
3. Coaches and teachers create focus calendar that are based on standards and align with pacing guide  
4. Collaborative planning is established at each grade level | | | |
| **6** Intervention Implementation | 1. A calendar is set that outlines the interventions at each grade level  
2. Format for interventions is established (walk to model, buddy classroom model, in the classroom  
4. Progress monitoring and record keeping is established.  
5. 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 ongoing progress monitoring  
   **Individual Problem Solving Meetings** - Problem solving one student at a time | | | |
<table>
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</thead>
<tbody>
<tr>
<td>9 Resources are readily available to staff</td>
<td>1. Space for resource room is defined 2. Check out system is established 3. Materials are available for all areas of interventions</td>
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<tr>
<td>1 Student Problem Solving</td>
<td>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</td>
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<tr>
<td>1 Data Based Decisions</td>
<td>1. Teachers maintain data notebooks 2. Student data monitoring is aligned with the implementation of the schools vision for MTSS 3. Student data is 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</td>
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<tr>
<td>1 Monitoring and Reflection</td>
<td>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</td>
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Dr. Desmond Blackburn  
Superintendent  
Brevard Public Schools

Ms. Cyndi Van Meter  
Associate Superintendent,  
Division of Curriculum and Instruction  
Equity Coordinator

Robin Novelli, Director  
High School Programs

Dr. Patricia Fontan, Director  
ESE Program Support Services  
ADA/Section 504 Coordinator

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2700 Judge Fran Jamieson Way  
Viera, Florida 32940-6601  
(321) 633-1000

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An employee or applicant having a grievance concerning employment may contact:

Ms. Susan Standley, Director  
Office of Compensation & Benefits

Mr. Jim Hickey, Director  
Human Resources Services and Labor Relations

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