MIAMI-DADE COUNTY PUBLIC SCHOOLS

Multi-Tiered System of Supports

Implementation Guide
2022 - 2023

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Multi-Tiered System of Supports (MTSS)

Implementation Guide

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Section I:

Introduction to Multi-Tiered System of Supports (MTSS)

Introduction

Welcome to Miami-Dade County Public Schools' Multi-Tiered System of Supports (MTSS) Guide. 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. MTSS represents an umbrella of academic, behavioral, and social-emotional (SEL) supports for improving learning outcomes for every student. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency. When discussing MTSS specific to behavior it refers to a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior. Embedded within the framework of MTSS is the use of Positive Behavioral Interventions and Support (PBIS). PBIS is a collaborative assessment-based process that develops effective, individualized interventions for students with challenging behavior; support plans focus on proactive, educative, and function-based approaches.

The school system embraces the MTSS framework, now part of educational law, as a system of supports that uses evidence-based instruction and interventions, progress monitoring, and evaluation to make informed decisions about students' educational, behavioral, and social-emotional (SEL) needs. This framework provides students who do not respond to instruction with increasingly intensive levels of intervention. Each school in Miami-Dade is dedicated to meeting the requirements of the MTSS Framework through the school's MTSS Leadership team's oversight of procedures and fidelity of implementation.

Multi-Tiered System of Supports (MTSS) Tiers

Tier 1	**All** students receive core instruction and universal academic and behavior strategies.
Tier 2	**Some** students receive small group research- based targeted interventions.
Tier 3	**Few** students receive intensive support utilizing research-based interventions.

Purpose

This guide is a tool to assist all education stakeholders in facilitating the implementation and evaluation of the MTSS framework in their schools. Specifically, the contents of this guide can assist school level personnel, as well as stakeholders from other educational organizations, in their efforts to make informed decisions regarding MTSS implementation and its impact on important educational outcomes. This guide outlines the processes and requirements of an effective systemic approach to MTSS. It provides the following information:

1. Foundational principles and the logistical information to assure a comprehensive and effective approach to student learning.
2. Guidelines related to decision-making within the MTSS framework, explain the principles and key components and establish problem-solving processes for identifying students in need of different levels of academic, behavioral. and social-emotional support in a uniform and timely manner.

While each school may carry out the key practices of MTSS in slightly different ways, the essential components must be present for successful implementation.

Understanding MTSS

MTSS is NOT	MTSS is
• A pathway for ESE • Something "extra" to do • Process for struggling students • Data-Based problem solving with limited system of supports for teachers.	• Identifying student needs proactively • Knowing when a student is not progressing • Teaching all students at the intensity needed based on students' needs using most current data • Intervening to increase tiered instructional support to accelerate learning • Tracking the effectiveness of tiered instruction and intervention • Focusing on increasing student achievement • Successfully prepare students for college and career readiness

Section II:

The Components of the Problem-Solving Process

What are the basic components of the problem-solving process?

The 4-step problem-solving model involves:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students/educators/systems to know and be able to do).

Step 2: Identify possible reasons why the desired goal(s) is not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategy to attain the goal(s) (based on data that verified the reasons identified in Step 2).

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

Some important things to consider when using a data-based problem-solving model:

A problem-solving model provides the structure to identify, develop, implement and evaluate strategies to accelerate the performance of ALL students.

The use of scientifically based or evidence-based practices should occur whenever possible.

The effectiveness of the problem-solving process is based on both fidelity of the problem-solving process itself and fidelity in the implementation of the instruction/intervention plan.

The problem-solving process is applicable to all three tiers of instruction/intervention and can be used for problem-solving at the community, district, school, classroom and/or individual student levels.

Although the data collected at each tier may be different, data should drive the teams' decisions throughout the entire process. School-based problem-solving teams should have access to Multi-Tiered data sources that, at a minimum, provide the following:

- School-wide, group and individual data for progress monitoring
- Data collected about the problem and/or replacement behaviors (all tiers)
- Number of students receiving Tier 2 and Tier 3 interventions
- Type of Tier 2 and Tier 3 interventions students are receiving
- Fidelity of interventions being implemented
- Effectiveness of interventions

Data-based decision rules should be developed so that school-based problem-solving teams have a systematic process that is consistently followed in determining actions to be taken on a case-by-case basis. Decision rules should consider the following conditions:

- Positive response from student(s)
  - Continue the intervention for specified time period
  - Systematically fade the intervention (if applicable)

- Questionable response from student(s)
  - Increase intensity of intervention–frequency/time/focus
  - Monitor more frequently (at least weekly)
  - Consider modifying/changing the intervention (if applicable)

- Poor student(s) response
  - Reconvene the school-based problem-solving team
  - Significantly modify current or develop new intervention (if applicable)

Problem-Solving using the Instruction Curriculum Environment Learner (ICEL) Matrix as aligned to Framework of Effective Instruction (FEI)

When it comes to reviewing academic data for students during the problem-solving process, how do we ensure that a student is exposed to optimal Tier 1 instruction? We must not "assume that student learning problems exist primarily in the learner and to underestimate the degree to which teacher instructional strategies, curriculum demands, and environmental influences impact the learner's academic performance" (Wright, 2010). The ICEL matrix is a guide for problem analysis, in which information is gathered in the domains of instruction, curriculum, environment, and learner (ICEL) 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 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. The ICEL elements ensure that a full range of relevant explanations for student problems are examined. The Framework of Effective Instruction (FEI) is a tool that has been used in professional development settings and is aligned with the Instructional Performance Evaluation and Growth System (IPEGS) teacher evaluation. See below how it can be used during the problem-solving process.

RIOT by ICEL	An organized framework and "look-fors" during the data collection and problem analysis during the 4-Step Problem Solving:				Indicators from the Framework of Effective Instruction (FEI)
	R- Review	I – Interview	O – Observe	T - Test	
I – Instruction Instruction is how curriculum is taught. How content is presented to students can vary in many ways: 1. Level of Instruction 2. Rate of Instruction 3. Presentation of Instruction	**Permanent products:** • Classroom schedule • Lesson Plans • Pacing • Projects • Student work samples • Assessments	**Teacher about:** • Expectations • Curriculum materials • Scope & sequence • Use of effective teaching and evaluation practices	**Teacher:** • Antecedent conditions • Consequences • Expectations • Pace • Practices	• Checklists & questionnaires • Classroom environment scales • Self -reports • Student opinions & responses about instruction and teacher	**INSTRUCTIONAL DELIVERY** Effective teachers... • Demonstrate current knowledge of content in a sequential manner • Explain directions, concepts, and content in a logical and sequential manner • Use multiple levels of questions, and make necessary adjustments • Connect students' knowledge, experiences, and interests to learning goals • Present lessons clearly and skillfully use explicit instruction • Use appropriate literacy strategies to build academic vocabulary • Use technology to differentiate instruction and enhance learning • Provide ongoing, timely, and specific feedback to students **KNOWLEDGE OF LEARNERS** Effective teachers... • Respond to students' developmental levels • Present concepts at different levels of complexity • Provide a range of differentiated activities • Provide instruction based on students' learning needs
C – Curriculum Curriculum refers to what is taught. Scope and sequence would be included here as well as pacing within and between topics.	**Permanent products:** • Textbooks • Curriculum guides • Materials (Supplemental) • Scope & sequence • Standards/Benchmarks • Student work samples	**District staff/coaches about:** • Effective implementation and expectations of curriculum **Teacher about:** • Use of curriculum • Content & application • Scope & sequence	• Alignment of assignments with goals and standards • Alignment of teacher talk with curriculum • Curriculum modification • Student interaction with materials & tasks (student engagement)	• Level of assignment and curriculum material difficulty • Opportunity to learn • Student's opinions about what is taught • Text readability	**INSTRUCTIONAL PLANNING** Effective teachers... • Use both formative and summative student learning data to guide planning • Develop plans that are clear, logical, sequential, and aligned to standards-based learning • Plan instruction effectively for content mastery, pacing, and transitions • Identify and plan for the instructional and developmental needs of all learners • Gather, evaluate, and/or create appropriate instructional materials

RIOT by ICEL	An organized framework and "look-fors" during the data collection and problem analysis during the 4-Step Problem Solving:				Indicators from the Framework of Effective Instruction (FEI)
	R- Review	**I – Interview**	**O – Observe**	**T - Test**	
E – Environment The classroom/ school environment is where instruction takes place.	• Class size & demographics • Classroom/School rules • Local achievement data • Procedures & routines • School policies • Social & cultural norms	**Parents, principal, teachers, support staff about:** • Behavior management plans • Class rules • Class routines	• Distractions • Health/safety violations • Interactions and causal relationships • Setting conditions • Student, peers, teachers	• Aggregated peer performance • Checklists & questionnaires • Classroom environment scales • Established local academic norms	**LEARNING ENVIRONMENT** Effective teachers... • Establish and maintain effective classroom rules and procedures • Create an environment that is stimulating, challenging, and fosters intellectual risk-taking • Organize a safe physical environment that is conducive to student learning and collaborative work • Maintain an environment that reflects a culture of inclusivity, equity, and respect • Promote accountability for learning and holds high academic expectations for all students • Use verbal, nonverbal, and electronic communication tools to challenge and support students in a positive and supportive manner • Encourage students to receive and accept constructive feedback on individual work and behavior
L – Learner The learner is who is being taught. This is the last domain that is considered and is only addressed when the curriculum and instruction are found to be appropriate, and the environment is accommodating.	• Attendance & health records • Permanent records: educational history, onset & duration of problem • Teacher perceptions of the problem, pattern of behavior • Test performance • Student grades	**Parents, principal, teachers, support staff about:** • How they perceive the problem **student's through:** • Behavioral rating scales and structured interviews	• Dimensions and nature of the problem • Knowledge of expectations • Response to Intervention • Target behaviors	• Curriculum-based assessment • Discrepancy between setting demands (instruction, curriculum, environment) and student performance • Functional hypothesis of performance deficit • Student performance	**ASSESSMENT** Effective teachers… • Use local and state summative assessment data to design instruction that meets students' needs • Use pre-assessment data, formative and summative assessments to inform instruction • Use formative assessments to adjust instruction for re-teaching, remediation, and enrichment • Help students understand assessment criteria, monitor, and reflect on their work • Maintain sufficient assessment data to support accurate reporting of student progress • Align student assessments to learning goals and standards • Provide timely and specific feedback to students, parents, and stakeholders

Table adapted from the following models: Problem-Solving using ICEL/RIOT from USK & MDCPS Framework of Effective Instruction & Broward County Poster adapted from Howell & Nolet, 1999

Section III:

Defining the Tiers of Instruction

How do we define Tiers 1, 2, and 3?

Tier 1 is core instruction that **"all"** students receive. Tier 1 core instruction is on grade-level and includes explicit, systematic, differentiated and multisensory instruction in both whole group and small group using core curriculum. Tier 1 focuses on the implementation of the district's core curriculum and is aligned with the Benchmarks in Excellent Student Thinking (B.E.S.T.) Standards.

Tier 1 Problem Solving Questions:

1. What percent of students are meeting grade level expectations and/or are "on-track" for promotion/graduation?

2. Is Tier 1 instruction for each grade level content or subject area effective (i.e., approximately 80% or more students are proficient or making significant growth)?

3. How effective have improvement plans (i.e., School Improvement Process) been at increasing the growth of all students in addition to reaching higher percentages of students reaching proficiency in content and subject areas?

4. Which students demonstrate significant gaps between their current performances on Tier 1 assessments in relation to grade level expectations of performance for a given point in time?

5. What is the relationship between Tier 1 formative standards-based assessments and performance on summative measures (i.e., F.A.S.T., EOC exams, etc.)?

Tier 2 is what **"some"** students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and support is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Tier 2 services are more "targeted" and include more time, a narrower focus of instruction/intervention than Tier 1. Tier 2 services can be provided by trained professionals in a small group setting using a research-based program that includes multisensory strategies. The number of minutes of Tier 2 services is in addition to Tier 1. In elementary English Language Arts classes, Tier 2 students receive a minimum of 30 minutes daily in addition to Tier 1 instruction. In grades 6-10, Tier 2 instruction is done through Intensive Reading classes.

Tier 2 Problem Solving Questions:

1. Which students require supplemental instruction or practice based on analysis of their current needs in relation to Tier 1 standards or performance?

2. How should students receiving supplemental instruction be grouped together for small-group instruction (e.g., based on skill/content/subject area of need)?

3. Which students will be provided with a standard protocol approach to address common and recurring concerns for which there are ample evidence-based options for intervention/instruction?

4. Which students will need modified interventions or more in-depth problem solving (particularly problem analysis) in order to ensure an appropriate match between the instruction/service support and the students' needs?

5. Which students are demonstrating a positive response to the supplemental instruction/intervention being provided to them? Which are demonstrating moderate to poor responses to instruction/intervention? (Remember to check fidelity first for those not progressing.)

6. Are most students within a given supplemental instructional group demonstrating a positive response to the instruction (i.e., is Tier 2 effective)?

7. What modifications are needed to increase positive student responses to instruction/intervention at Tier 2?

8. Which students may need more intensive services? And which students may be ready to either address other areas of need or transition back to receiving Tier 1 instruction only?

9. Are students who are demonstrating progress at Tier 2 based on progress monitoring data also demonstrating progress on their Tier 1 assessments? If not, why not?

Tier 3 is what **"few"** students receive and is the most intensive level a school can provide to a student. Typically, Tier 3 services are provided to very small groups and/or individual students. The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 services require more time and a narrower (intensive) 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 2, is that the student(s) will achieve Tier 1 proficiency levels (academic and/or behavior) established by the district.

Tier 3 Problem-Solving Questions:

1. Is the student appropriately matched to the intervention plan(s) developed for the student?

2. Does problem-solving address the "whole student" in that likely both academic and behavioral needs are significant?

3. If the student is demonstrating a positive response to the intervention(s), then is the student also demonstrating improvements in Tier 1 assessment performance? If not, why not? What next goals/needs should be targeted? Does the student need Tier 3 services anymore (they may still need Tier 2 services)?

4. If the student is not progressing, is fidelity a concern? Does this student need a long term (2 or more years) plan for "catching-up" to grade level standards (including transition plans between grades)?

Data-Informed Problem Solving

How is data used to inform instruction at each tier and make adjustments to and from tiers?

Tier 1 – Data is collected at least 3-4 times during the school year and is used for screening and benchmarking for all students.
Tier 2 – Data is collected as frequently as every two weeks to determine if the extra instruction and interventions are making a difference or if changes are needed. Additionally, growth monitoring data is collected every 21 days to track student progress within the trajectory to narrow the achievement gap.
Tier 3 – Data is collected for the same reason as Tier 2, but it is collected more frequently so that decisions and possible changes to the student's instructional plan can be made quickly. Additionally, growth monitoring data is collected every 21 days to track student progress within the trajectory to narrow the achievement gap.

This is the minimum amount of data needed to determine student growth and progress monitoring within each tier.

How do we differentiate Tiers 1, 2, and 3?

The tiers are differentiated by the "intensity" of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/intervention. An increase in the number of minutes of exposure to quality instruction/intervention and/or the narrowing of the focus of instruction would be defined as "more intensive instruction." Therefore, Tiers 2 and 3 are defined within the context of Tier 1. The number of minutes of instruction and the breadth of that instruction that defines Tier 1 in a school will be the basis for the criteria for Tiers 2 and 3. For instance, if ALL students receive 90 minutes of reading instruction in Tier 1 and that instruction includes phonemic awareness, phonics, fluency, vocabulary and comprehension, then Tier 2 would be defined as additional minutes of quality instruction and/or intervention that focuses on one or more of the five areas of reading, but not all. The "focus" would be in greatest need for the student. In general, a four-step process will help to define and differentiate the tiers: HOW MUCH additional time will be needed, WHAT will occur during that time, WHO is the most qualified person to deliver the WHAT (instructional strategies) and WHERE will that additional instruction occur? Tier 3 will be the most "intensive" instruction the school can offer.

What does instruction look like in Tiers 1, 2, and 3?

Tier 1

The delivery of instruction in Tier 1 is focused on grade level/subject area/behavior standards using effective large and small group instructional strategies. Differentiated instruction occurs to a degree that is appropriate for the size and diverse learning abilities of the group and the instructional skills

of the teacher. The number of minutes per day of Tier 1 instruction is based on state requirements that define what all students are expected to be exposed to for a particular content/subject area and is often determined by state guidelines or regulations. For instance, ninety minutes per day is the typical number of minutes that students in elementary grades receive instruction in literacy. Sixty minutes per day is the typical number of minutes of exposure to mathematics. The impact of Tier 1 instruction should result in approximately 80% of the students achieving grade-level expectations (e.g., proficiency) or making significant growth in the case in which the typical student is performing below grade/subject standards. Schools would be expected to develop school-wide targets and support for the promotion of appropriate academic and social behaviors and the prevention of maladaptive or challenging behaviors based on evidence of behavior patterns and culturally competent expectations specific to their regional or local needs.

Tier 2

The delivery of Tier 2 instruction is focused on skills that pose a barrier to the mastery of grade-level standards. Typically, a "standard protocol" approach is used with Tier 2 instruction. Student-centered data (benchmark, progress monitoring, group diagnostic) are used to identify groups of students who share the same academic and/or behavior need. The evidence-based instruction must include multi-sensory strategies that is provided to students typically in a small group format. Beginning with the 2020-2021 school year, Tier 2 interventions must be delivered by a Tier 2 teacher. The intervention course code needs to be tied to a certified teacher.

The determination of WHO provides the instruction and WHERE the instruction is provided is based on a four-step process: 1. HOW much time is needed each day to accelerate the skill development, 2. WHAT instruction/intervention will be provided during that time, 3. WHO will provide the instruction/intervention and 4. WHERE will the instruction occur? Tier 2 instruction could be provided in the general education classroom by the general education teacher, in the general education classroom by a supplemental instruction teacher or outside of the general education classroom. Since academic engaged time (minutes per day of exposure to quality instruction) is the best predictor of rate of progress, acceleration requires minutes in addition to Tier 1. Any Tier 2 instruction provided to students must be integrated with Tier 1 content and performance expectations. Providers of Tier 2 instruction are encouraged to incorporate the instructional language and materials of Tier 1. The impact of Tier 2 instruction should result in approximately 70% or more of the students achieving grade-level expectations (e.g., proficiency) or making significant growth in the case in which the typical student is performing below grade/subject standards.

Tier 3

The delivery of Tier 3 instruction is focused on the skills that pose the greatest barrier to the mastery of grade-level standards. Tier 3 instruction is characterized by increased time and intensity utilizing a research-based program that employs multi-sensory strategies. The instruction is provided to individual students or in very small groups. Beginning with the 2020-2021 school year, teachers delivering Tier 3 intervention must be reading endorsed or reading certified. Additionally, third grade Tier 3 students must receive instruction from a highly effective AND reading endorsed or reading certified teacher across all tiers of instruction (Tier 1, Tier 2, and Tier 3).

The same four questions are used to guide the development of the instruction (HOW MUCH, WHAT, WHO, WHERE). Instruction/intervention is developed using the four-step data-based problem-solving process applied to individual students (compared to problem-solving instruction for SKILLS in Tier 2). Data collected to inform Tier 3 instruction typically is individual student diagnostic data

(academic and/or behavior). The total number of minutes per day of Tier 3 instruction is in addition to those provided in Tiers 1 and 2. Tier 3 is the most powerful instruction and is characterized by:

1. More instructional time
2. Smaller instructional groups (or individuals)
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.

Tier 1: Universal Screening

- ✓ Teachers implement core curriculum and strategies for ALL students.
- ✓ Data analysis to identify trends in students falling below grade level expectations.
- ✓ Consultation with teachers regarding curriculum and instructional practices.
- ✓ Review classroom data and analyze progress of struggling learners with classroom-based assessments.

Decision Point: Identify students who continue to fall below grade level expectations and demonstrate a lack of progress to be placed in Tier 2 "Targeted Intervention".

- ✓ Rule out the follow issues:
  - Hearing
  - Vision

Tier 2: Targeted Interventions

- ✓ Use research-based interventions that employ multi-sensory strategies
- ✓ Schedule Intervention and create i-Ready instructional groups for intervention
- ✓ Implement Intervention
- ✓ Monitor Intervention through classroom-walkthough
- ✓ Conduct the i-Ready Growth Monitoring assessment
- ✓ Track Tier 2 progress within in-program assessments and i-Ready Growth Monitoring assessment

Decision Point: Use the problem-solving process to monitor Tier 2 intervention. Problem solve if intervention needs to be altered. Reconvene with MTSS team and analyze new data. If learning rate continues to fall significantly below that of peers, refer student to Tier 3. If student continues to make progress toward the targeted goal with continued intervention, continue Tier 2 intervention.

Tier 3: Intensive Interventions

- ✓ Complete *Request for Assistance Form* (RFA) if not previously completed
- ✓ Increase time and intensity of intervention (frequency, duration, and method)
- ✓ Tier 3 intervention includes Tier 2 Targeted Intervention.
- ✓ Utilize evidence-based program that employs multi-sensory strategies.
- ✓ Increase progress monitoring
- ✓ Track Tier 3 progress within in-program assessments and i-Ready Growth Monitoring assessment.

Decision Point: If there is a positive response, continue intervention. However, if the student's positive response does not equate to, or is far from, the targeted goal; then the team may consider referring the student for a comprehensive evaluation for possible Exceptional Student Education eligibility. If there is a poor response, refer student for a comprehensive evaluation for possible Exceptional Student Education eligibility.

Section IV:

MTSS Flowchart At-A-Glance
& School Site MTSS Checklist

M-DCPS MTSS Flowchart

Note: A parent of a student suspected of having a disability may request, at any time, an evaluation to determine if the student is eligible for specially designed instruction and related services as a student with a disability. The District must conduct the evaluation or notify the parent in writing of the reasons for refusing to conduct an evaluation and the refusal for evaluation notice must be provided to the parent within 30 days.

START HERE Data confirms student is not attaining grade-level academic standards. (SAT-10, FSA, i-Ready Diagnostics, retained, etc.) Refer to criteria in Intervention Placement Charts.

WEEK 1: Teacher collaborates with grade-level and/or relevant staff to identify differentiated strategies/activities that will assist students in succeeding at grade-level. Refer to the Intervention Placement Charts for research-based program, growth monitoring, frequency of intervention, and correct course codes. Notify parent in writing of Tier 2 interventions and progress monitoring. Conduct data chat with student. Continue all Tier 1 strategies. Teacher completes Request for Assistance (RFA) FM-7073.

MTSS Coordinator begins to gather the following forms and documents in preparation for initial MTSS Meeting: Consent for Screening FM-6279, Physician Statement FM-1920, Vision Screening FM-2125, Audiometric Screening FM-7409, MTSS Individual Student Screening FM-7075, Home Lang. Screening Questionnaire FM-4219, Student Profile on PBI, J-Screen & LEP Meeting for EL students.

WEEKS 2-5: Teacher delivers targeted Tier 2 interventions along with Tier 1 core instruction. Teacher monitors progress and triangulates data from i-Ready, in-program core and intervention weekly/bi-weekly assessments, student grades, student attendance, and work folders. Ongoing communication with parents is critically important at this stage. Tier 2 interventions must be provided by a certified teacher.

Data indicates Tier 1 and Tier 2 Strategies have resulted in positive outcomes. Teacher will continue to monitor.

Poor Response

WEEK 5: Ensure strategic Tier 2 interventions have taken place with fidelity and integrity. Review student's attendance logs and complete Tier 2 Fidelity Monitoring Chart FM-6493 and ensure all forms, screenings and questionnaires have been compiled and reviewed. Lastly, schedule initial MTSS and provide parent with Notification of Meeting.

MTSS Meeting is conducted to inform parent of the need for additional, more intensive, Tier 3 interventions. At meeting, Tier 3 Intervention Plan FM-6290 is developed. If applicable, Language Proficiency Assessment is shared. Consent Mutual Exchange FM-2128 should be secured. Date of MTSS meeting is recorded on PF16 Screen in DSIS.

WEEKS 6-10+
Intensive Tier 3 interventions are ongoing (along with Tier 1 and 2) and monitored to ensure fidelity to the plan. All relevant data is collected and analyzed across tiers weekly. Tier 3 "Intensive" intervention must be provided by a reading endorsed or reading certified teacher.

Data indicates Tier 2 and Tier 3 Interventions are successful. Teacher will continue to provide support, monitor and communicate with parent.

Poor Response

MTSS Coordinator schedules **SST Meeting** where all student data and observations are discussed. Tier 3 Fidelity Checklist FM-7451 is completed and signed by the administrator. If the team determines to move forward with an evaluation, FM-6572 & FM-4961 are completed. SST meeting date is recorded on the PF16 Screen in DSIS.

Evaluation must be completed within 60 calendar days.

School Site Multi-Tiered System of Supports (MTSS) Checklist						
Student Name:			ID:		DOB:	
Teacher(s):			Grade:		ESOL Level:	
Referral Concern * (Circle any/all that apply) Academic / Speech / Language / Behavior				Reviewed & Approved:		
MTSS Meeting Date/Time:			2nd Meeting Date/Time (if applicable):			
Form #	**Description**	**Purpose/Description**	**Required for**	**Person Responsible**	**Date Received/Completed**	**Initials**
Documentation for School Support Team (SST) to be Collected & Reviewed Prior to the MTSS Meeting (Initial SST)						
7073	Request for Assistance (RFA)	Initial documentation to identify student need	Academic, Language and/or Behavior	Referring Teacher		
Most Current	Student Profile Report (Power BI)	Provides various data points		Administrator		
1920	Physician's Statement	Statement provided by Physician to identify a medical need		Parent		
6279	Notice of Intent & Parent/Guardian Consent for Screening	Parent consent				
6493	Tier 2 Fidelity Monitoring Chart	Ensures Tier 2 intervention has been provided with fidelity and integrity		Administrator & Referring Teacher		
2125	Vision Screening	Rules out conditions impeding learning		MTSS Coordinator/ LEA		
7409	Audiometric Screening	Rules out conditions impeding learning				
7075	MTSS Individual Student Screening	Social History of Student		Social Worker or Qualified Personnel		
J-Screen	ESOL Level on DSIS	Rule out conditions impeding learning (LP/DS -Screening Assessment in Home Lang.)	ELL students only	Registrar		
4219	Home Language Screening Questionnaire	Rules out home language as barrier impeding learning				
LEP Plan	LEP Committee Meeting	Only for current ELL students		ESOL Coordinator		
	Notification of Meeting	Informs parent of scheduled MTSS Mtg. / initial MTSS	Acad., Language and/or Behavior	MTSS Coordinator/ LEA		
Developed / Signed at the MTSS Meeting (Initial SST)						
Accelify	Medicaid Consent	Assists with providing resources	Academic, Language and/or Behavior	Retrieved form Accelify		
	Non-Discouragement Form	Ensures parents' rights are upheld				
	Meeting Signature Page	Documents attendees at meeting				
	Meeting Documents Page	Documents meeting				
6290	Tier 3 Intervention Plan	Develop Tier 3 intervention plan	Academic	Administrator		
e-mail	Language Proficiency Assessment	Bilingual Assessor testing results	ELL L3 or L4 students only	Bilingual Assessor		
2128	Consent Mutual Exchange	Permission for M-DCPS to collaborate with other entities	Not Required	Parent		
Developed / Signed at 2nd SST Meeting						
7451	Tier 3 Fidelity Checklist	Ensure Tier 3 intervention is provided with fidelity	Academic	Administrator		
6572	Request for Evaluation	Parent gives MTSS team permission to conduct evaluation	Academic, Language and/or Behavior	MTSS Team		
4961	Consent to Conduct an Evaluation	Used to secure parental/guardian consent for a psycho-educational evaluation		Psychologist		
Special						
7087	Receipt of Private Evaluation/Documents	Time Stamp of receipt of private evaluation	N/A	Administrator		

*** If MTSS team suspects Autism Spectrum Disorder or Intellectual Disability, schedule SST meeting immediately with parent and school psychologist.**

*** If concern is strictly behavioral in nature, refer to FM 6997 for guidance.**

Section V:

RtI: A Intervention Placement Charts by Subject Area / Grade Configuration

2022-2023 Grades K-5 Assessment/Curriculum Decision Trees

All Elementary/K-8 schools must teach reading in a dedicated, uninterrupted block of time of 90 minutes daily to **all K-5 students**. The reading block (Tier 1) includes whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

It is recommended that school sites review multiple student data points for placement into intervention for the 2022-2023 school year.

Note: The Florida Department of Education is adopting a new Coordinated Screening and Progress Monitoring System as part of the Florida Assessment of Student Thinking (F.A.S.T) plan, beginning with the 2022-2023 school year. Therefore, the information contained within this document is subject to change based on new state requirements.

Florida's Formula for Reading Success = 6 + 4 + T1 + T2 + T3

6 = **Six Components of Reading**: Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension;
4 = **Four Types of Classroom Assessment**s: Screening, Progress Monitoring/Formative Assessment, Diagnosis, and Summative Assessment;
T1 = **Core Instruction (Tier 1)**: is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning;
T2 = **Immediate Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and
T3 = **Immediate Intensive Intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

Tier 2- Immediate Intervention (ii)

Course Title: *Basic Skills in Reading*

Grade	Assessment/Student Criteria (listed in priority order)	ESAP Program Code	Course Title/ Course Number	Time/ Frequency	Curriculum/ Progress Monitoring	Certification
K	1. FLKRS-Star Early Literacy Scale Score: 438-499 **OR** 2. i-Ready Diagnostic Assessment Scale Score at or below 361	• **Program 71** Standard Subjects • **Program 73** ESOL	**Course Title:** Basic Skills in Reading K-2 **Course Number:** 5010020B2	150 minutes weekly	• Reading Horizons Discovery K-3 in program assessment • i-Ready Growth Monitoring	Must be a certified teacher
1	1. SAT-10 Between 30th-39th Percentile **OR** 2. i-Reay Diagnostic Assessment Scale Score:347-433	• **Program 71** Standard Subjects • **Program 73** ESOL	**Course Title:** Basic Skills in Reading K-2 **Course Number:** 5010020C2	150 minutes weekly	• Reading Horizons Discovery K-3 in program assessment • i-Ready Growth Monitoring	
2	1. SAT-10 Between 30th-39th Percentile **OR** 2. i-Ready Diagnostic Assessment Scale Score:419-488	• **Program 72** Standard Subjects • **Program 73** ESOL	**Course Title:** Basic Skills in Reading K-2 **Course Number:** 5010020D2	150 minutes weekly	• Reading Horizons Discovery K-3 in program assessment • i-Ready Growth Monitoring	
3	1. SAT-10 Between 30th-39th Percentile **OR** 2. i-Ready Diagnostic Assessment Scale Score:474-510	• **Program 72** Standard Subjects • **Program 73** ESOL	**Course Title:** Basic Skills in Reading 3-5 **Course Number:** 5010020E1	150 minutes weekly	• Reading Horizons Discovery K-3 in program assessment • i-Ready Growth Monitoring	
4	1. FSA Level 2 **OR** 2. i-Ready Diagnostic Assessment Scale Score: 496-556	• **Program 72** Standard Subjects • **Program 73** ESOL	**Course Title:** Basic Skills in Reading 3-5 **Course Number:** 5010020F1	150 minutes weekly	• Reading Horizons Elevate 4-5 in program assessment • i-Ready Growth Monitoring	
5	1. FSA Level 2 **OR** 2. i-Ready Diagnostic Assessment Scale Score: 542-580	• **Program 72** Standard Subjects • **Program 73** ESOL	**Course Title:** Basic Skills in Reading 3-5 **Course Number:** 5010020G1	150 minutes weekly	• Reading Horizons Elevate 4-5 in program assessment • i-Ready Growth Monitoring	

***Assessment/Student Criteria listed in priority order. If student criteria 1 is not available, then refer to student criteria 2 for student placement into intervention**

- For ELL student placement into intervention, please refer to the K-5 ELL Student Intervention Decision Tree 2022-2023
- For ESE student placement into intervention, please refer to the ESE Intervention Scheduling Guide

Tier 3- Immediate Intensive Intervention (iii) ***Course Title:*** *Functional Reading Skills*						
Grade	**Assessment/ Student Criteria*** (Listed in priority order)	**ESAP Program Codes**	**Course Title/ Course Number**	**Time/Frequency**	**Curriculum/ Progress Monitoring**	**Certification**
K	1.Retainees (current year) **OR** 2.FLKRS – Star Early Literacy Scale Score: at or below 437	• **Program 74** Standard Subjects • **Program 75** ESOL	**Course Title:** Functional Reading Skills K-2 ***Standard Subjects & ESOL*** 5010022B1	210 minutes weekly	• Reading Horizons Discovery K-3 in program assessment • i-Ready Growth Monitoring	Teacher **must** be reading endorsed or reading certified (for Tier 3 only)
1	1.Retainees (current year) **OR** 2. SAT-10 at or below 29th Percentile **OR** 3. i-Reay Diagnostic Scale Score at or below 346	• **Program 74** Standard Subjects • **Program 75** ESOL	**Course Title:** Functional Reading Skills K-2 ***Standard Subjects & ESOL*** 5010022C1	210 minutes weekly	• Reading Horizons Discovery K-3 in program assessment • i-Ready Growth Monitoring	
2	1.Retainees (current year) **OR** 2. SAT-10 at or below 29th Percentile **OR** 3. i-Reay Diagnostic Scale Score at or below 418	• **Program 74** Standard Subjects • **Program 75** ESOL	**Course Title:** Functional Reading Skills K-2 ***Standard Subjects & ESOL*** 5010022D1	210 minutes weekly	• Reading Horizons Discovery K-3 in program assessment • i-Ready Growth Monitoring	
3	1.Retainees (current year) **OR** 2. SAT-10 at or below 29th Percentile **OR** 3. i-Reay Diagnostic Scale Score at or below 473	• **Program 74** Standard Subjects • **Program 75** ESOL • **Program 59** IA Standard Subjects • **Program 15** IA ESOL	**Course Title:** Functional Reading Skills 3-5 ***Standard Subjects & ESOL*** 5010026E1 5010026E4 (IA)	210 minutes weekly 210 minutes: IA Courses	• Reading Horizon Elevate 4-5 in program assessment • i-Ready Growth Monitoring	Teacher must be highly effective **AND** reading endorsed or reading certified
4	1.Retainees (current year) **OR** 2. FSA Level 1 **OR** 3. i-Reay Diagnostic Scale Score at or below 495	• **Program 74** Standard Subjects • **Program 75** ESOL • **Program 59** IA Standard Subjects • **Program 15** IA ESOL	**Course Title:** Functional Reading Skills 3-5 ***Standard Subjects & ESOL*** 5010026F1 5010026F4 (IA)	210 minutes weekly 210 minutes: IA Courses	• Reading Horizon Elevate 4-5 in program assessment • i-Ready Growth Monitoring	Teacher **must** be reading endorsed or reading certified (for Tier 3 only)
5	1.Retainees (current year) **OR** 2.FSA Level 1 **OR** 3.i-Ready Diagnostic Scale Scores at or below 541	• **Program 74** Standard Subjects • **Program 75** ESOL	**Course Title:** Functional Reading Skills 3-5 ***Standard Subjects & ESOL*** 5010026G1	210 minutes weekly	• Reading Horizon Elevate 4-5 in program assessment • i-Ready Growth Monitoring	

***Assessment/Student Criteria listed in priority order. If student criteria 1 is not available, then refer to student criteria 2 for student placement into intervention**

- It is recommended that Tier 3 placement be considered if the student is not showing progress in Tier 2 intervention. Refer to the MTSS Manual for additional information.
- In accordance with Section 1008.25(5)(c), F.S., the parent of any student who exhibits a substantial deficiency in reading must be notified in writing of the following: That his or her child has been identified as having a substantial deficiency in reading, a description of the current services that are provided to the child, and the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency. In addition, parents of students identified with a substantial deficiency in reading must be provided a Read-At-Home Plan that the parent can use to help with reading at home.
- For ELL student placement into intervention, please refer to the K-5 ELL Student Intervention Decision Tree 2022-2023
- For ESE student placement into intervention, please refer to the ESE Intervention Scheduling Guide

K-5 ELL Student Intervention Decision Tree 2022-2023

ESOL Students Levels 1- 2 *
Less Than Two Years
(see note below)

Students must receive World Language (Spanish or Haitian-Creole)

Note: If the school does not offer World Language for K/1st grade, students should receive additional Tier 1 targeted small-group instruction.

Suggested Resources: Wonders Newcomer Cards, McGraw-Hill's ELL Resources, Scaffolded ESOL PowerPoints aligned to Wonders by grade level, Imagine Learning Offline Resources, i-Ready Tools for Scaffolding Comprehension Grades 3-5.

ESOL Students Level 1- 2 *
of "Other Languages"
Less Than Two Years
(see note below)

Students in grades K-5 whose home language is other than Spanish or Haitian-Creole should be receiving additional targeted Tier 1 small-group instruction.

Suggested Resources: Wonders Newcomer Cards, McGraw-Hill's ELL Resources, Scaffolded ESOL PowerPoints aligned to Wonders by grade level, Imagine Learning Offline Resources, i-Ready Tools for Scaffolding Comprehension Grades 3-5.

ESOL Students Levels 1- 4
More than two years and
ESOL Levels 3-4
Less Than Two Years

Students should be placed in intervention based on the ELA Student Intervention Decision Trees

ESOL Students
in Grade 3
IA Class

3rd Grade Retainees, or 2022 SAT-10 at or below 29th percentile*, or i-Ready Scale Score at or below 473**

Note: ESOL students should not be placed in the IA class merely because they are ESOL. They must demonstrate that their deficiencies are not due to a lack of language.

ESOL Students
in Grade 4
IA Class

4th Grade Retainees or 2022 FSA Level 1 or i-Ready Scale Score at or below 495**

Note: ESOL students should not be placed in the IA class merely because they are ESOL. They must demonstrate that their deficiencies are not due to a lack of language.

* **ESOL levels 1 and 2 students may receive Tier 2 intervention after reviewing all relevant data points as decisions are made on a case- by-case basis. Knowledge of learners includes looking at the whole child: prior schooling, teacher observation, Home Language Arts teacher input, ACCESS for ELLs scores, Imagine Learning, i-Ready and classwork, for example. SAT-10 scores at or below 29th percentile for ESOL level 1 students less than 2 years MUST be reviewed on a case-by-case basis.**

** **ESOL students' levels 1-4 who meet Good Cause promotion #1 MUST be reviewed on a case-by-case basis for Grades 3 and 4 IA Classes.**

- **It is critical to look at multiple data points when making decisions about where to place struggling ELLs.**
- **If a student receiving appropriate intervention is not making progress, an ELL committee meeting must be convened to determine alternative strategies or referral to Response to Intervention (RtI) / Multi-Tiered System of Supports (MTSS).**

Note: *The Florida Department of Education is adopting a new coordinated screening and progress monitoring system as part of the Florida Assessment of Student Thinking (F.A.S.T) plan, beginning with the 2022-2023 school year. Therefore, the information contained within this document is subject to change based on new state requirements.*

Elementary ELA – Tiers of Instruction

Tier 1: Universal Screening

- ✓ Teachers implement core curriculum and strategies for ALL students.
- ✓ Data analysis to identify trends in students falling below grade level expectations.
- ✓ Consultation with teachers regarding curriculum and instructional practices.
- ✓ Review classroom data and analyze progress of struggling learners with classroom-based assessments.

Decision Point: Identify students who continue to fall below grade level expectations and demonstrate a lack of progress to be placed in Tier 2 "Targeted Intervention".

- ✓ Rule out the follow issues:
  - Hearing
  - Vision

Tier 2: Immediate Intervention (ii)

- ✓ Use evidence-based interventions that employ multi-sensory strategies.
- ✓ Schedule Intervention and create instructional groups for intervention in Reading Horizons Discovery (K-3) and Reading Horizons Elevate (4-5)
- ✓ Implement Intervention
- ✓ Monitor Intervention using the Observation and Coaching Checklist.
- ✓ Administer Reading Horizons Discovery (K-3) Assessments: Reading Assessment and Spelling and Word Recognition (SWR) Assessment. Administer Reading Horizons Elevate (4-5) Assessments: Diagnostic Assessment and Reading Library Assessment.
- ✓ Track Tier 2 progress utilizing Skill Checks and Chapter Assessments within Reading Horizons Discovery (K-3) and Quizzes and Chapter Assessments within Reading Horizons Elevate (4-5).

Conduct the i-Ready Growth Monitoring Assessment.

Decision Point: Use the problem-solving process to monitor Tier 2 intervention. Problem solve if intervention needs to be altered. Reconvene with MTSS team and analyze new data. If learning rate continues to fall significantly below that of peers, refer student to Tier 3. If the student continues to make progress toward the targeted goal with continued intervention, continue Tier 2 intervention.

Tier 3: Immediate Intensive Intervention (iii)

- ✓ Complete *Request for Assistance Form* (RFA) if not previously completed
- ✓ Increase time and intensity of intervention (frequency, duration, and method)
- ✓ Tier 3 intervention includes Tier 2 Immediate Intervention.
- ✓ Utilize evidence-based program that employs multi-sensory strategies.
- ✓ Increase progress monitoring
- ✓ Track Tier 3 progress utilizing Reading Horizons Discovery (K-3): Student Report. Track Tier 3 progress utilizing Reading Horizons Elevate (4-5): Student Summary Report
- ✓ Collect data from i-Ready Growth Monitoring assessment.

Decision Point: If there is a positive response, continue intervention. However, if the student's positive response does not equate to, or is far from, the targeted goal; then the team may consider referring the student for a comprehensive evaluation for possible Exceptional Student Education eligibility. If there is a poor response, refer student for a comprehensive evaluation for possible Exceptional Student Education eligibility.

6-12 Reading Enrichment/Intervention Placement Chart

Students who score below proficiency levels (FSA Level 1 and 2) on state standardized tests require intervention (see WB # 32064 Technical Assistance Paper for Reading Placement 2022-2023). **While the MTSS process is not required to be initiated for each of these students, the following must occur:**

- At the end of each nine weeks, the administration and/or designee reviews the achievement of each of these students.
- When these students are failing subjects, a data review is conducted.
- The MTSS Team process includes a review of identified students' achievement, and the Literacy Coach (if available) provides support, additional diagnosis, etc. as applicable.
- Parents are contacted whenever a student is failing. This goes beyond sending a report card home.
- An Intervention Plan is generated when necessary, and parents are contacted as directed on the plan.
- Quarterly Data Chats are held with students during reading intervention classes.

If students do not make progress in the reading intervention classes and continue to score below proficiency on state standardized assessments, these students are deemed at risk. A school site MTSS Team consisting of administrators, literacy coaches, reading teachers, parents should review identified students' records to determine further support. As a result of this review any of the following may be initiated:

- Individual teachers are addressed to determine additional support needed for students.
- Students are observed in classes where they are having difficulty to determine if additional strategies can be identified for support.
- The MTSS Team meets with teachers who share common students to determine ways to support.
- Additional, more intensive support and time may be scheduled for the student.

Components of Tier 1 Instruction	Components of Tier 2 Instruction	Components of Tier 3 Instruction
• Procedures and ongoing professional development to assure high-quality teaching of the core curriculum to all students. • A continuum of instructional approaches and accommodations to differentiate and meet individual student needs within whole class instruction. • Multiple resources (curriculum, technology, and personnel) to continuously enhance instruction, as needed, to meet the needs of most students through the English/Language Arts class. • Procedures for assessment including, but not limited to, continuous progress monitoring and evaluation of student mastery of the Florida ELA Standards.	• Procedures and ongoing professional development to assure high-quality teaching of the reading intervention program. • A continuum of instructional approaches and supplemental resources to meet individual student needs within whole group and small group instruction. • Multiple resources (curriculum, technology, personnel) to provide appropriate intervention instruction for FSA Level 1 and 2 students through the Intensive Reading Tier 2 classes. • Procedures for assessment including, but not limited to, continuous progress monitoring and evaluation of student achievement gains in reading proficiency using i-Ready (grades 6-8) and Phonics Inventory/Reading Inventory (grades 6-12).	• Procedures and ongoing professional development to assure high-quality teaching of the reading intervention program. • Provide intensive instruction in the Intensive Reading Tier 3 class. • Small group, teacher led instruction targeting specific reading deficiencies as evidenced by assessment data. • Individualized computer-based instruction that is self-paced, targeting individual student needs. • Procedures for assessment including, but not limited to, continuous progress monitoring and evaluation of student achievement gains in reading proficiency using i-Ready (grades 6-8) and Phonics Inventory/Reading Inventory (grades 6-12).

Students who score below proficiency levels (FSA Level 1 and 2) on state standardized tests should receive intervention. While the MTSS process is not required to be initiated for each of these students, the following should occur:

- At the end of each nine weeks, the administration and/or designee reviews the achievement of each of these students.
- When these students are failing subjects, a data review should be conducted. An MTSS Team process includes a review of identified students' achievement, and the Math Coach (if available) provides support, additional diagnosis, etc. as applicable.
- Parents are contacted whenever a student is failing, this should extend beyond sending a report card home.
- An Intervention Plan is generated when necessary, and parents are contacted as directed on the plan.
- Quarterly Data Chats are held with students during math class.

If students do not make progress in their math classes and continue to score below proficiency on state standardized assessments, these students are deemed at risk. A school site MTSS Team consisting of administrators, math coach (if applicable), math teachers, parents should review identified students' records to determine further support. As a result of this review any of the following may be initiated:

- Individual teachers are followed up with to determine support needed for students.
- Students are observed in classes where they are having difficulty to determine if additional strategies can be identified for support.
- The MTSS Team meets with teachers who share common students to determine ways to support.
- Additional more intensive support and time may be scheduled for the student as indicated in the math placement charts.

K-2 Mathematics Enrichment/Intervention Placement Chart

Note: All students receive 60 minutes of uninterrupted Tier 1 core mathematics instruction which includes explicit, systematic, differentiated, and multisensory instruction in both whole group and small group using Big Ideas Learning!

Enrichment			
Student Criteria	**Time**	**Resources**	**Monitoring**
SAT-10 above the 60th percentile (Grades 1& 2) **i-Ready** Performance Green on Level or Above **Topic Assessments** 70 -100% (Student Item Analysis)	Within the 60-minute Math block on designated DI Day(s)	No Intervention Needed (Provide Enrichment) Big Ideas Learning • Differentiating the Lesson – *Lessons Labeled Advanced or Proficient* (Resource) • Enrichment & Extension Worksheet (Digital Resource) • Evidence-Based Scale Worksheet (eResource)	Continue monitoring Topic Assessments to ensure mastery of the B.E.S.T. Mathematics Standards.
Tier 2 "Targeted" Intervention			
Student Criteria	**Time**	**Research-Based Program**	**Growth Monitoring**
SAT-10 between 30th and 59th percentile **i-Ready** Performance Yellow < 1 Level Below **Topic Assessments** 50-69% (Student Item Analysis)	Within the 60-minute Math block on designated DI Day(s)	Big Ideas Learning • Differentiating the Lesson – *Lessons Labeled Emerging* (eResource) • Reteach Worksheet (eResource) • Skills Review Handbook (eResource) Ready Toolbox • Ready Instruction Book (Pre-Requisite & On-Grade Level Lessons) • Practice and Problem Solving (Medium Questions) • Math Center Activities • i-Ready Instructional Pathway Lessons • Teacher Assigned Lessons	Big Ideas Learning Teacher-Created Formative Assessment i-Ready Teacher Assigned Pre-Requisite & On-Grade Lesson Quiz (Performance Score)

Tier 3 "Intensive" Intervention Math Tier 3 intervention **<u>should</u>** be 30 minutes of additional instruction to the 60-minute math block at least twice a week. Tier 3 intervention is in addition to Tier 2 targeted intervention**.**			
Student Criteria	**Time**	**Course Codes Research-Based Resources/Programs**	**Growth Monitoring**
SAT-10 at or below the 29th percentile **i-Ready Performance** Red > 1 Level Below Topic **Assessments** 0-49% (Student Item Analysis)	Based on student need in addition to Tier 2 intervention **Note:** Students receiving Tier 3 intensive intervention **should** also be receiving Tier 2 Intervention.	Acclelerated Learning: STEMScopes • Small Group Intervention Task • Engage/Explore Activity (Pre-Requisite & On-Grade Level) • Elaborate Task: Fluency Builder & Interactive Practice	STEMScopes Skills Quiz

*Tier 3 placement for Kindergarten should be determined after AP2 **<u>except</u>** for any previously retained student in Kindergarten.

3-5 Mathematics Enrichment/Intervention Placement Chart

Note: All students receive 60 minutes of uninterrupted Tier 1 core mathematics instruction which includes explicit, systematic, differentiated and multisensory instruction in both whole group and small group using Big Ideas Learning

Enrichment			
Student Criteria	**Time**	**Resources**	**Monitoring**
SAT-10 above the 60th percentile (Grade 3) **FSA Levels 3, 4,5** (Grades 4 & 5) **i-Ready** Performance Green on Level or Above **Topic Assessments** 70 -100% (Student Item Analysis)	Within the 60-minute Math block on designated DI Day(s)	No Intervention Needed (Provide Enrichment) Big Ideas Learning • Differentiating the Lesson – *Lessons Labeled Advanced or Proficient* (Resource) • Enrichment & Extension Worksheet (Digital Resource) • Evidence-Based Scale Worksheet (eResource)	Continue monitoring Topic Assessments to ensure mastery of the B.E.S.T. Mathematics standards.
Tier 2 "Targeted" Intervention			
Student Criteria	**Time**	**Research-Based Program**	**Growth Monitoring**
SAT-10 between 30th and 59th percentile (Grade 3) **FSA Levels 1 or 2** (Grades 4 & 5) **i-Ready** Performance Yellow - 1 Grade Level Below **Topic Assessments** 50-69% (Student Item Analysis)	Within the 60-minute Math block on designated DI Day(s)	Big Ideas Learning • Differentiating the Lesson – *Lessons Labeled Emerging* (eResource) • Reteach Worksheet (eResource) • Skills Review Handbook (eResource) Ready Toolbox • Ready Instruction Book (Pre-Requisite & On-Grade Level Lessons) • Practice and Problem Solving (Medium Questions) • Math Center Activities • i-Ready Instructional Pathway Lessons • Teacher Assigned Lessons	Big Ideas Learning Teacher-Created Formative Assessment i-Ready Teacher Assigned Pre-Requisite & On-Grade Lesson Quiz (Performance Score)
Tier 3 "Intensive" Intervention Math Tier 3 intervention **<u>should</u>** be 30 minutes of additional instruction to the 60-minute math block at least twice a week. Tier 3 intervention is in addition to Tier 2 targeted intervention.			
Student Criteria	**Time**	**Research-Based Resources/Programs**	**Growth Monitoring**
SAT-10 at or below the 29th percentile (Grade 3) **FSA Level 1** **i-Ready** Performance Red = 2 or more Grade Levels Below **Topic Assessments** 0-49% (Student Item Analysis)	Based on student need in addition to Tier 2 intervention **Note:** Students receiving Tier 3 intensive intervention **Should** also be receiving Tier 2 Intervention.	Acclelerated Learning: STEMScopes • Small Group Intervention Task • Engage/Explore Activity (Pre-Requisite & On-Grade Level) • Elaborate Task: Fluency Builder & Interactive Practice	STEMScopes Skills Quiz

6-8 Mathematics Enrichment/Intervention Placement

Note: All students receive core mathematics instruction which includes explicit, systematic, differentiated, and multisensory instruction in both whole group and small group using Savvas resources!

Tier 1			
Student Criteria	**Time**	**Resources**	**Monitoring**
FSA Levels 3-5 **i-Ready Performance** Green (On-Grade Level or Above) **Topic Assessments** 70-100% (Student Item Analysis)	Within the Math block	• Provide explicit and systematic instruction of core programs using core math text • Savvas, IXL, and District Developed Resources • Savvy (Savvas Digital Platform) • Enrichment (Savvas Differentiation Library) • Digital Math Tools Activities (Savvas Differentiation Library) • Digital Math Games (Savvas Differentiation Library) • Savvas Individualized Study Plan • No intervention needed.	Continue monitoring Topic Assessments to ensure mastery of B.E.S.T. standards
Tier 2 "Targeted" Intervention			
Student Criteria	**Time**	**Research-Based Program**	**Monitoring**
FSA Levels 1 or 2 **i-Ready Performance** Yellow (1 Grade Level Below) **Topic Assessments** 50-69% (Student Item Analysis)	Within the Math block on designated DI Day(s) or Foundational Skills in Mathematics Classes	• Provide explicit and systematic instruction of core programs in core and foundations math classes using core and foundations math resources. **Core Resources** • Reteach to Build Understanding (Savvas Differentiation Library) • Savvy (Savvas Digital) • MathXL (Savvas Digital) • Math Diagnosis and Intervention System (MDIS) – Savvas Printable Lessons **Supplemental Resources** • IXL Skills Plans • i-Ready: Practice and Problem Solving "Medium Questions" i-Ready: Instructional Pathway and Teacher Assigned Lessons	• i-Ready Teacher Assigned • On-Grade and Pre-Requisite Lesson Quiz (Performance Score) • i-Ready Report: i-Ready for Families Diagnostic report and/or i-Ready Personalized Instruction Summary report **Supplemental Monitoring** • i-Ready Teacher Assigned Lessons *(Overall Pass Rate)* • On-Grade and Pre-Requisite Lesson Quiz (Performance Score)

Tier 3 "Intensive" Intervention Math Tier 3 intervention **should** occur in addition to the core class through a Foundational Skills in Mathematics (Intensive) Class or designated intervention time for 30 minutes twice a week. Tier 3 intervention is in addition to Tier 2 targeted intervention.			
Student Criteria Enrolled in Foundational Skills in Mathematics (Intensive) or receiving additional intervention time	**Time**	**Course Codes** **Research-Based Resources/Programs**	**Monitoring**
FSA Level 1 **iReady** Performance Red (2 or More Grade Levels Below) **Topic Assessments** 0-49% (Student Item Analysis)	Based on student need in addition to Tier 2 intervention **Note:** Students receiving Tier 3 foundations (intensive) intervention **should** also be receiving Tier 2 Intervention.	• Foundational Skills in Mathematics (Intensive) Courses: **6th Grade 1204000T6** **7th Grade 1204000T7** **8th Grade 1204000T8** • Provide explicit and systematic instruction of core programs in the Intensive Math class using intensive math resources **Core Resources** • SuccessMaker Digital Platform • Savvas enVision Additional Practice Workbook • Savvas Individualized Study Plan • Reteach to Build Understanding (Savvas Differentiation Library) • Video Tutorials (Savvas Differentiation Library) • Digital Intervention Lessons (Savvas Differentiation Library) • MathXL (Savvas) Teacher Assigned Practice **Supplemental Resources** • IXL Skills Plans • i-Ready, Ready Florida and i-Ready Toolbox • Practice and Problem Solving "Basic Questions" i-Ready Instructional Pathway Lessons	**Core Monitoring** • MathXL (Savvas) Teacher Assigned Practice • Individualized Study Plan Results **Supplemental Monitoring** • i-Ready Instructional Pathway Lessons *(Overall Pass Rate)* • i-Ready Teacher Assigned Pre-Requisite Lesson Quiz Performance Score

9-12 Mathematics Enrichment/Intervention Placement

Tier I – Algebra 1 and Geometry			
Student Criteria	**Time**	**Resources**	**Monitoring**
• **FSA/EOC Levels 3,4,5** **AND** • **Mid-Year Assessment and/or District Developed Topic Assessment** • 70-100% (Student Item Analysis)	Within the 90-minute Math block on designated DI Day(s)	• Provide explicit and systematic instruction using Algebra 1 and Geometry Big Ideas Learning (BIL) printed and/or digital resources. • BIL Enrichment and Extension worksheets • BIL Chapter Performance Tasks	Use the BIL Evidence-Based Scale Worksheets to assess mastery of each Florida Benchmark. Use Progression Benchmark Tests (BIL Dynamic Assessment System). Continue monitoring Topic Assessments to ensure mastery of the B.E.S.T. standards.

Tier 2 "Targeted" Intervention – Algebra 1 and Geometry			
Student Criteria	**Time**	**Research-Based Program**	**Progress Monitoring**
• **FSA/EOC Level 2** **AND** • **Mid-Year Assessment and/or District Developed Topic Assessment** • 50-69% (Student Item Analysis)	Within the 90-minute Math block on designated DI Day(s) **Note:** If School offers Algebra 1A and 1B model, Tier 2 Intervention should be implemented during the RTI Days.	Provide explicit and systematic instruction using Algebra 1 and Geometry Big Ideas Learning (BIL) printed and/or digital resources and targeted intervention to small group of students focused on the same targeted skill or benchmark. **BIL Extra Practice worksheets** Provide supplemental instruction through the Foundational Skills in Mathematics class (formerly Intensive Math). **MathXL (digital resource)**	Use the BIL Evidence-Based Scale Worksheets to assess mastery of each Florida Benchmark. Use Progression Benchmark Tests (BIL Dynamic Assessment System). Continue monitoring Topic Assessments to ensure mastery of the B.E.S.T. standards.

Tier 3 "Intensive" Intervention – Algebra 1 and Geometry Math Tier 3 intervention should occur in addition to the core class through a Foundational Skills in Mathematics class (formerly Intensive Math) Tier 3 intervention is in addition to Tier 2 targeted intervention			
Student Criteria	**Time**	**Research-Based Resources/Programs**	**Progress Monitoring**
FSA/EOC Level 1 **Mid-Year Assessment and/or District Developed Topic Assessments** **Topic Assessments** **0-49% (Student Item Analysis)**	Based on student need in addition to Tier 2 intervention **Note:** If School offers Algebra 1A and 1B model, Intervention should be implemented during the RTI Days.	Provide explicit and systematic instruction using Algebra 1 and Geometry Big Ideas Learning (BIL) printed and/or digital resources and targeted, more explicit intervention to small group of students focused on the same targeted skill or benchmark. **BIL Readiness worksheets** **BIL Reteach worksheets** Provide supplemental instruction through the Foundational Skills in Mathematics class (formerly Intensive Math). **MathXL (digital resource)**	Use the BIL Evidence-Based Scale Worksheets to assess mastery of each Florida Benchmark. Use Progression Benchmark Tests (BIL Dynamic Assessment System). Continue monitoring Topic Assessments to ensure mastery of the B.E.S.T. standards.
Tier 3 "Intensive" Intervention – 11th and 12th Grade Algebra 1 Retakers **Math Tier 3 intervention should occur in addition to the core class through an 11th or 12th grade Foundational Skills in Mathematics class (formerly Intensive Math)**			
Student Criteria	**Time**	**Research-Based Resources/Programs**	**Progress Monitoring**
11th and 12th grade Algebra 1 EOC Levels 1 or 2 (retakers)	Within the 90-minute Foundational Skills in Mathematics block in addition to the core math class.	Provide explicit and systematic instruction using Foundational Skills in Mathematics resources **MathXL** (digital resource) 11th Grade students enrolled in Algebra 2. **BIL A1 Extra Practice Worksheets** **BIL B.E.S.T. Test Prep** 12th Grade students enrolled in Mathematics for College Algebra **ChalkTalk ACT personalized prep.**	MathXL individual study plans. 11th Grade: Use Progression Benchmark Tests (BIL Dynamic Assessment System). 12th Grade: Chalk Talk adaptive tests.

Section VI:

RtI: A
Progress Monitoring Across All Academic Tiers

Progress Monitoring

Progress monitoring assessments are conducted minimally during three assessment periods to evaluate the **health of Tier 1** instruction, Ongoing Progress Monitoring (OPM) assessments are conducted at least monthly to evaluate the **health of Tier 2** instruction, and students receiving **Tier 3** support may be progress monitored even more frequently, sometimes on a daily/weekly basis to inform instruction and to determine the general outcome of the Tier 3 plan. Progress monitoring assessment data must be collected, evaluated, and used on an ongoing basis for the following purposes:

- Determine rate of a student(s) progress
- Determine rate of progress compared to peers and grade level benchmarks
- Determine mastery of discrete skills
- Provide information on the effectiveness of instruction at each tier of support, and modify intervention if necessary
- Analyze and interpret gaps between benchmarks and achievement.

Key Features of Progress Monitoring

- Brief assessments conducted frequently based on level of need
- Assessments which occur throughout core/intervention instruction
- Results are used to find instruction/intervention that works
- Results which are regularly charted/graphed/analyzed by the school's MTSS Leadership team to determine student progress (individual or group gap analysis, aim line, standard)
- Decision rules which determine when a student(s) is not adequately responding to the instruction/intervention (positive, questionable & poor response)

What is Progress Monitoring at Tier 1?

General Education/ Core Classroom Instruction

- Assess all students minimally three times per year to monitor student progress. (Behavior: School wide behavioral data such as: attendance reports, suspension reports, course failures, conduct grades, SCM reports, and early warning systems indicators report.)
- Teachers then use the data to determine if the core academic instruction or core behavioral program is effective to create more responsive learning environments for all students through small group differentiated instruction.
- In creating a more responsive learning environment for particularly lower-achieving students, teachers can continue to monitor their progress through formative assessments for mastery of skills taught and/or conduct re-teaching if necessary.
- Decisions at this tier of support determine which students are not progressing adequately, compared to peers, benchmarks, local/national norms and need additional support.

What is Ongoing Progress Monitoring (OPM) at Tier 2?

Additional Instruction/Intervention (Tier 1 + 2)

- Assess students minimally on a monthly basis to monitor their response to the intervention (e.g., Oral Reading Fluency, Reading Horizon's Chapter Test).
- Assess some skills more frequently to monitor skill mastery (i.e., in-program assessments).

- Response indicates overall effectiveness of the intervention at the group level or identifies individual students who may need problem solving at Tier 3 to design more intensive or different types of support.

What is Tier 3 Ongoing Progress Monitoring (OPM)?

Individualized Problem Solving/PS (Tier 1 +2 + 3)

- Assess students at a frequency that is commensurate with the intensity of intervention, to monitor growth based on the Tier 3 individualized intensive intervention (iii) plan designed by the MTSS team.
- Response is reviewed by the MTSS team to determine if interventions are effective in closing the student's academic or behavioral gap.

Tools for Ongoing Progress Monitoring (OPM)

The following tools may be used for ongoing progress monitoring and to triangulate data to make instructional decisions for student placement into intervention and across tiers:

<table>
<tr><th>Tier 1</th><th>Tier 2</th><th>Tier 3</th></tr>
<tr><td>Florida Assessment of Student Thinking (F.A.S.T.)</td><td>District approved in-program Tier 2 intervention assessments</td><td>District approved in-program Tier 3 intervention assessments</td></tr>
<tr><td>i-Ready AP1, AP2, and AP3</td><td rowspan="2">i-Ready Growth Monitoring Assessment</td><td rowspan="2">i-Ready Growth Monitoring Assessment</td></tr>
<tr><td>District approved in-program core assessments</td></tr>
</table>

Note: Refer to Appendix A for i-Ready progress monitoring implementation plan by student tier.

How do we ensure fidelity of instructional/intervention services across the Tiers 1-3?

To gain maximum results from intervention programs, fidelity to the research-based program and time requirements are essential**.** Training school leaders and educators on evidence-based instructional practices that all students receive can result in maximum effectiveness of all tiers of instruction. District and school leaders should provide effective leadership and professional development to align initiatives, and streamline procedures associated with supporting the use of a data-based problem-solving process with fidelity. Ensuring fidelity of educators' use of the problem-solving process and implementation of evidence-based practices. District and school leaders can also use the MTSS implementation data at each respective level to identify gaps in infrastructure or support needed to sustain efficient and effective use of evidence-based practices at the school and classroom levels. Professional development opportunities should also be varied and designed to directly support educators on how to assess fidelity at each tier and utilize identified strategies for ensuring the fidelity of implementing evidence-based instruction. For example, leaders can promote the importance of, strategies for, and assessment of fidelity in the conversations of Professional Learning Communities at the school and district levels. District leaders may also include the development of policies that require documentation of fidelity as part of the data-based problem-solving process, and dissemination of specific methods that can be used at the school level to provide support for fidelity of instruction and intervention.

Section VII:

RtI:B Response to Intervention for Behavior

MTSS for Behavior (MTSS/RtI:B) Matrix

Tier 1 (Universal)		
Instruction / Intervention	**Monitoring**	**Documentation**
• Schoolwide behavioral expectation, procedures, • Student Code of Conduct • Schoolwide Discipline Plan • Positive Behavior Interventions and Support • Restorative Justice Practice • Social Emotional Learning (SEL) Programs • Values Matters	• Student Case Management and Office Discipline Referrals (SCMS) • Attendance • Early Warning Systems Indicators to include Course Failures and Conduct Grades • Referrals to Indoor Suspension • Referrals to Success Center • Mental Health	• Student Case Management and Office Discipline Referrals (SCMS) / DSIS Entries • Attendance • Counseling Logs • Academic and Conduct Grades • Power BI *If progress monitoring does not reveal student's response to intervention proceed to Tier 2.*
Tier 2 (Targeted)		
Instruction / Intervention	**Monitoring**	**Documentation**
Continue Tier 1 interventions and begin Tier 2. The following are examples of Tier 2 interventions that may be used: • Counseling (Group or Individual) • Behavior Contracts • Weekly Progress Notes • Behavior Education Program – Check-in/Check-out • Mentoring • Restorative Justice Practice • Stop-&-Think Strategies • Bully Prevention • Social Skills Instruction (*Group or individual specific to need)* **Examples below:** Time Management Social Skills Problem-Solving Conflict Resolution Anger Management Violence Prevention	**Continue monitoring/review of Tier 1 and 2 interventions** • Student Case Management and Office Discipline Referrals (SCMS) • Attendance • Early Warning Systems Indicators to include Course Failures and Conduct Grades • Referrals to Indoor Suspension • Referrals to Success Center • Mental Health	• Student Case Management and Office Discipline Referrals (SCMS) / DSIS Entries • Attendance • Counseling Logs • Academic and Conduct Grades • Tier 2 Behavioral Toolbox *If progress monitoring does not reveal student's response to intervention proceed to Tier 3.*

Tier 3 (Intensive)		
Instruction / Intervention	**Monitoring**	**Documentation**
Continue and increase intensity/frequency of Tier 1 and Tier 2 interventions and begin Tier 3 interventions to include the Functional Behavior Assessment (FBA) Process to include FM 6660 and FM 6287. The following are examples of Tier 3 interventions that may be used: • Counseling (Group or Individual) • Alternatives to Suspension • Behavior Contract • Behavior Education Program - Check-in/Check-out • Collaboration with Student's Physician and/or Mental Health Counselor • Counselor Referral to Agencies • Daily Behavior Form/Progress Note or Point Sheet • Mentoring • Restorative Justice Practices • Stop-&-Think Strategies • Bully Prevention • Social Skills Instruction (*Group or individual specific to need)* **Examples below:** Time Management Social Skills Problem-Solving Conflict Resolution Anger Management Violence Prevention	**Continue monitoring/review of Tier 1 and 2 interventions and implementation of SE-BIP** • Review of the progress monitoring of Social-Emotional - Behavior Intervention Plan (SE-BIP) FM 6287 *If progress monitoring does not reveal decrease in undesired behavior Special Education Services may be warranted.*	Review of all prior documentation to include a SE-BIP FM 6287 Data Collection Graph (to include supporting documentation). *If progress monitoring does not reveal decrease in undesired behavior, Special Education Services may be warranted.*

Other factors that may lead to Emergency SST:

- Baker Act
- Referral to Pathways, Alternative Education, or Department of Juvenile Justice Services

Section VIII:

MTSS School Infrastructure

What are the critical elements of the district and school infrastructure that must be in place to implement and sustain MTSS?

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between the MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching support to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Prior to the start of the school year, the MTSS Leadership team must be established and have an identified MTSS Coordinator as outlined in the School Improvement Plan (SIP). This team consists of administrators, teachers, curriculum leaders, coaches, special area teachers etc.

"Implementation of Problem-Solving within an MTSS framework requires that all school staff (i.e., teachers, principals, student services personnel, etc.), change the way in which they have traditionally functioned. This change necessitates development of the motivation and capacities of educators to work collaboratively toward a common goal" (Hargreaves, 1997). Because of the broad impact of the MTSS model on the entire educational system, significant systemic changes will need to occur to implement it with fidelity. These changes must be championed and monitored by leaders at all levels.

To succeed where other reform efforts have failed, it is critical that systems change principles be applied to facilitate implementation of new practices, including problem solving and the MTSS practices. Schools must devote time for implementation and maintenance of the problem-solving model: time for data chats, for MTSS team meetings, and for development of action plans that identify continued professional development training needs.

Infrastructure Development

The development of infrastructure involves creating the necessary structures to facilitate and support the implementation of the problem solving within the MTSS model. Schools have finite resources (i.e., time, personnel, funding, materials, technology) to invest in new practices. A school must examine its current goals, policies, resources, and personnel responsibilities regarding their alignment within an MTSS model of service delivery. The following are common examples of structures schools must consider addressing to enhance their capacity to implement MTSS practices (Kurns & Tilly, 2008):

- Scheduling regular consistent problem-solving meetings to discuss MTSS practices.
- Creating and modifying structural schedules based on ongoing monitoring data when possible.
- Providing ongoing professional development (PD) on the effective implementation of MTSS framework.
- Allocating resources and support to be used in Tiers 1, 2 & 3.

- Developing and adopting technology to facilitate efficient data collection and graphical display of data that is useful to teachers and parents when making decisions about student progress.

Implementation of the problem solving within MTSS begins with the establishment and facilitation of the MTSS Leadership team and identification of an MTSS Coordinator as outlined in the School Improvement Plan (SIP). The principal clarifies the roles and responsibilities of individual team members to ensure the efficient deployment of personnel. This provides the team with a framework from which to begin their collaborative relationship. Below are descriptors and examples of some roles each stakeholder will assume:

Roles and Responsibilities

Role	Data Collection	Analysis	Interventions	Assessment
School Administrator	Facilitates problem solving using school-wide data to guide instructional decisions. Ensures teacher commitment to use data to monitor student progress Conducts ongoing classroom walkthroughs. Ensures that the information available on PF16 is recorded accurately in a timely manner and monitored with fidelity.	Facilitates and secures school's faculty commitment to conduct ongoing systemic review of academic and behavior data. Actively leads the MTSS team through data analysis meetings/ instructional implications. Ensures ongoing MTSS team meetings and creates a master schedule to facilitate the data meetings.	Supports the needs of instructional coaches & teachers to ensure that differentiated instruction is provided based on student data. Makes decisions regarding professional development for staff in instructional/ intervention needs. Collaborates with parents in understanding the MTSS process and providing resources /support to continue the learning process outside of school.	Sets up school wide systems for Tier 1, 2, 3 data collections. Continues classroom walkthroughs to track & support the implementation of instruction/ intervention based on data.
Instructional Coach/Reading Contact	Works with the MTSS Leadership team in setting up a structure for collecting Tier 1, 2, 3 data.	Guides data analysis process at the school, grade, classroom and student level. Ensures that small group needs are aligned to data. Supports teachers in targeting laser-like instruction based on data. Assists with the selection and access to resources for differentiated instruction. Coordinates the formative progress monitoring of differentiated instruction (DI) groups to drive	Assists team in forming intervention groups based on data. Designs schedules, assigns staff, and institutes a system to ensure that intervention is taking place with fidelity. Works with the MTSS team in creating intervention plans at each tier of support. Guides the MTSS team in selecting appropriate interventions for identified students. Provides PD to teachers/ interventionists based on their knowledge and/or skills deficits.	Assists MTSS Leadership team in coordinating the administration of identified district assessments, to yield valid data. Provides professional development sessions to interventionists as needed.

Role	Data Collection	Analysis	Interventions	Assessment
		instruction along a continuum of support.		
School Psychologist	Supports the MTSS team in the collection and review of academic, cultural, medical, social-emotional and behavior student data. Conducts and collects measures of academic, behavior, social-emotional, medical data as needed.	Participates in data analysis at Tier 2 and Tier 3 level (K-12) to assist the school in determining interventions needed at Tier 2 and Tier 3 levels, and/or the need for a referral to the Student Support Team (SST) based on data. *Students enrolled in prekindergarten and/or those who experience documented chronic medical conditions do not require intervnetions prior to referral to the SST Team.	Support the MTSS Team with determining research and evidence-based interventions for struggling students at the Tier 2 and Tier 3 levels. Reviews with the MTSS Leadership team Tier 2 and Tier 3 data for growth monitoring, and any other pertinent information that will guide the referral to the Student Support Team (SST).	Reviews current academic, behavior and social-emotional data and any other pertinent student data (e.g., attendance, ESOL levels, behavior referrals, gifted identification, immigration status, delayed communication skills, relevant medical history, cultural background, involvement with DCF, etc) to assist the MTSS team with making informed data-based decisions.
Counselor	Supports the MTSS team in the collection and review of academic, behavior and social- emotional (SEL) data.	Collaborates with the MTSS team to remove systematic barriers for all students and implement specific learning support that assists in behavioral and/or social-emotional (SEL) success.	As a part of the comprehensive school counseling program, school counselors review data, and provide short-term individual and/or group counseling that addresses the behavioral and social emotional (SEL) needs of the student.	Provides support in the analysis of the assessment data to drive targeted interventions.
MTSS Coordinator	Guides the school in the implementation of MTSS practices and processes. Assists the school with data collection and analysis, effective management and usage systems for Tiers 1, 2, and 3. Ensures that a fidelity monitoring system is in place at all tiers via classroom walkthroughs, data	Schedules, participates and supports MTSS meetings by reviewing grade-level trend data, intervention group data, and individual student data reports with MTSS team. Works with Reading Coach/Contact to assess progress and determining adjustments to the	Assists with scheduling of interventions based on Tier 1, Tier 2 and Tier 3 data. Supports the implementation of interventions and provides feedback to teachers, coaches, and interventionists, so adjustments can be made to support student needs.	Schedules and guides school teams in MTSS meetings after each of the three universal assessment periods. Supports instructional coaches/teachers in progress monitoring student growth.

Role	Data Collection	Analysis	Interventions	Assessment
	disaggregation and universal progress monitoring assessments.	Tier 1, 2, and 3 supports. Assists school in determining staff PD needed to sustain/accelerate student progress.		
Teacher	Is knowledgeable in accessing/analyzing data reports after each assessment period to drive Tier 1 Tier 2, and Tier 3 instruction. Uses on- going formative assessments to drive small group instruction and keep groups fluid as student master skills along a continuum. Examines Ongoing Progress Monitoring (OPM) data with the support of the MTSS team to align tiered support.	Participates in data analysis meetings to determine Tier 1 differentiated support needed. Follows the Tier 1 plan as designed with the MTSS team. Keeps fidelity to the plan.	Works with the MTSS Leadership team to choose the intervention that will yield valid and reliable data. Assists in the design of the Tier 2 support plan for students. Conducts on-going articulation with interventionists and MTSS team to ensure that Tier 2 supports are having a positive impact on Tier 1 instruction. Provides targeted & aligned instruction/ interventions based on current data.	Supports the assessment process during each AP/district interim so that the data gathered is valid and reliable. Assists in conducting Ongoing Progress Monitoring (OPM) assessments as needed. Analyses the data from formative, OPM, and outcomes assessments to drive targeted instruction.
Interventionist	Collects and stores data from Ongoing Progress Monitoring (OPM) & formative assessments in a Tier 2 and 3 data management system set up by the MTSS team. Collects and stores attendance data as identified in the Tier 2 plan. Reviews data with the MTSS Leadership team, as well as classroom teachers, and follows adjustments made to the Tier 2 plan.	Recommends to MTSS team regarding rate of progress of students based on Ongoing Progress Monitoring data. Observes student progress/behaviors during intervention sessions and engage in ongoing articulation with classroom teacher/instructional coaches.	Works with Tier 2 intervention groups to deliver small group targeted & responsive interventions. Ensures that a clear behavior management system is in place during intervention sessions.	Conducts formative ongoing skills assessments, as well as Ongoing Progress Monitoring (OPM).

Section IX:

MTSS Timeline of Events &
District Student Information Systems (DSIS) Documentation

Multi-Tiered Systems of Support (MTSS)
Timeline of Events At-A-Glance (K-5)

Note: All students receive 90 minutes of uninterrupted Tier 1 core reading instruction which includes explicit, systematic, differentiated, and multisensory instruction in both whole group and small group using McGraw-Hill Reading Wonders. Tier 2 and Tier 3 Interventions should begin on the first day of school based on student's prior year data. Refer to decision trees for student placement guidance.

<table>
<tr><th>Month</th><th>Timeline of Events</th><th>Documentation</th><th>Data</th></tr>
<tr><td>August</td><td>

Review previous year's data for student placement into Tier 2 or Tier 3 intervention.
Begin Tier 2 or Tier 3 Intervention
Ensure students are enrolled in the correct course codes for Tier 2 or Tier 3 intervention on DSIS and ASPEN with aligned resources.
Refer to K-5 decision trees / intervention placement charts (under documentation column) for proper student placement, intervention materials, and course codes.

</td><td>

Current Year Student Profile Report in Power BI
Request for Assistance (RFA) FM-7073
Begin Tier 2 Fidelity Monitoring Chart FM-6493 (4 weeks)
Send intervention parent letters

</td><td>
Utilize the following data points to triangulate student data

FAST Assessment
i-Ready (previous year)

</td></tr>
<tr><td>September</td><td>
Tier 2 and/or Tier 3

Continue Tier 2 or Tier 3 Intervention.
Administer initial screening assessment (i-Ready AP1).
Teacher conducts data chat with student.
Revisit screening data to ensure proper placement in intervention (refer to K-5 decision trees).
Send Read-At-Home plan to K-3 students enrolled in intervention.

Tier 2

Review student's data (ongoing) and create list of students that will require an initial MTSS Meeting.
Notify parents in writing of intervention and progress monitoring plans.

Tier 3

Schedule initial MTSS Meeting for selected Tier 3 students (refer to decision trees for student criteria).

</td><td>
Forms needed prior to the MTSS Meeting (Initial SST):

Send intervention parent letters
Completed Tier 2 Fidelity Monitoring Chart FM-6493
Parent / Guardian Consent for Screening FM-6279
Vision Screening FM-2125
Audiometric Screening FM-7409
MTSS Individual Student Screening FM-7075
Physician's Statement FM-1920
Notification of Meeting from Accelify
For ELL Students:

J Screen from DSIS
Home Language Screening Questionnaire FM-4219
LEP Committee Meeting / LEP Plan

</td><td>
Utilize the following data points to triangulate student data:

i-Ready (Initial Screening Assessment)
In-program core weekly/bi-weekly assessments
In-program intervention assessments
Student grades
Intervention attendance log

</td></tr>
<tr><td colspan="4">School reviews priority students' data enrolled in Tier 2 and Tier 3 interventions to monitor progress or increase intensity.</td></tr>
<tr><td>October</td><td>
Tier 2 and/or Tier 3

Continue Tier 2 or Tier 3 Intervention based on student's trajectory.
Review attendance logs, intervention student work folder, and student grades.
Before October FTE, revisit course codes in DSIS/ASPEN to ensure correct placement into intervention.
Priority students participate in growth monitoring assessment to evaluate the effectiveness of intervention and monitor student growth.

Tier 2

Monitor in-program core and intervention assessment data for Tier 2.

Tier 3

Ensure fidelity and integrity to Tier 3 intervention plan developed at the initial MTSS Meeting.

</td><td>
Special Documentation:

Receipt of Private Evaluation or Documentation(s) FM-7087

For Behavior:

Progress Monitoring Graph (pg. 8 FM-6287)

</td><td rowspan="2">
Utilize the following data points to triangulate student data:

In-program core weekly/bi-weekly assessments
In-program intervention assessments
i-Ready Growth Monitoring
Student grades
Intervention attendance log

</td></tr>
<tr><td>Before November</td><td>
Tier 2 and/or Tier 3

Continue Tier 2 or Tier 3 Intervention.
Conduct teacher and student data chat to review growth monitoring data.

Tier 2

If response to intervention is positive, continue providing intervention and make appropriate decisions based on OPM data.
If response is negative:
Review intervention data and develop Tier 3 intervention plan for selected students.

Tier 3

Schedule SST Meeting to review Tier 3 data and determine if psycho-educational evaluation is appropriate.

</td><td>
Forms needed prior to 2nd SST:

MTSS Tier 3 Fidelity Checklist FM-7451
Forms to be completed at second SST:

Request for Evaluation FM-6572
Parent/Guardian Consent to Conduct Evaluation FM-4961

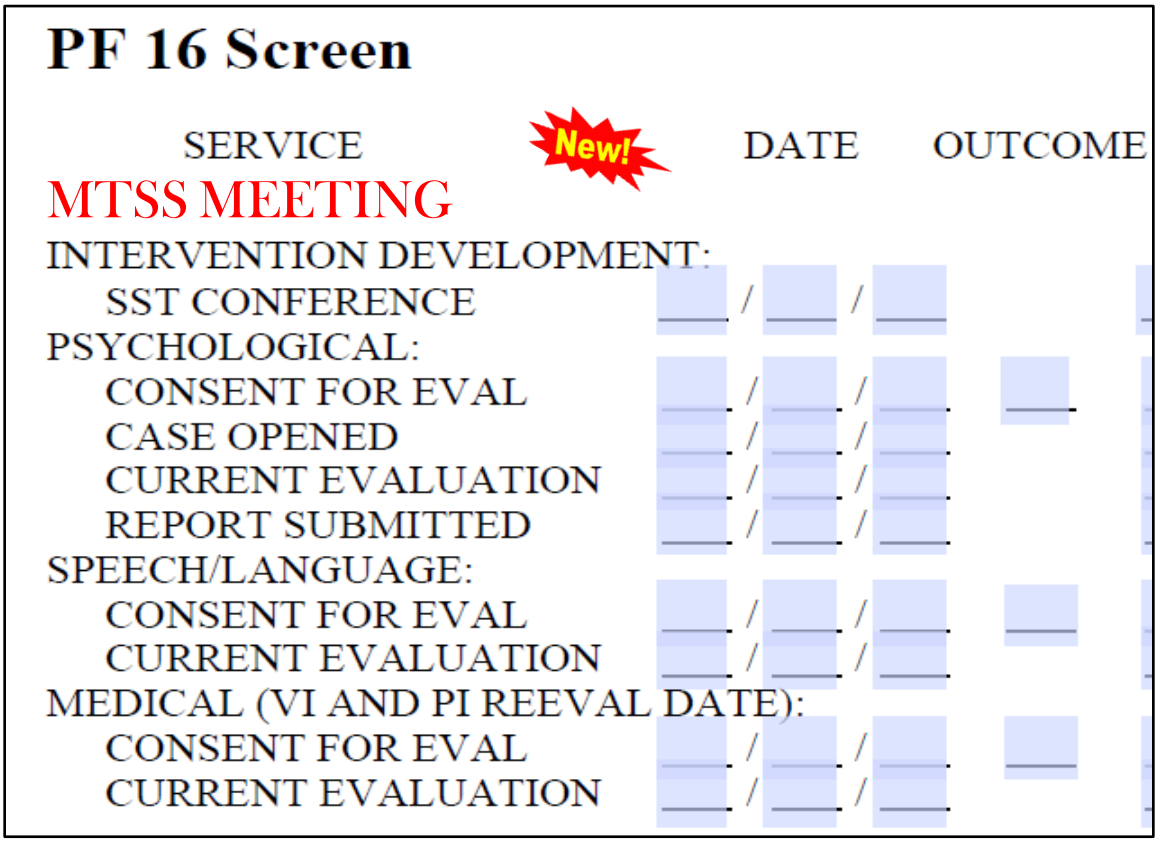
</td></tr>
</table>

District Student Information Systems (DSIS) Documentation for Tier 3 Services

To maintain a clear record of the MTSS Tier 3 support process for a selected student, school teams must select a team member (i.e., MTSS Coordinator, Assistant Principal) to complete required fields on the DSIS PF16 Screen. The picture below outlines the fields that are to be completed.

School teams are to enter the date of the initial MTSS Tier 3 support meeting (previously called SST 1, where Tier 3 interventions are developed) on the "MTSS Meeting" line. After Tier 3 interventions are completed, an SST Conference is held to review the student's response to Tier 3 intervention and make a team decision on the need for evaluation. The date of this meeting is to be entered on the "SST Conference" line. If the MTSS team arrives at the decision that an evaluation is necessary for a student, a Consent to Conduct an Evaluation (FM-4961) must be secured and the date that consent is granted must be entered on the "Consent for Eval" line. The date on the "Consent for Eval" line must match the date provided on the Consent to Conduct an Evaluation (FM-4961) form. In most instances, the date entered on the "Consent for Eval" line would match the date entered on the "SST Conference" line as the decision to evaluate should be determined during the meeting. The three lines that follow ("Case Opened", "Current Evaluation", "Report Submitted") will be completed by the Exceptional Student Education (ESE) Center. School teams are not to complete these lines.

It is critical that accurate timekeeping be maintained on this screen. Doing so will also allow the MTSS Coordinator and Administrators to monitor the amount of time that the student has spent in Tier 3.



Section X:

SST/Referral Evaluation Procedures for Prekindergarten and Head Start Students

Pre-Kindergarten and Head Start Students

The Early Childhood MTSS section is intended to help school sites refine their capacity to use the existing SST/Referral Procedures for Pre-Kindergarten (Pre-K) and Head Start students to improve the educational services provided to them. The Pre-K MTSS Flow Chart included in this section provides guidance, assessment tools, and recommended practices for early childhood stakeholders seeking additional support for Pre-K and Head Start students. This referral process serves as a guide to help identify students in need of additional educational services while they are enrolled in a Pre-Kindergarten or Head Start program.

All referrals for Prekindergarten and Head Start students enrolled in Miami-Dade County Public Schools relating to concerns with speech, language, developmental, and/or behavior concerns must be submitted to the School's Support Team (SST). Teachers should request assistance from the School Support Team (SST) to determine the need for further evaluation by completing the Prekindergarten and Head Start Request for Assistance (FM-7496).

As with any child under the age of 6 who is suspected of having a developmental delay, Tier 2 and Tier 3 data is NOT required for eligibility. Response to Intervention (RTI) is required for some students transitioning to Kindergarten or for those students who are about to become 6 years old. For children suspected of having a disability such as EBD or OHI, the Functional Behavior Assessment/Social Emotional – Positive Behavior Intervention Plan (FBA/SE-BIP) – (FM-6676, FM-6675, and FM-6668) -- process must be completed. See FBA Procedures (FM-7012) for guidance.

M-DCPS PreK SST Flowchart

SIGNIFICANT RISK FACTORS MAY BE DISCUSSED WITH SUPPORT TEAM MEMBERS BUT SHOULD BE REFERRED TO THE SST IMMEDIATELY

START HERE Data confirms student is not meeting expectations related to developmental, social/emotional, or speech/language development. Teacher completes Prekindergarten and Head Start Request for Assistance [RFA] (FM-7496).

SPEECH OR LANGUAGE CONCERNS

Speech Language Pathologist (SLP) completes classroom observation using "Observation of Speech-Language Skills Prekindergarten" (FM 7415)

SLP indicates concerns are developmental. Teacher will continue to monitor.

BEHAVIORAL CONCERNS

- School team schedules Initial FBA Meeting (Includes: Teacher, School-Based FBA Coordinator, Parent, others as desired.)
- Team completes "Structured Interview Form-Young Child: FBA" (FM 6676), obtains "Notice of Intent and Parental/Guardian Consent to Conduct a Screening" (FM 6279), & completes the PreK "Social Emotional – Positive Behavior Intervention Plan Statement of Problem Behavior and Function" (FM 6675)
- Teacher collects data for a minimum of 2 weeks
- Team reconvenes to develop and implement PreK "Social Emotional – Positive Behavior Intervention Plan" (FM 6668)

Data indicates implemented strategies resulted in positive outcomes.

DEVELOPMENTAL CONCERNS

Gather results of both formal and informal assessments (including teacher made checklists and anecdotal notes) and any medical information/diagnoses*

REQUIRED FORMS

- Request for Assistance FM 7496
- Consent for Screening FM 6279
- Vision Screening FM 2125
- Audiometric Screening FM 7409
- MTSS Individual Student Screening FM 7075

Additionally, for Behavioral Referrals:
- Structured Interview Form FM 6676
- Social-Emotional Positive Behavior Intervention Plan Statement of Problem FM 6675
- Social-Emotional Positive Behavior Intervention Plan FM 6668

SST COORDINATOR schedules SST Meeting where all student data and observations are discussed. If the team decides to move forward with an evaluation, FM 6572 and FM 4961 are completed. Hearing and Vision screening results and Mutual Exchange of Information are gathered as needed. MTSS Individual Student Screening (FM 7075) is completed with parent. SST meeting date is recorded on the PF16 Screen in DSIS.

*If team suspects Autism Spectrum Disorder, Intellectual Disability, Hearing or Vision Impairment, schedule SST immediately with parent and school psychologist to obtain consent for evaluation.

Evaluation must be completed within 60 calendar days.

School Site Prekindergarten and Head Start SST Checklist

Student Name:	ID:	DOB:
Teacher(s):	Grade:	
Referral Concern * (Circle any/all that apply) Developmental / Speech / Language / Behavior	Reviewed & Approved:	
SST Meeting Date/Time:	2nd Meeting Date/Time (if applicable):	

Form #	Description	Purpose/Description	Required for	Person Responsible	Date Received/ Completed	Initials
Documentation for School Support (SST) to be Collected & Reviewed Prior to the Meeting (Initial SST)						
7496	Prekindergarten and Head Start Request for Assistance (RFA)	Initial documentation to identify Student Need	Developmental, Language and/or Behavior	Referring Teacher		
1920	Physician's Statement	Statement provided by Physician to identify a medical need		Parent		
6279	Notice of Intent & Parent/Guardian Consent for Screening	Parent Consent				
2125	Vision Screening	Rules Conditions Impeding Learning		MTSS Coordinator/LEA		
7409	Audiometric Screening	Rules Conditions Impeding Learning				
7075	MTSS Individual Student Screening	Social History of Student		Social Worker or Qualified Personnel		
4219	Home Language Screening Questionnaire	Rules out home language as barrier impeding learning	ELL Students only	Registrar		
ESE-EMS	Notification of Meeting	Informs parent of scheduled SST Meeting / initial SST	Developmental, Language and/or Behavior	MTSS Coordinator/LEA		
Developed / Signed at the MTSS Meeting (Initial SST)						
ESE-EMS	Medicaid Consent	Assists with providing resources	Developmental, Language and/or Behavior	Retrieved Form ESE-EMS		
	Non-Discouragement Form	Ensures parents' Rights are upheld				
	Meeting Signature Page	Documents attendees at meeting				
	Meeting Documents Page	Documents meeting				
2128	Consent Mutual Exchange	Permission for M-DCPS to collaborate with other entities	Not Required	Parent		
6572	Request for Evaluation	Parent gives MTSS team permission to conduct evaluation	Developmental, Language and/or Behavior	MTSS Team		
4961	Consent to Conduct an Evaluation	Used to secure parental/guardian consent for a psycho-educational evaluation		Psychologist/ Speech Language Pathologist		
Special						
7087	Receipt of Private Evaluation/Documents		N/A	Administrator		

❖ **If MTSS Team suspects Autism Spectrum Disorder or Intellectual Disability, schedule SST meeting immediately with parent and school psychologist.**

Section XI:

Communicating with Parents

Communicating with Parents

Parents must be included as partners in the MTSS framework. This can be done in the following ways:

1. Parents must be notified in writing when their child is placed in the MTSS process, have a clear understanding of the process, and how and it maximizes their children's' academic and behavioral achievement. Electronic versions of Parent Letters in English, Spanish and Creole are disseminated via weekly briefing.
2. Parents shall be provided with the parent guides and information provided by the State in their home language.
3. Parents must be provided with the M-DCPS Read-at-Home plan (Spanish & Creole).
4. Teacher-parent conferences must utilize Tier 1, 2 & 3 data to plan collaborative teacher-parent support for children.
5. Parents shall understand that data will be utilized for collaborative problem solving by the School Support Team.
6. Parents will receive assistance in choosing independent instructional materials.
7. Parents will be informed about the classes and courses being offered by The Parent Academy.
8. Parents shall be continually reminded that they are their child's first teacher and will be provided support by school staff to continue to enhance the learning of their child.

MTSS Parent Strategies and Best Practices

Parents and guardians are students' first teachers and biggest advocates and play a vital role in expediting success. MTSS teams must include parents in the intervention process from the beginning. Here are a few strategies to inform, include and leverage parent and guardian expertise during the MTSS process:

1. **Introduce the MTSS team to Parents**
   Ensure that parents know who the MTSS team is, the nature of the team's work and how to contact the team if the parent has a concern. This can be done during a variety of times in the year. Set up a booth at open house, parent conferences or school events so that parents can become familiar with the work of the team. When MTSS team members know families, it can make collaborating much more comfortable and efficient.

2. **Create an MTSS webpage**
   If your school has an active website, create an MTSS page that helps parents navigate the MTSS process. Include documents that explains the school's MTSS protocol, gives MTSS team contact information and lists resources and interventions that parents can use at home.

3. **Invite parents to MTSS meetings**
   Parents deserve to know that a teacher has referred their student to receive extra support. Call the parent and explain the nature of the meeting invitation and send home a detailed letter invitation that outlines the purpose and agenda of the meeting. Give parents sufficient notice to attend the meeting and be flexible in case a parent can't physically be presented by allowing them to call in or attend virtually. Additionally, collect information from the parent before the meeting to assist with the efficiency of the meeting. At meetings, don't just talk at parents. Allow them to contribute useful insight and ideas when building student plans. They will also be permitted to ask clarifying questions they have about their student's needs.

4. **Attend report card conferences**
   Have interventionists and MTSS team members present at report card conferences for students receiving or in need of intervention. Show parents student data and clarify how a student is progressing or declining. Use the time to make suggestions of interventions parents can continue at home to support the student or to suggest an MTSS meeting to further develop a student learning plan.

5. **Host parent events**
   Have special events parents can attend to learn more about student challenges and MTSS strategies that support these needs. These sessions can leverage and build parent expertise. Parents can build community with each other and feel more confident in the school's dedication to help students with unique needs. These events can be centered around a variety of topics such as reading strategies, organization support, attention needs, etc.

6. **Affirm parents**
   Let parents know that you notice and appreciate the work they do to support their child. Help parents to remember that they aren't alone, and that you support them. This can look like a phone call to thank them for doing an intervention at home, a text message to highlight how much their student has grown or an award for being a supportive partner throughout the year. Showing small gestures of appreciation may go a long way. MTSS teams can do great work together, but in collaboration with parents, the work is much stronger. Take the time to think about ways to include all parents and guardians to increase the MTSS team's effectiveness.

Information retrieved from https://www.kickboardforschools.com/blog/post/7-rti-strategies-to-involve-parents-in-the-rti-process

Date:

Dear Parents,

As you know, reading is the most important academic skill since it is the foundation of all learning. From kindergarten to third grade, children learn to read. After third grade, they read to learn. In fact, one of the strongest predictors of whether students will graduate from high school is third grade reading proficiency. Therefore, Miami-Dade County Public Schools makes every effort to provide a solid reading foundation for all our students and to identify those who may need additional assistance as early as possible.

Your child, _____, has been identified as needing additional support. Therefore, in addition to the 90-minute Language Arts/Reading class, he/she will participate in reading intervention that specifically meets your child's needs in the following components of reading: phonological awareness, phonics, high-frequency words, vocabulary, and comprehension. The attached i-Ready *Parent Report* provides information regarding how your child is doing in these areas and a brief description of each area.

In addition, we have put together a Read-at-Home Plan, which includes strategies and activities that target the above-mentioned areas and provides guidance on ways you can support your child at home. This plan can be accessed on your child's school website or the English Language Arts website at http://ela.dadeschools.net. Hard copies of this plan will also be available at your child's school.

We are excited to work collaboratively, as a team, to accelerate your child's progress throughout the school year. As always, do not hesitate to contact your child's teacher if you need additional information or assistance.

Sincerely, Principal

Fecha:

Estimados padres de familia,

Como saben, la lectura es la destreza académica más importante ya que es la base de todo aprendizaje. Desde el Kindergarten hasta el tercer grado, los niños aprenden a leer. De hecho, uno de los pronosticadores más contundentes que indica si los estudiantes se graduarán de la secundaria es la competencia en lectura durante el tercer grado. Es por esto que las Escuelas Públicas del Condado Miami-Dade hacen todo esfuerzo por identificar tan pronto sea posible a los estudiantes que pueden necesitar asistencia adicional.

Su hijo, _____, ha sido identificado porque necesita apoyo adicional. Por lo tanto, además de la asignatura de 90 minutos en Artes del lenguaje/Lectura en inglés, participará en una intervención de lectura que satisface las necesidades específicas de su hijo en los siguientes componentes de lectura: conciencia fonológica, lectura fonética, palabras de uso frecuente, vocabulario y comprensión. El informe adjunto *iReady Parent Report* proporciona información acerca de cómo se desempeña su hijo en dichas áreas y también una descripción breve de cada área.

Además, hemos preparado un plan de lectura en casa (*Read-at-Home Plan*), que incluye estrategias y actividades que abordan las áreas anteriormente descritas y proporciona orientación acerca de las maneras de las cuales usted puede apoyar a su hijo en el hogar. Dicho plan se puede acceder en el sitio web de la escuela de su hijo o en el sitio web de Artes del lenguaje en inglés en http://ela.dadeschools.net. Copias impresas del plan también estarán disponibles en la escuela de su hijo.

Estamos entusiasmados de colaborar juntos a usted, como equipo, para adelantar el progreso de su hijo a lo largo del curso escolar. Como siempre, no dude en comunicarse con el maestro si necesita información o asistencia adicional.

Atentamente, Director

Dat:

Chè Paran,

Kòm ou konnen, lekti se ladrès akademik ki pi enpòtan paske li se fondasyon tout aprantisaj. Kòmanse nan klas jadendanfan jiska twazyèm ane, timoun aprann li. Aprè twazyèm ane, yo li pou aprann. Anfèt, youn nan prediksyon ki pi solid pou konnen si yon elèv ap gradye nan lekòl segondè se konpetans li nan lekti twazyèm ane eskolè. Se poutèt sa, Lekòl Leta Miami-Dade County fè tout efò pou bay tout elèv yon fondasyon solid e idantifye sa yo ki ka bezwen asistans adisyonèl pi bonè posib.

Nou idantifye pitit ou a, _____, kòm youn nan timoun ki bezwen sipò adisyonèl. Se poutèt sa, anplis klas 90-minit Lekti Redaksyon Anglè a, li pral patisipe nan entèvansyon lekti ki pral espesifikman satisfè bezwen pitit ou a nan eleman lekti ki ap suiv yo: ladrès fonolojik, ladrès fonetik, mo kouran, vokabilè, ak konpreyansyon. *Rapò iReady Paran* ki nan atachman an bay enfòmasyon sou nivo pitit ou a nan domèn sa yo ak yon deskripsyon brèf chak domèn yo.

Anplis, nou kreye yon Plan 'Read-at-Home' (Fè Lekti Lakay), ki gen ladan estrateji ak aktivite ki konsantre sou domèn nou mansyone anwo yo e bay konsèy sou fason ou ka sipòte pitit ou nan kay la. Ou ka jwenn aksè sou plan sa a nan sit Entènèt lekòl pitit ou a oubyen nan sit Entènèt "English Language Arts" (Redaksyon/Lekti Lang Anglè) a nan http://ela.dadeschools.net. Kopi plan sa a ap disponib tou nan lekòl pitit ou a.

Nou kontan pou n travay ansanm ak ou, tankou yon ekip, pou akselere pwogrè pitit ou a pandan ane lekòl la. Kòm toujou, pa ezite kontakte pwofesè pitit ou a si w bezwen plis enfòmasyon oubyen asistans.

Sensèman, Direktè/tris

Section XII:

Frequently Asked Questions

Frequently Asked Questions:

What is Multi-Tiered System of Supports (MTSS)?

"A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on individual student's 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." – FLDOE MTSS Implementation Components

How are students identified for interventions?

A major feature of the MTSS Model is the use of data to drive the decision-making process at the school, classroom, and individual student levels. Data is used to identify students as early as possible who are at risk, or already experiencing difficulties and need extra instruction or intensive interventions. Additionally, students who have reached benchmarks are identified for enrichment to achieve beyond standards.

What are interventions?

Interventions are the systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators and are based on expertise and training. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

Can students move in and out of interventions during a school year?

Yes! Data, such as the i-Ready diagnostic assessment data and progress monitoring data, should be used to monitor students' progress during the year to determine whether students are making adequate progress in critical skills and are ready to address other areas of need, or transition back to Tier 1 instruction only, or to identify students who may be falling behind, or need enrichment.

Why are there tiers of interventions?

Research shows that Multi-Tiered System of Supports relies on a strong Tier 1 instructional base, or core, and additional levels of intervention to meet the needs of all students. It is a model intended to address academic, behavioral and social-emotional (SEL) needs through prevention and early intervention to provide students who are struggling with the support they need.

What is the purpose of a problem-solving model?

Each school is expected to create and support the MTSS Leadership team that utilizes the Problem-Solving (PS) process to meet the academic, behavioral, and social-emotional (SEL) needs of all students. MTSS is a process, or framework, that is used for all team based educational decision making.

How can we involve parents who do not speak English?

It is crucial for parents to be a part of the MTSS process regardless of linguistic differences. Materials from Florida Department of Education (FLDOE), such as family brochures, are available in Spanish and Haitian Creole. Many school sites can include members of the MTSS team who speak the home language. Additionally, a request for a Sign Language interpreter may be submitted ahead of time via FM-7248.

How and when will a parent know whether their child is making progress when he/she is in the MTSS process and receiving interventions?

Parents are very important members of the MTSS team and play a crucial role when it comes to maximizing their child's academic and behavioral achievement. They will be able to review the progress of data during MTSS meetings with the team. Parents must feel confident and comfortable with asking questions during this process to better understand the MTSS process, its goal, tools, and manner of measurement.

What role does MTSS play in classifying students for ESE services?

The MTSS process and the evaluation to determine if a student is eligible for ESE services are two separate procedures. A student evaluation for ESE eligibility is either initiated by formal parent request in writing (concurrent with initial MTSS) or informed by the data collected after conducting interventions with fidelity. Parent consent is required before the evaluation process begins. Completion of an evaluation does not guarantee automatic eligibility to receive ESE services. For more information about school-based special education and the evaluation process reference the Local Education Agency (LEA) Implementation Guide.

Do current ESE students receive interventions?

Special Education is a service that a student with a disability receives as per their Individualized Education Plan (IEP). If a student with a disability meets criteria to receive academic interventions as outlined in the subject area placement chart or behavioral interventions (as needed), then they must receive that intervention.

Are 504 Plans part of this process?

A 504 Plan is a formal plan that outlines accommodations that a general education student may need as result of a physical or mental impairment that they have. If a student with a 504 Plan meets criteria to receive academic interventions as outlined in the subject area placement chart or behavioral interventions (as needed), then they must receive that intervention.

Does gifted identification follow the RtI process?

No; a student is determined to be eligible for gifted service as defined by State Board Rule, 6A-6.03019, F.A.C., *Special Instructional Programs for Students Who Are Gifted*. This rule states that a gifted student is "one who has superior intellectual development and is capable of high performance." The minimum qualifications for determining eligibility are: need for a special instructional program, a majority of characteristics of gifted students according to a standard checklist, and superior intellectual development as measured by an intelligence quotient.

What are the procedures for screening potentially gifted students?

Miami-Dade County Public Schools (M-DCPS) gifted screening process includes the development of a talent pool of students who demonstrate unusual ability. Students should be screened using two or more of the following criteria:

- High academic achievement, as indicated by standardized test 89th percentile or higher or FSA/EOC Level 4 or 5 or course work grades of A or B
- Above average creative output in artistic, literary, scientific, or mathematical endeavors
- Very rapid learning rate or unusually insightful conclusions
- Multiple nominations from teachers and staff who observe unique talent
- Parental reports of advanced developmental behavior, such as early reading, verbal precocity and use of complex syntax, or evidence of mechanical aptitude
- Outstanding academic, creative, or leadership abilities, self-reported or peer-reported

In addition, all English Language Learners (ELL) students that have achieved a grade of A or B in English for Speakers of Other Languages (ESOL) or home language arts (i.e., Spanish language arts, Haitian-Creole language arts) and mathematics are screened for gifted.

What are the procedures for referring a student for gifted services?

After a screening process has been completed, a referral for gifted education can be made by a teacher, a parent/guardian, or any qualified individual who has knowledge of student's abilities. A student profile is developed for a student being referred to the School Support Team (SST).

- The student profile includes the following:
  - Gifted Characteristics Checklist (FM 7051)- Students need to demonstrate a majority of gifted characteristics on the rating scale to continue in the process); and
  - Information that can be utilized to demonstrate the student's ability and need for gifted program services. This information may include, but is not limited to:

    a) standardized test scores;
    b) classroom performance indicators such as report card grades, class work, and/or projects.

- An SST meeting is convened to review the information gathered in the student's profile. The SST makes the determination of whether to continue the evaluation process, based on the supporting documentation and a majority of gifted characteristics as measured by the *Gifted Characteristics Checklist*.
- ELL students and students eligible for free/reduced lunch that are referred for gifted may also need the following forms completed: William's Scale for Creativity and Plan B Gifted Matrix form.

Can a gifted student be referred for instructional or behavioral interventions?

Yes; a student eligible for gifted may also need additional interventions and/or services. Gifted students would follow the same MTSS process described above.

*Additional, more detailed list of frequently asked questions is available on the Office of School Improvement (OSI) website, or by clicking this link

Section XIII:

References, Links and Resources

References

Wright, J. (2010). *The RIOT/ICEL Matrix: Organizing Data to Answer Questions About Student Academic Performance & Behavior*. Response to Intervention | RTI | RTI Resources | Intervention Central. https://www.interventioncentral.org

MTSS MDCPS Resources:

MTSS for Mental Health
MDCPS RtI:B Manual

MTSS Websites:

FLDOE RTI
MDCPS RTI
MTSS Guidance Document
Fact Sheet
MTSS Student Support Services Project

Resources for Educators:

Problem-Solving using the ICEL/RIOT Matrix

FLDOE Reading Partners:
Just Read, Florida!
Florida Center for Reading Research (FCRR)

FLDOE Math and Science Partners:
Bureau of Standards and Instructional Support
Florida Center for Research on Science, Technology, Engineering, and Mathematics

More Educator Resources from FLDOE

Resources for Parents:

FLDOE MTSS Parent Brochures:
English Family Brochure
Spanish Family Brochure
Haitian Creole Family Brochure

MDCPS Read-at-Home Plan:
English
Spanish
Haitian Creole
More Parent Resources from FLDOE

Technology and Applications:

Apps for Engagement

Appendix A: i-Ready Progress Monitoring by Tier

i-Ready Progress Monitoring by Tier

MTSS Tier	Diagnostic	Online Instruction	Growth Monitoring
Tier 1 Student *Student on or above level* Core Instruction Whole/Small Group instruction **Weekly Usage:** 45 mins. **Pass Rate:** Overall Lessons 75% Individual Lessons 70%	**Complete 3 Diagnostic Assessments** **1. Student Diagnostic Results** -Review students overall scale score, note where they fall early, mid, late or above. -Identify student's strengths and weaknesses within each domain. **2. Instructional Grouping Report** -Identify students with similar needs for small group instruction. **3. Student Diagnostic Growth Report** -After each subsequent Diagnostic monitor progress towards annual Typical and Stretch goals. -Isolate and compare growth between domains **4. Previous Year Report** - Compare year over year data for trends ***Guiding Questions for further analysis:*** -Did the student receive a rush alert? -Have they received rush alerts in the past? -How many testing sessions were provided for reading? math? -Were Data Chats completed pre and post diagnostic? -Was the student able to verbalize his/her goal(s) for the diagnostic? -Use Placement Tables to analyze the students overall scale score and specific domain scale score to determine where the child placed in relation to his grade. Based on this information specific domains can be targeted during DI for improved results in subsequent diagnostic.	**Online Instruction Report** **-**Monitor weekly usage and pass rate -Monitor pass rate of teacher assigned lessons -Reading only - monitor pass rate for *Close Reading Lessons* (grades 2-5) **i-Ready Offline Materials:** -Use Tools for Instruction (TFI) for DI or tutoring. ****Ready Materials:** -Use Ready Toolbox to target above or below grade level specific standards in math or reading. -Use Ready Books to supplement core instruction in math or reading. ***Guiding Questions for further analysis:*** -Has the student received alerts? -Is the student using a log or the i-Ready upcoming lessons to track their own progress? -Are students using a journal? -Are the Teacher Assigned lessons being strategically assigned to front load or review? -Are students being guided as to how often Close Reading lessons are accessed and completed? -What TFI in i-Ready can be used to reinforce skills? **-What B.E.S.T. standards lessons can be used to supplement core instruction? (materials can be found in Toolbox or the printed book)	**N/A**

MTSS Tier	Diagnostic	Online Instruction	Growth Monitoring
Tier 2 Student *Student identified with a reading or math deficiency anywhere below level* *(Placement decisions for Tier 2 as per district intervention placement charts)* Core Instruction Whole/Small Group instruction **Weekly Usage:** 60 mins. **Pass Rate:** Overall Lessons 75% Individual Lessons 70%	**Follow Tier I guidelines**	**Follow Tier 1** **Guiding Questions for further analysis:** - Isolate pass rate for a targeted domain - Monitor pass rate of teacher assigned lessons for targeted skills/domain - Tools for Instruction (TFI) **Previous Year Report** - Look for trends in online instruction, completion of lessons and pass rates for the identified domain? ***Guiding Questions for further analysis:*** - How is the students' usage and pass rate being monitored? How often? - Is there evidence of new learnings or difficulties in a student journal? - How does their overall pass rare compare to the pass rate in the specified domain? - How does their overall pass rate compare to the pass rate of the targeted assigned lessons?	**Growth Monitoring Report (available after 3 data points)** - Monitor students' progress towards their typical and stretch growth. - Is the student on track to meet their typical growth? - Is the student on track to meet their stretch growth? - How does their progress towards typical and stretch growth compare to other students in their intervention group? ***Guiding Questions for further analysis:*** - Is the district growth monitoring calendar being adhered to? - Has the student inadvertently taken any two i-Ready assessments during the same month?

MTSS Tier	Diagnostic	Online Instruction	Growth Monitoring
Tier 3 Student *Retained Students and students not showing progress despite receiving both Tier 1 and Tier 2 support (identification/Decisions for Tier 2 are made by school data teams)* Core Instruction Whole/Small Group instruction **Weekly Usage:** 75 mins. **Pass Rate:** Overall Lessons 75% Individual Lessons 70%	**Follow Tier I guidelines**	**Follow Tier 1 & 2 guidelines** **Guiding Questions for further analysis:** - How is the teacher monitoring usage and pass rate? - What additional opportunities are being provided for students to access online lessons? - What individualized incentives are in place? - What Tools for Instruction are being used to remediate areas of difficulty? **- What Toolbox or B.E.S.T. standards lessons are being used to target standard specific remediation?	**Follow Tier 2 guidelines**

** District Purchase

Toolbox Math access for all Middle School Math teachers and K-8 centers.

Toolbox Reading and Math for Tier 2/3 Schools

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