



Multi-Tiered System of Supports Implementation Guide



Broward County Public Schools
Student Support Initiatives & Recovery

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In Broward County Public Schools, teaching and learning is our core business. Learning includes mastering academic standards, undergoing social-emotional development and applying knowledge and skills in new situations. We continuously focus on providing high-quality instruction from pre-kindergarten through adult.

This is accomplished through effective, differentiated and culturally responsive classroom instruction, complemented with positive and successful classroom management, delivered by highly qualified teachers who have administrators, instructional and related services support staff and other consultants available to support programs and processes. All of this ensures all students' needs are met along their personalized educational pathways toward college, career and life readiness.

Ultimately, the role of the education system is to prepare every student for life with a focus on college and career readiness. To this end, it is the position of the Florida Department of Education that a multi-tiered system of supports represents a logic and set of core beliefs, including the systematic use of a problem-solving process that must be integrated seamlessly into educational initiatives throughout Florida.

The reality is that not all students are successful in effective classrooms. Indeed, some students come to school at risk for poor learning experiences and outcomes, while others are struggling learners who are disengaged, unmotivated, unresponsive, underperforming or consistently unsuccessful. For these students, we are required to have multi-tiered services, supports, strategies, programs, interventions and systems to address their individual academic or behavioral needs.

Broward County Public Schools is committed to educating all students for success. One key tactic to meeting our goals is a Multi-Tiered System of Supports. MTSS is a framework for implementing systemic, evidence-based practices to maximize student achievement in academics and behavior in preparation for and leading to college career and life readiness.



Acknowledgments

Broward County Public Schools

- Student Support Initiatives & Recovery Division
- School Climate & Discipline Department
- District Multi-Tiered System of Supports Instructional Facilitators
- Multi-Tiered System of Supports District Leadership Team
- Exceptional Student Learning Support Division
- Literacy Department
- Bilingual/ESOL
- Elementary Learning Department
- Secondary Learning Department
- Office of School Performance & Accountability
- Reimagining Middle Grades Team
- Florida Problem Solving/Response to Intervention (PS/RtI) Project Team
- Florida Inclusion Network Facilitators

Vision

Educating today's students to succeed in tomorrow's world.

Mission

Educating all students to reach their highest potential.

Purpose

This document provides schools with a foundational understanding of a Multi-Tiered System of Supports (MTSS). MTSS supports the implementation of the key initiatives, goals and tactics outlined in our Broward County Public Schools Strategic Plan 2024.

This document is intended to be a district-wide guide for the common understanding and implementation of a Multi-Tiered Systems of Supports (MTSS) framework and its essential components.

The document is a 'living document' - it is our belief this document will always be evolving as research, data on implementation, program efficacy, student performance and stakeholder input changes. It will be revised and improved upon as we learn more as professionals. This information is not intended to be a substitute for professional learning.

We hope this document will serve as a guide and help all stakeholders to better serve and support the needs of all students in Broward County Public Schools.



Historical Perspective

In 2004, the reauthorization of the Individuals with Disabilities Education Act (IDEA), introduced the Response to Intervention (RtI) model to better identify and serve the diverse educational needs of all students. Built upon a broad research base, various RtI models with the following common features have been developed:

1. multiple tiers of intervention service delivery,
2. a problem-solving process, and
3. the use of data collection/assessment to inform decisions at each tier of service delivery (National Association of State Directors of Special Education, 2006)

IDEA 2004 also recognized positive behavior support as an evidence-based practice and allowable use for funding to provide prevention and intervention for students with disabilities. Since 2004, Florida has engaged in continuous efforts to make sense of how systematic problem-solving and the RtI framework integrate the various elements of Florida's system of education.

Over time, as districts and schools became more fluent with the implementation of both RtI and PBIS practices, the similarities of the two frameworks/systems became apparent. Therefore, Florida adopted the Multi-Tiered System of Supports (MTSS) conceptual framework as a representation of two sustainable systems change frameworks: Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS).

To better articulate a focus on equitable and efficient learning environments and high-quality instructional practices, usage of the term MTSS emerged. Research and lessons learned from schools and districts contributed to the shift to a Multi-Tiered System of Supports (MTSS) as the best description of a continuum of effective academic and behavioral and social-emotional instruction and supports for every student.

Every Student Succeeds Act of 2015, reauthorizes the Elementary and Secondary Education Act, suggests that LEAs develop and implement tiered intervention programs. According to ESSA, the term "multi-tier system of supports" means "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making for both behavior and academic needs.

This document addresses the transition from RtI and/or PBIS implementation to the development of a MTSS framework.



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

A Multi-Tiered System of Supports (MTSS) is a seamless prevention framework that integrates all students. It is a term used to describe an evidence-based model of schooling that uses data-based problem solving to integrate standards-based instruction, interventions and assessments to address the full range of student academic and behavioral needs present in today's classroom.

MTSS, Response to Instruction and Intervention (RtI), and Positive Behavioral Interventions and Supports (PBIS) are often spoken of synonymously, and for those new to MTSS, it can be difficult to determine what people mean when these terms are used interchangeably. It is important to keep in mind, though, that MTSS is a framework for aligning resources and initiatives; it is a method of organization. As such, MTSS encompasses both RtI and PBIS, and systematically addresses support for all students.

MTSS encompasses all the academic, behavioral and social-emotional demands of learning. MTSS is a key part of the broader BCPS strategic framework to support all learners and ensure equitable access to a robust, high quality education. MTSS provides the structure for the District to prioritize the academic and behavioral needs of all students, including our Students with Disabilities (SWDs), students with advanced learning needs and English Language Learners (ELL).

In Broward County Public Schools (BCPS), MTSS promotes a well-integrated system, where the needs of all learners are identified and supported early through increasing levels of instructional intensity and time. MTSS involves the application of implementation science and the integration of a student support framework into one coherent system. MTSS provides high-quality, standards-based instruction and intervention that is matched to students' academic, behavioral and social needs to maximize the impact on student outcomes.

Multi-Tiered System of Supports (MTSS) refers to all the instructional strategies, interventions and other resources that are used to help all students achieve. An effective system blends culturally responsive academic and behavior supports to create effective environments that address a range of student needs.



Why is Multi-Tiered System of Supports important?

The Multi-Tiered System of Supports (MTSS) framework is built for success. It encompasses the tools educators need for continuous improvement, problem-solving and decision-making. It provides schools with meaningful data to positively impact students and their families, setting them on a path for success. MTSS is built on the idea of intervening early to prevent failure and to maximize the effectiveness of curriculum and instruction. It is not an initiative or program, but rather a framework for providing high quality curriculum and instruction to all students and intervention support for some students.

The basic elements of a Multi-Tiered System of Supports (MTSS) are required by Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA 2004). According to Florida Administrative Code: 6A-6.0331 General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services, "It is the local school district's responsibility to develop and implement a multi-tiered system of supports which integrates a continuum of academic and behavioral interventions for students who need additional support to succeed in the general education environment."

The goal of MTSS in Broward County Public Schools is to provide an integrated, pre-school through college and career ready, district-wide system of supports in order to improve academic achievement, positive behavior and strong social emotional learning for every student.

Effective implementation of MTSS is associated with an increased likelihood of instruction and interventions leading to successful student outcomes. Implementing MTSS will contribute to more meaningful earlier identification of learning and behavioral problems, and improvement of instructional quality. High-quality implementation of MTSS provides all students with the best opportunities to succeed in school and assist with the earlier identification of students with disabilities. In summary, MTSS will benefit all students in that it will provide a framework for more personalized instruction and need-based interventions and supports.

In other words, MTSS is enacted across every "ed" in our school district. Broward County Public Schools has made an intentional shift in terminology to a "multi-tiered system of supports" to emphasize the integration of both academics and behavior as uniformly critical to student success. MTSS implementation is a shared responsibility and ownership of all BCPS educators, staff, families and communities.



Who Should Receive MTSS?

The Florida Department of Education views a MTSS as an avenue to work collaboratively to significantly improve the way in which the needs of all students enrolled in Florida schools are addressed. In this way, students at all points on the continuum of education receive effective interventions and support.

All students are participants in the MTSS process. Not only does MTSS provide a structured and thoughtful application of interventions and supports for students who are not meeting expectations, it also provides a balanced approach to providing enriching activities for those who do. MTSS provides the structure and framework to provide interventions for students who need help, and, when necessary, document interventions for students who might be considered for special education services.

MTSS provides the framework for teaching standards, providing focused instruction and intervention, ensuring that all students are learning and maximizing their potential. MTSS acts as a way of organizing supports within a school and district so that both the academic side and the behavior, social-emotional-learning side are aligned to serve the whole child.

So, while RtI focuses on academics and PBIS focuses on behavior and social and emotional learning, MTSS encompasses them all to ensure successful education outcomes for all students by using a data-based problem solving process to provide, and evaluate, the effectiveness of multiple tiers of integrated academic, behavior and social-emotional instruction, interventions and supports along a continuum reflecting for all students to have fluid access to instruction and supports of varying intensity levels.



Essential Components of MTSS

The essential components of MTSS together creates a system of supports for all learners. The components represent the integration of existing evidenced-based educational reform initiatives, Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS).

The critical components of an effective MTSS implementation include:

- Leadership
- Building the Capacity and Infrastructure for implementation
- Communication and Collaboration
- Data-Based Problem-Solving Process
- Three-Tiered Instructional and Intervention model
- Data Evaluation



Leadership



Leadership is key to successful implementation of any large-scale innovation. The principal and collaborative problem-solving Team (CPST) are critical to implementing a MTSS at the school level. The CPST is a multi-disciplinary team of professionals who create and support a structure for school-based decision making, establish and monitor school-wide learning and development goals, ensure and coordinate the delivery of services to all students (academic, behavior, social-emotional learning), allocate the resources needed to fully implement plans with fidelity, and monitor the effectiveness of Universal (Tier 1), Targeted (Tier 2) and Intensive (Tier 3) instruction, intervention and support.



Members of the Collaborative Problem-Solving Team (CPS Team)

- Principal/Principal Designee
 - MTSS Contact
 - Grade Level/Department Chairs
 - Instructional Coach(es)
 - Students
 - Behavioral Specialist
 - Parents and Guardians
 - Guidance Director/School Counselor(s)
 - Speech Language Pathologist
 - ESE Specialist
 - ESOL Contact
 - School-based Liaisons (Equity, SEL)
 - Psychologist
 - Community Liaison
 - Social Worker
 - Family Counselor
 - District Support Staff (MTSS)
 - Outside Agencies
 - Teacher/Interventionist
- Participation determined by meeting content

Responsibilities of the CPST include:

- ensuring that the critical elements of MTSS are defined and understood by school staff, including curriculum, assessment and instructional practices
- actively engaging staff in ongoing professional development and coaching to support MTSS implementation
- actively facilitating implementation of MTSS as part of their school improvement planning process
- Frequently (minimum bi-weekly meetings) lead CPS Team in problem solving and data driven decision making processes

Building the Capacity and Infrastructure for Implementation



Building the capacity to implement MTSS is crucial to being able to sustain the use of problem-solving and data-based decision making. Important factors in capacity building includes involving key people and leaders; building the school culture to support the practice; working to infuse problem-solving and data-based decision making into ongoing structures such as faculty meetings, grade and content area meetings, curriculum committees and PLCs; and making use of student data to inform actions and expectations for all staff. The District Multi-Tier System of Supports (D-MTSS) staff focus on building critical infrastructure and sustainable systems at the District and school levels.

The District MTSS Team supports schools in building effective leadership and coaching school teams to be able to implement and sustain MTSS practices with fidelity.

The CPS Team facilitates professional development and provides coaching for all staff members (relative to their job roles and responsibilities) on:

- assessments and data sources used to inform decisions
- data literacy and data-based problem solving
- multi-tiered instruction and intervention

The role of the school based MTSS contact (may be identified as a facilitator, staff developer or team leader) is to provide technical assistance and support to school staff to improve implementation of the components of a Multi-Tiered System of Supports model. Responsibilities may include:

- modeling and supporting data literacy
- facilitating collaborative problem-solving processes
- providing leadership for sustainability of systems
- demonstrating leadership in instructional improvement
- providing assistance and professional growth opportunities to teachers

Communication and Collaboration



Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to a lack of consensus, to a lack of feedback to implementers in order to promote continuous improvement, and to not involving stakeholders in planning. In addition to including stakeholders, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.

Data Based Problem-Solving



The use of data-based problem solving to make educational decisions is another critical component of MTSS implementation. Problem solving is the practice of providing high-quality instruction and intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions (Batsche, et al., 2005).

Data-based problem-solving means that data are used effectively to improve learning and informs how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, socio-economic, language proficiency, disability status) are addressed.

Data Based Decision Making is an integral part of the teaming process. Teams should use data and decision rules to determine effectiveness of the Universal (Tier 1) program, identify students in need of interventions and evaluate student progress to determine next steps. Integrated data-based problem solving for student academic, behavior and social-emotional outcomes occurs across content areas, grade levels and tiers. Across all tiers, data is used to identify the difference or “gap” between expected outcomes and current student performance relative to academic, behavior and social-emotional goals.

At all levels and in all settings, the problem-solving process incorporates at least the following four steps in a cyclical, recurring model to address prevention, early intervention and intensive intervention:

Step 1. Define: Problem Identification

What is the problem? How does the group's/student's performance compare to benchmark level of performance and peers' level of performance?

Step 2. Analyze: Problem Analysis

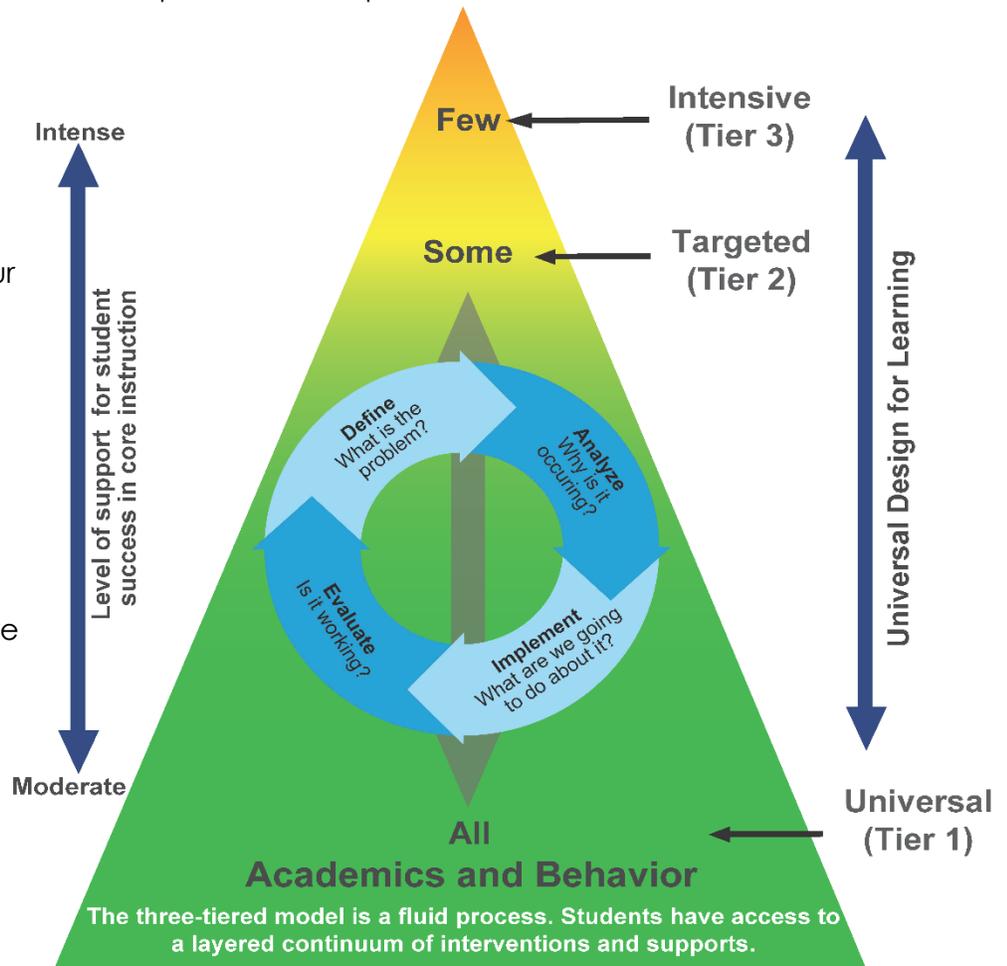
Why is the problem occurring? What would happen if ____ would occur? Can we validate our ideas?

Step 3. Implement: Intervention Design

What are we going to do about the problem? What will we teach? How will we teach it? Is instruction matched to the problem we identified?

Step 4. Evaluate: Response to Intervention (RTI)

Is the instruction and intervention working? How do we know? Is academic and/or behavior performance improved? Are outcomes for all students equitable? Is the group's/student's response good, questionable or poor? What are the next steps?



Three-Tiered Instructional and Intervention Model



A three-tiered instruction and intervention framework is used to organize resources and supports to ensure student learning and educational success. The intensity of supports provided to students matches student need.

Tiers of instruction:

- are provided per each student's need
- ensure that each student may master grade and age appropriate standards and expectations
- ensure that each student may progress successfully (on time, age appropriately) through the PK-12 system

ALL students receive instruction and intervention within a tiered system:

Tier 1: Universal Instruction and Supports for ALL Students - The general academic and behavior instruction and support designed and differentiated for all students in all settings to support the full continuum of student needs.

- View video: [MTSS: Universal Support](#)

Tier 2: Targeted Interventions and Supports for Some Students - The academic and behavioral instruction and intervention that is provided to students who show a need for help in addition to the instruction and support they receive at Tier 1.

- o View video: [MTSS: Additional Support](#)

Tier 3: Intensive Individualized Interventions and Supports for a Few Students - The academic and behavioral instruction and intervention that is provided to students who show a need for intensive and individualized support that is provided in addition to Universal (Tier 1) and as determined may need Targeted (Tier 2) instruction and intervention.

- o View video: [MTSS: Intensified Support](#)

The effectiveness of each tier of instruction must be regularly monitored to ensure the strength of the entire system. The problem-solving process is a recursive, self-correcting, ongoing methodology used for effective decision making at all levels within the system.



Data Evaluation



The CPS Team is responsible for ensuring that all staff understand the purpose of assessments and have access to academic, behavior and social-emotional data sources that address the following purposes of assessment:

- identify students at risk academically, behaviorally, socially and/or emotionally
- determine why a (any) student is at risk
- monitor student academic, behavior and social-emotional growth and progress
- inform academic, behavior and social-emotional instructional and intervention planning
- determine student attainment of academic, behavior and social-emotional outcomes

Policies and procedures for decision-making are established that include schedules for screening, the use of diagnostic assessments, frequent progress monitoring, and the criteria for determining tiers of support needed. Staff also administer assessments, access data sources and make data-based decisions with fidelity to the policies and procedures established by the leadership team.

The CPS Team periodically conducts analyses to determine how implementation of critical elements of MTSS relate to positive student outcomes; that is, resources are allocated based on student need, the relationship between the resources allocated and the outcomes of students is evaluated, and processes and criteria for resource allocation are refined based on strategies that result in improved student outcomes. It is also vital that the CPS Team frequently evaluate how MTSS is implemented, providing information on what practices relate to improvements in student academic, behavioral and social-emotional outcomes.

(Sources: PCS MTSS Implementation Guide, Self-Assessment of MTSS Implementation and Florida Department of Education's Multi-Tiered System of Supports)



What is Response to Intervention?

At the core of implementing a MTSS framework is the systematic use of a data-based problem solving and decision-making process that must be integrated seamlessly into all systems planning, including school improvement plans, student progression plans, K-12 comprehensive reading plans, differentiated accountability plans, Early Warning Systems (EWS) and leader and educator evaluation plans. This problem-solving process applied within the multi-tiered system must be applied to all learners, which includes general education students from pre-k through graduation, students with disabilities, and advanced and gifted learners in order to elevate the efficacy of statewide improvement efforts and processes.

Florida's Statewide Response to Instruction and Intervention Implementation (RtI) Plan was disseminated in 2008 and is still accessible at Florida's Multi-Tiered System of Supports website. The plan outlines a framework for statewide implementation of problem solving and RtI through the establishment of an infrastructure that includes district-based leadership teams (DBLT) implementing district-based plans to support school-based leadership teams (SBLT) implementing school-based plans.



As stated in Florida's Statewide PS-RtI Plan (2008): "...all schools in Florida should ensure evidence-based practices, instructionally relevant assessments, systematic problem-solving to meet all students' needs, data-based decision making, effective professional development, supportive leadership and meaningful student and parent involvement.

Response to Intervention (RtI) is a general education approach of high-quality instruction, early intervention and prevention and behavioral strategies aligned within a Multi-Tiered System of Supports. RtI is defined as the practice of providing (1) high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions.

Response to Intervention (RtI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. Schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. The essential components of a RtI framework are screening, progress monitoring, multi-level or multi-tier prevention system and data-based decision making. These are the foundation principles of an RtI framework.



RtI Implementation Statutory Requirements

- FS 1008.25(a) – Student Progression Plan Requirements for Intervention
- FS 1008.25(4)(a) Requirements for intervention when students do not score at the proficient level on the Florida Standards Assessment (FSA) or state-required end-of-course assessments (EOC); (b) Requirement for a progress monitoring plan for students not making adequate progress
- FS 1001.42 – Powers of the School Board requiring that schools address students who have multiple ‘watch list’ criteria and provide interventions accordingly

In addition, IDEA and State Board Rule require that a student's response to research-based intensive intervention serve as the foundation for identification of certain learning disabilities.

RtI Framework and Essential Components

Broward County Public Schools is committed to providing all children with the additional support and resources needed to be successful. Response to Intervention (RtI) is a general education initiative and one form of support for helping students. It is one arm of the Multi-Tiered System of Supports, which seeks to provide adequate and effective support to all students. RtI encompasses the foundational principles of research-based effective instruction, ongoing progress monitoring and modification of instruction based upon the progress monitoring data.

Response to Intervention (RtI) is a multi-level prevention system which includes three levels of intensity or prevention designed to meet the academic, behavior and social emotional instructional needs of all children. Each level targets a specific group of learners, is supported by evidence-based instructional materials and provides differentiated small-group instruction and routine progress monitoring.

The primary prevention level, Universal (Tier1), includes high quality core instruction. The secondary level, Targeted (Tier 2), includes evidence-based intervention(s) of moderate intensity. The tertiary prevention level, Intensive (Tier 3), includes individualized intervention(s) of increased intensity for students who show minimal response to instruction and intervention. Individually responsive supports are developed based on individual need but may be provided in a small group or individual format. Tier 2 and 3 supports are provided in addition to, not in place of, Tier 1 instruction. At all levels, attention should be on fidelity of implementation, with consideration for cultural and linguistic responsiveness and recognition of student strengths.

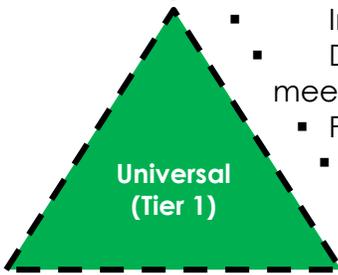
It's important to note that MTSS tiers may look quite different from school to school. MTSS focuses on the overall needs of individual students, and what may be a Tier 2 intervention in one school might be a Tier 1 in another. It is up to each school to develop an MTSS framework that addresses challenges specific to that school's community.

RtI Three-Tiered Instruction and Intervention Model

Tier 1: Universal Instruction and Supports for ALL Students - The general academic and behavior instruction and support designed and differentiated for all students in all settings to support the full continuum of student needs.

Universal (Tier 1) Instruction and Supports are:

- High quality teaching and supports for academics, behavior and social emotional
 - Implementing well-researched programs and best practices
 - Delivering integrated instruction and intervention that is designed to meet the needs of all learners
 - Providing structures and system for creating a positive school and classroom climate

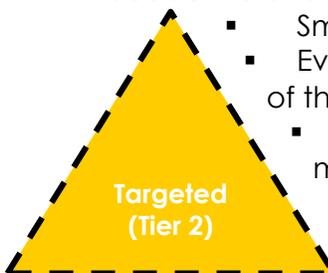


Universal (Tier 1) instruction, also known as core instruction, the instruction which all students must have universal access. It is the academic and behavioral grade level instruction that each student receives daily. For many students, Universal (Tier 1) instruction will meet their needs. For approximately **80 - 85%** of students Universal (Tier 1) instruction will meet their academic, behavior and social emotional needs and they will demonstrate proficiency and growth when good first instruction is delivered.

Tier 2: Targeted Interventions and Supports for Some Students - The academic and behavioral instruction and intervention that is provided to students who show a need for help in addition to the instruction and intervention they receive at Tier 1, in order to increase student success in Tier 1. Targeted (Tier 2) instruction and intervention is more intensive than Universal (Tier 1). Increased intensity is defined as an increase in time, a narrower focus, and a broader type of instruction.

Targeted (Tier 2) Interventions and Supports are:

- Aligning and integrating Targeted (Tier 2) interventions with Universal (Tier 1) academic and behavioral instruction and supports
 - Smaller groups of students who share the same instructional need
 - Evidenced-based and culturally responsive teaching for the needs of the students
 - Progress monitoring data are collected more frequently and monitored bi-weekly

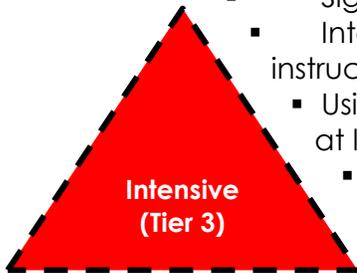


Targeted (Tier 2) instruction is strategic instruction, at grade level, for students who need additional support in learning grade level academic or behavioral material. Tier 2 instruction is intended to be timely and coordinated with Tier 1 instruction. Approximately **10 - 15%** of students may need Targeted (Tier 2) instruction in the ideal MTSS framework. Tier 2 needs and interventions are identified during PLC conversations referencing the four critical PLC questions.

Tier 3: Intensive Individualized Interventions and Supports for a Few Students - The academic and behavioral instruction and intervention that is provided to students who show a need for intensive and individualized help that is provided in addition to Universal (Tier 1) and as determined Targeted (Tier 2).

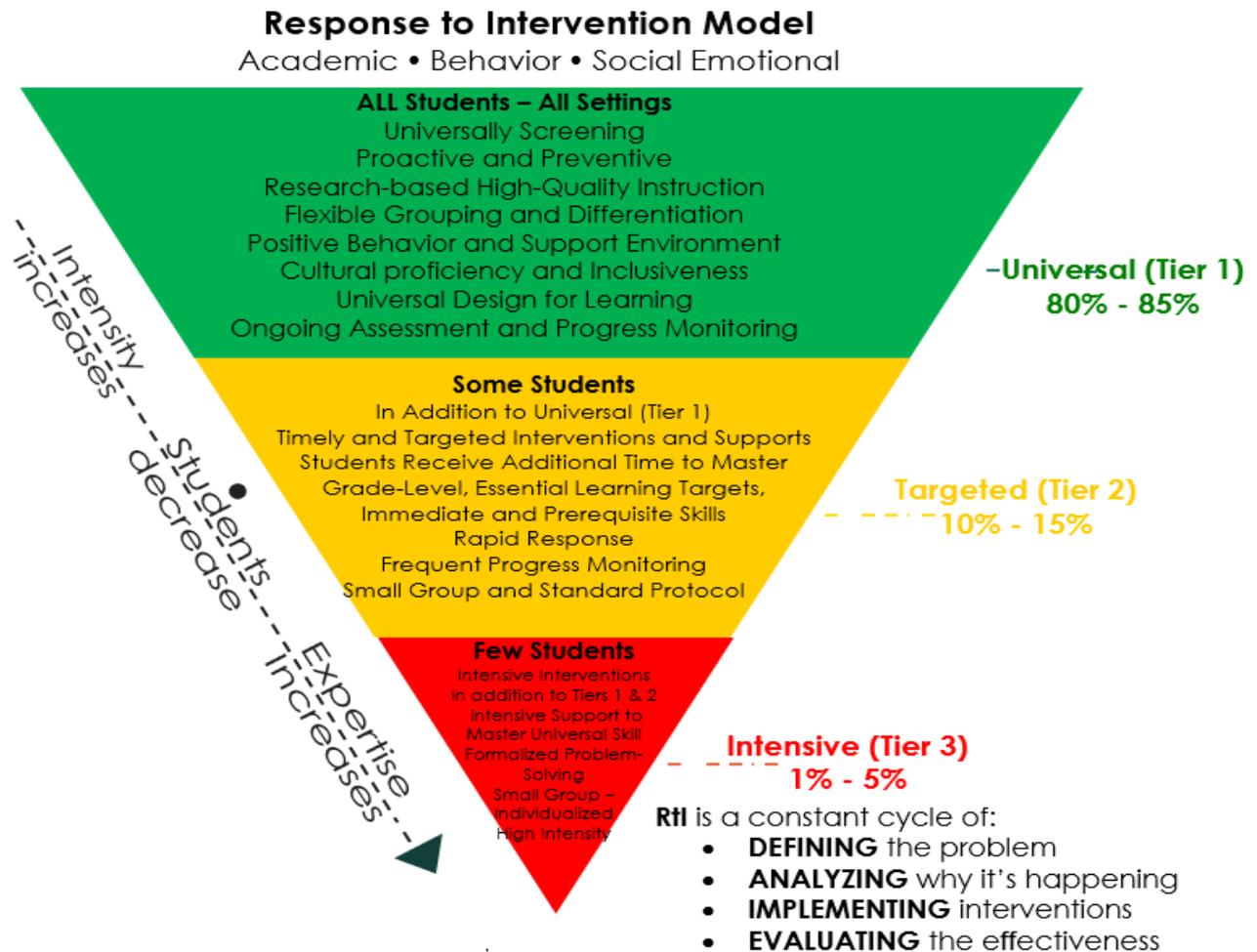
Intensive (Tier 3) Interventions and Supports are:

- Significantly increasing time and intensity on the most critical set of skills
 - Significantly smaller instructional group (1 – 3)
 - Integrating Intensive (Tier 3) interventions and supports with Universal (Tier 1) instruction
 - Using data to inform intensity and time while frequently monitoring progress at least weekly
 - Extensive opportunities for guided practice
 - More systematic instructional sequencing and scaffolding



Intensive (Tier 3) Instruction is intensive instruction and support provided to approximately 1 – 5% of the students who are struggling with significant learning gaps and need academic and/or behavioral support. Typically, these students do not have the appropriate grade level skills yet to be successful in solely Tier 1. Intensive (Tier 3) provides yet an additional level of intervention to help students develop foundational skills and the most critical set of academic and behavioral skills.

The diagram below illustrates RtI Three-Tiered Instruction and Intervention Model



Tier 1: Universal Instruction and Supports for ALL Students

Problem Solving	Imperative Questions at Universal (Tier 1) Instruction
Step 1: Problem Identification	Are students provided with well-delivered, scientific, evidence-based core instruction? How is this verified?
	What assessment tools or processes are used to identify instructional needs and the students' response to instruction?
	Is the core instruction effective? <ul style="list-style-type: none"> ▪ What percent of students are achieving standards/benchmarks/behavioral expectations (approximately 80% or more)? ▪ What percent of students in subgroups are achieving standards/benchmarks/behavior? expectations (approximately 80% or more)?
Step 2: Problem Analysis	If the core instruction is not effective – <ul style="list-style-type: none"> ▪ Is the curriculum appropriately matched to the needs of at least 80% of the students? ▪ Is support provided for implementation fidelity?
	To what extent is the school-based leadership team engaged in core level problem solving in order to increase the effectiveness of core instruction/behavioral supports?
	How are parents and students involved or engaged in supporting effective core instruction/behavioral supports?
Step 3: Instructional Design and Implementation	What instructional strategies will be put into place to address any deficiencies or gaps in the instruction?
	What is the decision rule to determine if a student(s) will require supplemental and more intensive, individualized intervention and support?
Step 4: Response to Intervention	What does the student data show that indicates instructional practices met the needs of at least 80% of the students?

Group Size	Frequency and Duration	Type of Delivery	Types of Assessments
Group size <ul style="list-style-type: none"> ▪ All students (100%) ▪ Fluid and flexible 	Frequency <ul style="list-style-type: none"> ▪ Daily Duration <ul style="list-style-type: none"> ▪ ELA 90 - 120 minutes ▪ Math 60 minutes ▪ Behavior throughout day Progress Monitoring <ul style="list-style-type: none"> ▪ Three times per year 	Responsible Educator <ul style="list-style-type: none"> ▪ Classroom teacher ▪ Content specialist screening team Types of Delivery <ul style="list-style-type: none"> ▪ Whole group ▪ Small group ▪ Individualized learning Setting <ul style="list-style-type: none"> ▪ General education classroom 	Types of Assessments <ul style="list-style-type: none"> ▪ Universal Screeners ▪ Summative ▪ Formative ▪ Standardized assessments ▪ FSA, BAS, FAIR, EOC ▪ Common Assessments ▪ i-Ready/Achieve 3000 ▪ Office Discipline Referrals (ODR) ▪ Suspensions (Internal and External) ▪ Early Warning Signs (EWS) ▪ Attendance

Tier 2: Targeted Interventions and Supports for Some Students

Problem Solving	Imperative Questions at Targeted Instruction (Tier 2)
Step 1: Problem Identification	<p>Are students provided with evidence-based targeted instruction? How is this verified?</p> <p>What assessment tools or processes are used to identify students' instructional needs and response to instruction?</p>
Step 2: Problem Analysis	<p>If targeted instruction is not effective – Is the curriculum appropriately matched to the needs of the students? Is support provided for implementation fidelity?</p> <p>Have the instruction, curriculum, environment and learner been considered to determine why a student may not be making progress?</p>
Step 3: Instructional Design and implementation	<p>What specific targeted intervention and support is planned to improve the performance of students who need additional instruction and support?</p> <p>Consider the following factors:</p> <ul style="list-style-type: none"> • Amount of additional time • Specific instructional strategies, behavior support, curriculum • Evidence of fidelity • Alignment with core instruction • Parent involvement • Method and frequency of progress monitoring assessments • Delivery method • Size of group • Alignment with student needs • Personnel delivering intervention <p>What is the decision rule to determine if student(s) will require targeted and more intensive individualized intervention/support?</p> <p>Are the highest levels of instructional expertise and skill matched to the students with the most significant needs? How is support provided to ensure fidelity of implementation?</p>
Step 4: Response to Intervention	<p>How effective is the targeted instruction for groups of students who need additional instruction and support?</p> <ul style="list-style-type: none"> • What assessments are used, and how frequently are they analyzed with the team? • How does the team determine whether the instruction/intervention is effective? • What is the students' level of performance and rate of progress?

Group Size	Frequency and Duration	Type of Delivery	Types of Assessments
<p>Group size</p> <ul style="list-style-type: none"> ▪ Some students (10 - 15%) ▪ Fluid and flexible 	<p>Frequency</p> <ul style="list-style-type: none"> ▪ 2 – 3 times per week <p>Duration</p> <ul style="list-style-type: none"> ▪ In addition to the Universal (Tier 1) ▪ 15 to 30 minutes per day <p>Progress Monitoring</p> <ul style="list-style-type: none"> ▪ Ongoing progress minimum every two (2) weeks ▪ Data team meetings 	<p>Responsible Educator</p> <ul style="list-style-type: none"> ▪ Classroom teacher ▪ Content specialist ▪ Designated Interventionist <p>Type of Delivery</p> <ul style="list-style-type: none"> ▪ Small group 2 – 10 students <p>Setting</p> <ul style="list-style-type: none"> ▪ General education classroom and appropriate setting designed by the school ▪ Fidelity – same person, day, time, skill 	<p>Types of Assessments</p> <ul style="list-style-type: none"> ▪ Curriculum embedded assessments ▪ Performance Tasks ▪ Common Assessments ▪ i-Ready/Achieve ▪ Office Discipline Referrals (ODR) ▪ Behavior contacts ▪ Check-In/Check-Out ▪ Weekly behavior charts ▪ Suspensions (Internal/External) ▪ Attendance

Tier 3: Intensive Individualized Interventions and Supports for a Few Students

Problem Solving	Imperative Questions at Intensive Instruction (Tier 3)
Step 1: Problem Identification	Are students provided with well-delivered, scientific, evidence-based intensive instruction? How is this verified?
	What assessment tools and processes are used to identify students' instructional needs/intervention?
Step 2: Problem Analysis	If intensive instruction is not effective – Is the curriculum appropriately matched to the needs of the students? Is support provided for implementation fidelity?
	Have the instruction, curriculum, environment and learner been considered to determine why a student may not be making progress?
Step 3: Instructional Design and Implementation	What specific intensive, individualized intervention is planned to improve the level of performance and the rate of progress of the individual student? Consider the following: <ul style="list-style-type: none"> ▪ Amount of additional time ▪ Specific instructional strategies, behavior support, and curriculum ▪ Evidence of fidelity ▪ Group size ▪ Method and frequency of progress monitoring assessments ▪ Sufficiency of instruction/support ▪ Type of delivery ▪ Intervention focused on deficit skill
	What is the decision rule to determine if the student(s) has achieved the goal set?
	How is the intensive, individualized intervention delivered? <ul style="list-style-type: none"> ▪ Academic Engaged Time – How much more time is provided? ▪ Curriculum – What does the student need? ▪ Personnel – Who, when, where? Match the highest instructional experts to the students with the most significant needs. Provide support to ensure fidelity of implementation. ▪ Parents – How are the parents involved or engaged in supporting the interventions?
Step 4: Response to Intervention	How effective is the intensive, individualized intervention for the student? <ul style="list-style-type: none"> ▪ What assessments are used, and how frequently are they analyzed with the team? ▪ How unique is the student's response and comparison to peers? ▪ How does the team determine the effectiveness of the instruction, and if it is ineffective, how does the team support its fidelity? ▪ What is the decision rule used to determine necessary adjustments to the instruction?

Group Size	Frequency and Duration	Type of Delivery	Types of Assessments
Group size <ul style="list-style-type: none"> ▪ Few students (1 - 5%) ▪ Fluid and flexible 	Frequency <ul style="list-style-type: none"> ▪ 4 – 5 times per week Duration <ul style="list-style-type: none"> ▪ In addition to the Universal (Tier 1) ▪ 30 – 45 minutes per day Progress Monitoring <ul style="list-style-type: none"> ▪ Ongoing progress minimum weekly ▪ Individualized problem-solving team 	Responsible Educator <ul style="list-style-type: none"> ▪ Content specialist ▪ High-qualified trained teacher Types of Delivery <ul style="list-style-type: none"> ▪ Very small group 1 – 3 students, and individualized Setting <ul style="list-style-type: none"> ▪ Appropriate setting designed by the school ▪ Fidelity – same person, day, time, skill 	Types of Assessments <ul style="list-style-type: none"> ▪ Diagnostic ▪ BAS (optional assessments) ▪ FAIR ▪ Psychologist testing ▪ Performance Tasks ▪ Common Assessments ▪ i-Ready/Achieve 3000 ▪ Office Discipline Referrals ▪ Behavior contacts ▪ Daily behavior charts ▪ Behavior assessments ▪ FBA/PBIP ▪ Attendance ▪ Community partners support

Problem-Solving Process

In a Multi-Tiered System of Supports framework data-based problem solving is used to determine the intensity and focus of instruction and intervention designed to meet students' academic, behavioral and social-emotional needs. The problem-solving process is used to make data-based decisions in general education and all other education programming, creating a well-integrated system of instruction and intervention guided by student data.

This process is most effective when used by teams of educators with a variety of expertise to accelerate students' educational performance, growth and engagement. Family and community engagement is a critical element to ensure successful outcomes of the problem-solving process.

The problem-solving process is a well-established method of identifying, implementing and evaluating educational solutions that are designed to improve student performance and growth. The process enables teams of educators at the district and school levels to ensure instructional resources reach the right students and schools at the right levels to accelerate the performance and growth of every student to achieve and/or exceed proficiency with accepted academic, behavioral and social-emotional standards and goals. Simply stated, teams of educators engage in this process to more effectively and efficiently educate and support all students. The four steps are:

Step 1: **Identify** the desired goal

Step 2: **Analyze** the cause or problem, determine "WHY" the goal is not being attained

Step 3: **Develop** and Implement the intervention plan

Step 4: **Evaluate** the response to intervention

Step 1: Goal Identification

Define the Problem

- Identify context, background and indicators
- Determine the gap or difference between the expectation and what is actually
- What do we want student(s) to know and be able to do?

What's the goal?

Step 4: Evaluation

Response to Intervention

- Monitor and collect data
- Modify or adjust plan based on response
- Evaluate effectiveness and determine next steps based on fidelity and student response

How is it working?



Step 2: Cause Analysis

Problem Analysis

- Hypothesize root causes
- Analyze multiple data sources
- Identify variables that contribute to causes
 - Identify barriers
 - Examine ICEL/RIOT

Why is it occurring?

Step 3: Intervention Design

Plan, develop and implement

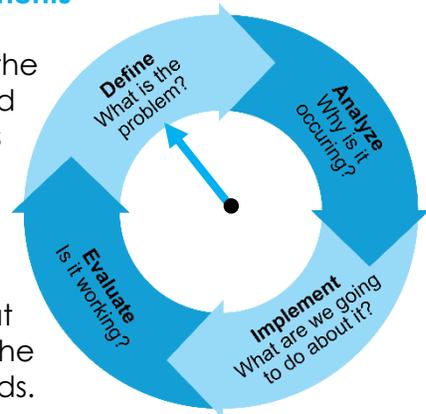
- Develop supports/interventions related to root cause/problem
 - Select supports/interventions, develop plan
- Implement plan of support with fidelity & monitor progress

What are we going to do about it?

The problem-solving process is a self-corrective, decision-making model focused on academic and/or behavioral intervention development and progress monitoring of student response to intervention. The problem-solving process is used to plan, evaluate and revise all tiers of instruction. The four-step problem solving process includes a structured format that is used when analyzing possible reasons for the lack of progress for a student or group of students' academic achievement or behavioral functioning. Utilizing a structured problem-solving approach when exploring, identifying and prioritizing concerns helps teams make efficient use of time and increases the probability that appropriate interventions are selected.

Problem-Solving Process - Step 1: Identify the Desired Goal
Define the Goal – Identification step consists of five (5) elements

Goal Identification: identify the goal(s) that is the focus of the four (4) step process. Academic goals should be aligned with standards. Behavioral and social-emotional goals should be aligned with the behaviors expected to engage in learning and to promote social-emotional competency.



Desired Level of Performance: Clearly identify the level at which the student(s) are expected to perform, based on the appropriate age, grade and developmental level standards.

Current Level of Performance: Clearly identify the current level of performance on the goal(s) demonstrated by the student(s). The data collected should be valid and accessible data that reflect accurately the goal.

Peer Level of Performance: Clearly identify the current level of performance for appropriate peers. The peer comparison group could include peers of the same race/ethnicity, gender, primary language, socio-economic status, grade and disability status. The purpose of using peer data for gap comparison is to identify for whom the four (4) step process is intended, identified student(s) and/or the entire peer group.

Gap Analysis: The gap is defined as the difference between the currently level of performance and the desired level (amount of improvement to be attained), the difference between the student(s) who are the target of the intervention and the appropriate peer group, to determine the appropriate target student(s) or group.

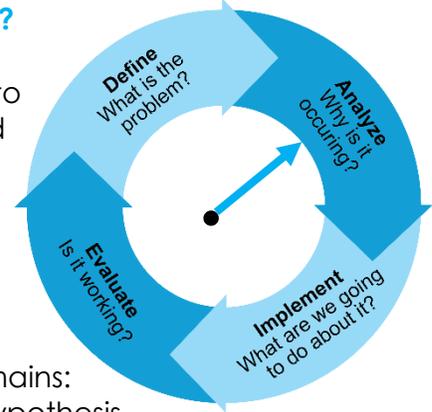
What are the critical outcomes for Step 1?

- Identify the goal that is the focus of the 4-step process
- Identify expected levels of performance
- Determine current level of performance
- Make peer comparison (Determine if it is a Tier 1, 2 or 3 problem)
- Calculate difference between expected performance and current performance

Problem-Solving Process - Step 2: Cause (Problem) Analysis

Why is the intended goal or benchmark not being attained?

Problem Analysis: Analyze the problem using data to determine why there is a difference between the expected and current levels of performance. Generate possible reasons (i.e., hypotheses) why students are not attaining the goal) that are founded in evidence-based content area knowledge, focused on alterable variables and will ultimately lead to effective intervention.



These hypotheses are typically generated across four domains:

Instruction, Curriculum, Environment and Learner (ICEL). Hypothesis statements are created in the format of:

- The goal is not being attained because ____ (e.g., insufficient opportunity for practice of the skill).

These statements are then paired with prediction statements in the form of:

- **If** _____ (If additional corrected practice occurs, **then** the (accuracy of the skill will increase).

Data are collected to determine which hypotheses are most likely to be true (i.e., validate or refute). The methods of data collection include:

Reviewing existing records/data, interviewing individuals (student, educators, family, care providers) with specific knowledge of the situation being addressed, Observation of contexts (classroom, school, home, community) in which the desired skill(s) is expected to occur, and testing to identify related learner characteristics. Reviewing, Interviewing, Observation and Testing is commonly referred to as **RIOT**.

What are the critical actions for step 2?

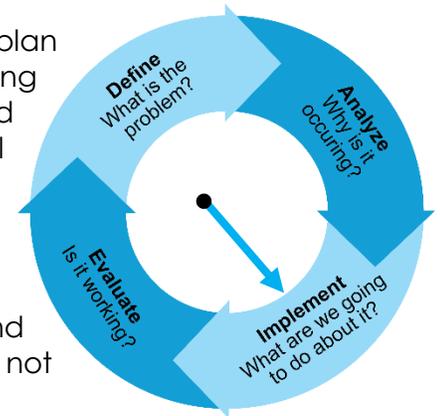
- Generate hypotheses across multiple domains
- Validate or refute hypotheses using RIOT by ICEL procedures
- What is it about the interaction between the instruction, curriculum, environment and learner (**ICEL**) that is contributing to the problem?
 - **I**nstruction: How we teach what is being taught
 - **C**urriculum: What is being taught
 - **E**nvironment: Context where learning is to occur
 - **L**earner: Characteristics intrinsic to the individual in relation to the concern

The Collaborative Problem-Solving Team (CPST) should collect data using **RIOT** (**R**eview, **I**nterview, **O**bserve, **T**est) procedures to address each of the above domains. Data collection typically includes review of classwork and assessment data, parent, teacher and student interviews, and observations in instructional settings. A RIOT by ICEL worksheet can be used to organize the collection of these data is included in the appendix.

Problem-Solving Process - Step 3: Intervention Design and Implementing a Plan

What are we going to do to accelerate progress toward the goal?

Intervention Design: Develop and implement an intervention plan directly linked to the validated hypotheses. Ask, “What are we going to do about attaining the goal established in Step 1?” A detailed plan that is matched to the hypothesis identified in Step 2 will increase the likelihood that the intervention will be effective. Simply put, if the plan is weak, the results will be weak. To ensure a strong plan, teams must include the following critical components:



- The instruction and interventions are **evidence-based** and **linked** to the validated hypotheses about why the goal is not being attained.
- The action plan has **sufficiency** (delivered in sufficient amounts) **and fidelity** (delivered in the way intended by individuals qualified to deliver the instruction).
- The plan reflects the integration of instruction, interventions and learning supports addressing all of the student(s)' areas of need and tying results back to success when engaged in Tier 1 instruction.
- The individuals implementing the plan have **sufficient support** (e.g., time, data, peer/coaching) to implement the plan as intended.

Intervention plans must:

- explicitly define the skills to be taught
- focus on measurable objectives
- set realistic goals for the student(s) considering how far below the expectation the student(s) are
- define who will complete various tasks, when and how
- describe a plan for measuring and monitoring effectiveness of instructional efforts
- reflect the resources and materials needed
- include a date and time to review the student's response to the intervention

What are the critical actions for step 3?

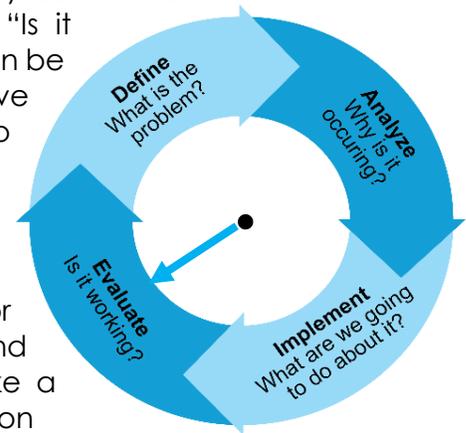
- What will be done to address the identified area of concern and ensure that the goal is met?
- interventions to validate hypotheses
- Specify elements of a comprehensive instructional plan
- Ensure that Tier 1, Tier 2 and Tier 3 instruction/intervention are integrated and aligned.
- Ensure that the implementers have sufficient support to implement the plan as intended before implementing the intervention, decide:
 - What rate of progress will indicate that a response is positive, questionable or poor?
 - What instruction/intervention decisions will be made if a response is positive, questionable or poor?

Problem-Solving Process - Step 4: Evaluation of Response to Intervention Data

Did the plan work?

Evaluation of Response to Instruction and Intervention Data: Evaluate the effectiveness of the plan by using data gathered from data collection (e.g., progress monitoring) at agreed upon intervals. Progress monitoring should directly assess the targeted skill(s). Use this data to determine if the Ask, “Is it working?” If not, how will the instruction and intervention plan be adjusted to better support the progress? The Collaborative Problem-Solving Team discussion focuses on how to maintain or better enable learning for the student(s).

The effectiveness of the instruction and intervention design and implementation must be evaluated to make decisions regarding continuation, intensification, redesign or discontinuing of those instructional strategies and interventions. Progress monitoring data are used to make a determination of whether the effectiveness of the instruction and intervention is positive, questionable or poor.



Guiding Questions:

- What will we do when effectiveness is positive, questionable or poor?
- Is the instruction and intervention aligned with the verified hypothesis or are there other aligned interventions to consider? (Intervention Design)
- Are there other hypotheses to consider? (Problem Analysis)
- Is the problem identified correctly? (Problem Identification)
- Should adjustments be made to ensure the fidelity of the intervention implementation?
- Should the intervention be intensified by reducing the size of the group, increasing the amount of time and/or frequency that the intervention is delivered, or narrowing the focus of the intervention?

Positive effectiveness is noted when the gap is closing and the point at which target student(s) will come in range of the academic and/or behavioral target. The intervention should continue until the student(s) reaches the targeted goal and/or demonstrate mastery in Tier 1. Once students achieve mastery, the team should plan how the intervention supports will be discontinued. If the response is positive, options are to:

- Continue intervention with current goal and intensity
- Create a new plan to increase or decrease intensity and/or write a new goal
- Discontinue intervention plan and provide Universal Tier 1 supplemental supports and strategies

Questionable effectiveness is indicated when the rate at which the gap is widening slows considerably, but the gap is still widening or when the gap stops widening but closure does not occur. It is neither increasing nor decreasing. If the response is questionable, options are to:

- Reduce the size of the group, increase the amount of time/frequency that the intervention is delivered or narrow the focus of the intervention
- Continue intervention with current goal and intensity
- Create a new plan increase or decrease intensity or write a new goal
- Reengage problem-solving cycle
- Employ strategies to increase implementation integrity
- Increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to step 1 of the problem-solving cycle

Poor effectiveness is suggested when the gap continues to widen with little to no change in rate of learning and the student(s) falls further behind. If response is poor, options are to:

- Review intervention fidelity, if no, employ strategies in increased implementation integrity
- Revisit the problem-solving process

What are the critical actions for step 4?

- Monitor progress
- Determine student response to intervention
- Evaluate the sufficiency and integrity of the instruction and intervention
- Make instructional decisions based on student response

Problem solving within a multi-tiered system of supports involves the provision of high-quality instruction and intervention matched to student needs, using learning rate over time and level of performance to make important instructional decisions. The multi-tiered system is characterized by a continuum of academic and behavior supports reflecting the need for all students to have fluid access to instruction of varying intensity levels. This logic and theme of data-based decision making is embedded in a variety of existing structures such as school improvement, student progression (including student progress monitoring plans and individual educational plan (IEP) present levels and goals), reading plans, positive behavior support, Florida State Standards implementation and district policies and procedures.

The process is also critical for assessing the effectiveness of the instruction and interventions that have been provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational needs, which vary across areas of academic content and/or behavioral skills. Teams continue to engage in problem solving to ensure that student success is achieved and maintained.

What are Positive Behavioral Interventions and Supports (PBIS)?

PBIS is a framework that calls for actively teaching positive behaviors and implementing evidence-based preventative and responsive interventions to support student academic achievement and well-being. In 1997, an amendment of the Individuals with Disabilities Education Act (IDEA) included the language, “Positive Behavior Interventions and Supports,” which described methods used to identify and support desired behaviors in the school setting. The educational research community has been developing and studying Positive Behavior Interventions and Supports (PBIS) ever since. PBIS seeks to reduce or eliminate poor behavior school-wide through the encouragement of positive behaviors.

As part of a MTSS framework, PBIS can help educators build an awesome school culture and address behavioral challenges in a positive way. PBIS interventions, when paired with the academic interventions found in RtI, can help students to improve in all areas. The tiered structure of a PBIS initiative helps educators to provide students with the help they need to develop the behavioral skills necessary for success. This social-emotional learning coincides with academics, and each can help strengthen the other.



School-wide expectations, tiered systems of supports and consistent data analysis are all hallmarks of PBIS. These factors are critical to the success of MTSS, as well. Employing the MTSS framework helps to focus educators and students alike on positive interactions, creating a school climate focused on student success.

Essential Elements of Successful PBIS Frameworks

Element	Description
Prevention	Focus on preventing the development and occurrence of problem behavior, which is more effective, cost-efficient and productive than responding after patterns have become engrained.
School Culture and Behavioral Expectations	Because children come from many different backgrounds, schools must define core social expectations and overtly teach the behaviors and skills associated with these expectations.
Recognition of Appropriate Behavior	Students should receive recognition of appropriate behavior at rates that exceed the rates of recognition for rules violations and problem behaviors.
Data	Gather data on what behaviors are being observed and use this information to guide behavior support decisions. Data should include information related to the setting of the problem behavior.
Investment	Districts and schools should invest in the systems, teams, policies, funding, administrative support, and data structures that support the implementation of effective practices.

School-Wide Positive Behavior Plan (SPBP) Essential Elements of PBIS

The SPBP consists of 10 Critical Elements which, when implemented effectively and consistently, provide schools the framework to create, monitor and sustain systemic and preventative core behavioral interventions for ALL students.

These 10 Critical Elements are:

1. Active team with administrative participation
2. Faculty and stakeholder commitment
3. School-wide expectations
4. Location-specific rules
5. Reward and recognition programs
6. Effective discipline procedures
7. Classroom management systems
8. Data collection and analysis
9. Implementation planning
10. Evaluation



Why Positive Behavioral Interventions and Supports?

Many students are not coming to school with the social and emotional skills they need to be successful in the classroom. Punitive measures and zero-tolerance policies are not effective in the long-term. But in an environment in which positive behaviors are taught and recognized, students can develop into solid citizens, both at school and in the community. MTSS creates a positive environment for all students which in turn impacts school climate. Positive school climate is the leading indicator for such outcomes as increased academic achievement, increased teacher retention and reduced discipline referrals.

PBIS decreases office discipline referrals, increases instructional time and improves student achievement. It encourages the development of positive teacher-student relationships. In addition, it provides students with the foundational skills they will need for success in life.

The interventions and supports found in MTSS help in relationship building, which is a key factor in student success. Additionally, a supportive school environment allows each student to work through their challenges and catch up with their peers. Defined tiers of intervention for both academic and behavioral challenges enable educators to address student needs, both as a group and individually.

Benefits of PBIS

Admittedly, PBIS can feel foreign to those familiar with traditional punitive discipline systems. But adopting a PBIS framework schoolwide can have incredible benefits:

- Improves school culture
- Builds social skills
- Reduces office discipline referrals
- Reduces suspensions
- Increases instructional time
- Improves social and emotional development
- Improves school safety
- Increases student engagement
- Improves academic performance
- Increases family involvement
- Improves faculty retention
- Improves classroom management

Adoption of a PBIS framework has the potential to create radical change in the climate of a struggling school. For educators who are seeking to reach and teach every student in their charge, PBIS makes it possible.

PBIS Implementation

It is tempting to label PBIS as simply a behavioral program. This would imply that it is a packaged curriculum designed for use in schools without alteration. However, PBIS is a complete change in how schools employ interventions and discipline. It is more accurate to call PBIS a framework focused on prevention and instruction.

PBIS represents a radical change in thinking about behavior and discipline. Instead of allowing poor behavior to escalate into disciplinary measures, the focus is on teaching and promoting positive behaviors. By building on these positive behaviors, escalations into discipline are reduced.

PBIS Three-Tiered Instructional and Intervention Model

PBIS uses a three-tiered approach. Each of these three tiers has applications to a specific subset of students.

PBIS support start with Universal (Tier 1). Schools begin at Tier 1 by creating a school-wide positive behavior plan outlining the positive behaviors that they wish to establish school-wide. Depending on the school, positive behaviors might include simple actions such as walking calmly in line or throwing away trash in the cafeteria. As the school staff and students focus on these behavioral goals, negative behaviors begin to lessen. And because teachers are spending less time in disciplining students, instructional time increases. Approximately 80 - 85% of students never need to move beyond Tier 1 in interventions and support.

PBIS Tiers

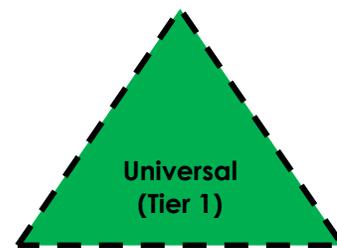
Tier 1: Universal Instruction and Supports for ALL Students - the positive behavior instruction, best practices and positive school climate provided to all students. This tier is focused on preventing the development of new problem behaviors.

As the largest tier, and the foundation for the entire framework, it encompasses the entire school with core instructions and basic interventions and supports. This structure helps to build positive relationships between staff and students. It includes proactive classroom management strategies aimed at creating a supportive atmosphere. Students who do not respond to these interventions may move into Tier 2.

Universal (Tier 1) Instruction and Supports are:

- School-wide
- For all students, staff members and settings
- Designed to reduce problem behaviors
- Increases instructional time

Access resources: <http://flpbis.cbcs.usf.edu/tiers/tier1.html>



Tier 2: Targeted Interventions and Supports for Some Students - the supports provided to students who are either not responding to Tier 1 supports and/or are at risk for serious problem behaviors. Students needing Tier 2 supports are identified based on data (e.g., number of problem behaviors). Tier 2 interventions are typically small group setting interventions.

Some students need a little extra assistance in meeting academic and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings, such as reading groups. Check-In/Check-Out (CICO) interventions are often a part of Tier 2, as well. This targeted support allows students to work toward catching up with their peers. These efforts focus on specific groups of students and the underlying issues that may be causing the behavior. Disruptive students may be dealing with social, emotional or academic issues that result in poor behavior in the classroom. Tier 2 interventions parse out the hidden causes behind negative behavior and provide support in changing those behaviors.

Targeted (Tier 2) Interventions and Supports are:

- Group supports for some students
- Specialized interventions for students demonstrating at-risk behavior
- Prevents worsening of problem behaviors

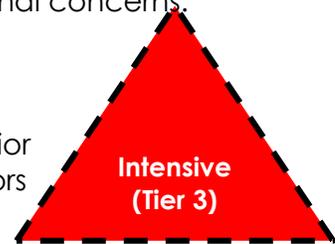
Access resources: <http://flpbis.cbcs.usf.edu/tiers/tier2.html>



Tier 3: Intensive Individualized Interventions and Supports for a Few Students - the supports provided to the small percentage of students with serious problem behaviors who do not respond to Tier 1 and Tier 2 interventions. Tier 3 gives these students individualized supports and can include assistance from outside agencies such as behavioral counselors or family therapists. These interventions target students who exhibit high-risk behavior. Such interventions might take the form of a positive behavior intervention plan created to address specific academic, behavioral and/or social-emotional concerns.

Intensive (Tier 3) Interventions and supports are:

- Individual support for a few students
- Specialized interventions for students with high-risk behavior
- Designed to reduce severity of ongoing problem behaviors



Access resources: <http://flpbis.cbcs.usf.edu/tiers/tier3.html>

Problem-Solving	Description	Example
Step 1: Problem Identification	Pinpoint the problem in measurable terms.	Not: "The student is lazy." Instead: "The student's rate of work completion is 40%, while the expectation is 100%."
Step 2: Analyze the Problem	Consider the student and instructional environment to generate hypotheses about causes	Not: "The student must have a disability and needs to be tested because his/her rate of work completion is low." Instead: "The student has not mastered key skills; the work assigned is above his/her instructional level."
Step 3: Instructional Design and Implementation	Use evidence-based interventions to address the identified problem.	Not: "I'll provide preferential seating for the student near my desk." Instead: "I'll use targeted curricula to supplement core instruction in the area of difficulty."
Step 4: Response to Intervention	Use data-based graphing to monitor intervention outcomes.	Not: Anecdotal or intuitive tracking of intervention outcomes. Instead: Graphing of work completion on a weekly basis during the intervention period compared to the baseline.

Implementing a PBIS framework can have a significant effect on overall school climate. Students are more productive, teachers are happier, and the larger community benefits. Perhaps most importantly, PBIS allows educators to do more of what they love – teach! Conceptualized as a three-tiered framework, this continuum of evidence-based practices of RTI and PBIS applications is best represented as a blended integration that has relevance and application across the range of teaching and learning environments that exist in schools.



Fidelity of Implementation

Fidelity of implementation is the delivery of instruction in the way in which it was designed to be delivered. Fidelity must also address the integrity with which screening and progress-monitoring procedures are completed and an explicit decision-making model is followed. Interventions and supports must be implemented with fidelity.

The aim of fidelity of implementation is to ensure that both the school process of MTSS and classroom instruction at various tiers are implemented and delivered as intended. This aim must be balanced with the school's existing resources. General education in Universal (Tier 1), using a standard treatment protocol, is an important beginning to the RtI/PBIS process. Several key components lead to high fidelity and several key indicators are evidence of implementation with fidelity. To assure fidelity of implementation, monitoring procedures must be in place to measure the five elements of fidelity, adherence, exposure, quality of delivery, program specificity and student responsiveness.

Adherence answers the following questions:

- How well do you stick to the plan?
- How well do you adhere to the curriculum or the instruction or the intervention as intended?
- How well do you stay true to an intervention and avoid the drift?

Duration and **exposure** answer questions about how often a student receives an intervention, for how long each time and for how many weeks. We can think of this element in terms of learning opportunities, as number of days in a week or minutes per day for delivery of curriculum. When we talk of providing more intense instruction, we often increase the duration and exposure, and thereby provide more learning opportunities.

Quality of delivery relates to the quality with which the teacher or the instructional staff person delivers the curriculum.

- Was the instructor's enthusiasm evident?
- Was the instructor engaged in delivering the content?
- Was the instructor making sure that students were engaged, that students were understanding the material and if not, doing something to change that?
- Was the instruction explicit? strategic? systematic? scaffolded?

Program specificity is concerned with avoiding contamination, i.e., being careful not to add a few things from one set of materials and something else from another set.

Student responsiveness must be considered. You can have high adherence, the right exposure, an enthusiastic teacher doing a great job delivering, clear program specificity, but if students are not engaged, it is all for naught.

Key Indicators of Implementation Fidelity in General Education

- 80-85% students pass grade level standards-based assessments
- High percentage of students on trajectory for grade and age

Intervention Documentation Worksheets

Intervention documentation worksheets were developed as an efficient means of collecting information regarding the actual minutes of supplemental or intensive instruction/intervention delivered in a self-report format. Each day of the week has a column to designate the Time, Focus, and Program for the intervention session that day.

- Time (T) is entered as the length of time the intervention was actually delivered, measured in minutes.
- The Program (P) column is used to indicate the particular program or materials used for the intervention. The legend at the bottom of the page gives the user the opportunity to create a key for the specific program or materials used.
- The Focus (F) of the intervention is entered using the legend at the bottom of the page or a key the user develops. For the purposes of this worksheet, the Focus is defined as the particular skill targeted by the instruction/intervention.
- The Total Number of Minutes is summed for the individual weeks, then those totals are summed and compared to the number of minutes originally prescribed in the intervention plan. This allows the important assessment of fidelity of the amount of planned instructional/intervention support.

For example, if the intervention is planned to occur on Monday, Wednesday, and Friday of each week for 20 minutes each day for four weeks, that would be a planned total of 240 extra minutes of instruction. If, after examining the Intervention Documentation Worksheet, it is evident that, as a result of absences, field trips, and assemblies, only an average of 30 minutes of intervention per week was provided over the four weeks, then a total of 120 minutes of extra support would have actually been provided. When evaluating the student's response to instruction/intervention, it is essential to understand the actual amount of support received by the student(s). Accurate data are necessary before accurate instructional decisions can be made. In the scenario above, without documentation of implementation fidelity, we may think that we are evaluating the effects of 240 minutes of additional support when, in fact, only 120 minutes of additional support had been provided. Supports to improve implementation fidelity are put in place when the actual amount of instruction is less than the planned amount of instruction. As well, continued focus on the identified instructional target (F) and on use of identified materials (P) is documented to ensure consistency throughout the intervention.

Worksheet A is formatted for recording individual student interventions. **Worksheet B** has been modified to record groups of students (as when providing small group supports) by replacing the row headers of Week 1, Week 2, etc., with the names of the students in the intervention group. A worksheet records one week of data in this case; thus, a new sheet is created each week.



Intervention Documentation Worksheet for Individual Students

Note: This is a digital form. If you are working in a web browser, you can print the information that you enter in this form but it will not save. To save the information you enter, please work and save in a PDF program such as the free [Adobe Reader](#). You can also print the form to fill in manually.

Intervention Goal: _____

Teacher: _____

Student Name	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of Minutes
	T	P	F	T	P	F	T	P	F	T	P	F	T	P	F	
Week 1																
Week 2																
Week 3																
Week 4																
Week 5																
Week 6																
Week 7																
Week 8																
Week 9																
Week 10																

Legend

<p>T = Time (# of minutes)</p> <p>P = Program/Strategy</p> <p>F = Focus</p>	<p>Focus</p> <p>L = Language</p> <p>PA = Phonemic Awareness</p> <p>P = Phonics</p> <p>F = Fluency</p> <p>V = Vocabulary</p> <p>C = Comprehension</p>	<p>Program</p> <p><i>(Create your own key. For example, W = Wilson Foundations)</i></p> <p>___ = _____</p> <p>___ = _____</p> <p>___ = _____</p> <p>___ = _____</p>
-----------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Intervention Documentation Worksheet for a Group of Students

Note: This is a digital form. If you are working in a web browser, you can print the information that you enter in this form but it will not save. To save the information you enter, please work and save in a PDF program such as the free [Adobe Reader](#). You can also print the form to fill in manually.

Intervention Goal: _____

Teacher: _____

Week	Monday			Tuesday			Wednesday			Thursday			Friday			Total # of Minutes
	T	P	F	T	P	F	T	P	F	T	P	F	T	P	F	
Student 1:																
Student 2:																
Student 3:																
Student 4:																
Student 5:																
Student 5:																
Student 6:																
Student 7:																
Student 8:																
Student 9:																

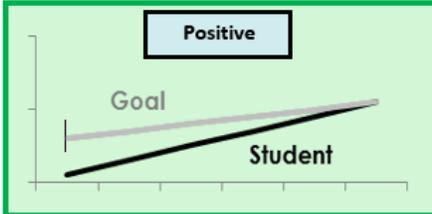
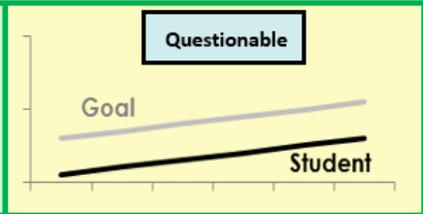
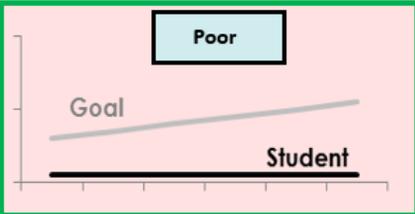
Legend

<p>T = Time (# of minutes) P = Program/Strategy F = Focus</p>	<p>Focus L = Language PA = Phonemic Awareness P = Phonics F = Fluency V = Vocabulary C = Comprehension</p>	<p>Program <i>(Create your own key. For example, W = Wilson Foundations)</i> ____ = _____ ____ = _____ ____ = _____ ____ = _____</p>
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Progress Monitoring

Within a Multi-Tiered System of Supports, progress monitoring is used to assess student progress or performance regarding academics and behavior. At Universal (Tier 1), this is facilitated using universal screeners at specifically scheduled times of the year, including, but not limited to, baseline, mid-year and end-of year. At Targeted (Tier 2) and Intensive (Tier 3), progress monitoring is used to assess student(s) progress or performance in those areas in which a learning gap was identified through Universal (Tier 1) data analysis.

These progress monitoring measures serve to quantify student rate of improvement, or responsiveness to instruction, and to assist in the evaluation of the effectiveness of instruction and interventions currently in place. When planning for progress monitoring, attention should focus on fidelity of implementation and the selection of evidence-based strategies, interventions and resources. There should also be specific steps taken to ensure cultural and linguistic responsiveness, as well as the recognition of student strengths. Problem-solving is not complete without intervention evaluation, evaluating the effectiveness of the intervention. The goal on this final stage is to answer the question: “Is the intervention working?” by reviewing the data collected for individuals or groups.

<div style="text-align: center;">Positive</div> 	<div style="text-align: center;">Questionable</div> 	<div style="text-align: center;">Poor</div> 
<p>Engage in problem-solving, analyze data and review evidence: Student group(s):</p> <ol style="list-style-type: none"> If 80% are making progress, continue with standard protocol plan and monitor progress <p>Individual student(s)</p> <ul style="list-style-type: none"> Continue intervention with current goal Create new goal and intervention plan Discontinue interventions and continue to implement universal (Tier 1) strategies and supports 	<p>Engage in problem-solving, analyze data and review evidence:</p> <p>Student group(s):</p> <ul style="list-style-type: none"> If less than 80% are making progress, review data, plan design, delivery and supports and strategies Increase problem-solving reviews <p>Individual student(s)</p> <ul style="list-style-type: none"> Continue to implement current plan Create a new intervention plan (increase or decrease intensity) Review fidelity of implementation and exclusionary factors Refer to support personnel and support services 	<p>Engage in problem-solving, analyze data and review evidence:</p> <p>Individual student(s)</p> <ul style="list-style-type: none"> Continue to implement current plan Create a new intervention plan (increase or decrease intensity) Review fidelity of implementation and exclusionary factors Refer to support personnel, support services and consider all options

Positive Response

- Gap is closing
- Point at which target student(s) will “come in range” of target can be extrapolated even if this is long range

Potential Actions

- Continue intervention with current goal
- Continue intervention with goal increased
- Discontinue intervention to determine if student(s) has acquired functional independence

Questionable Response

- Rate at which gap is widening slows considerably, but gap is still widening.
- Gap stops widening, but closure does not occur

Potential Actions

- Determine if the intervention was implemented as intended
- If not, employ strategies to increase implementation integrity
- If yes, increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving

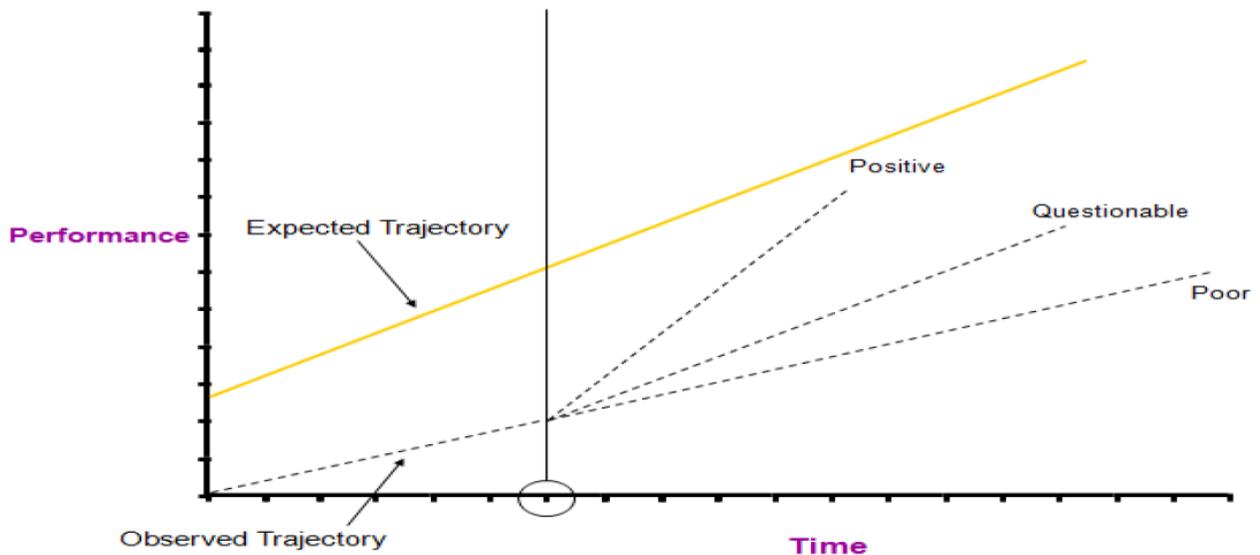
Poor Response

- Gap continues to widen with no change in rate

Potential Actions

- Determine if intervention was implemented as intended
- If not, employ strategies to increase implementation integrity
- If yes, increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving
 - Is intervention aligned with the verified hypothesis? (Intervention Design)
 - Are there other hypotheses to consider? (Problem Analysis)
 - Was the problem identified correctly? (Problem Identification)

Response to Intervention



The period of time an intervention is required to be implemented is described in the literature as “reasonable and realistic” and is left up to the school based problem-solving team to determine. Florida State Board Rule 6A-6.0331 (1) (e), FAC states: “Interventions shall be implemented as designed and for a reasonable period of time and with a level of intensity that matches the student’s needs.”

Ultimately, the student's response to intervention will determine the length of time that he/she will be exposed to the intervention. Certain factors should be taken into consideration when attempting to determine a reasonable period of time for a particular student's intervention plan and progress monitoring checkpoints:

- How far below expectations the student is performing (the further below expectations the student is performing, the longer it will take him/her to close the gap with peers)
- The skill to be learned (some skills naturally take longer to learn than others)
- The intensity of the instruction needed
- The point in the school year at which the interventions are first implemented (interventions may need to continue into the next school year before benchmarks can be expected to be achieved)
- Student factors such as health, motivation, attendance and/or family issues that may impact performance

Regardless of the skill being monitored by plotting data points collected from ongoing progress monitoring on a graph, trends in student performance must be visualized. The trajectory will reveal the type of response obtained.

Graphic Representations of Response to Intervention (RTI)

Data demonstrating rate of progress and levels of performance in comparison with multiple subgroups are used to monitor student progress throughout a student's education. Graphic representations are a means of effectively presenting raw data to parents, students and education professionals involved in problem identification, analysis and intervention planning, and they convey the degree to which a child responds to the interventions being provided.

Florida State Board Rule 6A-6.0331 (1) (e), FAC states: pre-intervention and ongoing progress monitoring measures of academic and/or behavioral areas of concern must be collected and communicated to the parents in an understandable format, which may include, but is not limited to, graphic representation. Fewer conflicts arise when all parties are able to fully understand the data regarding the school's implementation of interventions and the student's responses to these interventions over time.

Data collection should match the intensity of the instruction that is being provided. In general, students receiving intensive, individual interventions (commonly described as tier 3 interventions) should be monitored weekly until enough data points are gathered to obtain a reliable trend line. In contrast, groups of students receiving targeted interventions (commonly described as tier 2 interventions) may be monitored bi-weekly or even monthly.



Collaborative Problem-Solving Teams

Each school is expected to create and support a MTSS School-Based Leadership Team (SBLT) utilizes the problem-solving process to meet the academic and behavioral needs of all students. MTSS is a framework that is used for all team-based educational decision making. The MTSS Leadership team is identified in each school's School Improvement Plan (SIP). The school-based leadership team should be composed of various stakeholders at the school level such as administrators, teachers, content specialists and other relevant staff with an array of expertise.

Collaborative Problems Solving Teams (CPS Teams) are intervention driven/progress monitoring teams at each school that assist students, families and teachers in identifying positive solutions for all students. CPS Teams examine factors that may be impacting academic, behavioral and social-emotional success for students (i.e., instruction, curriculum, environment and learner-centered variables).

They are comprised of professionals within the school community (i.e., school administrators, teachers, school psychologists, guidance counselors, school social workers, speech/language clinicians, reading specialists) and other relevant personnel, including community agencies when necessary. The combined expertise of these professionals along with parent input increases the likelihood that the team will accurately determine the cause of the student's problem and develop effective solutions.

The primary goal of CPS Teams is to support teachers and parents by generating effective research-based academic and behavioral strategies, interventions and supports for students in need of more intensive and/or individualized instruction. These teams follow the four-step problem solving process and use school, class and individual student data to monitor the effectiveness of programs and interventions.

Roles and Responsibilities for Collaborative Problem-Solving Team (CPS Team)

Accountability for positive student outcomes is the shared responsibility of all school personnel. There are specific roles that must be filled for the CPS Team to function effectively. The people assigned to fulfill these roles may vary by school site, depending upon the expertise and availability of personnel. Responsibilities of all CPS Team members include but are not limited to:

- Ensures MTSS implementation
- Ensures the problem-solving model is followed
- Supports the fidelity of the problem-solving process
- Monitors fidelity of intervention implementation
- Interprets and analyzes universal screening and subgroup comparative data
- Identifies strategies, supports, materials and resources for interventions
- Reviews intervention records
- Evaluates outcomes



Multi-Tiered System of Supports

Roles and Responsibilities

Teams	Functions	Members
<p>School-Based Leadership Team (SBLT)</p>	<p>The SBLT problem solves academic and behavioral system concerns that arise at the universal (Tier 1) school-level based on multiple (FSA, BAS, FAIR, BSA, discipline, attendance) sources of data</p> <ul style="list-style-type: none"> ▪ Develop school-wide procedures and processes for MTSS implementation ▪ Evaluate instructional effectiveness at school level ▪ Review school-wide data and makes decisions ▪ Analyze problems at multiple levels within the school ▪ Monitor instructional effectiveness at all tier levels ▪ Manage data and accountability systems ▪ Communicate school-level data and systemic concerns to CPST and case managers ▪ Plan professional learning and trainings 	<p>Required:</p> <ul style="list-style-type: none"> □ Principal □ Assistant Principal(s) □ Instructional Coach(es) □ Guidance Director □ Behavior Specialist □ ESE Specialist □ Teacher Leader(s) <p>Additional Members:</p> <ul style="list-style-type: none"> □ School-based Liaisons □ District Support Staff (MTSS/RtI, PBIS, SEL, Elementary & Secondary Learning)
<p>Collaborative Problem-Solving Team (CPST)</p>	<p>The CPST problem solves academic and behavioral concerns that arise at content area, grade-level and across all tiers with emphasis on the targeted (Tier 2), and intensive (Tier 3) interventions and supports</p> <ul style="list-style-type: none"> ▪ Arrange problem-solving meetings, at a minimum twice (2x) a month ▪ Build relationships with colleagues, parents, students ▪ Ensure research, evidenced-based instructional practices are implemented with fidelity ▪ Identify and inventory curriculum, materials, resources and tools ▪ Collaboratively develop flexible groupings of students with common needs ▪ Maintain communication with instructional staff, leadership team and parents on student progress ▪ Design a process for progress monitoring, data collection and data analysis at each tier level ▪ Provide coaching support on curriculum programs and progress monitoring tools to instructional staff 	<p>Required:</p> <ul style="list-style-type: none"> □ Principal and/or Principal Designee □ MTSS/RtI Contact □ Parents and Guardians □ Instructional Coach(es) □ Guidance Director/School Counselors □ ESE Specialist □ ESOL Contact □ Psychologist □ Social Worker □ Behavior Specialist □ District Support Staff (MTSS/RtI, PBIS SEL) <p>Additional Members:</p> <ul style="list-style-type: none"> □ Team Leaders □ Grade Level Chairs, Department Chairs (CM) □ Teacher/Interventionist □ SLP □ School-based Liaisons (Equity, PBIS, SEL) □ Community Liaison □ Family Counselors □ School Nurse □ Outside agencies □ Students
<p>MTSS (RtI and PBIS) Case Manager Teams</p>	<p>The MTSS Case Managers (Instructional Coaches, Grade-level, Department Chairs, Team Leaders, Guidance/School Counselors, Behavioral Support Personnel) problem solve academic and behavioral concerns across content area, grade-level, classroom-level and all tiers in conjunction with the interventionist and parent</p> <ul style="list-style-type: none"> ▪ Lead teams collaborative problem-solving meetings ▪ Lead review of academic or behavioral concerns to determine the root cause at the classroom-level ▪ Review progress monitoring data at regular interval to inform instruction, interventions and supports. ▪ Monitor implementation and fidelity of intervention delivery ▪ Document strategies, referrals and intervention plans in District system (BASIS) ▪ Seek and utilize coaching supports ▪ Maintain communication with parents on student progress 	<p>Required:</p> <ul style="list-style-type: none"> □ Administrator (Principal Designee) □ MTSS/RtI Contact □ Instructional Coach(es) □ Team Leaders (Case Managers) □ Department Chairs (Case Managers) □ Teachers/Interventionist □ Educational Support Personnel <p>Additional Members:</p> <ul style="list-style-type: none"> □ Guidance Director/School Counselors □ Behavior Specialist □ ESE Specialist □ District Support Staff (MTSS/RtI, PBIS SEL)

Multi-Tiered System of Supports

Member	Responsibilities
Principal	<ul style="list-style-type: none"> ▪ Oversees MTSS implementation in the building ▪ Attends MTSS/RTI meetings ▪ Selects MTSS/RTI administrator designee ▪ Selects MTSS/RTI school-level contact ▪ Examines data and instructional practices at the Universal/Tier 1 level ▪ Monitors fidelity of instruction and intervention implementation ▪ Communicates MTSS/RTI to families and community
Administrator Designee	<ul style="list-style-type: none"> ▪ Schedules for CPST meetings and ensures all relevant personnel are in attendance ▪ Determines professional development needs as related to MTSS/RTI ▪ Facilitates problem solving through the use of school-wide data to guide instructional decisions. ▪ Makes decisions regarding professional development for relevant staff-based trends, patterns and student outcomes ▪ Designs school-wide implementation process, progress monitoring protocols and data collection procedures ▪ Monitors fidelity of instruction and intervention delivery
School-based MTSS (RTI and PBIS) Contact	<ul style="list-style-type: none"> ▪ Facilitates the CPST meetings ▪ Serves as liaison between school and district ▪ Disseminates MTSS/RTI content, materials and resources ▪ Assists in scheduling the CPST meetings and ensures all relevant professionals are in attendance ▪ Calls meeting to order, introduce team members, review purpose of meeting, summarize problem areas, lead team in problem solving ▪ Supports the referring teacher through the RTI process ▪ Consults with School-Based Leadership Team (SBLT) and school staff regarding MTSS needs ▪ Assists in school-wide implementation process, progress monitoring protocols, data collection and data analysis procedures ▪ Records strategies, supports and tiered plans in District system (BASIS) ▪ Engages parents within the MTSS/RTI process
School Counselor	<ul style="list-style-type: none"> ▪ Attends CPST meetings ▪ Provides relevant background information and serves as a liaison for children and families ▪ Provides behavioral and social-emotional strategies, interventions and supports for classroom groups and in small groups ▪ Consults with School-Based Leadership team (SBLT) and school staff regarding MTSS needs
ESE Specialist	<ul style="list-style-type: none"> ▪ Attends CPST meetings ▪ Contributes expertise in academic, behavioral and social-emotional strategies, interventions and supports ▪ Supports the CPST through the individual evaluation process ▪ Consults with School-based Leadership team (SBLT) and school staff regarding MTSS needs
Instructional Coaches	<ul style="list-style-type: none"> ▪ Attends CPST meetings as indicated by the area of concern or target area ▪ Supports the referring teacher/interventionist throughout the RTI process ▪ Inventories instructional intervention programs, tools and resources at each tiered level ▪ Assists in observing students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention and to collect response to intervention data. ▪ Assists with design and implementation of processes for progress monitoring and data collection ▪ Provides professional development and training on intervention programs, progress monitoring assessments and data collection ▪ Pulls data reports as needed and presents during meetings ▪ Ensures that appropriate data are provided prior to CPST meeting ▪ Consults with School-based Leadership team (SBLT) and school staff regarding MTSS needs
All Instructional Staff	<ul style="list-style-type: none"> ▪ Attends CPST meetings ▪ Provides high-quality standard based instruction and interventions with fidelity ▪ Implements selected schoolwide evidenced-based practices with fidelity ▪ Collects data on effectiveness of Tier 1, Tier 2 and Tier 3 interventions (progress monitoring) ▪ Collaborates with the CPST to determine interventions and supports ▪ Implements strategies, supports and plans for small group and individual students ▪ Documents strategies, supports and plans in District system (BASIS) ▪ Ensures that appropriate data are provided before CPST meeting ▪ Continuously engage and inform parents of student progress
School Psychologist	<ul style="list-style-type: none"> ▪ Attends CPST meetings ▪ Contributes expertise in data interpretation and analysis, progress monitoring and effective problem solving. ▪ Administers diagnostic screening assessments to further define the nature of concern and potential strengths and weaknesses ▪ Assists in observing students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention and to collect response to intervention data. ▪ Assists in designing interventions matched to student need, based on data ▪ Assists with identification of appropriate interventions and progress monitoring ▪ Consults with School-based Leadership team (SBLT) and school staff regarding MTSS needs ▪ Provides consult and support to school throughout the problem-solving phases

District MTSS (RTI and PBIS) Instructional Facilitator	<ul style="list-style-type: none"> ▪ Attends CPST meetings in accordance with technical assistance or direct support guideline ▪ Provides MTSS leadership and support ▪ Ensures RTI process and procedures are implemented with fidelity ▪ Models problem-solving across all levels and tiers ▪ Collaborates with school-level MTSS Administrator Designee and MTSS Contact ▪ Consults with School-based Leadership team (SBLT) and school staff regarding MTSS needs ▪ Provides technical assistance to building level teams (CPST, grade-level, department) ▪ Facilitates school-based professional learning
School Social Worker	<ul style="list-style-type: none"> ▪ Attends CPST meetings ▪ Assists administrators and staff to understand the familial, cultural and community components of students' responses to instruction, learning and academic success ▪ Evaluates student progress specific to behavioral, emotional and mental health concerns and the effects on academic progress ▪ Serves as community liaison to ensure adequate and appropriate resources for students and families in need ▪ Assists with crisis response for students in critical need (e.g. suicide ideation, self-harm, family crisis, homelessness) ▪ Consults with administration and school staff regarding MTSS needs
Speech Language Pathologist (SLP)	<ul style="list-style-type: none"> ▪ Attends CPST meetings ▪ Explains the role that language and speech plays in curriculum, assessment and instruction, as a basis for appropriate program design ▪ Provides expertise in language and speech ▪ Administers language and speech assessments ▪ Consults with administration and school staff regarding MTSS needs
Parents or Guardians	<ul style="list-style-type: none"> ▪ Attends RTI meetings at the first sign of concern ▪ Provides helpful information about the child's background and developmental history ▪ Works with the child at home

Collaborative Problem-Solving Team Roles	
Facilitator	<ul style="list-style-type: none"> ▪ Facilitates and leads team(s) in the process of data-base problem solving at all levels. Maintains order and fidelity, while ensuring consensus amongst team members
Coordinator	<ul style="list-style-type: none"> ▪ Schedules meetings, reserves meeting location, arranges coverage for classroom teachers and notifies all team members of scheduled meetings. Ensures parents and guardians were informed and invited
Case Manager/Data Manager	<ul style="list-style-type: none"> ▪ Reviews strategies supports and intervention plans, progress monitoring data and fidelity prior to meeting. Assist in interpreting and analyzing data
Recorder	<ul style="list-style-type: none"> ▪ Maintains documentation in District system (BASIS) during the facilitation of meetings. Documents and communicates meeting content, outcomes and task to team members at all levels
Timekeeper	<ul style="list-style-type: none"> ▪ Monitors the time allocated to each stage of the meeting and ensures adherence to agreed upon agenda



RtI Models of Implementation

In general, there are two basic approaches to RtI, the two most commonly used RtI approaches are the **problem-solving process** and **standard treatment protocol**. While these two approaches to RtI are sometimes described as being very different from each other, they actually have several common elements. In practice, many schools and districts combine or blend aspects of the two approaches to fit their needs. Regardless, to better understand them, these two approaches are described separately.

In the **problem-solving approach**, a collaborative problem-solving team is used for selecting interventions and making decisions, this allows for more brainstorming and flexibility in the process. The CPS Team considers student performance data to identify and define learning problems, to develop interventions to solve those problems, and to evaluate the effects of the interventions on the defined problem or problems.

The problem-solving model is a logical organizer to manage and evaluate system data, prioritize targets, and implement and evaluate individual intervention. Studies have demonstrated positive effects of the problem-solving model in schools, but this type of model is perhaps the most vulnerable to misapplication because the procedures and decision-making criteria are flexible and not well specified. The outcomes of the problem-solving model depend heavily on the procedures used. Problem-solving procedures are not well specified, allowing for flexibility across sites but also causing variable or unreliable effects. While unique intervention is planned for each identified student in the problem-solving approach, in the standard protocol approach interventions are defined, the components are well specified and have been shown to work generally for large numbers of students.

The second major approach is called the **standard treatment protocol approach** and is supported by a strong research base. The words standard (consistent, the same for all students), treatment (instruction, intervention), and protocol (predetermined format or delivery system) describe this approach to RtI. This option uses one validated intervention, selected by the school, to improve the academic or behavior skills of its struggling students. Because a single, consistent intervention is used, it is easier to ensure accurate implementation, or treatment fidelity. Additionally, a variety of support staff can deliver the instruction; however, it is critical that they receive comprehensive training before assuming their instructional responsibilities. They also need to receive ongoing support and professional development while delivering the standard treatment protocol procedures to ensure that the intervention is delivered correctly.

A standard protocol model is typically used for common problems for up to approximately 20% of the students in each grade-level. Typically, the SBLT, based on its school data and resources, creates the standard protocol plan and updates the plan quarterly. The standard protocol model involves the provision of a research-based intervention for a specific amount of time, duration, and frequency (i.e., minutes per day, days per week, and number of weeks) for small groups of students having similar needs.



A primary feature of the standard protocol model involves standardized instruction or intervention with minimal analysis of skill deficits.

The intervention has a set of well-defined steps or procedures, which when implemented appropriately, increases the probability of producing positive outcomes for students. Intervention groups are formed by identifying the general nature of the deficit and matching it to a prescribed treatment or protocol. Because the procedures within a standard protocol model are clear and specific, intervention fidelity should be easy to verify. The problem-solving method is used for students who need more specific interventions to address their individual needs.

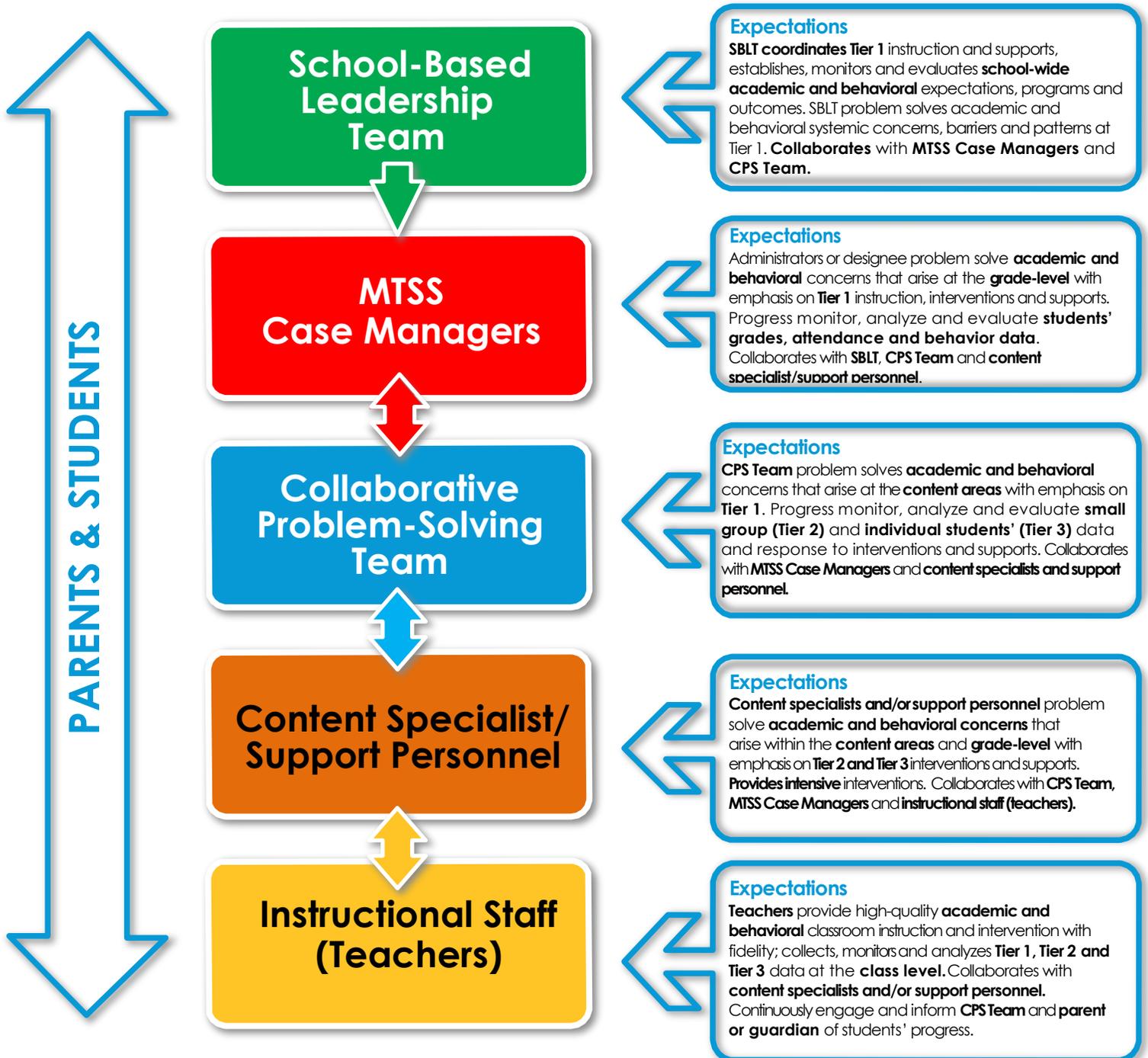
Research has demonstrated strong effects for RtI models in each of the above models. Hence, there is no right or wrong model of RtI. Effects obtained under any RtI model depend on the quality with which implementation occurs. To attain strong positive effects on student learning outcomes, schools must focus heavily on the accuracy of decisions made at each stage of implementation. Effective implementation requires that schools implement procedures to do the following:

- Correctly identify students who need intervention
- Deliver intervention that effectively resolves the learning problem for the majority of students exposed to the intervention
- Monitor the effects of the intervention and to ensure intervention integrity and positive effects on learning
- Make decisions about the need for more intensive or less intensive intervention (e.g., progressing to higher tiers or lower tiers, discontinuing intervention)
- Link resulting RtI data to Universal (Tier 1) decisions and outcomes
- Link resulting RtI data to referral and eligibility decisions in special education
- Link resulting RtI data to system programming changes (e.g., resource allocation, professional development, program evaluation)

There is a direct and irrevocable relationship between how well schools do the above activities and their effects on student learning. That is, the effects obtained depend on the degree to which the above actions are correctly carried out. To select a model, districts or schools should evaluate existing practices and resources at their sites to determine the approach that will best help them accomplish the seven activities listed above. Models of implementation are the appendix for consideration and review.

Resource inventories for academic, behavior and support staff are included in the appendix of this guide. These are fluid documents that will change as data reveal which interventions are most effective. Problem solving teams should use the resource inventories as guides when creating standard protocols and interventions for their schools. All schools are expected to have standard protocols for reading, math and behavior. These protocols should be updated at a minimum quarterly.

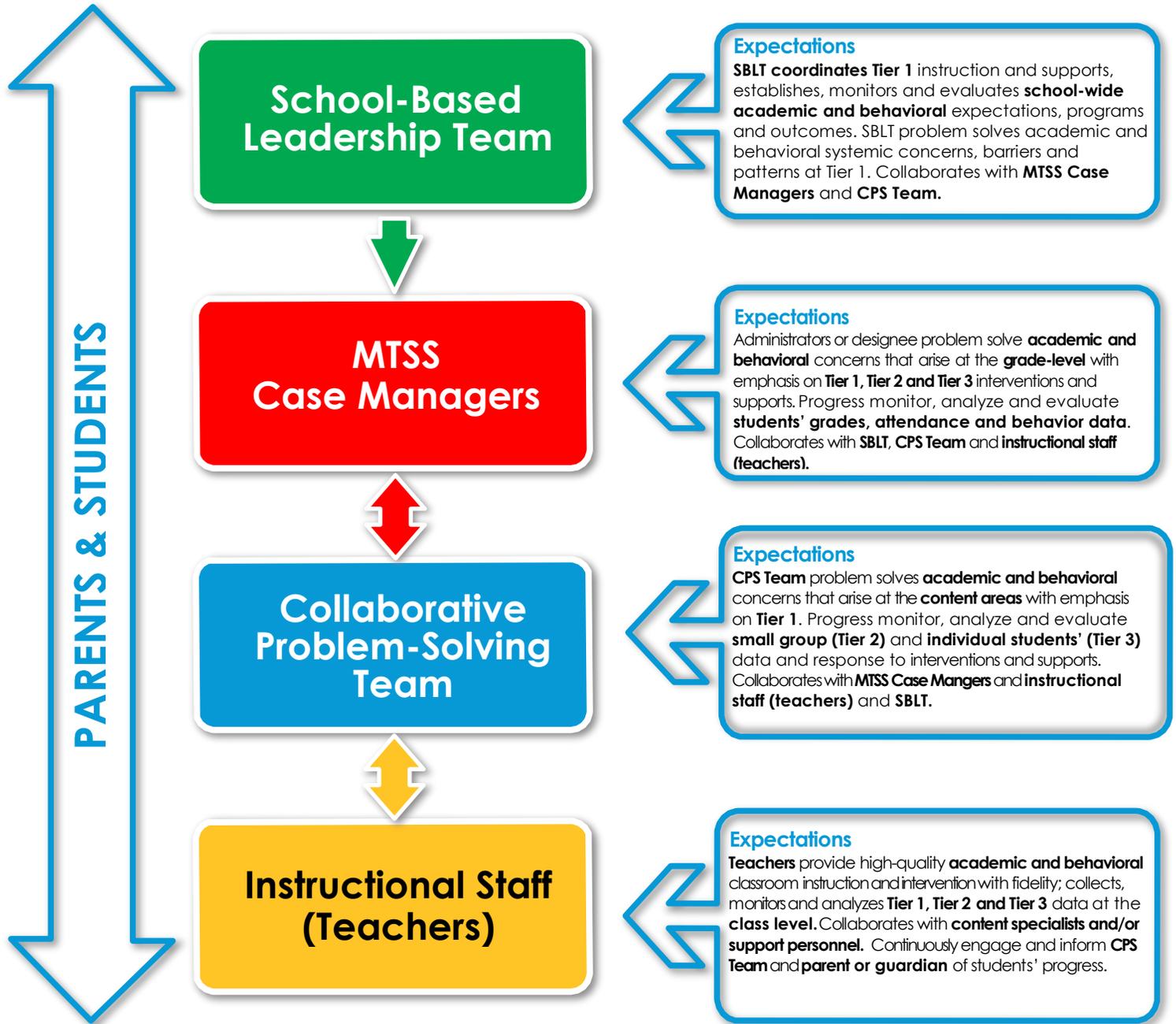
Models of Implementation: Best Practice Model



Benefits: Early prevention and intervention of student academic and behavior concerns across all content areas, grade-levels, and all tiers, infrastructure expanded, capacity strengthened, effective implementation of data-based problem-solving and consistent collaboration between professionals from multiple disciplines and parents or guardians.

Challenges: Limited content specialists and support staff that can serve as case managers and finding time to collaborate with multiple professionals frequently.

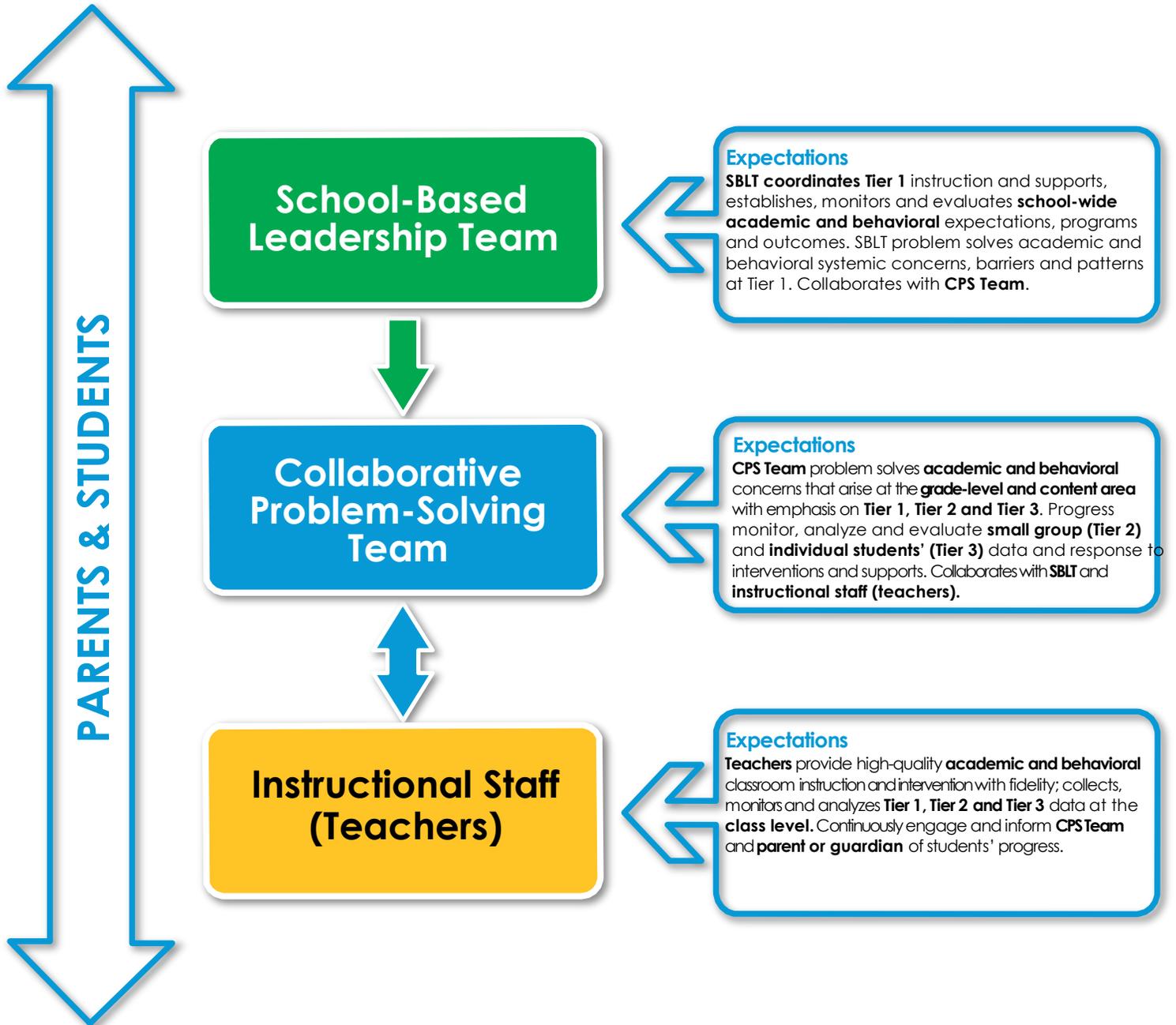
Models of Implementation: Case Manager Model



Benefits: Increased collaboration between professionals from multiple disciplines, early prevention of student concerns, increased communication with all stakeholders, infrastructure developed, capacity strengthen to effectively implement data-based problem solving and address multiple tiers of instruction and intervention.

Challenges: Limited problem-solving across all tiers, limited staff to serve as case managers, finding time to collaborate with multiple professionals and inconsistent implementation fidelity.

Models of Implementation: Standard Model



Benefits: Basic team structure is established, minimum processes and procedures are implemented.

Challenges: Lack of full MTSS implementation and integration, one person primarily responsible for all processes and procedures, frequent miscommunication and limited interventionist and parent engagement.

Multi-Tiered System of Supports



Standard Protocol Plan

School Name:		Implementation Team:		Target Group:			
# of students meeting expectation or benchmark:		# of students not meeting expectation or benchmark:		Gap:			
Expectation/Benchmark #1:			Expectation/Benchmark #2:				
Target Skill/Behavior #1:			Target Skill/Behavior #2:				
Goal #1:			Goal #2:				
Progress Monitoring #1:		Outcome: Continue plan as designed: <input type="checkbox"/> Continue plan with modifications: <input type="checkbox"/> Discontinue plan: <input type="checkbox"/>		Progress Monitoring #2:			
				Outcome: Continue plan as designed: <input type="checkbox"/> Continue plan with modifications: <input type="checkbox"/> Discontinue plan: <input type="checkbox"/>			
Intervention Plan		Support Plan		Fidelity Plan		Student Outcome Plan	
Who is responsible?		Who will support the interventionist/team?		Who is responsible? (monitoring implementation)		Who is responsible?	
What will be done? (research/evidenced based)		What will be done? (coaching and support)		What evidence will be collected? (lesson plans & work samples/assessments)		What data will be reviewed? (include body of evidence)	
When will it occur? (frequency/duration/intensity)		When will it occur?		How often will evidence be reviewed?		How will success criteria be determined? (using appropriate data)	
Where will it occur?		Where will it occur?		How will you address lack of fidelity? (review intervention/support plan)		How will you respond to the outcome?	



MTSS and Parents or Guardians

Parents play a critical role in supporting what their children are learning in school. Research is clear that the more parents are involved in student learning, the higher the student achievement. Parents can be involved in the process by communicating any concerns to the child's teacher, providing insight into their child's learning and development and assisting with identified interventions at home.

Parents and guardians are students' first teachers and biggest advocates and play an important role in accelerating their students' success. CPS Teams should include parents in the intervention and support process from the beginning and throughout the process. Here are a few strategies to inform, include and leverage parent and guardian expertise during the MTSS process:

Introduce the CPS Team to Parents. Ensure that parents know who the CPS Team members are, 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.

Post MTSS information, resources, materials and contact information on the school's website. The content will help parents understand the process. Include documents that explain the school's MTSS protocol, gives MTSS team contact information and lists resources and interventions that parents can use at home.

Invite parents to CPS Team meetings. Parents must be informed when their student needs additional support and intervention. Send home a meeting invitation that outlines the purpose of the meeting and with flexible meeting options, such as call in line or attending virtually. Additionally, collect information from the parent before the meeting to assist with the efficiency of the meeting.

Attend report card conferences. Have CPS 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.

Support parents. Let parents know their involvement and support is appreciated. Help parents to remember that they aren't alone, and that the school supports them. CPS Teams can do great work together, but in collaboration with parents, the work is much stronger. Information adapted from <https://www.kickboardforschools.com/blog/post/7-rti-strategies-to-involve-parents-in-the-rti-process>

The resources in the appendix provide an overview of the Multi-Tiered System of Supports for parents and answers common questions parents may have about it. A parent video explaining the Multi-Tiered System of Supports can be viewed at <http://www.florida-rti.org/parentResources/videos.htm>.

MTSS Information for Parents and Families

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

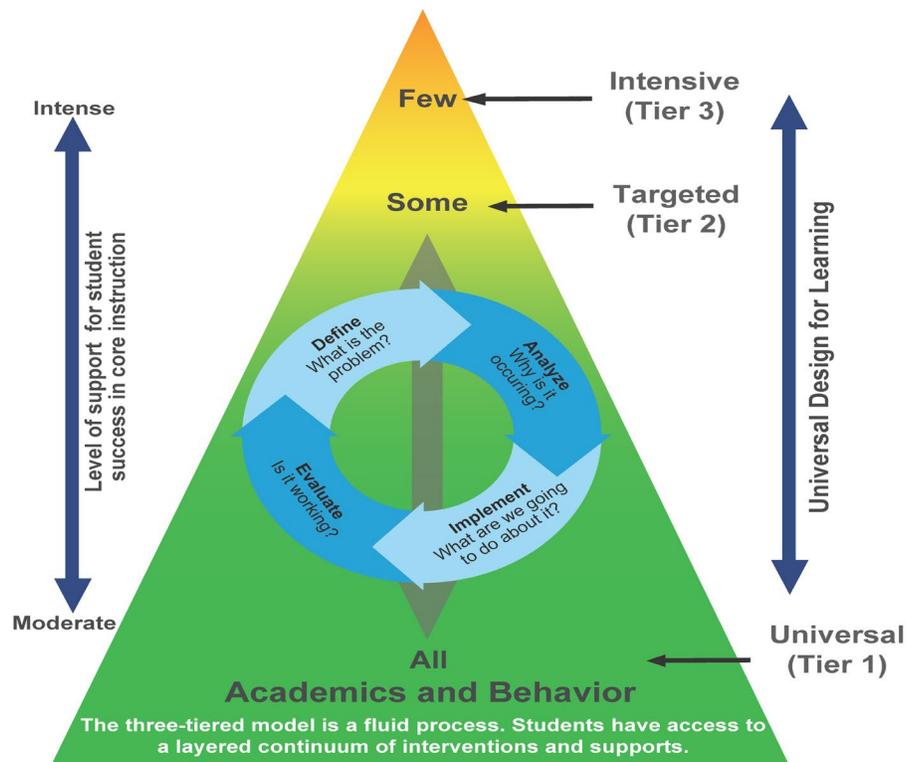
MTSS is a term used to describe a seamless prevention framework that refers to all the academic, behavioral and social-emotional strategies, interventions, supports and resources that are used to help all students grow and achieve. MTSS encompasses Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS).

What is Response to Intervention (RTI)?

RTI is the practice of providing high quality instruction and intervention matched to student need and close monitoring of how a student responds to different layers of instruction and support.

What are Positive Behavior Interventions and Supports (PBIS)?

PBIS are the methods used to identify and support desired behaviors in the school setting through the encouragement of positive behaviors school wide.



What are the benefits of MTSS?

The overall goal of MTSS is to improve educational outcomes for all students by identifying student needs early and making sure student needs do not go unmet.

MTSS focuses on using data to make decisions about adjusting teaching or providing extra supports so students do better in school. Schools use MTSS to build a system of combined instruction and support (or "interventions") for students at varying levels of intensity, based on each student's need. MTSS is for all students.

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

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

Parental Resources

This **video** for parents introduces the use of problem solving and how it may affect your child. <http://www.florida-rti.org/parentResources/videos.htm>

To review the real “**truths**” behind common myths of RtI and MTSS, visit the following link: <http://www.florida-rti.org/parentResources/myths/index.htm>

If you have **questions**, contact Student Support Initiatives & Recovery at 754-321-1655 or access the following links for additional information:

Broward County Public Schools
<https://www.browardschools.com/Page/32437>

Florida's MTSS
<http://www.florida-rti.org/parentresources/floridaTools.htm>



How will MTSS impact my child?

- Your child will be included in early identification of academic or behavioral problems so assistance can be provided at the first signs of difficulty
- Help for your child will increase or decrease depending on his or her needs

How can I participate in MTSS?

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

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

Parental Resources

- **Broward County Public Schools**
 - <https://www.browardschools.com/Page/32944>
 - MTSS Family Brochures
 - <https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/12430/MTSS-Family-Brochure-English.pdf>
 - <https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/12430/MTSS-Family-Brochure-Haitian-Creole.pdf>
 - <https://www.browardschools.com/cms/lib/FL01803656/Centricity/Domain/12430/MTSS-Family-Brochure-Spanish1.pdf>
- **Florida Response to Intervention**
 - Parent Resource Guide
http://www.florida-rti.org/docs/ParentResourceGuide_print_final.pdf
 - National Parent Resources
<http://www.florida-rti.org/parentResources/nationalTools.htm>
 - Video for parents introduces the use of problem solving and how it may affect your child
<http://www.florida-rti.org/parentResources/videos.htm>
- **National Center on Response to Intervention**
 - Family Resources
<https://rti4success.org/resources/family-resources>
- **RTI Action Network**
 - Resources for Parents and Families
<http://rtinetwork.org/parents-a-families>

All schools have interventions, supports and services that are tailored to the unique needs of their students and school. For specific information contact your child's school.

If you have any questions, please contact Student Support Initiatives & Recovery at 754-321-1655 or access <https://www.browardschools.com/Page/32437> for additional information and guidance.

UNIVERSAL (TIER 1) GUIDANCE



**Broward County Public Schools Student
Support Initiatives & Recovery
Multi-Tiered System of Supports Guide**



MTSS Critical Elements

Leadership Domain

1. The principal is actively involved in and facilitates MTSS implementation
2. A leadership team is established that includes 6-8 members with cross-disciplinary representation and is responsible for facilitating MTSS implementation.

Building the Capacity and Infrastructure for Implementation Domain

3. The critical elements of MTSS are defined, understood and implemented by staff.
4. Schedules provide adequate time for data-based problem solving and multiple tiers of instruction/intervention.
5. Processes, procedures and decision rules are established for data-based problem solving.

Communication and Collaboration Domain

6. The infrastructure exists to support and actively engage families and the community in MTSS.

Data Based Problem-Solving Domain

7. Data-based problem-solving for student outcomes occurs across content areas, grade levels and tiers to identify gaps between expected and current outcomes.
8. Data are used to develop plans based on verified reasons of why students are not meeting expectations.
9. Student progress specific to academic, behavior and social-emotional goals specified in intervention plans are continuously monitored for effectiveness.

Three Tiered Instructional and Intervention Model Domain

10. Universal (Tier 1) academic, behavior and social-emotional practices exist that clearly identify learning standards, school-wide expectations for instruction that engages students.
11. Tier 3 practices include integrated strategies that are developed based on students' needs and strengths, are aligned with Universal (Tier 1) and Targeted/Intensive (Tier 2/Tier 3) instructional goals and strategies and are monitored using assessments/data sources that link directly to skills taught.

Data Evaluation Domain

12. Criteria and procedures for data-based decision making are established to create intervention plans.
13. Staff understand, have access to and utilize multiple data sources to monitor intervention plans.
14. Data sources are monitored to evaluate fidelity and impact of intervention plans.

Quality MTSS implementation is associated with 6 domains and 39 elements, the identified 14 elements are key to the initial development of systematic planning and the problem-solving process at the school level.

Critical Terms and Definitions

Acronym	Meaning	Definition
MTSS	Multi-Tiered System of Supports	Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based framework or model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention and seeks to ensure that resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency for college and career readiness.
RtI	Response to Intervention	The practice of providing high-quality instruction, intervention, and supports matched to student needs using learning rate over time and level of performance to make important instructional decisions.
PBIS	Positive Behavior Interventions and Supports	An implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral supports of all students.
SPBP	School-wide Positive Behavior Plan	A data-driven, school-wide plan designed to promote positive behavior by teaching behavioral expectations within every area of a school, including common areas and classrooms.
UDL	Universal Design for Learning	A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone.
SEL	Social Emotional Learning	A process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
CRT	Culturally Responsive Teaching	A pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.
PM	Progress Monitoring	Progress monitoring is used to assess a student's performance, to quantify his or her rate of improvement or responsiveness to intervention, to adjust the student's instructional program to make it more effective and suited to the student's needs, and to evaluate the effectiveness of the intervention.
CBM	Curriculum Based Measure	An assessment used as a method for progress monitoring that is characterized as brief, easy to administer and score, and produces results that are a good predictor of a student's academic ability.
FBA	Functional Behavior Assessment	An assessment conducted to determine the function of a student's behavior when a student exhibits serious and/or chronic challenging behavior.
PBIP	Positive Behavioral Intervention Plan	An individualized, proactive plan designed to help reduce or prevent challenging behaviors by reinforcing strategies and positive behavior instruction.

Multi-Tiered System of Supports



SBLT	School-Based Leadership Team	A team of school-based leaders that are responsible for school-wide data-based problem solving and decision making and at the school level, Universal (Tier 1) level across grade levels, content areas and tiers.
CPST	Collaborative Problem-Solving Team	A team comprised of education professionals that meet regularly to review data and make decisions regarding students' need for instruction, intervention, support and/or evaluation. The CPS Team is responsible for problem solving academic and behavioral concerns that arise at the Universal (Tier 1) level and across content areas, grade-levels and tiers.
ODR	Office Discipline Referral	Formal documentation of student rule violations ultimately entered and tracked within a district-wide database.
EWS	Early Warning System	A system that uses readily available school data to identify students who are at risk of dropping out, allowing educators to intervene early.
ROI	Rate of Improvement	Average progress over a period of time, e.g., one year's growth in one year's time.
Additional Information can be accessed at http://www.florida-rti.org/index.htm		

CRITICAL ELEMENTS

Leadership Domain

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Three Tiered Instructional and Intervention Model Domain

10. Universal (Tier 1) academic, behavior, and social-emotional practices exist that clearly identify learning standards, school wide expectations for instruction that engages students.
11. Tier 3 practices include integrated strategies that are developed based on students' needs and strengths, are aligned with Universal (Tier 1) and Targeted/Intensive (Tier 2/Tier 3) instructional goals and strategies and are monitored using assessments/data sources that link directly to skills taught.

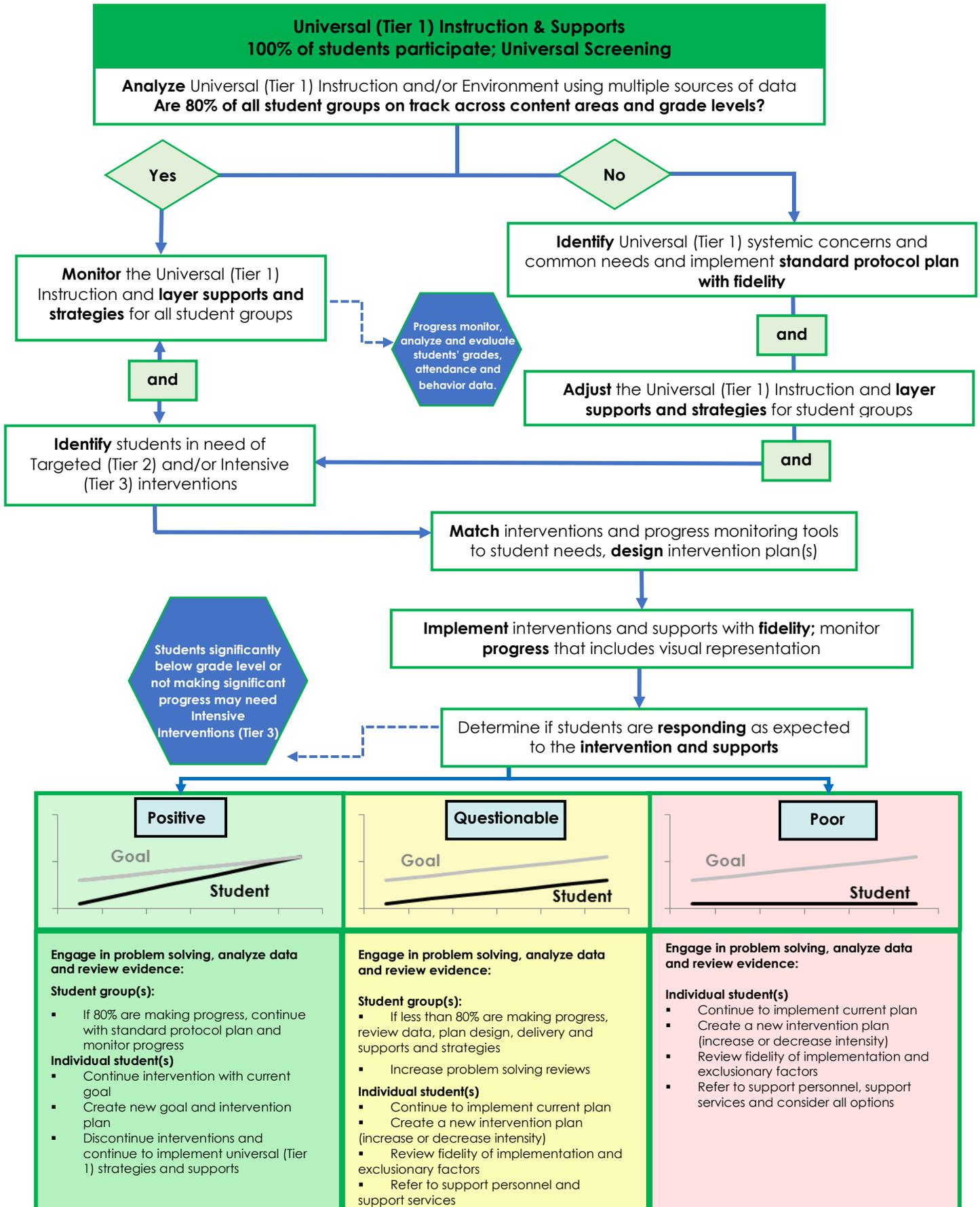
Data Evaluation Domain

12. Criteria and procedures for data-based decision-making are established to create intervention plans.
13. Staff understand, have access to, and utilize multiple data sources to monitor intervention plans.
14. Data sources are monitored to evaluate fidelity and impact of intervention plans.

*Quality MTSS implementation is associated with 6 domains and 39 elements, the identified 14 elements are key to the initial development of systematic planning and problems-solving process at the school level.

Multi-Tiered System of Supports

Problem-Solving Flowchart



Three-Tiered Instructional and Intervention Model

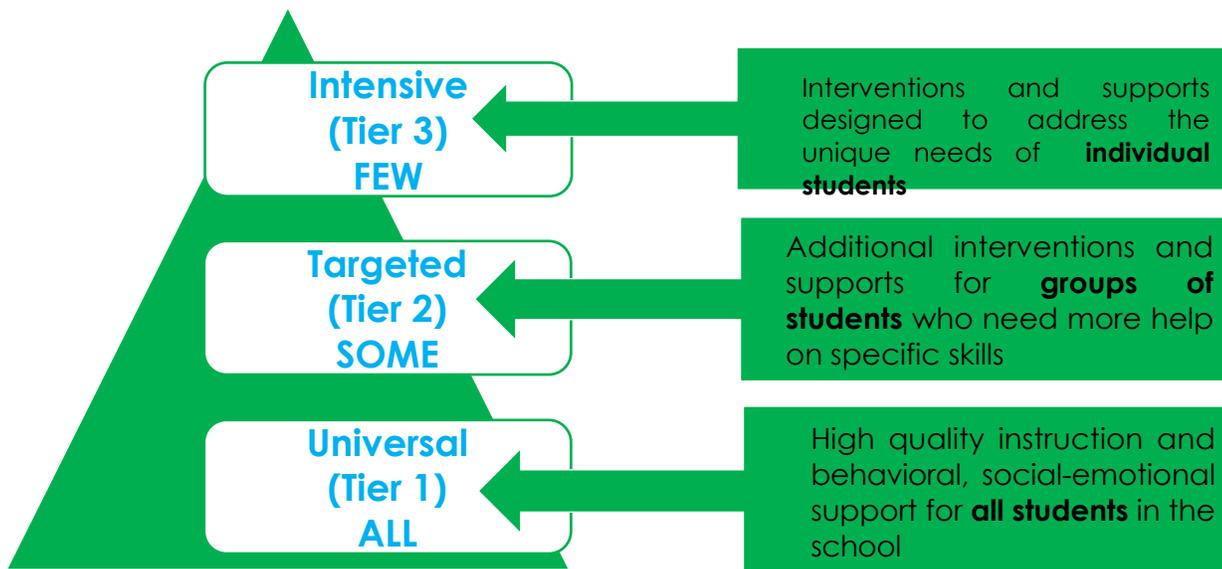
A three-tiered instruction and intervention framework is used to organize resources and supports to ensure student learning and educational success. The intensity of supports provided to students matches student need.

Tiers of instruction:

- are provided per each student's need
- ensure that each student may master grade and age appropriate standards and expectations
- ensure that each student may progress successfully (on time, age appropriately) through the PK-12 system

ALL students receive instruction and intervention within a tiered system:

The effectiveness of each tier of instruction must be regularly monitored to ensure the strength of the entire system. The problem-solving process is a recursive, self-correcting, ongoing methodology used for effective decision making at all levels within the system.



Tier 1: Universal Instruction and Supports for ALL Students - The general academic and behavior instruction and support designed and differentiated for all students in all settings to support the full continuum of student needs.

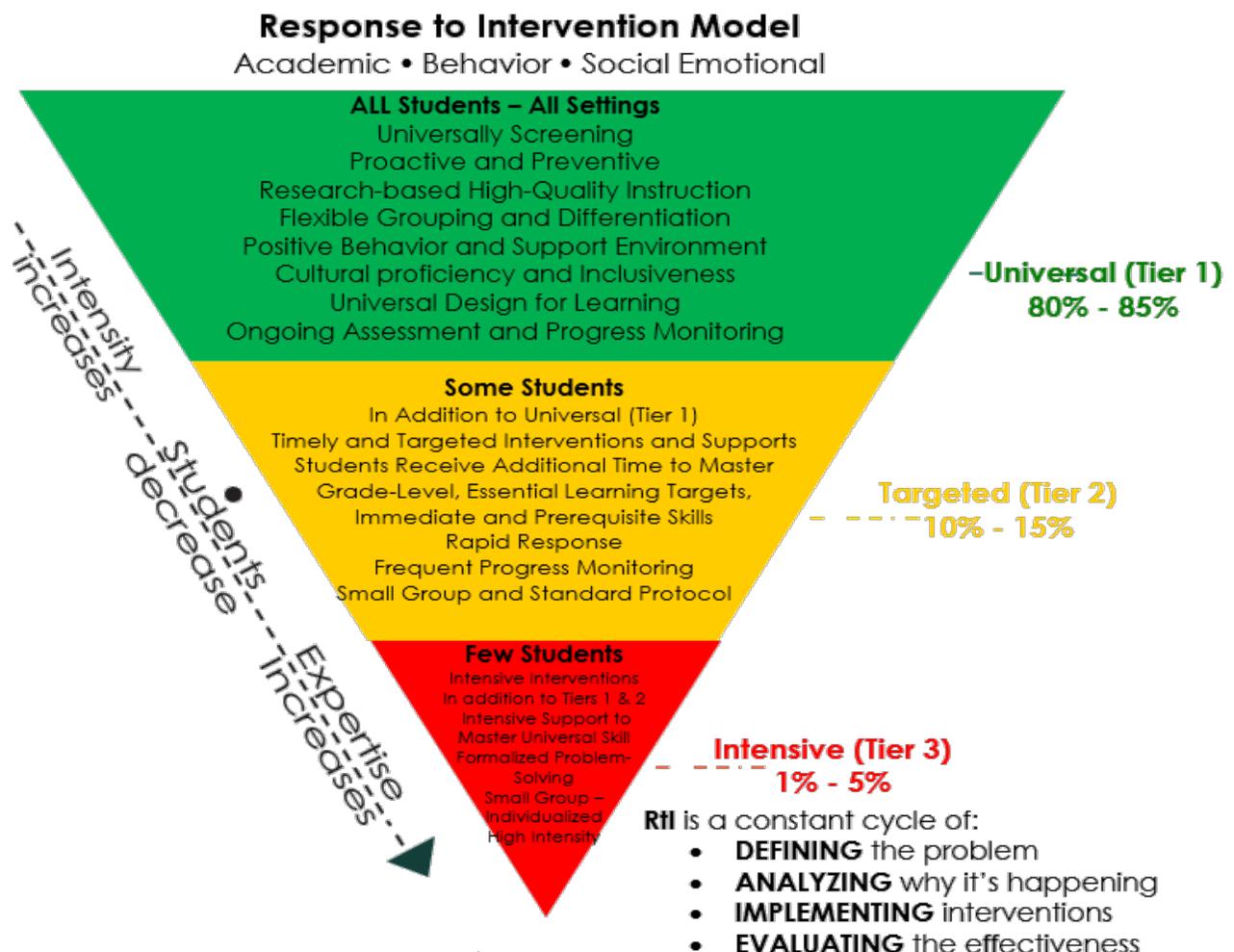
- View video: [MTSS: Universal Support](#)

Tier 2: Targeted Interventions and Supports for Some Students - The academic and behavioral instruction and intervention that is provided to students who show a need for help in addition to the instruction and support they receive at Tier 1.

- View video: [MTSS: Additional Support](#)

Tier 3: Intensive Individualized Interventions and Supports for a Few Students - The academic and behavioral instruction and intervention that is provided to students who show a need for intensive and individualized support that is provided in addition to Universal (Tier 1) and as determined may need Targeted (Tier 2) instruction and intervention.

- View video: [MTSS: Intensified Support](#)



Data Based Problem-Solving Process

Problem solving is the practice of providing high-quality instruction and intervention matched to student needs and using learning rate over time and level of performance to make important educational decisions (Batsche, et al., 2005). Data-based problem-solving means that data are used effectively to improve learning and informs instruction intervention and support at all levels and in all settings.

The problem-solving process incorporates at least the following four steps in a cyclical, recurring model to address prevention, early intervention, and intensive intervention:

Step 1. Define: Problem Identification

What is the problem? How does the student's/ group's performance compare to benchmark level of performance and peers' level of performance?

Step 2. Analyze: Problem Analysis

Why is the problem occurring?

What would happen if ____ would occur? Can we validate our ideas?

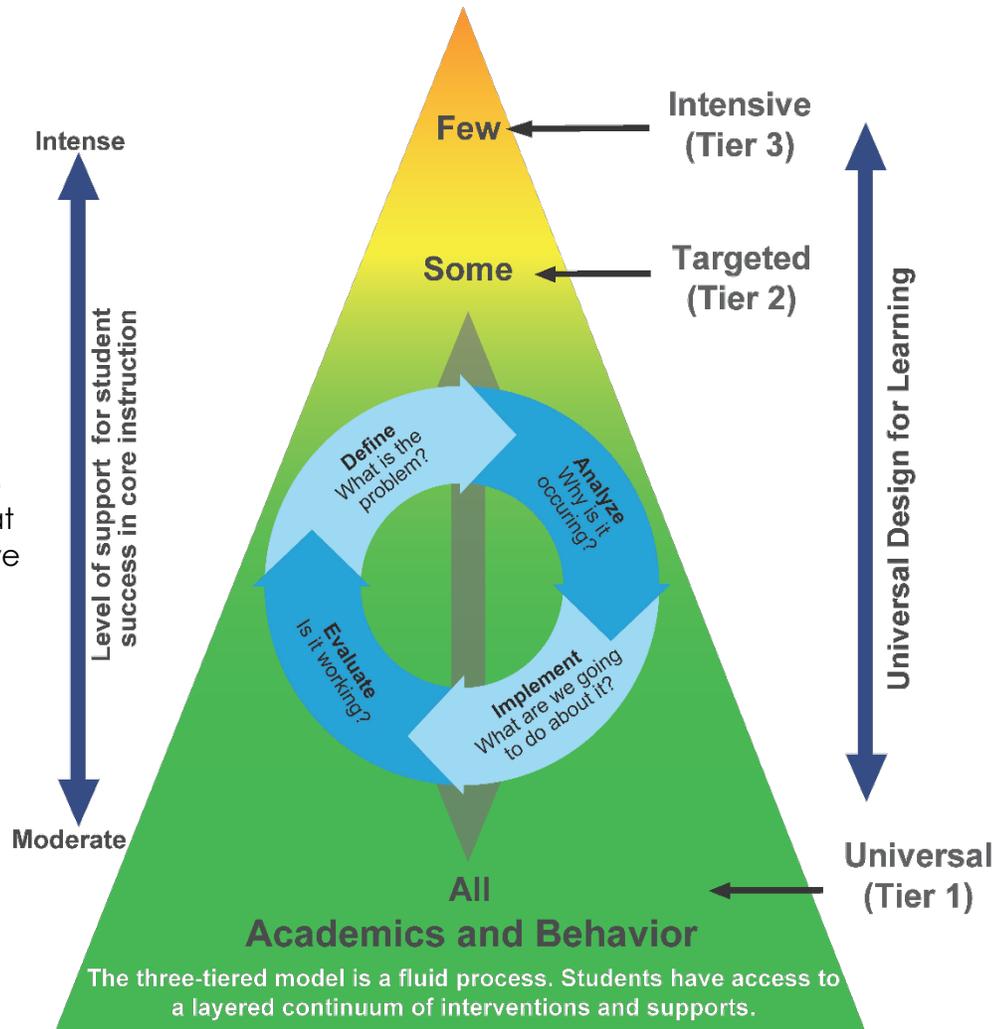
Step 3. Implement: Intervention Design

What are we going to do about the problem? What will we teach? How will we teach it? Is instruction matched to the problem we identified?

Step 4. Evaluate: Response to Intervention (RTI)

Is the instruction and intervention working? How do we know? Is academic and/or behavior performance improved?

Are outcomes for all students equitable? Is the group's/student's response good, questionable, or poor? What are the next steps?



Universal (Tier 1) Four Step Problem-Solving Process Guidance

The periodic review of Universal (Tier 1) school-wide data is an administrative responsibility. District MTSS Instructional Facilitators provide technical assistance and support for data collection and/or review. The purpose of review is to identify broad areas of concern, barriers with Universal (Tier I) instruction (i.e., a classroom or grade level that is evidencing below average student achievement and growth) and/or to identify subgroups or individual students whose achievement or growth may need attention. Universal (Tier 1) school-wide data review should occur a minimum of once per nine weeks.

□ Problem Identification

- Review school-wide risk factor indicators and universal screening data
- Identify systemic concerns, barriers, patterns and trends
- Identify content area and grade-level academic concerns
- Identify grade-level behavioral concerns
- Identify academic and behavioral goal(s) and/or benchmark(s)

□ Problem Analysis

- Determine root causes
- Set goals and expected outcomes
- Review ICEL x RIOT

□ Plan Development and Implementation

- Create and implement standard protocol plan of support with fidelity
 - Review Tier 1 Strategies and Supports and RtI Maintenance Queue
 - Identify students with active plans (RtI tiered plan, 504, IEP, gifted)
- Ensure that intervention matches needs
- Communicate standard protocol plan with support personnel and teachers
- Document all RtI processes and procedures in BASIS RtI

□ Plan Evaluation/Response to Intervention

- Progress monitor standard protocol plan at appropriate intervals
- Review students with active plans (RtI tiered plan, 504, IEP, gifted)
- Determine response to intervention based on student outcome data evidence
- Analyze data to determine if gap is closing
 - If gap is not closing for the majority ($\geq 70\%$ of the group) return to problem-solving
 - If gap is not closing for individual students ($\leq 30\%$ of the group) refer students to CPS Team, complete initial meeting note and design plans as determined by CPST for those students
- Record the majority ($\geq 70\%$ of the group) responses in Tier 1 strategies and supports
- Evaluate effectiveness and determine next steps

□ Risk Factors Best Practices

- Engage and inform parent(s) and guardian(s) throughout the process
- Frequently monitor attendance, behavior and course grades
- Employ Universal Design for Learning principles and practices
- Ensure instruction is culturally and linguistically responsive
- Ensure access to social-emotional, mentoring, community and wraparound supports

MTSS Early Warning and At-Risk Indicators

Elementary Early Warning and At-Risk Indicators	
Academic	Behavior/Social Emotional
<ul style="list-style-type: none"> ▪ Previous year RtI (Academics) ▪ Risk Factors: <ul style="list-style-type: none"> ○ Grade 3 Retention (<i>all values 1 and greater</i>) ○ Number Retention (<i>all values 1 and greater, does not include Grade 3 Retention</i>) ○ Good Cause (<i>all values 1 and greater, does not include Grade 3 Retention</i>) ○ Overage students (<i>engage educational alternative programs</i>) ▪ Students who were referred for a full individual evaluation (ESLS) ▪ Students with All Fs (<i>data pull by District quarterly</i>) ▪ Students whose interims and/or report cards indicate performing below grade/age appropriate level academically, behaviorally and social emotionally (<i>mandatory recording in BASIS</i>) ▪ Students whose interims and/or report cards indicate not meeting promotion criteria (<i>mandatory recording in BASIS</i>) ▪ Students with scores below age/grade level expected performance on age/grade level assessments (BAS, FAIR-FS, FSA, Formative Assessments) (<i>Reading/FSA tab in BASIS</i>) ▪ Students who have an individualized intervention plan (<i>mandatory recording in BASIS</i>) ▪ Students in RtI Queue Pending status (<i>RtI Dashboards</i>) ▪ Students in RtI Queue Hold status (<i>RtI Dashboards</i>) ▪ Students in RtI Queue In-progress status (<i>RtI Dashboards</i>) <p><i>Use BASIS Tabs and Dashboards</i></p>	<ul style="list-style-type: none"> ▪ Previous year RtI (Behavior, PROMISE) ▪ Risk Factors: <ul style="list-style-type: none"> ○ Total Suspension (<i>all values 6 and greater</i>) ○ Attendance < 90% (<i>Select YES</i>) ▪ Students with three (3+) or more office discipline referral (<i>Behavior Dashboard</i>) ▪ Students with two (2+) or more suspensions (internal/external) (<i>Behavior Dashboard</i>) ▪ Students with PROMISE referrals in pending status (<i>RtI Queue</i>) ▪ Students with two (2+) PROMISE referrals (<i>PROMISE incidents prepare BIC</i>) ▪ Students with Threat Assessments ▪ Students marked tardy five (5+) or more (unexcused/excused) (<i>Attendance</i>) ▪ Students with five (5+) or more absences (unexcused/excused) (<i>Attendance</i>) ▪ Students who demonstrate chronic absenteeism (10% of the number of school days) (<i>Attendance</i>) ▪ Students being considered for behavior intervention programs (BIC http://browardstudentservices.com/behavior-intervention-services/) ▪ Students who have an individualized intervention plan (mandatory recording in BASIS) ▪ Students in RtI Queue Pending status (<i>RtI Dashboards</i>) ▪ Students in RtI Queue Hold status (<i>RtI Dashboards</i>) ▪ Students in RtI Queue In-progress status (<i>RtI Dashboards</i>)

MTSS Early Warning and At-Risk Indicators

Secondary Early Warning and At-Risk Indicators

Academic	Behavior/Social Emotional
<ul style="list-style-type: none"> ▪ Previous year RtI (Academics) ▪ Risk Factors: <ul style="list-style-type: none"> ○ Grade 3 Retention (<i>all values 1 and greater</i>) ○ Number Retention (<i>all values 1 and greater, does not include Grade 3 Retention</i>) ○ Good Cause (<i>all values 1 and greater, does not include Grade 3 Retention</i>) ○ Overage students (<i>engage educational alternative programs</i>) ▪ Students off track for graduation (<i>engage community/non-traditional schools</i>) ▪ Students who were referred for a full individual evaluation (ESLS) ▪ Students with All Fs (<i>data pull by District quarterly</i>) ▪ Students whose interims and/or report cards indicate, performing below grade/age appropriate level academically, behaviorally and social emotionally (<i>mandatory recording in BASIS</i>) ▪ Students whose interims and/or report cards indicate not meeting promotion criteria (<i>mandatory recording in BASIS</i>) ▪ Students with scores below age/grade level expected performance on age/grade level assessments (BAS, FAIR-FS, FSA, Formative Assessments) (<i>Reading/FSA tab in BASIS</i>) ▪ Students who have an individualized intervention plan (<i>mandatory recording in BASIS</i>) ▪ Students in RtI Queue Pending status (<i>RtI Dashboards</i>) ▪ Students in RtI Queue Hold status (<i>RtI Dashboards</i>) ▪ Students in RtI Queue In-progress status (<i>RtI Dashboards</i>) <i>Use BASIS Tabs and Dashboards</i> 	<ul style="list-style-type: none"> ▪ Previous year RtI (Behavior, PROMISE)) ▪ Risk Factors: <ul style="list-style-type: none"> ○ Total Suspension (<i>all values 6 and greater</i>) ○ Attendance < 90% (<i>Select YES</i>) ▪ Students with three (3+) or more office discipline referral (<i>Behavior Dashboard</i>) ▪ Students with two (6+) or more suspensions (internal/external) (<i>Behavior Dashboard</i>) ▪ Students with PROMISE referrals in pending status (<i>RtI Queue</i>) ▪ Students with two (2+) PROMISE referrals (<i>PROMISE incidents prepare BIC</i>) ▪ Students with Threat Assessments ▪ Students marked tardy five (5+) or more (unexcused/excused) (<i>Attendance</i>) ▪ Students with five (5+) or more absences (unexcused/excused) (<i>Attendance</i>) ▪ Students who demonstrate chronic absenteeism (10% of the number of school days) (<i>Attendance</i>) ▪ Students being considered for behavior intervention programs (BIC http://browardstudentservices.com/behavior-intervention-services/) ▪ Students who have an individualized intervention plan (mandatory recording in BASIS) ▪ Students in RtI Queue Pending status (<i>RtI Dashboards</i>) ▪ Students in RtI Queue Hold status (<i>RtI Dashboards</i>) ▪ Students in RtI Queue In-progress status (<i>RtI Dashboards</i>)

Multi-Tiered System of Supports



Universal (Tier 1) Problem-Solving Checklist

Guidance: Review all domains prior to making a referral to the Collaborative Problem Solving (CPS) Team. Engage in data-based problem solving around the curriculum, instruction, environment and learner(s) to determine student needs and seek support.

School Name: _____ **Principal:** _____ **Date:** _____

RtI Contact: _____ **Referring Person:** _____

Student Name: _____ **Grade:** _____ **Concern(s):** _____

Student Group: _____ **Grade:** _____

Instructional Leader(s): _____

Area of concern(s): _____

Considerations (Review Domains)	Student Data (Record Relevant Information and Data)	Guidance (Analyze and Summarize Findings)
<input type="checkbox"/> Supplemental Supports and Strategies <ul style="list-style-type: none"> ○ Academic and/or Behavioral Strategies ○ Minimum of three (3) universal (tier 1) supports/strategies documented 	<input type="checkbox"/> Number of strategies: _____ Comments:	BASIS Universal Tier 1 Strategies Anecdotal notes Lesson plans Fidelity Implementation Worksheet Observations Pinnacle Report RtI Records
<input type="checkbox"/> Parent/Guardian Communication <ul style="list-style-type: none"> ○ Minimum of two (2) parent/guardian contacts prior to request 	<input type="checkbox"/> Number of conferences: _____ Comments:	BASIS Universal Tier 1 Strategies Conference forms Parent communication Emails/letters Agenda Notes
<input type="checkbox"/> Below age/grade level proficiency <ul style="list-style-type: none"> ○ Indicated on interim ○ Indicated on report card ○ Indicated by PMP 	<input type="checkbox"/> Grading period #1: _____ <input type="checkbox"/> Grading period #2: _____ <input type="checkbox"/> Grading period #3: _____ <input type="checkbox"/> Grading period #4: _____ Comments:	Progress reports Report cards Interims
<input type="checkbox"/> Health Screenings <ul style="list-style-type: none"> ○ Current Hearing ○ Current Vision ○ Health Related Conditions 	<input type="checkbox"/> Hearing: PASS or FAILED N/A <input type="checkbox"/> Vision: PASS or FAILED N/A <input type="checkbox"/> Other: _____ Comments:	BASIS Health Conditions Indicator Health records
<input type="checkbox"/> Attendance <ul style="list-style-type: none"> ○ Tardies ○ Absences ○ Mobility 	<input type="checkbox"/> Number of tardies: _____ (excused/unexcused) <input type="checkbox"/> Number of absences: _____ (excused/unexcused) <input type="checkbox"/> Number of schools: _____ Comments:	BASIS Attendance Tab Risk Factor – Mobility Attendance records Pinnacle records
<input type="checkbox"/> Social and Emotional <ul style="list-style-type: none"> ○ Student Information ○ Family Information ○ Developmental Information ○ Social Information ○ Community Information 	<input type="checkbox"/> Contact and/or interview: <ul style="list-style-type: none"> ○ Parent ○ Student <input type="checkbox"/> Social Worker <input type="checkbox"/> Psychologist <input type="checkbox"/> Counselor <input type="checkbox"/> District Support Personnel <input type="checkbox"/> Referral to Third Party <input type="checkbox"/> Community Agency <input type="checkbox"/> Mentor <input type="checkbox"/> Psycho-Social Report Comments:	BASIS Risk Factors Tab Interest Inventory Interviews Home Visits Naviance Leaps Assessment Student Registration Info Survey

<input type="checkbox"/> Academic History <ul style="list-style-type: none"> o Current Course Grades o Retention o Overage o Good Cause o Course Recovery o Gifted o Assessment Score/Level o Universal o Screening/Formative/Summative Data o PMP (Progress Monitoring Plan) o Previous RtI History 	<input type="checkbox"/> Current course grades: _____ <input type="checkbox"/> Overage: YES or NO _____ <input type="checkbox"/> Number of retention(s): _____ <input type="checkbox"/> Number of recovery courses: _____ <input type="checkbox"/> Number of course failure(s): _____ <input type="checkbox"/> Number of good causes: _____ <input type="checkbox"/> Gifted: YES or NO _____ <input type="checkbox"/> GPA: _____ <input type="checkbox"/> Number of credits/points: _____ <input type="checkbox"/> Assessment level/score: _____ <input type="checkbox"/> PMP area(s): _____ <input type="checkbox"/> Previous RtI area(s): _____ Comments:	BASIS Program Participation Tab BASIS Overage Indicator BASIS Nbr Retention Indicator BASIS Good Cause Risk Factor Tab BASIS Gifted Risk Factor Tab BASIS MS Program Tab BASIS HS Graduation Tab BASIS PASL Tab BASIS Reading Tab BASIS FSA Tab Pinnacle Reports
<input type="checkbox"/> Behavior/Discipline <ul style="list-style-type: none"> o Discipline Referrals o Incidents o Threat Assessments o AES o PROMISE Incidents o BIC o Internal Suspensions o External Suspensions o Expulsion Abeyance o DJJ 	<input type="checkbox"/> Number of referral(s): _____ <input type="checkbox"/> Number of incident(s): _____ <input type="checkbox"/> Date of Threat Assessment: _____ <input type="checkbox"/> Number of AES: _____ <input type="checkbox"/> Number of PROMISE: _____ <input type="checkbox"/> Number of internal suspension(s): _____ <input type="checkbox"/> Number of external suspension(s): _____ <input type="checkbox"/> Number of expulsion abeyance: _____ <input type="checkbox"/> Leaps assessment: _____ <input type="checkbox"/> Referral to BIC: _____ (date of approval) <input type="checkbox"/> Functional Behavioral Assessment (FBA): YES or NO <input type="checkbox"/> Positive Behavior Intervention Plan (PBIP): YES or NO <input type="checkbox"/> Alternative Probationary Contract (APC): YES or NO <input type="checkbox"/> DJJ YES or NO Comments:	BASIS Behavior Dashboard BASIS Attendance Tab Administration/Behavior Specialist Social Worker Psychologist Family Counselor Risk Factors Tab BIC Manual
<input type="checkbox"/> Observations	<input type="checkbox"/> Observations <input type="checkbox"/> Classroom Walk-through Comments:	BASIS Universal Tier 1 Strategies Conference forms Progress reports Report cards Interims Other Instructional Staff
<input type="checkbox"/> Professional Collaboration	<input type="checkbox"/> District Supports <input type="checkbox"/> Instructional Support <input type="checkbox"/> Behavioral Support <input type="checkbox"/> Department/Grade Chair Support <input type="checkbox"/> ESE Support <input type="checkbox"/> ESOL Contact <input type="checkbox"/> School Counselor <input type="checkbox"/> Social Worker <input type="checkbox"/> Family Counselor <input type="checkbox"/> Psychologist <input type="checkbox"/> Administration <input type="checkbox"/> Other: _____ Comments:	BASIS Dashboard Professional Learning Sessions Leadership Team Meetings Accountability (Data) Chats Department/Team Meetings CPS Team Meeting PLCs
<input type="checkbox"/> Other Programs <ul style="list-style-type: none"> o 504 Plan o ELL o Exceptional Student Learning Supports (ESLS) 	<input type="checkbox"/> 504 Plan: _____ <input type="checkbox"/> ELL Classification: _____ <input type="checkbox"/> IEP: _____ Area(s) of Eligibility: _____ Comments:	BASIS Program Participation Tab BASIS 504 Indicator BASIS SWD Indicator
Additional Information:		

Multi-Tiered System of Supports



MTSS RTI Checklist

Student/Group:	Student/Group:	Student/Group:	Student/Group:	Student/Group:
Tier 1 <ul style="list-style-type: none"> Review BASIS RTI queue Review Problem Solving Checklist Review vision/hearing screening Record Three (3) Tier 1 Strategies <ul style="list-style-type: none"> <input type="checkbox"/> strategy #1 <input type="checkbox"/> strategy #2 <input type="checkbox"/> strategy #3 Inform parent/guardian Submit CPS referral 	Tier 1 <ul style="list-style-type: none"> Review BASIS RTI queue Review Problem Solving Checklist Review vision/hearing screening Record Three (3) Tier 1 Strategies <ul style="list-style-type: none"> <input type="checkbox"/> strategy #1 <input type="checkbox"/> strategy #2 <input type="checkbox"/> strategy #3 Inform parent/guardian Submit CPS referral 	Tier 1 <ul style="list-style-type: none"> Review BASIS RTI queue Review Problem Solving Checklist Review vision/hearing screening Record Three (3) Tier 1 Strategies <ul style="list-style-type: none"> <input type="checkbox"/> strategy #1 <input type="checkbox"/> strategy #2 <input type="checkbox"/> strategy #3 Inform parent/guardian Submit CPS referral 	Tier 1 <ul style="list-style-type: none"> Review BASIS RTI queue Review Problem Solving Checklist Review vision/hearing screening Record Three (3) Tier 1 Strategies <ul style="list-style-type: none"> <input type="checkbox"/> strategy #1 <input type="checkbox"/> strategy #2 <input type="checkbox"/> strategy #3 Inform parent/guardian Submit CPS referral 	Tier 1 <ul style="list-style-type: none"> Review BASIS RTI queue Review Problem Solving Checklist Review vision/hearing screening Record Three (3) Tier 1 Strategies <ul style="list-style-type: none"> <input type="checkbox"/> strategy #1 <input type="checkbox"/> strategy #2 <input type="checkbox"/> strategy #3 Inform parent/guardian Submit CPS referral
Tier 2 <ul style="list-style-type: none"> Parent Conference - Enter Date Teacher Observation - Enter Date Tier 2 Intervention in BASIS RTI <hr/> <ul style="list-style-type: none"> Graphically illustrated data Y/N Review data/evidence – Y/N RTI response based on data <ul style="list-style-type: none"> <input type="checkbox"/> Positive <input type="checkbox"/> Questionable <input type="checkbox"/> Poor RTI outcome based on data <ul style="list-style-type: none"> <input type="checkbox"/> continue to implement <input type="checkbox"/> intensify/decrease <input type="checkbox"/> discontinue Next meeting date Enter Date 	Tier 2 <ul style="list-style-type: none"> Parent Conference - Enter Date Teacher Observation - Enter Date Tier 2 Intervention in BASIS RTI <hr/> <ul style="list-style-type: none"> Graphically illustrated data Y/N Review data/evidence – Y/N RTI response based on data <ul style="list-style-type: none"> <input type="checkbox"/> Positive <input type="checkbox"/> Questionable <input type="checkbox"/> Poor RTI outcome based on data <ul style="list-style-type: none"> <input type="checkbox"/> continue to implement <input type="checkbox"/> intensify/decrease <input type="checkbox"/> discontinue Next meeting date Enter Date 	Tier 2 <ul style="list-style-type: none"> Parent Conference - Enter Date Teacher Observation - Enter Date Tier 2 Intervention in BASIS RTI <hr/> <ul style="list-style-type: none"> Graphically illustrated data Y/N Review data/evidence – Y/N RTI response based on data <ul style="list-style-type: none"> <input type="checkbox"/> Positive <input type="checkbox"/> Questionable <input type="checkbox"/> Poor RTI outcome based on data <ul style="list-style-type: none"> <input type="checkbox"/> continue to implement <input type="checkbox"/> intensify/decrease <input type="checkbox"/> discontinue Next meeting date Enter Date 	Tier 2 <ul style="list-style-type: none"> Parent Conference - Enter Date Teacher Observation - Enter Date Tier 2 Intervention in BASIS RTI <hr/> <ul style="list-style-type: none"> Graphically illustrated data Y/N Review data/evidence – Y/N RTI response based on data <ul style="list-style-type: none"> <input type="checkbox"/> Positive <input type="checkbox"/> Questionable <input type="checkbox"/> Poor RTI outcome based on data <ul style="list-style-type: none"> <input type="checkbox"/> continue to implement <input type="checkbox"/> intensify/decrease <input type="checkbox"/> discontinue Next meeting date Enter Date 	Tier 2 <ul style="list-style-type: none"> Parent Conference - Enter Date Teacher Observation - Enter Date Tier 2 Intervention in BASIS RTI <hr/> <ul style="list-style-type: none"> Graphically illustrated data Y/N Review data/evidence – Y/N RTI response based on data <ul style="list-style-type: none"> <input type="checkbox"/> Positive <input type="checkbox"/> Questionable <input type="checkbox"/> Poor RTI outcome based on data <ul style="list-style-type: none"> <input type="checkbox"/> continue to implement <input type="checkbox"/> intensify/decrease <input type="checkbox"/> discontinue Next meeting date Enter Date
Tier 3 <ul style="list-style-type: none"> Parent Conference - Enter Date Teacher Observation - Enter Date Tier 3 Intervention in BASIS RTI <hr/> <ul style="list-style-type: none"> Graphically illustrated data Y/N Review data/evidence – Y/N RTI response based on data <ul style="list-style-type: none"> <input type="checkbox"/> Positive <input type="checkbox"/> Questionable <input type="checkbox"/> Poor RTI outcome based on data <ul style="list-style-type: none"> <input type="checkbox"/> continue to implement <input type="checkbox"/> intensify/decrease <input type="checkbox"/> discontinue Next meeting date Enter Date 	Tier 3 <ul style="list-style-type: none"> Parent Conference - Enter Date Teacher Observation - Enter Date Tier 3 Intervention in BASIS RTI <hr/> <ul style="list-style-type: none"> Graphically illustrated data Y/N Review data/evidence – Y/N RTI response based on data <ul style="list-style-type: none"> <input type="checkbox"/> Positive <input type="checkbox"/> Questionable <input type="checkbox"/> Poor RTI outcome based on data <ul style="list-style-type: none"> <input type="checkbox"/> continue to implement <input type="checkbox"/> intensify/decrease <input type="checkbox"/> discontinue Next meeting date Enter Date 	Tier 3 <ul style="list-style-type: none"> Parent Conference - Enter Date Teacher Observation - Enter Date Tier 3 Intervention in BASIS RTI <hr/> <ul style="list-style-type: none"> Graphically illustrated data Y/N Review data/evidence – Y/N RTI response based on data <ul style="list-style-type: none"> <input type="checkbox"/> Positive <input type="checkbox"/> Questionable <input type="checkbox"/> Poor RTI outcome based on data <ul style="list-style-type: none"> <input type="checkbox"/> continue to implement <input type="checkbox"/> intensify/decrease <input type="checkbox"/> discontinue Next meeting date Enter Date 	Tier 3 <ul style="list-style-type: none"> Parent Conference - Enter Date Teacher Observation - Enter Date Tier 3 Intervention in BASIS RTI <hr/> <ul style="list-style-type: none"> Graphically illustrated data Y/N Review data/evidence – Y/N RTI response based on data <ul style="list-style-type: none"> <input type="checkbox"/> Positive <input type="checkbox"/> Questionable <input type="checkbox"/> Poor RTI outcome based on data <ul style="list-style-type: none"> <input type="checkbox"/> continue to implement <input type="checkbox"/> intensify/decrease <input type="checkbox"/> discontinue Next meeting date Enter Date 	Tier 3 <ul style="list-style-type: none"> Parent Conference - Enter Date Teacher Observation - Enter Date Tier 3 Intervention in BASIS RTI <hr/> <ul style="list-style-type: none"> Graphically illustrated data Y/N Review data/evidence – Y/N RTI response based on data <ul style="list-style-type: none"> <input type="checkbox"/> Positive <input type="checkbox"/> Questionable <input type="checkbox"/> Poor RTI outcome based on data <ul style="list-style-type: none"> <input type="checkbox"/> continue to implement <input type="checkbox"/> intensify/decrease <input type="checkbox"/> discontinue Next meeting date Enter Date
Next Steps/Notes				

General Supplemental Supports and Strategies List

Universal Tier 1 Supplemental Supports & Strategies

- Consistently communicated with parent/guardian
- Consistently reinforced procedures and routines
- Decreased student – teacher ratio
- Demonstrated an understanding of student's interests and background
- Demonstrated an understanding of student's learning needs and styles
- Demonstrated value and respect for student
- Established/maintained positive relationship and rapport with student
- Provide flexible grouping
- Implemented scaffolding strategies
- Lead performance review with student
- Minimized environmental distractions
- Moved seat to optimal area
- Provided exemplars, models and notes
- Provided extended time
- Provided prompts and cues
- Provided physical movement
- Previewed/reviewed critical content
- Provided clear learning goals and scales
- Provided culturally significant instruction
- Provided multiple means of engagement
- Provided multiple means of expression
- Provided multiple means of representation
- Provided multiple opportunities to practice
- Provided peer support
- Provided remediation with feedback (quick notes, chats, agenda)
- Provided sensory techniques
- Provided sufficient “wait” or “think” time
- Reviewed records and historical data
- Used high rates of verbal praise and encouragement

Academic Supplemental Strategies & Supports

Comprehension Strategies

- Activating prior knowledge
- Analyzing text structure
- Anchor charts
- Chunking text
- Comprehension monitoring
- Concept maps
- Discussion
- Generating and asking questions
- Graphic organizers
- K-W-L
- Making connections
- Making inferences
- Making Predictions based on prior knowledge or text evidence
- Metacognition
- Paraphrasing
- Question-Answer Relationships
- Reciprocal teaching
- Rereading
- Retelling (simple to complex)
- Summarizing
- Visualizing

Oral Language Strategies

- Daily oral language activities
- Debate
- Model syntactic structure
- Presentations
- Opportunities for academic discourse
- Scaffolds (sentence starters)
- Teach concept words

Phonemic Awareness Strategies

- Alphabetic principles activities
- Blending and Segmenting Games
- Elkonin Boxes
- Nursery Rhymes
- Onset/Rime Games
- Rhyming Games
- Syllable Games
- Word Study Games/Activities

Phonics Strategies

- Alphabet activities
- Blending and Segmenting Activities
- Elkonin boxes
- Movement and Sound Play
- Sound and picture match-up activities
- Use of letter tiles/manipulatives
- Word sorts
- Word study games/activities

Fluency Strategies

- Audio-assisted reading
- Choral reading
- Echo reading
- Model or promote phrased reading
- Model read aloud
- Paired/partner reading
- Readers theater
- Repeated reading / timed repeated readings
- Shared reading
- Use of poetry

Writing Strategies

- Anchor charts
- Conferencing with students
- Modeled writing practices
- Open dialogue
- Pre-Writing
- Sentence starters
- Shared/Interactive writing practices
- Use of graphic organizers
- Use of mentor texts

Vocabulary Strategies

- Cognate Awareness (ELL)
- Concept maps
- Contextual Analysis
- Frayer model
- Graphic organizers
- Modeled and Shared Reading
- Morphemic Analysis
- Use of illustrations, descriptions and examples
- Use of visuals
- Word meaning sorts

General Mathematical Supplemental Strategies & Supports

- Activate prior knowledge
- Highlighted, circled, colored or coded problems
- Promote mental calculations
- Provide additional practice
- Provide corrective feedback (quick notes, daily chats, agenda, etc.)
- Provide opportunities to think aloud while they work
- Provide flashcards
- Provide graph paper
- Provide graphic organizers
- Provide visuals aides, glossary, dictionary or reference sheet
- Reciprocal teaching
- Reduce number of task/problems
- Use pictures, illustrations, and symbols to demonstrate understanding
- Use of anchor charts
- Use of manipulatives to demonstrate math concepts and solve problems
- Use of math vocabulary charts
- Use of multiple problem-solving strategies
- Use of structured peer-assisted learning activities
- Use visual representations of mathematical ideas
- Use manipulatives to demonstrate math concepts and solve problems
- Use math vocabulary charts

Behavioral/Social Emotional Supplemental Supports & Strategies

- ABC Anecdotal
- Alternative Probationary Contract (APC)
- Assign role(s) and responsibilities for recognition and leadership
- Assigned mentor
- Assistance in native language
- Attendance contract
- Behavior contract or agreement
- Check-in and connect with preferred adult
- Close proximity
- Communication with parent/guardian
- Conflict Resolution
- Consultation/Collaboration with administration
- Consultation/Collaboration with support staff
- Consultation/Collaboration with District staff
- Daily/Weekly progress note
- Differentiated instruction
- Enrichment programs
- Establish/maintain positive relationship and rapport with student
- Home visit
- Individual counseling
- Individual goal chart
- In-school conference
- Journaling
- Leaps lesson(s)
- Lessons broken into smaller segments
- Match learning task w/ learning style strength
- Mentoring
- Minimize environmental distractions
- Model behavior; provided frequent positive practice opportunities
- Move seat to optimal learning location
- Notice/letter sent to parent or guardian
- Offer incentive for completion of non-preferred task
- Opportunity for recognition
- Pair with peer
- Provide "wait time" after making a request
- Provide visual schedule/daily planner/organizational tool
- Provide leadership roles/opportunities
- Preferential seating
- Provide copy of directions for task
- Provide copy of notes
- Provide feedback and recognition
- Provide instruction for self-management/self-regulation skills
- Provide instruction for specific relationship skills/social skills
- Provide instruction for specific skills related to problem behavior
- Provide kinesthetic learning opportunity
- Provide more rigorous work
- Provide opportunity to take a break
- Provide options for expression and communication
- Provide peer assistance and/or tutoring
- Provide volunteer assistance and/or tutoring
- Records review
- Reduction of assignments
- Reduction of distractions
- Reduction of group size
- Refer to clubs
- Referral to outside agency
- Referral to School Family Counselor
- Referral to School Nurse
- Referral to School Psychologist
- Referral to School Social Worker
- Reinforce effort and provide recognition
- Restorative Justice
- Second Step
- Small group counseling
- Social Emotional Learning (SEL) Supports
- Student conference
- Teach breathing/relaxation techniques to reduce tension (mindfulness)
- Team conference/meeting
- Use a calm firm tone when redirecting
- Use a word/gesture to redirect behavior
- Use alternative style responses and/or assessments
- Use high rates of verbal praise and encouragement
- Use reflection sheet
- Use self-monitoring tool

ICEL by RIOT Matrix – Guide for Problem Analysis

What is it?

The ICEL X RIOT matrix is a guide for problem analysis, in which information is gathered in the domains of instruction, curriculum, environment and learner (**ICEL**) through the use of reviews, interviews, observations and tests (**RIOT**) in order to evaluate underlying causes of a problem and to validate hypotheses. Time spent on problem analysis increases the likelihood that the resulting intervention will be successful.

The ICEL X RIOT matrix is not a data collection instrument. Instead, it is an organizing framework, or process, that increases a schools' confidence both in the quality of the data they collect and the findings that emerge from the data.

Why use it?

A common mistake that schools often make is to assume that student learning difficulties 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. The ICEL elements ensure that a full range of relevant explanations for student learning difficulties are examined.

RIOT Defined

RIOT (**Review, Interview, Observation, Test**). The top horizontal row of the RIOT/ICEL table includes four potential sources of student information: **Review**, **Interview**, **Observation**, and **Test** (RIOT). Schools should attempt to collect information from a range of sources to control for potential bias from any one source.

Review existing information. This category consists of past or present records collected on the student. Obvious examples include but are not limited to report cards, conference notes, office disciplinary referral data, state test results and attendance records.

Less obvious examples include, but are not limited to, student work samples, physical products of teacher interventions (e.g., a sticker chart used to reward positive student behaviors), and emails sent to a parent detailing concerns about a student's performance, experiences and skills.

Interview (parents, teachers, student). Interviews can be conducted face-to-face, via telephone or even through email correspondence. Interviews can also be structured (that is, using a pre-determined series of questions) or follow an open-ended format, with questions guided by information supplied by the respondent.

ICEL by RIOT Matrix – Guide for Problem Analysis

Observation of student during instruction. Direct observation of the student's academic and behavioral skills, study and organizational strategies, degree of attentional focus and general conduct can be a useful channel of information. Observations can be more structured (e.g., tallying the frequency of call-outs or calculating the percentage of on-task intervals during a class period) or less structured (e.g., observing a student and recording a running narrative or anecdotal of the observed events).

Test student skills. Testing can be thought of as a structured and standardized observation of the student that is intended to test certain hypotheses about why the student might be struggling and what school supports would logically benefit the student. An example of testing may be a student being administered a math computation probe, a Benchmark Assessment System (BAS) or another skills test.

ICEL Defined

ICEL includes four key domains of learning to be assessed: Instruction, Curriculum, Environment, and Learner (ICEL).

Instruction- How Content is Taught The purpose of investigating the 'instruction' domain is to uncover any instructional practices that either help the student to learn more effectively or interfere with the student's learning. More obvious instructional questions to investigate would be whether specific teaching strategies for activating prior knowledge better prepare the student to master new information or whether a student benefits optimally from the large-group lecture format that is often used in a classroom. A less obvious example of an instructional question would be whether a student learns better through teacher-delivered or self-directed, computer-administered instruction.

Curriculum – What Content is Taught Curriculum represents the full set of academic skills that a student is expected to have mastered in a specific academic area at a given point in time. To adequately evaluate a student's acquisition of academic skills, of course, the educator must (1) know the school's curriculum (and related state academic performance standards), (2) be able to inventory the specific academic skills that the student currently possesses, and then (3) identify gaps between curriculum expectations and actual student skills.

Environment – The 'environment' includes any factors in the student's school, community or home surroundings that can directly enable their academic success or hinder that success. Obvious questions about environmental factors that impact learning include whether a student's educational performance is better or worse in the presence of certain peers and whether having additional adult supervision during a study hall results in higher student work productivity.

Less obvious questions about the learning environment include whether a student has a setting at home that is conducive to completing homework or whether chaotic hallway conditions are delaying that student's transitioning between classes and therefore reducing available learning time.

Learner – While the student is at the center of any questions of instruction, curriculum and [learning] environment, the 'learner' domain includes those qualities of the student that represent their unique capacities and traits. More obvious examples of questions that relate to the learner include investigating whether a student has stable and high rates of inattention across different classrooms or evaluating the efficiency of a student's study habits and test-taking skills. A less obvious example of a question that relates to the learner is whether a student harbors a low sense of self-efficacy in mathematics that is interfering with that learner's willingness to put appropriate effort into math courses.



RIOT to Analyze ICEL Domains

DOMAINS	R (Review)	I (Interview)	O (Observe)	T (Test)
Instruction	<p>The teacher may search for comments from former instructors about instructional techniques to which the student did or did not respond.</p> <ul style="list-style-type: none"> Permanent products e.g. written pieces, tests, worksheets, projects 	<p>Interviews about Instruction may include interviews with:</p> <ul style="list-style-type: none"> Teachers regularly use of effective teaching practices, expectations, alignment of instructional curriculum, preferred practices, RtI implementation Other staff/personnel, interventionist, coaches, administrators, mentors 	<p>Observations about Instruction may include observations of:</p> <ul style="list-style-type: none"> Teaching practices Effective practices Expectations Antecedents, conditions, consequences 	<p>Test hypotheses regarding instructional factors:</p> <ul style="list-style-type: none"> Make possible adjustments to instruction to effect change Record the response to adjustments made to instruction
Curriculum	<p>Review of Curricula may include review of:</p> <ul style="list-style-type: none"> Permanent student products Scope and sequence of lessons (e.g., writing, tests, quizzes, worksheets, projects) State and district mandated benchmarks and standards 	<p>Interview regarding curriculum may include:</p> <ul style="list-style-type: none"> Teachers philosophy, use of curricular materials, accommodations/modifications Other staff/personnel: instructional philosophy, district implementation, expectations, curricula Observations of access strategies and modified materials Alignment of curriculum to materials and assessments 	<p>Observations about curriculum may include:</p> <ul style="list-style-type: none"> Access strategies and modified materials Alignment of curriculum to materials and assessment 	<p>Test hypotheses regarding curricular factors.</p> <ul style="list-style-type: none"> Make possible adjustments to curriculum to effect change Record student response to adjustments made to curriculum



DOMAINS	R (Review)	I (Interview)	O (Observe)	T (Test)
Environment	<p>Review of the environment may include:</p> <ul style="list-style-type: none"> ▪ School and classroom rules and expectations ▪ Policies on behavior support ▪ Response to disruptive behavior (e.g., who, how, when, where) ▪ Class size and program type 	<p>Interviews about the environment may include interviews with:</p> <ul style="list-style-type: none"> ▪ Teachers and other staff/personnel regarding classroom routines, rules and expectations, behavior management plans, reinforcement, contingencies, overall climate for learning ▪ Family regarding school and classroom rules and expectations, home or community factors 	<p>Observations of the environment may include observations of:</p> <ul style="list-style-type: none"> ▪ Environmental analysis ▪ Individual vs. class compliance ▪ Distractions ▪ Patterns of interactions among adults and students ▪ The physical environment ▪ Overall climate 	<p>Test hypotheses regarding environmental factors</p> <ul style="list-style-type: none"> ▪ Make possible adjustments to the environment in order to effect change ▪ Record student response to adjustments made to environment
Learner	<p>Review of the learner may include review of:</p> <ul style="list-style-type: none"> ▪ Health records ▪ Cumulative Records ▪ Permanent products ▪ IEPs or 504s ▪ Intervention records 	<p>Interviews about the learner may include interviews with:</p> <ul style="list-style-type: none"> ▪ Teachers, staff, family about their perception of the problem behavior, patterns of behavior ▪ The student about his/her actions, perception 	<p>Observations of the learner may include observations of:</p> <ul style="list-style-type: none"> ▪ Present levels of performance ▪ Response to Interventions (RtI) ▪ use and effectiveness of support strategies ▪ Patterns of interactions with adults and peers 	<p>Test hypotheses regarding personal factors and/or function(s) of the students' Behavior.</p> <ul style="list-style-type: none"> ▪ Adjust interactions with the Learner to effect change ▪ Record response to adjustments made about the learner

ICEL X RIOT Guiding Questions

Guiding questions for engaging in problem-solving, effective data collection and problem analysis across all levels, content areas and tiers

INSTRUCTION	<p>Sources of Data Where you might find this information</p>	<p>Guiding Questions Why you are looking for this information</p>
	<p>Review</p> <ul style="list-style-type: none"> o Permanent products o Classroom work (demands of the task, difficulty levels and skill requirements) o Scope and sequence of lessons o Curriculum materials (books, worksheets, curriculum guides) o Class schedules o Lesson plans/IEP goals 	<ul style="list-style-type: none"> o What are the skill requirements for the academic task? o How successful is this student compared to peers on student evidence? o How systematically were outcome data collected from interventions? For example, are there progress monitoring records?
	<p>Interview</p> <ul style="list-style-type: none"> o School staff o Teacher(s) at current or previous grade level o School Counselor o School Social Worker o Student 	<ul style="list-style-type: none"> o How much time is allocated toward instruction? o What instructional approaches, pacing, difficulty, prerequisite skills are required by the teacher? o What is the teacher's expectation? o What does the student understand as the expectation? What is the student's attitude toward academic tasks? Does it vary by type of task or the subject area? o Can the student work independently? o How often does the student complete assignments satisfactorily? o What are the teacher's preferred instructional practices? o What strategies and interventions have been tried? For how long? With what degree of intensity and fidelity? o How does the student interact with peers? Is the student sensitive to ridicule or embarrassment regarding poor academic performance?
	<p>Observe</p> <ul style="list-style-type: none"> o Systematic observation o Checklist o Anecdotal recording 	<ul style="list-style-type: none"> o Is there evidence of effective teaching practices? o Is there evidence of differentiated instruction at an appropriate level of difficulty? o Are there modifications of materials? o What classroom management and behavioral routines are used? o Do the student need accommodations, or different ones, to eliminate a barrier to benefit from education opportunities? o Do the instructional methods meet the student's needs? o Do the instructional materials and equipment meet the student's needs? o Is the staffing and level or type of personal assistance sufficient? o Does the classroom organization and the instructional groupings meet the student's needs? o Does the student need more frequency or duration of time with the interventionist to reinforce skills, or use different instruction to make progress? o Would the student be more involved if alternative options are offered such as on-line courses, community college, internships and other community-based learning opportunities? o Are students involved in data analysis to answer the questions? <ul style="list-style-type: none"> o Where am I now? o Where am I going? o How can I close the gap?
	<p>Test</p> <ul style="list-style-type: none"> o CBA, classroom tests, norm-referenced tests and self-reports, diagnostic teaching 	<ul style="list-style-type: none"> o Is the instructional content being measured by assessments used in the classroom (unit tests)? o What level of materials does the student need? What instructional approaches will work for this student? o Is there an instructional match between the student and the materials?

ICEL X RIOT Guiding Questions

Guiding questions for engaging in problem-solving, effective data collection and problem analysis across all levels, content areas and tiers

CURRICULUM	Sources of Data Where you might find this information	Guiding Questions Why you are looking for this information
	Review <ul style="list-style-type: none"> ○ Permanent products ○ Scope and sequence of lessons ○ Curriculum materials (books, worksheets, curriculum guides) 	<ul style="list-style-type: none"> ○ What is currently being taught to student? ○ Has this material been covered in the past? ○ Is the content rigorous enough? ○ Do all educators understand how the content they teach builds on, or relates to, content in other grades/subjects? ○ Does the instructional design meet the needs of all learners? ○ Does the assessment system effectively measure and inform teaching and learning? ○ Does the lesson design across all classrooms incorporate an appropriate level of challenge differentiated to meet the learning needs of all students? ○ Does the lesson design across all classrooms include strategies that "scaffold" or build upon each other to enhance student learning? ○ Are diagnostic assessments used as needed to ascertain students' strengths, weaknesses, knowledge and skills? ○ Is there a universal screening process, including the use of diagnostic assessments, in place to proactively identify students academically at risk? ○ Do school staff members adjust interventions when a student's assessment results or other measures of performance indicate prescribed interventions have not been effective? ○ Do teachers and the administrative team implement specific classroom and school-wide practices to reengage students who are not actively participating in the learning process? ○ Does collaboration occur between classroom teachers and professional staff members? ○ Are positive behavior interventions and supports (PBIS) implemented across the school and all classrooms? ○ Are the most effective and highly qualified teachers matched with students who are below proficiency and/or are at risk of not graduating in order to assure that the learning needs of those students are met?
	Interview <ul style="list-style-type: none"> ○ Teachers, curriculum support teachers or curriculum directors regarding the adoption and use of curriculum materials 	<ul style="list-style-type: none"> ○ What is the organization and structure of curriculum and materials? ○ Is there a match between what is taught and what students need? ○ What is the expected coverage of curriculum? ○ Are there consistent skill and/or performance problems over time? ○ What is the student's performance in relation to standard, teacher or task expectation and demand? ○ What has been the response to intervention? ○ What is the student's present level of performance compared to peers? ○ What is the student's response to interventions, structures or scaffolding? ○ Is the target behavior observable and can it be described in measurable terms? ○ What is the student's task engagement compared to peers
	Observe <ul style="list-style-type: none"> ○ Use of materials ○ Modification of materials ○ Teacher instruction ○ Assignments and assessments 	<ul style="list-style-type: none"> ○ Is there alignment of materials and curriculum? ○ Are there task related prerequisite skills required to display learning?
	Test <ul style="list-style-type: none"> ○ Aggregate peer performance on class assessments 	<ul style="list-style-type: none"> ○ How do all students perform?

ICEL X RIOT Guiding Questions

Guiding questions for engaging in problem-solving, effective data collection and problem analysis across all levels, content areas and tiers

ENVIRONMENT	<p>Sources of Data Where you might find this information</p>	<p>Guiding Questions Why you are looking for this information</p>
	<p>Review</p> <ul style="list-style-type: none"> Reports or statements about: school rules, class sizes, discipline policies on disruptive behavior, peer work, grades, attendance 	<ul style="list-style-type: none"> What policies and procedures are in place that defines what is behaviorally appropriate for the student? What is the standard of peer performance in behavior? Where does the behavior of concern occur? Does the learning environment support student success?
	<p>Interview</p> <ul style="list-style-type: none"> Teachers, parents, peers, other personnel like paraprofessionals, principal, ancillary staff, private staff 	<ul style="list-style-type: none"> What are the classroom instructional routines, rules, and behavioral plans? What is the culture or tone of the classroom? What is the perception of the peers <ul style="list-style-type: none"> toward the student? toward the teacher? toward the school?
	<p>Observe</p> <ul style="list-style-type: none"> Systematic observation for: academic focus, opportunity to learn, distractions, demographic of peers 	<ul style="list-style-type: none"> What are the physical environment (seating, equipment, lighting, temperature, noise level)? What interactions are visible between the student, teacher and environment? What are the consequences for successful and unsuccessful performance associated with learning tasks? What stressors or distractors appear to affect the student? Are any aspects of setting or physical environment negatively affecting the student?
	<p>Test</p> <ul style="list-style-type: none"> Aggregate peer performance on class assessments 	<ul style="list-style-type: none"> What is the effectiveness of the learning environment as indicated by student test scores? How is the response of the student compared to local norms, small group, grade level, etc.?

ICEL X RIOT Guiding Questions

Guiding questions for engaging in problem-solving, effective data collection and problem analysis across all levels, content areas and tiers

LEARNER	Sources of Data Where you might find this information	Guiding Questions Why you are looking for this information
	Review <ul style="list-style-type: none"> ○ Health record, student work, social history, records of meetings or teacher intervention records, grade reports ○ For English Language Learners (ELL) ELL status, DEUSS Date, language classification ○ For Student with Disabilities (SWD) IEP, IEP Progress Reports, FBA/PBIP 	<ul style="list-style-type: none"> ○ Are there health problems (i.e. disorders, medication interactions) related to the area of concern? ○ Does the student exhibit anxiety due to separation from the parent, taking tests, reading aloud, socializing with peers or other factors? ○ Does the student exhibit anxiety follow vacations, weekends, visits with a non-custodial parent? ○ Are there physical complaints of stomachaches and headaches? ○ Is the student not living at home? In foster care? Homeless? ○ Is the student depressed (lack of interest in activities, sleep difficulties, tired, irritable, feeling worthless/guilt)? ○ Has the student been hospitalized and not returned? ○ Has the student received a psychiatric diagnosis with medications that have altered functioning?
	Interview <ul style="list-style-type: none"> ○ Student ○ Parent ○ Others ○ Behavioral rating scales or structured interviews 	<ul style="list-style-type: none"> ○ What is the student's perception of the problem including the nature and intensity? ○ Is the family homeless or unstably housed? Frequent moves? ○ Are there family difficulties that might contribute to frequent absences such as parent illness, conflicts, substance abuse, childcare, finances, job related? ○ Is the student responsible for tasks or chores that interfere with regular attendance or arriving on time? ○ Is the primary caregiver incarcerated? ○ Does the parent recognize the importance of regular school attendance and the impact on learning even tardiness produces? ○ Does the family feel connected to the school?
	Observe <ul style="list-style-type: none"> ○ Systematic observation, recording, data collection of nature and dimensions of target behavior, response to intervention, knowledge of expectations and interactions 	<ul style="list-style-type: none"> ○ What is the student's level of frustration or stress either academically or behaviorally? ○ Does the student display effort? ○ Does the student feel a sense of belonging, connectedness and competency without barriers to learning? ○ Is there a positive working relationship present between school staff and the student? ○ Does the teacher engage the student, or re-engage student if disengaged? ○ Does the school foster a sense of mutual respect, caring, safety and civil, pro-social and responsible behavior that would encourage the student to attend? ○ Is there a positive working relationship present between school staff and parent or caregiver? ○ Is the student bored, unchallenged, disengaged from the subject matter or school? ○ Does the student have credit deficiencies or feel defeated about being able to graduate? ○ How many times has the student been suspended or removed from class? ○ How many times has the student been retained? Overage? ○ Does the student ask for help? Why not?
	Test <ul style="list-style-type: none"> ○ Curriculum-based assessments, classroom tests, norm-referenced tests and self-reports 	<ul style="list-style-type: none"> ○ What does the student know and what does the student not know? ○ Are there skill deficits? ○ Does the student have a performance deficit or a skills deficit? ○ Is there progress monitoring data and what are the results?

ICEL by RIOT Matrix WORKSHEET

Student: _____ School: _____ Date: _____ Team Members completing RIOT: _____

This worksheet is a tool for guiding the team through the process of completing the ICEL by RIOT Matrix. With this worksheet, the team will examine Instruction, Curriculum, Environment, and the Learner (ICEL) by using the process of Review, Interview, Observation, and Testing the hypothesis (RIOT). This worksheet provides examples of sources that may be accessed to provide information for each area. This is not an exhaustive list. **Please attach additional sheets as necessary.**

DOMAINS	R (Review)	I (Interview)	O (Observe)	T (Test)/ Hypothesize	
I (Instruction)				Hypotheses regarding instructional factors:	Possible adjustments to Instruction to effect change (list):
				Response to adjustments made to Instruction:	
				Implementation date:	Review date:
C (Curriculum)				Hypotheses regarding curricular factors:	Possible adjustments to Curriculum to effect change (list):
				Response to adjustments made to Curriculum:	
				Implementation date:	Review date:
E (Environment)				Hypotheses regarding environmental factors:	Possible adjustments to the Environment to effect change (list):
				Response to adjustments made to the Environment:	
				Implementation date:	Review date:
L (Learner)				Hypotheses regarding personal factors and/or function(s) of behavior:	Possible adjustments to interactions with the Learner to effect change (list):
				Response to adjustments made in regards to Learner:	
				Implementation date:	Review date:

Multi-Tiered System of Supports



ELA CURRICULUM INVENTORY

School Name:		Principal:		MTSS/RtI Contact:			School Year:	
Grade Levels	Universal Screener	Universal (Tier 1) Instruction	Universal (Tier 1) Assessments	Universal (Tier 1) Supplemental	Targeted (Tier 2) Interventions	Intensive (Tier 3) Interventions	Progress Monitoring Tools	
Oral Language								
Phonological Awareness								
Decoding and Word Recognition								
Fluency								
Reading Strategies								
Vocabulary and Concept Development								
Comprehension Skills and Response to Text								
Writing								

Document all supports and upload supporting documentation in B.A.S.I.S 3.0.

Multi-Tiered System of Supports



Established 1915

BROWARD
County Public Schools

MATH CURRICULUM INVENTORY

School Name:		Principal:		MTSS/RtI Contact:			School Year:
Grade Levels	Universal Screener	Universal (Tier 1) Instruction	Universal (Tier 1) Assessments	Universal (Tier 1) Supplemental	Targeted (Tier 2) Interventions	Intensive (Tier 3) Interventions	Progress Monitoring Tools
Numbers and Operation Addition/Subtraction							
Numbers and Operation Multiplication/Division							
Numbers and Operation Fractions/Decimals							
Numbers and Operation Percent, Ratios, and Proportions							
Computational Fluency							
Algebra							
Geometry and Measurement							
Data Analysis, Statistics, and Probability							
Written Expression							

Document all supports and upload supporting documentation in BASIS 3.0.

Multi-Tiered System of Supports



BEHAVIOR CURRICULUM INVENTORY

School Name:		Principal:		MTSS/RtI Contact:			School Year:
Grade Levels	Universal Screener	Universal (Tier 1) Instruction	Universal (Tier 1) Assessments	Universal (Tier 1) Supplemental	Targeted (Tier 2) Interventions	Intensive (Tier 3) Interventions	Progress Monitoring Tools
Attendance							
Behavioral							
Social Emotional							
Health							
Other							

Multi-Tiered System of Supports



DISTRICT SUPPORTS INVENTORY

School Name:		Cadre Director:		Principal:		MTSS/RtI Contact:	
Department/Program Name	Support Person(s)	Email (@browardschools.com unless noted)	Telephone Office (O) Cellular (C)	Support Frequency	School Liaison		
District MTSS/RtI							
District Psychologist							
District Speech Language Pathologist							
District ELA/Writing							
District Math							
District Science							
District ESOL							
Induction and Coaching							
District Family Counselor							
District Social Worker							
District Community Liaison							
FL DOE (DA)							

MTSS/RtI

PARENT LETTERS



**Broward County Public Schools Student
Support Initiatives & Recovery
Multi-Tiered System of Supports Guide**

MTSS RtI BASIS Letters Guidance

The MTSS RtI BASIS Letters are not sequential, the letters/forms are sent with the appropriate action/phase of the RtI process.

CPS Team Parent Notice of CPS Referral - is to inform the parent(s) or guardian(s) their student may need additional support and intervention; the letter is sent by the CPS Team, Support Personnel or Teacher when a CPS Referral is generated.

CPS Team Meeting Parent Invitation Letter - is to invite the parent(s) or guardian(s) to attend a collaborative problem-solving meeting, it should be sent to the parent(s) or guardian(s) prior to the meeting with a Parent Participation Letter (e.g. RtI intervention meeting, progress-monitoring meeting). The letter is sent by the CPS Team when a CPS/RtI meeting is scheduled at the beginning and throughout the RtI process.

CPS Meeting Parent Participation Form - is for the parent(s) or guardian(s) to complete and return to the school, indicating if they can participate in a collaborative problem-solving meeting. Parent(s) or guardian(s) should update incorrect contact information on the form. The CPST must ensure updated information is entered in the system (TERMS or BASIS). The form is generated by the CPS Team at the beginning and throughout the RtI process.

CPS Team RtI Intervention Letter - is to inform the parent(s) or guardian(s) their student needs additional support and intervention and invite them to attend a CPS Team meeting. The letter should be generated when the CPS Team has accepted a CPS Referral in BASIS RtI, determined to create a Targeted (Tier 2) or Intensive (Tier 3) intervention plan, and a draft plan has been created. (Plan details will auto-populate when the referral is system generated).

CPS Team RtI Progress Monitoring Letter - is sent to the parent(s) or guardian(s) to inform them of progress monitoring results, after the CPS Team completes a Progress Monitoring Note in BASIS RtI indicating the outcome and results of student intervention plan. The CPS Team generates the letter after each progress monitoring meeting. Only indicate one outcome as documented on the progress monitoring meeting note. The CPS Team action and outcome will auto populate when the form is system generated

Per State Mediation Agreement parent(s) or guardian(s) must be informed of their right to request an individual evaluation. This information is communicated in the Parent Tier letter.

CPS Team Parent Notice of CPS Referral

School Name
School Address
Telephone Number

Date:

To the Parents or Guardians of **(Student Name and Number)**:

Broward County Public Schools is committed to ensuring the success of all students. As part of district-wide efforts to ensure all students are successful, each school implements a Multi-Tiered System of Supports (MTSS) framework which encompasses the Response to Intervention (RtI) process led by a Collaborative Problem-Solving Team (CPST). Response to Intervention (RtI) is a multi-tiered approach to the early identification and support of students' academic, behavior and social/emotional needs.

Occasionally, students experience difficulties in school for a variety of reasons. At this time, this letter is to inform you that your student may need additional support and intervention in **(area of concern)** in order to maximize individual student success. CPS Team will review data, supporting evidence relevant to your student's learning and discuss concerns about your student's academic, behavior and social/emotional abilities. Outcomes of these discussions may result in suggestions for additional support and intervention. The school will contact you after their review to share next steps.

As part of the process, the CPS Team would like to gather information about your child. Attached is a **Parent Information Form** for you to complete. Please return the completed form to the classroom teacher as soon as possible.

We are committed to ongoing communication with you about your student's progress and encourage you to share information about anything you feel may affect your child's learning so that we can effectively meet their needs.

We look forward to educating your child and collaborating with you. Should you have any questions or concerns, please feel free to call the school. Additional MTSS/RtI information and resources can be found at <https://www.browardschools.com/Page/32437>

Sincerely,

Insert Principal's Name

Principal

CPS Team RtI Intervention Letter

School Name
School Address
Telephone Number

Date:

To The Parents or Guardians of **(Student Name and Number)**:

The Collaborative Problem-Solving Team (CPST) has completed a review of data and supporting evidence relevant to your student's learning. This letter is to inform you that your student is in need of additional support and intervention in the area of **(area from referral)** in order to adequately achieve age/grade level appropriate expectations. The CPS Team determined an intervention plan is needed in the area of **(area of concern)**. The intervention will begin **(beginning date)**, instruction will be provided for **(frequency)**, in the **(location)**, by Teacher or Support Personnel.

We consider you, the parent, to be a key member of the CPS Team and a vital part of the RtI process. Your input is important; we encourage you to participate as much as possible in your student's learning.

Additionally, parents have the right to request an evaluation from the school district to determine if their student has a disability and whether their student is eligible for special education and related services. Request may be made in two (2) ways: a written request made to the ESE Specialist, RtI Contact, School Counselor or School Administrator or a verbal request made to the ESE Specialist, MTSS Contact, School Counselor or School Administrator.

The CPS Team will monitor your student's progress on a regular basis in order to ensure their success. We look forward to providing additional support to your student and collaborating with you. Please sign and return the **Parent Participation Form** to your student's school. Should you have any questions or concerns, please feel free to call the school. Additional MTSS/RtI information and resources can be found at <http://browardschools.com/page/38911>.

Sincerely,

Insert Principal's Name

Principal

Multi-Tiered System of Supports



CPS Meeting Parent Participation Form

School Name
School Address
Telephone Number

Date: Click or tap to enter a date.

To The Parents or Guardians of **(Student Name, FSI#)**:

A meeting of the Collaborative Problem-Solving Team (CPST) has been scheduled to discuss your student's progress. Please indicate below if you are available to attend.

Meeting Date: Click or tap to enter a date. Time:

Location: _____

_____ I am available to attend the CPS Team meeting **in person** on the above scheduled date and time.

_____ I am available to attend the CPS Team meeting **via telephone**.

_____ I am **unavailable** to attend the CPS Team meeting. Send all information regarding my student to the address listed below.

Parent/Guardian Name: _____

Telephone: _____

Email: _____

Address: _____

Address: _____

If you have any questions or concerns regarding this meeting, contact your student's school. Please sign the form and return to your student's school.

Parent/Guardian Signature: _____

Date: _____

CPS Team RtI Progress Monitoring Letter

School Name
School Address
Telephone Number

Date:

A letter previously notified you that your student is receiving additional supports and interventions in the area of (area of concern indicated on referral). During this period, your student has been receiving intervention support. Your student's progress is frequently monitored in the area(s) specific to the supports and interventions being implemented. All progress monitoring is graphically illustrated and summarized to display your student's response to intervention and is communicated at the Collaborative Problem-Solving Team (CPST) meeting.

We consider you, the parent, to be a key member of the CPS Team and a vital part of the RtI process. Your input is important, and we encourage you to participate as much as possible in your student's learning.

Based on the data collected, we have determined that the frequency and intensity of supports and intervention may need to increase or decrease. Progress monitoring results indicate the outcome below.

(Select only one (1) outcome):

Positive:

- Continue to implement and document plan as designed
- Fade intervention to Tier 2 and continue progress monitoring

Questionable:

- Continue to implement and document plan as designed
- Intensify/modify a new intervention plan

Poor:

- Continue to implement and document plan as designed
- Intensify/modify a new intervention plan

Plan Discontinued:

- Student withdrew/transferred
- Core instruction and supplemental supports and strategies are effective
- Student met eligibility criteria
- Fade intervention to tier 1 continue progress monitoring

The CPS team will continue to monitor your student's progress on a regular basis in order to ensure their success. We look forward to educating your student and collaborating with you. Should you have any questions or concerns, please feel free to call the school. Additional MTSS/RtI information and resources can be found at <https://www.browardschools.com/Page/32437>

Sincerely,

Insert Principal's Name

Principal

Parent Information Form – CPS/RtI Team

General Information

Child's Name: _____

Child lives with: _____ Relationship: _____

If both parents work, who cares for the child while working? _____

Health History

Is your child under the care of a physician for a medical problem? Yes No
(If yes, please describe): _____

Has your child had any problems with *hearing*? Yes No
Has your child had any problems with *vision*? Yes No

Please describe treatment for hearing or vision problems:

Is your child taking any medication(s)? Yes No
(If yes, please list and report the reason for taking medication): _____

Are there any significant factors related to your child's birth? Yes No
(If yes, please identify): _____

Did your child show any significant developmental delays in the past? Yes No
(If yes, check all that apply) Speech Motor Social Physical
Explain: _____

Does your child require special accommodations? Yes No
(If yes, check all that apply) Diet Building accessibility Physical Other
Explain: _____

Does your child receive services outside the school setting? Yes No
(If yes, check all that apply) Speech Physical Therapy Counseling Other
Explain: _____

School History

Describe your child's grades up to now (low, average, superior): _____

Has your child received tutoring or been in any special programs to help with schoolwork? If so, explain: _____

Describe your child's typical homework experience (i.e., How much time does your child spend on homework on a typical evening? How often does your child request assistance? Describe their study environment): _____

Family and Home Information

Have any important changes occurred within the family during the last two years?
(Check all that apply) Moves Births Deaths Illnesses Separations Divorce Job Changes

Do any family members have learning difficulties? Yes No
If yes, please explain: _____

Are you experiencing any problems or difficulties with your child at home?: _____

What activities does your child participate in at home? (Check all that apply, and place an * next to any category in which your child engages in more than one hour daily)

<input type="checkbox"/> Watches television	<input type="checkbox"/> Reads books	<input type="checkbox"/> Listens to music
<input type="checkbox"/> Plays electronic games	<input type="checkbox"/> Plays with others	<input type="checkbox"/> Spends time on computer
<input type="checkbox"/> Participates in sports	<input type="checkbox"/> Sleeps more than usual	<input type="checkbox"/> Prefers to be alone

Describe your child's strengths: _____

Subjects/areas of special skills or talent: _____

What behaviors are frequently displayed by your child at home? (Check all that apply)

<input type="checkbox"/> Is honest	<input type="checkbox"/> Gets along with siblings	<input type="checkbox"/> Withdraws
<input type="checkbox"/> Is helpful	<input type="checkbox"/> Follows adult requests	<input type="checkbox"/> Argues/Disobeys
<input type="checkbox"/> Is responsible	<input type="checkbox"/> Has mood swings/depression	<input type="checkbox"/> Conveys frustration
<input type="checkbox"/> Respects others	<input type="checkbox"/> Feels anxious	<input type="checkbox"/> Feels less capable/negative self talk

What methods of discipline are used at home? (Check all that apply)

<input type="checkbox"/> Rewards for good behavior	<input type="checkbox"/> Assigned responsibilities	<input type="checkbox"/> Time out
<input type="checkbox"/> Verbal praise	<input type="checkbox"/> Early bedtime	<input type="checkbox"/> Spanking
<input type="checkbox"/> Special privileges	<input type="checkbox"/> Removal of privileges	<input type="checkbox"/> Extra chores

How does your child respond to discipline at home? (Check all that apply)

<input type="checkbox"/> Becomes obedient	<input type="checkbox"/> Throws tantrums	<input type="checkbox"/> Refuses to obey
-------------------------------------------	------------------------------------------	------------------------------------------

<input type="checkbox"/> Withdraws	<input type="checkbox"/> Cries	<input type="checkbox"/> Throws or breaks things
<input type="checkbox"/> Blames others	<input type="checkbox"/> Hits and/or kicks	<input type="checkbox"/> Other _____

Are there any concerns the school needs to be aware of? _____

What suggestions could you give the school to help your child? _____

Describe your child's typical day before and after school: _____

Describe your child's friendships: _____

Please share any rewards or consequences you have found effective at home: _____

Please share any other information that you think may be helpful for us to better understand your child: _____

 Signature of Person Completing Form

 Date

ESOL/ELL Resources



**Broward County Public Schools Student
Support Initiatives & Recovery
Multi-Tiered System of Supports Guide**

MTSS Bilingual/ESOL Academic Guidance – Elementary

Students identified as English Language Learners (LY) may be considered for Response to Intervention (RtI). Teachers and CPS Team members must ensure Universal (Tier 1) core instruction is implemented and made comprehensible before beginning the RtI process. Once it is determined an ELL may need Targeted (Tier 2) or Intensive (Tier 3) intervention, follow the process below. The ESOL Contact must be included in the collaboration.

Teachers/Support Staff in collaboration with the CPS Team including the ESOL contact engages in the problem-solving process for English Language Learners (ELLs) which includes the following:

- Review class-level data trends and patterns
- Identify DEUSS and discuss implications
- Discuss Educational Background
- Consider cross-cultural variables
- Review Language Classification
- Analyze English Language Proficiency Levels
- Recognize Stages of Second Language Acquisition
- K - 3 BAS, ACCESS for ELLs
- 3 – 5 BAS, FSA, ACCESS for ELLs

Complete all ELL Recommendation RtI forms

- Instructional Data Analysis
- Parent Interview Questionnaire
- Teacher Support Discussion

Identify student's area(s) of need and/or concern(s) for Tier 2 Intervention including any of the language domains (Reading, Writing, Speaking, Listening).

Collaborative Problem-Solving Team (CPST) and instructional staff MUST engage in problem-solving for English Language Learners (ELLs) which includes the following:

- Review school-wide data; identify grade-level and class level data trends and patterns
- CPS Team in collaboration with the ESOL contact will conduct an ELL committee meeting to determine placement for Tier 2 or Tier 3
- Communicate findings and plan of action to teachers, support staff and ELL Committee
- If determined that the student needs Tier 2 or Tier 3 Intervention, design and provide appropriate strategies and instructional supports (standard protocol support plan and/or individualized academic Targeted (Tier 2) or Intensive (Tier 3) reading plan)
- Ensure PMPs (Progress Monitoring Plan) generated
- Inform and engage parents throughout the process

Teachers/Support Staff regularly engage in data chats, progress monitoring and share RtI outcome. Teachers will answer the reflective questions from the ESOL Progress Monitoring Notes in the comments section of the BASIS Progress Monitoring Form.

Tier 1 Core Instructional Factors for ELLs 2019-2020

*Collaborative Problem Solving Team (CPST) should include personnel familiar with the English Language Learner (ELL).

*The core instruction for ELLs should be delivered with teachers knowledgeable about the process of acquiring a second language, and know how to deliver culturally relevant content, literacy, and language instruction. Instruction within these settings will not be viewed as an intervention (Tiers 2 or 3), but rather part of ELLs' core instruction (National Center on Response to Intervention, 2011).

DEUSS (Date Entered U.S. School) <input type="checkbox"/> First time the student enrolled in a United States school (to include transiency)	EDUCATIONAL BACKGROUND <input type="checkbox"/> Transcripts <input type="checkbox"/> Academic Grades <input type="checkbox"/> Programmatic Assessment <input type="checkbox"/> Literacy in Home Language(s) (L1) <input type="checkbox"/> ELL Committee Recommendations <input type="checkbox"/> Weaknesses and Strengths in L1 and/or L2	INTERRUPTED EDUCATION <input type="checkbox"/> Transiency <input type="checkbox"/> Lack of ESOL services <input type="checkbox"/> Students with Limited or Interrupted Formal Education (SLIFE)	ELL RESOURCES <input type="checkbox"/> ELLlevation Strategies for Teachers <input type="checkbox"/> InSync (Grades K-12) <input type="checkbox"/> English to Heritage Language Translation Dictionaries <input type="checkbox"/> English to Heritage Language Translation Content Area Glossaries <input type="checkbox"/> English to Heritage Language Translation Picture Dictionaries <input type="checkbox"/> Potential Impact of Syntax and Phonology of English Language Learners <input type="checkbox"/> Free Online Resources for Language Acquisition <input type="checkbox"/> ELL Supplemental Resources (Grades K-12) <input type="checkbox"/> Journeys ELL Resources and Leveled Readers in Spanish (Grades K-5) <input type="checkbox"/> Imagine Learning (PreK-8) <input type="checkbox"/> Reading Horizons (Grades 6-12) <input type="checkbox"/> ESL Reading Smart (Grades 6-12) <input type="checkbox"/> Language Enrichment Camp (LEC) <input type="checkbox"/> Istation (Dual Language Schools)
ESOL INSTRUCTIONAL RESOURCES <input type="checkbox"/> ESOL Instructional Strategies Matrix <input type="checkbox"/> ESOL Instructional Strategies Addendum	DATA <input type="checkbox"/> FSA (R/W) (when applicable) <input type="checkbox"/> ACCESS for ELLs <input type="checkbox"/> IPT (Grades K-12) <input type="checkbox"/> K-TEA (Grades 3-12) <input type="checkbox"/> WIDA ELP Standards Report <input type="checkbox"/> Formative Assessments <input type="checkbox"/> Universal Design for Learning (UDL)	CROSS-CULTURAL VARIABLES <input type="checkbox"/> Experiential (Varied life and educational experiences, Exposure to unique topics, and Diverse approaches to learning an expression) <input type="checkbox"/> Social and Emotional (Personal interests and needs, Empathy for diverse experiences, and Knowledge of community resources) <input type="checkbox"/> Linguistic (Familiarity of Roman/Non-Roman Alphabet Systems, Knowledge of multiple languages, Varying representations of ideas, and Diverse strategies for language learning) <input type="checkbox"/> Cultural (Different perspectives, Practices, Beliefs, and Social norms) <input type="checkbox"/> Ways of thinking, and Familiarity of Alphanumeric/Non-Alphanumeric Systems	
SECOND LANGUAGE ACQUISITION <input type="checkbox"/> Second Language Acquisition Chart	ENGLISH LANGUAGE PROFICIENCY LEVELS <input type="checkbox"/> English Language Proficiency Levels – Codes <input type="checkbox"/> WIDA Can Do Descriptors		

ELL Recommendation Form

Date: Click or tap to enter a date.

Student Name:

Student #:

Teacher Name:

Grade: Choose an item.

DEUSS (Date Entered U.S. School):

Language Classification:

Composite ACCESS Score:

K-TEA Scores (Grades 3- 12)

Instructional Data Analysis

This form is to be completed as documentation for an ELL Committee Meeting to determine whether an active ELL student needs a skills-based Tier 2 or Tier 3 intervention.

In preparation for the meeting, collect the following evidence:

- Print and attach the student's current ELL Plan on ELlevation
- WIDA ELP Standards Report on ELlevation
- Parent Interview prior to discussion
- Evidence of student work samples
- Assessment Data

ACCESS Language Domains	English Proficiency Level Current Year	English Proficiency Level Previous Year	Instructional Implications
Listening			
Speaking			
Reading			
Writing			

Reading Summative Assessments	Level	Scale Score	Instructional Implications
FSA			
BSA			

ELL Recommendation Form

Reading Formative Assessments	Results	Learning Gains	Instructional Implications
BAS			
I Ready			
Imagine Learning			
Other Software Programs			

ELL Recommendation Form

Parent Interview Questionnaire

(It is recommended for the ESOL contact to be part of the Parent Interview)

1. How long has your family lived in the United States?
2. What is the child's DEUSS? (Date Entered U.S. School)
3. Did your child receive formal schooling in another country? If yes, in what language(s)?
 - a. Describe a typical school day as best as you can. (school day routine, hours in class, subjects taught, recess, # of teachers)
4. Do you have any concern(s) about your child's language ability in your home language or English? Explain.
5. At what age, did your child begin to learn English?
6. How would you describe your child's reading ability in your home language? In English?
7. Have teachers in previous years stated any concerns related to math or reading? If yes, explain.
8. What do you believe is challenging your child in school? What supports do you think would help your child most?

ELL Recommendation Form

Teacher Support Discussion

1. What is the student's DEUSS (Date Entered U.S. School)?
2. What do you believe is challenging the student in school? What supports can help the child?
3. What is the student's reading/math strength? Area(s) of need?
4. What ESOL strategies is the teacher using to make content comprehensible in each of the language domains?
 - a. Listening:
 - b. Reading:
 - c. Writing:
 - d. Speaking (how much time each day does student engage in academic conversation?):
5. How is the teacher supporting academic language development and fluency for the student?
6. In which area(s) is the student being recommended for Tier 2 or Tier 3 intervention? Why?
 - a. Phonic awareness
 - b. Phonics
 - c. Vocabulary
 - d. Fluency
 - e. Comprehension
 - f. Oral language
 - g. Words decoding and phonics
 - h. Phonemic Awareness

ESOL RtI Tier 2 and Tier 3 Intervention Log

Date: Click or tap to enter a date.

Student Name:

Student #:

Teacher Name:

Grade: Choose an item.

Select Area of Concern: Choose an item.

Select Level of Support: Choose an item.

Language Classification:

Assessment Name:

Diagnostic Score:

Other:

1. What are some Can Dos the student demonstrates in reading or math?

2. What aspects of language is the student still working to develop?

3. Identify 1-2 goals for the next month.

Week	Date	Start Time	End Time	Intervention (strategy/program)	Skill Addressed	Observations/Notes
Week 1						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

ESOL RtI Tier 2 and Tier 3 Intervention Log

Week	Date	Start Time	End Time	Intervention (strategy/program)	Skill Addressed	Observations/Notes
Week 2						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

BI-WEEKLY ASSESSMENT

Date	Assessment	Score	Growth	Notes

SELF-ASSESSMENT of MTSS (SAM) Resources



**Broward County Public Schools Student
Support Initiatives & Recovery
Multi-Tiered System of Supports Guide**

Self-Assessment of MTSS Implementation (SAM)

Overview of MTSS

This instrument is used to measure school-level implementation of a Multi-Tiered System of Supports (MTSS). MTSS is a term used to describe an evidence-based model of educating students that uses data and problem solving to integrate academic, behavior and social. emotional instruction and intervention **to maximize the success of all students**. Instruction and intervention is provided to students across multiple tiers of intensity based on need. Staff make data. based decisions in order for resources (e.g., time, staff and evidence. based strategies) to reach the students at the appropriate levels to increase the performance of ALL students with the goal of achieving and/or exceeding proficiency.

Quality implementation of MTSS is associated with increased likelihood of instruction and interventions leading to successful student outcomes. Thus, it is important for schools to monitor not only student outcomes, but also *how* assessments, instruction, interventions and data-based problem-solving are put into place (i.e., the fidelity with which these elements are implemented). Successful implementation is influenced by many factors within and around the school system (e.g., professional development, administrative support, data systems, staff member perceptions, successful adaptation, etc.). As a measure of school-level implementation of an MTSS, the focus of this instrument is on the necessary actions and activities to successfully implement and sustain the critical elements of MTSS with fidelity. The critical elements of MTSS referred to throughout the instrument include:

- Curriculum standards
- Assessments used to inform instruction
- Multiple tiers of instruction and intervention
- Data-based problem-solving used to make decisions

To promote a common understanding, staff that complete the instrument are urged to discuss the elements of MTSS and how they relate to components of their school's system for educating all students. MTSS should not be thought of as a *separate* initiative or program that must be implemented. Rather, MTSS provides a framework for the integration of academic, behavior and social. emotional supports. Other initiatives such as implementation of educational policies and regulations, new assessment systems, or new instructional strategies also should be considered in the context of how they fit within an MTSS. MTSS provides a framework for implementing educational practices to ensure academic, behavioral and social. emotional success of all students.

Directions for Completing the Instrument and Using the Data

The school leadership team that has responsibility for allocating resources to improve student learning should complete this instrument. Completion involves a three-step process:

1. Each team member should review the SAM instrument and Endnotes independently and think how s/he, personally, would respond to each item.
2. After reviewing the SAM items independently, the team members should come together to discuss their responses and reach agreement on which answer best represents the current status of implementation at their school. Endnotes provide additional clarifying information or definitions that the team should utilize, especially as team members are first becoming familiar with the SAM instrument. Endnotes provide critical information for ensuring the SAM instrument is completed accurately and results in valid scores. Record consensus scores on the SAM Scoring Sheet. The Scoring Sheet has abbreviated language and should only be used to record responses and to provide a visual representation of items with higher and lower scores.
3. Use the SAM instrument and the Scoring Sheet data to inform your action plan (an optional planning template is provided) to improve MTSS implementation.

Rate each item on a scale from 0-3 (*0 = Not Started; 1 = Emerging/Developing; 2 = Operationalizing; 3 = Optimizing*) using the definition provided for each rating.

Superscript numbers (e.g., ²) correspond with endnotes that provide additional clarifying information or definitions relevant to the content within the item.

There are 39 items organized into six domains:

1) Leadership

Leadership is key to successful implementation of any large scale innovation. The building principal, assistant principal(s) and school leadership team are critical to implementing MTSS at the school level. They engage staff in ongoing professional development for implementing MTSS, plan strategically for MTSS implementation, and model a data based problem solving process for school improvement. The school principal also supports the implementation of MTSS by communicating a vision and mission to school staff, providing resources for planning and implementing instruction and intervention and ensuring that staff have the data needed for data-based problem solving.

2) Building the Capacity/Infrastructure for Implementation

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually includes ongoing professional development and coaching with an emphasis on data-based problem solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem solving.

3) Communication and Collaboration

Ongoing communication and collaboration are essential for successful implementation of MTSS. Many innovations fail due to a lack of consensus, to a lack of feedback to implementers to support continuous improvement, and to not involving stakeholders in planning. In addition to including stakeholders in planning and providing continuous feedback, it is also important to build the infrastructure to communicate and work with families and other community partners. These practices increase the likelihood that innovative practices will be implemented and sustained.

4) DataM Based Problem Solving

The use of data-based problem solving to make educational decisions is a critical element of MTSS implementation. This includes the use of data-based problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem solving to address barriers to school-wide implementation of MTSS. While several models for data-based problem solving exist, the four-step problem solving approach evaluated in this instrument includes: 1) defining the goals and objectives to be attained, 2) identifying possible reasons why the desired goals are not being attained, 3) developing a plan for and implementing evidence-based strategies to attain the goals, and 4) evaluating the effectiveness of the plan.

5) ThreeM Tiered Instructional/Intervention Model

The three-tiered instructional/intervention model is another critical element of MTSS implementation. In a typical system, Tier 1 includes the instruction delivered to all students; Tier 2 includes supplemental instruction or intervention provided to students not meeting benchmarks; and Tier 3 includes intensive, small-group or individual interventions for students facing significant barriers to learning the skills required for school success. It is important to consider academic, behavior, and social-emotional instruction and interventions when examining this domain.

6) DataM Evaluation

Given the importance of data-based problem solving within an MTSS model, the need for a data and evaluation system is clear. In order to do data-based problem solving, school staff need to understand and have access to data sources that align with the purposes of assessment. Procedures and protocols for administering assessments and data use allow school staff to use student data to make educational decisions. In addition to student data, data on the fidelity of MTSS implementation allow school leadership to examine the current practices and make changes to increase implementation.

Acknowledgements

The Florida Problem Solving/Response to Intervention (PS/RtI) Project and Florida's Positive Behavior Support: MTSS (FLPBS: MTSS) Project would like to thank the following groups for their efforts on this instrument:

Florida PS/RtI Project staff



VERSION 2.0

Florida's PBS: MTSS Project staff



Members of the SAM Expert Review Panel

Participants in the SAM Cognitive Interview Process

Some items on the SAM were adapted from the
RtI Implementation Rubric: *School Level* by the
Colorado Department of Education

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
1. Leadership Domain (Items 1-5)					
1. The principal is actively involved in and facilitates MTSS implementation	The principal does <i>not</i> actively support MTSS.	The principal communicates an urgent desire to implement MTSS, participates in professional development on MTSS and is establishing an MTSS vision	<i>and</i> The principal actively supports the leadership team and staff to build capacity for implementation	<i>and</i> The Principal actively supports data-based problem-solving use at the school	
2. A leadership team is established that includes 6-8 members with cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, instructional support staff, student support personnel ¹) and is responsible for facilitating MTSS implementation ²	<i>No</i> leadership team with explicit responsibility for leading MTSS implementation exists	A leadership team exists that includes cross-disciplinary representation,	<i>and</i> The leadership team has explicit expectations for facilitating MTSS implementation,	<i>and</i> The leadership team members have the beliefs, knowledge and skills to lead implementation efforts	
3. The leadership team actively engages staff in ongoing professional development and coaching ³ necessary to support MTSS implementation	The leadership team does <i>not</i> have a needs-based plan to provide staff with professional development or coaching to support MTSS implementation	A needs assessment is conducted to gather information on beliefs, knowledge and skills to develop a professional development plan to support MTSS implementation	<i>and</i> A professional development plan is created based on the needs assessment and used to engage staff in ongoing professional development and coaching	<i>and</i> Ongoing professional development activities are informed by data collected on the outcomes of professional development and coaching for continuous improvement	
4. A strategic plan for MTSS implementation is developed and aligned with the school improvement plan	<i>No</i> strategic plan for MTSS implementation exists	Leadership team is engaging district, family and community partners to identify stakeholder needs, resources for, and barriers to MTSS implementation	<i>and</i> As part of the school improvement planning process a strategic plan is developed that specifies MTSS implementation ⁴	<i>and</i> A strategic plan for MTSS implementation is updated as needed based on student outcome and implementation fidelity data as part of the school improvement planning process	
5. The leadership team is actively facilitating implementation of MTSS ⁵ as part of their school improvement planning process	The leadership team is <i>not</i> actively engaging in efforts to facilitate MTSS implementation	The leadership team engages in action planning and has created a strategic plan to facilitate implementation of the critical elements ⁶ of MTSS	<i>and</i> The leadership team provides support to educators implementing the critical elements of MTSS identified in the strategic plan	<i>and</i> The leadership team uses data on implementation fidelity of the critical elements of MTSS to engage in data-based problem-solving for the purpose of continuous school improvement	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)					
6. The critical elements ⁶ of MTSS are defined and understood by school staff	No information on the critical elements of the school's MTSS is available	The critical elements of MTSS are being defined	and The critical elements of MTSS are defined and are communicated to school staff	and The curriculum, assessment and instructional practices that define the school's critical elements of MTSS can be communicated by all school staff	
7. The leadership team facilitates professional development and coaching ⁷ for all staff members on assessments and data sources used to inform decisions	Initial professional development is not provided to all staff members	The staff engages in initial, job-embedded professional development focusing on: <ul style="list-style-type: none"> • Purpose and administration of assessment tools • Role of assessment/data sources in making instructional decisions • Review of current assessments/data sources being utilized and those being considered • Analyzing and using assessment results to improve instruction • Using various types of data to inform instructional practices to meet the needs of diverse learners • Communicating and partnering with families about data and assessment practices 	and The staff engages in ongoing professional development and coaching related to the administration of assessments and interpretation of the data/data sources. Professional development includes: <ul style="list-style-type: none"> • Changes or updates to assessments/data sources • Changes to data collection, tracking, and analysis • Ongoing coaching on instructional practices and interpreting assessment results 	and The leadership team analyzes feedback from staff as well as outcomes in order to identify professional development and coaching needs in the area of assessment/data sources in support of continuous improvement	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
8. The leadership team facilitates professional development and coaching ⁷ for staff members on data-based problem-solving relative to their job roles/responsibilities	Professional development does <i>not</i> focus on data-based problem-solving	Initial professional development on data-based problem-solving is provided that includes the following elements: <ul style="list-style-type: none"> • Rationale for use of data-based problem-solving • Problem-solving steps to address school-wide, classroom, small-group, and individual student needs • Roles and responsibilities for team members engaging in data-based problem-solving 	<i>and</i> Ongoing professional development and coaching on data-based problem-solving is delivered that includes the following elements: <ul style="list-style-type: none"> • Differentiation of professional development based on staff roles/responsibilities • Coaching • Modeling, practice, and collaborative feedback on problem-solving steps • Support for collaboration and teaming skills 	<i>and</i> Data on use of problem-solving skills and application are used to inform continuous improvement of professional development and coaching efforts	
9. The leadership team facilitates professional development and coaching ⁷ for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities	<i>No</i> explicit connection to multi-tiered instruction and intervention is evident in professional development provided	Initial professional development on multi-tiered instruction and intervention is provided that includes the following elements: <ul style="list-style-type: none"> • Rationale for and modeling of instructional and intervention design and delivery (e.g., Common Core State Standards, instructional routine, Tier 1 Positive Behavior Supports, lesson planning for active student engagement) • Connections are made regarding how the practices are aligned with and integrated into MTSS • How data informs instruction and intervention design and delivery that reflects student diversity and results in learning opportunities for all students ⁸ 	<i>and</i> Ongoing professional development and coaching on multi-tiered instruction and intervention is provided that includes the following elements: <ul style="list-style-type: none"> • Differentiation of professional development and coaching based on staff roles/responsibilities • Coaching • Modeling of, practice of, and collaborative feedback on, evidence-based practices 	<i>and</i> The leadership team regularly uses data on student needs and fidelity of how evidence-based practices are implemented to continuously improve professional development and coaching efforts	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
10. Coaching is used to support MTSS implementation	No coaching is provided to build staff capacity to implement the critical elements of MTSS	Initial coaching is occurring that is focused primarily on facilitating or modeling the components of MTSS	and Coaching activities are expanded to include: <ul style="list-style-type: none"> • Opportunities to practice • Collaborative and performance feedback 	and Data on professional development, implementation fidelity, and student outcomes are used to refine coaching activities	
11. Schedules provide adequate time for trainings and coaching support	Schedules do not include time allocated to professional development and coaching for MTSS	Schedules include time allocated for trainings	and Schedules include time for ongoing coaching support	and Schedules permit personnel to access additional training and coaching support that is differentiated based on their needs	
12. Schedules provide adequate time to administer academic, behavior and social-emotional assessments needed to make data-based decisions	Schedules do not include time allocated to administering assessments needed to make decisions across tiers	Schedules include time for academic, behavior and social-emotional assessments administered to all students (e.g., universal screening)	and Schedules include time to administer more frequent progress monitoring assessments to students receiving Tier 2 and 3 services as specified (e.g., weekly or monthly assessments)	and Schedules permit personnel to administer additional assessment (e.g., diagnostic assessments) across content areas and tiers needed to engage in data-based problem-solving	
13. Schedules provide adequate time for multiple tiers of evidence-based instruction and intervention to occur	The master schedule is developed without student data and does not include time for multi-tiered interventions	The master schedule is developed utilizing student data and includes time for multi-tiered interventions	and The master schedule facilitates effective implementation of multi-tiered interventions matched to student needs by content area and intensity (Tier 1, Tier 2, Tier 3)	and The master schedule allows for flexible student groupings	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
14. Schedules provide adequate time for staff to engage in collaborative, data-based problem-solving and decision-making	The master schedule does not provide opportunities for collaborative, data-based problem-solving and decision-making to occur	The master schedule provides opportunities to engage in collaborative, data-based problem-solving and decision-making to occur	and The master schedule provides sufficient time for the process to occur with fidelity	and The master schedule provides opportunities for collaborative, data-based problem-solving and decision-making to occur in settings such as: <ul style="list-style-type: none"> • Leadership team meetings • Grade-level meetings • Cross grade-level meetings • Cross-departmental meetings • Professional Learning Community meetings 	
15. Processes, procedures, and decision-rules ⁹ are established for data-based problem-solving	No systematic processes, procedures, or decision-rules are established	Processes, procedures, and decision-rules needed to engage in data-based problem-solving are developed and existing structures and resources are incorporated	and The steps of problem-solving; procedures for accessing, submitting, and using data; and decision-rules needed to make reliable decisions are communicated to staff ¹⁰	and Data-based problem-solving processes, procedures, and decision-rules are refined based on data and feedback from staff, schedule changes, and resource availability	
16. Resources ¹¹ available to support MTSS implementation are identified and allocated	No process exists for mapping and allocating resources available to support MTSS implementation	Leadership team members are gathering information on the personnel, funding, materials, and other resources available to support MTSS implementation	and Resource inventories are established using the gathered information on the personnel, funding, materials, and other resources available to support MTSS implementation and plans for allocating the resources are established	and Existing resource maps and resource allocations are updated at least annually based on student need, available personnel, funding, materials, and other resources	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
3. Communication and Collaboration Domain (Items 17-20)					
17. Staff ¹² have consensus and engage in MTSS Implementation ¹³	Staff are <i>not</i> provided opportunities to gain understanding of the need for MTSS	Staff are provided opportunities to gain understanding of the need for MTSS	<i>and</i> Staff has opportunities to gain understanding of its relevance to their roles and responsibilities	<i>and</i> Staff has opportunities to provide input on how to implement MTSS	
18. Staff are provided data on MTSS implementation fidelity and student outcomes ¹⁴	Staff are <i>not</i> provided any data regarding MTSS implementation fidelity <i>nor</i> student outcomes	Staff are rarely (<i>1x/year</i>) provided data regarding MTSS implementation fidelity <i>and</i> student outcomes	Staff are regularly (<i>2x/year</i>) provided data regarding MTSS implementation fidelity <i>and</i> student outcomes	Staff are frequently (<i>3x+/year</i>) provided data regarding MTSS implementation fidelity <i>and</i> student outcomes	
19. The infrastructure exists to support the school's goals for family and community engagement ¹⁵ in MTSS	Family and community engagement is: <i>not</i> defined and monitored with data; <i>not</i> linked to school goals in SIP/MTSS plan; <i>and</i> procedures for facilitating 2-way communication do <i>not</i> exist	Family and community engagement are <i>1 of the following 3:</i> <ul style="list-style-type: none"> • defined and monitored with data • linked to school goals in SIP/MTSS plan • supported by procedures for facilitating 2-way communication 	Family and community engagement are <i>2 of the following 3:</i> <ul style="list-style-type: none"> • defined and monitored with data • linked to school goals in SIP/MTSS plan • supported by procedures for facilitating 2-way communication exists 	Family and community engagement are <i>all of the following:</i> <ul style="list-style-type: none"> • defined and monitored with data • linked to school goals in SIP/MTSS plan • supported by procedures for facilitating 2-way communication exist 	
20. Educators actively engage families in MTSS	Staff do <i>none of the following:</i> <ul style="list-style-type: none"> • actively engage families that represent the diverse population of the school • engage families in problem solving when their children need additional supports • provide intensive outreach to unresponsive families ¹⁶ • increase the skills of families to support their children's education 	Staff do <i>1 of the following 4:</i> <ul style="list-style-type: none"> • actively engage families that represent the diverse population of the school • engage families in problem solving when their children need additional supports • provide intensive outreach to unresponsive families • increase the skills of families to support their children's education 	Staff do <i>2 or 3 of the following 4:</i> <ul style="list-style-type: none"> • actively engage families that represent the diverse population of the school • engage families in problem solving when their children need additional supports • provide intensive outreach to unresponsive families • increase the skills of families to support their children's education 	Staff do <i>all of the following:</i> <ul style="list-style-type: none"> • actively engage families that represent the diverse population of the school • engage families in problem solving when their children need additional supports • provide intensive outreach to unresponsive families • increase the skills of families to support their children's education 	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
4. Data Based Problem Solving Domain (Items 21-27)					
21. Integrated data-based problem solving ¹⁷ for student academic, behavior and social-emotional outcomes occurs across content areas, grade levels, and tiers ¹⁸	Data on academic, behavior, and social-emotional outcomes may be collected, but data-based problem-solving does not occur across : <ul style="list-style-type: none"> • academic, behavior and social-emotional content areas • any grade levels • any tier 	Data-based problem solving occurs across 1 of the following 4 : <ul style="list-style-type: none"> • at least 2 content areas (e.g., reading, behavior, social-emotional) • at least 50% of grade levels • a single tier • only academic outcomes or only behavior and social-emotional outcomes 	Data-based problem solving occurs across 2 of the following 3 : <ul style="list-style-type: none"> • at least 3 content areas • at least 75% of grade levels • at least two tiers 	Data-based problem solving occurs across all of the following : <ul style="list-style-type: none"> • across all content areas • all grade levels • all tiers 	
22. <i>Across all tiers</i> , data are used to identify the difference or “gap” between expected and current student outcomes relative to academic, behavior and social- emotional goals	The gap between expected and current student outcomes is not identified	The gap between expected and current outcomes is identified,	and The gap between expected and current outcomes is identified, and is associated with academic, behavior and social-emotional goals	and The gap between expected and current outcomes is identified relative to academic, behavior and social-emotional goals and is used to identify the appropriate level (tier) of instruction/intervention	
23. Academic, behavior and social- emotional data are used to identify and verify reasons why ¹⁹ students are not meeting expectations	Reasons why students are not meeting expectations are not identified	Reasons why students are not meeting expectations are identified	and Data are used to verify the reasons why students are not meeting expectations	and The reasons why students are not meeting expectations span multiple reasons related to instruction and the learning environment of why students struggle and are verified using a range of assessment methods	
24. Specific instructional/intervention plans are developed and implemented based on verified reasons why students are not meeting academic, behavior and social-emotional expectations	Instructional/ intervention plans are not developed	Instructional/intervention plans are developed	and Instruction/Intervention plans consistently specify what will be done, by who, when it will occur, and where with enough detail to be implemented ²⁰	and Instructional/intervention plans consistently are developed based on verified reasons students are not meeting expectations	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
25. Student progress specific to academic, behavior and social-emotional goals specified in intervention plans are monitored	Progress monitoring does not occur and student progress is not evaluated	Plans for monitoring progress toward expected student outcomes are developed	and In most cases data are collected to monitor student progress and intervention fidelity	and Changes are made to instruction/intervention based on student responses	
26. Data-based problem-solving informs how patterns of student performance across diverse groups (e.g., racial/ethnic, cultural, social-economic, language proficiency, disability status) are addressed	Patterns of student performance across diverse groups are not identified	Data on student outcomes are collected	and Patterns of student performance across diverse groups are identified	and Data on student outcomes informs how MTSS implementation efforts are impacting different groups of students	
27. Resources for and barriers ²¹ to the implementation of MTSS are addressed through a data-based problem solving process	Data-based problem solving of resources for and barriers to implementation of MTSS does not occur	School leadership discusses resources for and barriers to implementation of MTSS	School leadership discusses resources for and barriers to implementation of MTSS and does one of the following: <ul style="list-style-type: none"> • collects data to assess implementation levels • develops action plans to increase implementation 	School leadership discusses resources for and barriers to implementation of MTSS and does both of the following: <ul style="list-style-type: none"> • collects data to assess implementation levels • develops action plans to increase implementation 	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
5. Three Tiered Instructional /Intervention Model Domain (Items 28-33) (Items in this section alternate between addressing academic, behavior and social-emotional practices.)					
28. Tier 1 (core) academic practices exist that clearly identify learning standards ²² , school-wide expectations for instruction that engages students, and school-wide assessments ²⁴	Tier 1 elements are <i>not</i> developed and/or clearly defined	Tier 1 elements incorporate <u>1 of the following 4:</u> <ul style="list-style-type: none"> • clearly defined learning standards • school-wide expectations for instruction and engagement • link to behavior and social-emotional content/instruction • assessments/data sources 	Tier 1 elements incorporate <u>2 or 3 of the following 4:</u> <ul style="list-style-type: none"> • clearly defined learning standards • school-wide expectations for instruction and engagement • link to behavior and social-emotional content/instruction • assessments/data sources 	Tier 1 elements incorporate <u>all of the following:</u> <ul style="list-style-type: none"> • clearly defined learning standards • school-wide expectations for instruction and engagement • link to behavior and social-emotional content/instruction • assessments/data sources 	
29. Tier 1 (core) behavior and social-emotional practices exist that clearly identify school-wide expectations, social-emotional skills instruction, classroom management practices ²⁵ , and school-wide behavior and social-emotional data ²⁶	Tier 1 strategies are <i>not</i> developed and/or clearly defined	Tier 1 strategies incorporate <u>1 of the following 4:</u> <ul style="list-style-type: none"> • clearly defined school-wide expectations • classroom management practices • link to Tier 1 academic content/instruction • accessing school-wide behavior and social-emotional data sources 	Tier 1 strategies incorporate <u>2 or 3 of the following 4:</u> <ul style="list-style-type: none"> • clearly defined school-wide expectations • classroom management practices • link to Tier 1 academic content/instruction • accessing school-wide behavior and social-emotional data 	Tier 1 strategies incorporate <u>all of the following:</u> <ul style="list-style-type: none"> • clearly defined school-wide expectations • classroom management practices • link to Tier 1 academic content/instruction • accessing school-wide behavior and social-emotional data 	
30. Tier 2 (supplemental) academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 instruction ²⁷ , and are monitored using assessments/data sources tied directly to the academic, behavior and social-emotional skills taught	Tier 2 strategies are <i>not</i> developed and/or clearly defined	Tier 2 strategies incorporate <u>1 of the following 4:</u> <ul style="list-style-type: none"> • common student needs • link to Tier 1 instruction • link to behavior and social-emotional content/instruction • assessments/data sources link directly to the skills taught 	Tier 2 strategies incorporate <u>2 or 3 of the following 4:</u> <ul style="list-style-type: none"> • common student needs • link to Tier 1 instruction • link to behavior and social-emotional content/instruction • assessments/data sources link directly to the skills taught 	Tier 2 strategies incorporate <u>all of the following:</u> <ul style="list-style-type: none"> • common student needs, • link to Tier 1 instruction • link to behavior and social-emotional content/instruction • assessments/data sources link directly to the skills taught 	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
31. Tier 2 (supplemental) behavior and social-emotional practices exist that address integrated common student needs, are linked to Tier 1 instruction ²⁸ , and are monitored using assessments/data sources tied directly to the skills taught	Tier 2 strategies are <i>not</i> developed and/or clearly defined	Tier 2 strategies incorporate <i>1 of the following 4:</i> <ul style="list-style-type: none"> • common student needs • link to Tier 1 instruction • link to academic content/instruction • assessments/data sources link directly to the skills taught 	Tier 2 strategies incorporate <i>2 or 3 of the following 4:</i> <ul style="list-style-type: none"> • common student needs • link to Tier 1 instruction • link to academic content/instruction • assessments/data sources link directly to the skills taught 	Tier 2 strategies incorporate <i>all of the following:</i> <ul style="list-style-type: none"> • common student needs • link to Tier 1 instruction • link to academic content • assessments/data sources link directly to the skills taught 	
32. Tier 3 (intensive) academic practices ²⁹ exist that include integrated strategies that are developed based on students' needs, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught	Tier 3 strategies are <i>not</i> developed and/or clearly defined	Tier 3 strategies incorporate <i>1 of the following 4:</i> <ul style="list-style-type: none"> • developed based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to behavior and social-emotional content/instruction • assessments/data sources that link directly to the skills taught 	Tier 3 strategies incorporate <i>2 or 3 of the following 4:</i> <ul style="list-style-type: none"> • developed based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to behavior and social-emotional content/instruction • assessments/data sources that link directly to the skills taught 	Tier 3 strategies incorporate <i>all of the following:</i> <ul style="list-style-type: none"> • developed based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • linked to behavior and social-emotional content/instruction • monitored using assessments/data sources that link directly to the skills taught 	
33. Tier 3 (intensive) behavior and social-emotional practices ³⁰ include integrated strategies that are developed based on students' needs and strengths, are aligned with Tier 1 and Tier 2 instructional goals and strategies, and are monitored using assessments/data sources that link directly to skills taught	Tier 3 strategies are <i>not</i> developed and/or clearly defined	Tier 3 strategies incorporate <i>1 of the following 4:</i> <ul style="list-style-type: none"> • based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to academic content/instruction • assessments/data sources that link directly to the skills taught 	Tier 3 strategies incorporate <i>2 or 3 of the following 4:</i> <ul style="list-style-type: none"> • based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to academic content/instruction • assessments/data sources that link directly to the skills taught 	Tier 3 strategies incorporate <i>all of the following:</i> <ul style="list-style-type: none"> • based on students' needs across academic, behavior and social-emotional domains • aligned with Tier 1 and Tier 2 instruction • link to academic content/instruction • assessments/data sources that link directly to the skills taught 	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
6. Data-Evaluation Domain (Items 34-39)					
<p>34. Staff understand and have access to academic, behavior and social-emotional data sources that address the following purposes of assessment:</p> <ul style="list-style-type: none"> • identify students at-risk academically, socially, and/or emotionally • determine why student is at-risk • monitor student academic and social-emotional growth/ progress • inform academic and social-emotional instructional/intervention planning • determine student attainment of academic, behavior and social-emotional outcomes 	<p>Staff do <i>not</i> understand and have access to academic, behavior and social-emotional data sources or that address the purposes of assessment</p>	<p>Staff learn the purposes of <i>assessment</i> within MTSS and the leadership team selects measures for the purposes of assessment across academic, behavior and social-emotional areas that are reliable, valid, and accessible, as well as culturally, linguistically, and developmentally appropriate</p>	<p><i>and</i> Staff engage in assessment with fidelity to:</p> <ul style="list-style-type: none"> • answer predetermined guiding/critical questions regarding student functioning/outcomes • identify students who are at-risk at least 3-4 times/year • determine why a student is at-risk • monitor student growth/progress • inform instructional/intervention planning <p>• determine student attainment of academic, behavior and social-emotional outcomes</p>	<p><i>and</i> The leadership team and/or staff collaboratively and systematically evaluate and refine (as needed) critical guiding questions and adjust assessment practices to ensure availability of accurate and useful data to inform instruction; assessment tools are evaluated for continued value, usefulness, and cultural, linguistic, and developmental appropriateness</p>	
<p>35. Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data ³¹</p>	<p><i>No</i> policies and procedures are in place</p>	<p>The leadership team has policies and procedures for decision-making that include schedules for screening, use of diagnostic assessments, progress monitoring frequency, and criteria for determining tier(s) of support needed</p>	<p><i>and</i> Staff consistently administer assessments, access data sources and make data-based decisions using the policies and procedures for decision-making with fidelity</p>	<p><i>and</i> Adherence to and effectiveness of policies and procedures for decision-making are evaluated regularly for efficiency, usefulness, and relevance for students and staff, and data are used to make adjustments to the policies</p>	

Self-Assessment of MTSS Implementation (SAM)

Item	0 = Not Implementing	1 = Emerging/Developing	2 = Operationalizing	3 = Optimizing	Rating
36. Effective data tools ³¹ are used appropriately and independently by staff	Staff do not have access to tools that efficiently provide data needed to answer problem solving questions for academic, behavior and social-emotional issues	The leadership team ensures availability of tools that can track and graphically display academic, behavior and social-emotional data, and staff are trained on the use of the tools and on their responsibilities for data collection, entry and management	and Staff use the data tools and are provided assistance as needed	and Data tools are periodically assessed and the necessary changes are made in order to improve functionality, efficiency, and usefulness, and staff is proficient and independent with data tools and easily support new staff members	
37. Data sources ³¹ are used to evaluate the implementation and impact of MTSS	No data sources to evaluate implementation of the critical elements of MTSS have been identified	The leadership team has identified data sources that will be used to evaluate implementation of the critical elements of MTSS ⁶	and The leadership team uses data sources to evaluate implementation and to make systemic improvements to the critical elements of MTSS	and The Leadership team periodically conducts analyses to determine how implementation of critical elements of MTSS relate to positive student outcomes	
38. Available resources are allocated effectively	Resources are not allocated based on student need and the availability of time, available personnel, funding, and materials	Resources are allocated based on student need	and the relationship between the resources allocated and the outcomes of students is evaluated	and Processes and criteria for resource allocation are refined based on strategies that result in improved student outcomes.	
39. Data sources are monitored for consistency and accuracy in collection and entry procedures	Data sources are not monitored for accuracy or consistency	The leadership team ensures that staff understand the importance of accurate and consistent data collection practices and have provided professional development on policies and procedures for methods, types and frequency of data collection	and The leadership team uses a protocol (e.g. email notifications for failure to take attendance, etc.) to monitor data consistency and accuracy	and The leadership team periodically conducts analyses to determine consistency and accuracy of data	

Self-Assessment of MTSS Implementation (SAM) Endnotes

1. Instructional support staff may include: interventionists, coaches, behavioral specialists. Student support personnel are comprised of school psychologists, school counselors, social workers and school nurses.
2. Responsibilities for facilitating MTSS implementation are not limited to, but can include:
 - Promoting a school. wide vision and mission for MTSS implementation, including the development and dissemination of a school. wide implementation plan
 - Allocating resources (e.g., time, personnel, materials) for the planning and delivery of evidence. based assessment, instruction and intervention
 - Providing ongoing professional development and coaching support to school staff
 - Collecting and analyzing data on MTSS implementation efforts
3. Professional development and coaching are ongoing activities that develop the capacity of staff to implement MTSS. Efforts should be aligned with results of school needs assessments and modified based on the results of professional learning.
4. A strategic plan for MTSS implementation should address the following components (at a minimum):
 - Communication and collaboration strategies
 - Capacity building targets and activities
 - Data to monitor implementation fidelity of the critical elements of MTSS
5. Different approaches to facilitating school. wide implementation of an MTSS model can include:
 - The focus on a three. stage model of consensus building, infrastructure development and implementation of practices consistent with an MTSS model
 - The focus on a specific sets of activities related to successful implementation of a designated model of service delivery (e.g., National Implementation Research Network framework)

The approach to facilitating school-wide implementation of an MTSS model should be connected to the School Improvement Plan (SIP), as well other school-wide plans. If your district/state has provide guidance on an approach to implementing MTSS, then school leadership teams should consider using the specified approach.
6. Critical elements of MTSS communicated to staff include:
 - Curriculum standards
 - Assessment data used to inform instruction
 - Multiple tiers of instruction and intervention
 - Data-based problem-solving used to make decisions
7. “Coaching” is defined as technical assistance and support provided to school staff to improve implementation of components of an MTSS model (e.g., engaging in data-based problem solving, use of assessment data, development of multi-tiered instruction and intervention), including:

<ul style="list-style-type: none"> • Co-planning • Modeling/demonstration 	<ul style="list-style-type: none"> • Co-facilitation • Guided practice with high quality feedback
---------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------

8. Independent practice with guided reflection
 - Instruction and intervention design and delivery that reflect student diversity make learning relevant and effective for all students by evaluating and accounting for *diverse students'* culture, language, backgrounds, beliefs, knowledge, skills and contexts. In a culturally responsive school effective teaching and learning occur in a culturally-supported, learner-centered context, where student strengths are identified and utilized to promote student outcomes across all tiers.
9. Schools will need to establish and communicate the problem solving process to be used, specific steps to be followed, and criteria to use when making decisions (e.g., what is good, questionable, or poor RtI?). Schools should consider district and state guidelines when available.
10. Processes and procedures for problem solving, data collection and use, and decision-rules include:
 - Specific guidelines on the steps of problem-solving to be used
 - Documentation requirements
 - Opportunities for engaging in data-based problem-solving (e.g., Professional Learning Communities, Intervention Teams)
 - Roles and responsibilities of participants
11. Resources encompass not only available monetary assets but also available personnel, instructional materials and time that will facilitate the implementation and sustainment of an MTSS as a framework for supporting all students.
12. Staff refers to employees at the school that will be impacted by or will be involved in implementation of MTSS. This will always include administration, teachers, other professional (e.g. student support services personnel) and para-professional support staff. The degree to which other employees (e.g. bus drivers, cafeteria workers, administrative support staff, facilities staff) are included may be determined by their level of involvement with/implementation of MTSS components at the individual school level.
13. Efforts to engage staff should align with district and state guidance regarding MTSS implementation to facilitate staff understanding of connections between school, district, and state initiatives.
14. Data on student outcomes, school-level implementation fidelity, the capacity of educators to implement, and commitment from staff are needed to inform implementation. Staff roles and responsibilities will drive the specific data they need to inform implementation.
15. Family and community engagement is the active and meaningful partnership that educators build and maintain with students' families and the broader community for the purpose of supporting student learning.
16. Intensive outreach to unresponsive families refers to additional activities undertaken by the school to engage families of students who need additional supports, but who are not engaging with the school's typical outreach practices (e.g. letters and phone calls home). Intensive outreach is an individualized approach requiring information gathering and problem solving to identify outreach strategies that are more likely to be successful for a family.

17. Data-based problem solving refers to a multi-step process that includes examining performance related to goals/expectations (Problem Identification), understanding variables causing problems (Problem Analysis), selecting/designing and implementing strategies to lessen barriers and achieve goals (Instruction/Intervention Delivery), and monitoring effectiveness (Monitoring/Evaluation)
18. Data-based problem-solving should occur (a) across content areas (reading, math, science, behavior, social-emotional and other relevant content areas for a school) (b) within and across grade levels (e.g., horizontal meetings for 6th, 7th, 8th, as well as vertical meetings for 6th through 8th), and (c) across tiers (performance data in response to instruction used to engage in problem-solving for all students [Tier 1], for some students receiving supplemental instruction [Tier 2], and for students receiving individualized support [Tier 3]).
19. Reasons why students are not meeting expectations are sometimes referred to as hypotheses or barriers to learning. The big idea is that schools identify potential curriculum, instruction, environmental (e.g., peer distractions, classroom management issues), and learner (e.g., skill deficits) for why the student is not meeting expectations and collect data/information to determine which reasons are contributing to the problem.
20. Specific instruction/intervention plans include information outlining:
 - The goal of the intervention/action plan
 - What intervention or action steps (e.g., curriculum adjustments, instructional processes and procedures) will be put in place
 - How often (daily/weekly/etc.) the intervention will be utilized
 - How long each session is to be implemented
 - Who is responsible for intervention implementation and support
 - Where and when the intervention will happen
 - Plan for monitoring instruction/intervention fidelity and progress towards identified goals
 - Timeframe (dates) for periodic review of progress monitoring data and decision points
21. Structured problem solving is utilized to identify resources that can be used to facilitate implementation and barriers that are hindering implementation for the purpose of developing specific action plans to increase implementation levels.
22. Priority learning standards are curriculum standards that define what students should know and be able to do for a given content area and grade level (e.g., Common Core State Standards; state specific standards, Social-Emotional Learning Standards).
23. Expectations for instruction often include elements related to the instructional routine (e.g., whole-group, small-group, and independent practice), amount of time dedicated to instruction, and which evidence-based instructional strategies are used.
24. Both statewide assessments and formative assessments administered to all students are important to identify so that expectations for the data needed to inform decisions are consistent.

25. Structured instruction of behavioral expectations and social and emotional skills is provided to all students. Classroom routines include social and emotional learning principles and classroom management strategies embedded into instruction. School climate and environments support student well-being. A small number of clearly defined school-wide expectations that are positively stated are a foundational element of Tier 1 school-wide behavior support system.
26. School-wide social-emotional behavior data may include Office Discipline Referrals, In-School Suspensions, Out-of-School Suspensions, and social-emotional screening data sources used to examine the effectiveness of Tier 1 behavior and social-emotional supports.
27. Tier 2 interventions should be aligned with Tier 1 instructional goals and expectations, address high-probability barriers to achieving instructional goals and expectations, and include assessments which measure specific skills, general outcomes, and student progress.
28. Tier 2 interventions should be aligned with school-wide behavior and social-emotional expectations, address high-probability barriers to meeting instructional goals and student well-being, and include assessments that monitor student discipline incidents, social-emotional skills, and well-being.
29. Tier 3 interventions generally provide increased exposure (time in minutes) to quality instruction or intervention, more focused instruction matched to student need, and smaller groupings. Additionally, Tier 3 interventions often are developed during individual student focused problem-solving sessions. Importantly, Tier 3 interventions focused on academic issues should be linked to Tier 1 and 2 instructional content and processes and also should consider what behavioral or social-emotional supports are needed for success.
30. Tier 3 interventions are matched to a student's specific behavior and social-emotional needs and ensure the student has access to Tier 1 and Tier 2 supports. For a few students with complex needs, individualized interventions may involve wraparound supports across systems (e.g., mental health, education, medical, family, etc.). Individualized interventions include specific prevention and consequence-based strategies based on assessment information (i.e., Functional Behavior Assessment), and may include modifications to the classroom environment or instruction, teaching new skills, and reinforcement of desired behaviors as well as a range of supports such as mental health services.
31. District and states typically create or adopt data management systems. They also specify access and use requirements. School leaders should coordinate with district and state leaders to understand requirements and establish and communicate procedures for using the data system at their school. Quality indicators for data management systems include: real-time relevant data for academic, behavior, and social-emotional content, the ability to graphically represent data, provision of tiered intervention data, integrated academic, behavior, and social-emotional data, and the data are customizable at the school level.

SAM Scoring Sheet

THIS SCORING SHEET HAS ABBREVIATED LANGUAGE AND SHOULD ONLY BE USED TO RECORD AND DISPLAY RESPONSES

Rate each item on a scale from 0-3 (0 = Not Started; 1 = Emerging/Developing; 2 = Operationalizing; 3 = Optimizing)

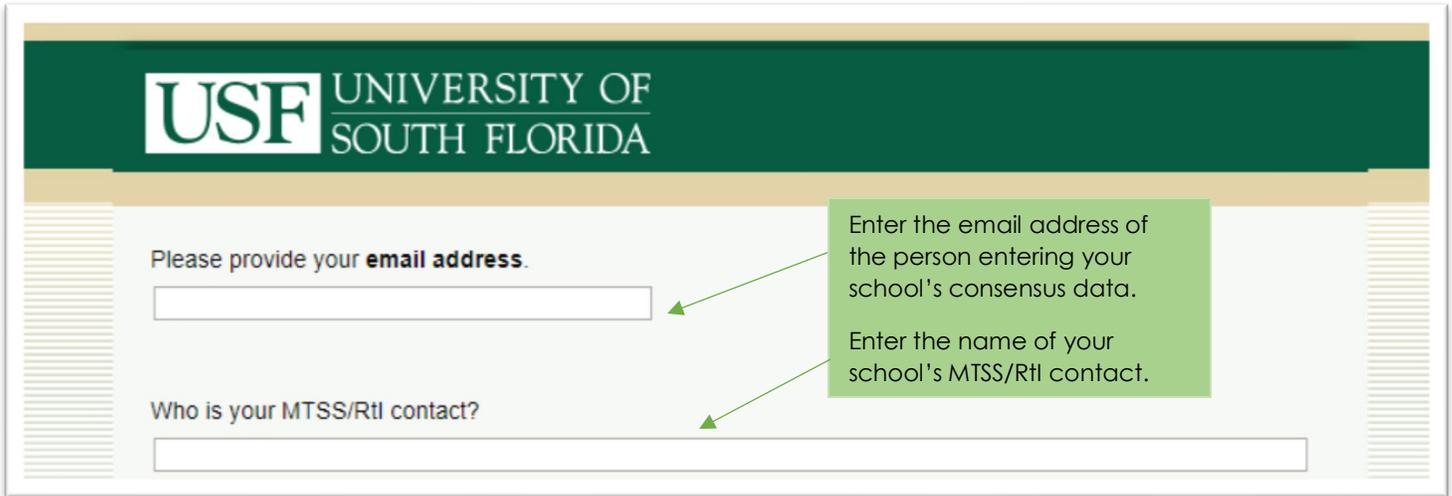
1. Leadership Domain (Items 1-5)	Rating 0-3			
1. The principal is actively involved	0	1	2	3
2. A leadership team is established	0	1	2	3
3. The leadership team actively engages in ongoing professional development	0	1	2	3
4. A strategic plan for MTSS implementation is developed	0	1	2	3
5. The leadership team is actively facilitating implementation	0	1	2	3
2. Building the Capacity/Infrastructure for Implementation Domain (Items 6-16)	Rating 0-3			
6. The critical elements of MTSS are defined and understood	0	1	2	3
7. Professional development and coaching provided to staff	0	1	2	3
8. The leadership team facilitates PD on data-based problem-solving	0	1	2	3
9. The leadership team facilitates PD on multi-tiered instruction and intervention	0	1	2	3
10. Coaching is used to support MTSS implementation	0	1	2	3
11. Schedules provide adequate time for training and coaching	0	1	2	3
12. Schedules provide adequate time to administer assessments	0	1	2	3
13. Schedules provide adequate time for multiple tiers of instruction/interventions	0	1	2	3
14. Schedules provide adequate time for data-based problem-solving	0	1	2	3
15. Processes, procedures, and decision-rules are established for DBPS	0	1	2	3
16. Resources to support MTSS implementation are identified and allocated	0	1	2	3
3. Communication and Collaboration Domain (Items 17-20)	Rating 0-3			
17. Staff have consensus and engage in MTSS Implementation	0	1	2	3
18. Staff are provided data on MTSS fidelity and student outcomes	0	1	2	3
19. The infrastructure exists to support family and community engagement	0	1	2	3
20. Educators actively engage families in MTSS	0	1	2	3
4. Data-Based Problem-Solving Domain (Items 21-27)	Rating 0-3			
21. DBPS for student outcomes occurs across content areas, grade levels, and tiers	0	1	2	3
22. Across tiers, data used to identify "gap" between expected and current outcomes	0	1	2	3
23. Data are used to identify reasons why students are not meeting expectations	0	1	2	3
24. Plans based on verified reasons why students are not meeting expectations	0	1	2	3
25. Student progress specific to academic or behavior goals are monitored	0	1	2	3
26. Data are used to address performance across diverse group	0	1	2	3
27. Resources for implementation of MTSS are addressed through data-based problem-solving	0	1	2	3
5. Three Tiered Instructional /Intervention Model Domain (Items 28-33)	Rating 0-3			
28. Tier 1 academic practices clearly identify learning standards	0	1	2	3
29. Tier 1 behavior practices identify school-wide expectations	0	1	2	3
30. Tier 2 academic practices include common student needs, are linked to Tier 1	0	1	2	3
31. Tier 2 behavior practices include common student needs, are linked to Tier 1	0	1	2	3
32. Tier 3 academic practices are based on students' needs, aligned with Tier 1 and Tier 2	0	1	2	3
33. Tier 3 behavior practices are based on students' needs, aligned with Tier 1 and Tier 2	0	1	2	3
6. Data-Evaluations Domain (Items 34-39)	Rating 0-3			
34. Staff understand and have access to data sources	0	1	2	3
35. Policies and procedures for decision-making are established	0	1	2	3
36. Effective data tools are used appropriately and independently by staff	0	1	2	3
37. Data sources are used to evaluate the fidelity and impact	0	1	2	3
38. Available resources are allocated effectively	0	1	2	3
39. Data sources are monitored for consistency and accuracy	0	1	2	3

Multi-Tiered System of Supports

SAM ENTRY LINK GUIDANCE

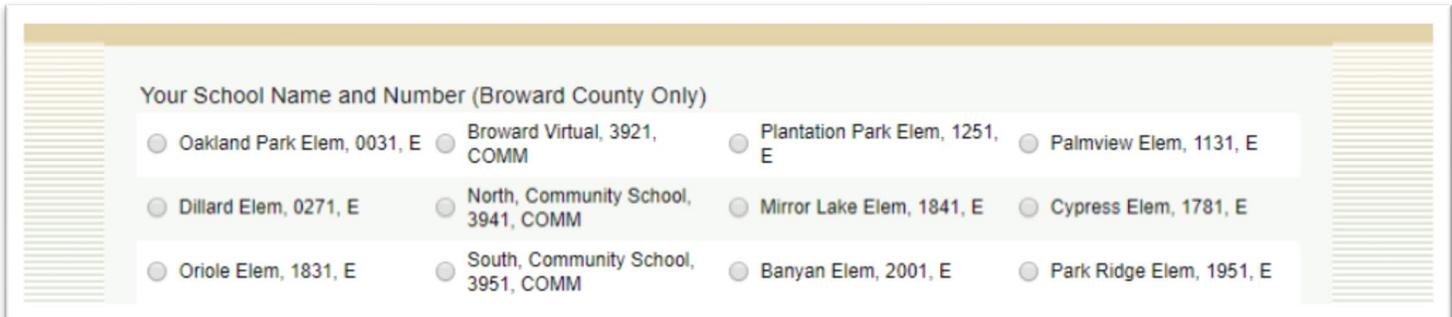
The SAM is used to measure school-level and District-level implementation of a Multi-Tiered System of Support (MTSS). The focus of the SAM is on the necessary actions and activities to successfully implement and sustain the six critical elements of MTSS with fidelity. Use this guidance to enter your SAM consensus data into the USF PS/RtI enter link. https://usf.az1.qualtrics.com/jfe/form/SV_6J60yFTN1a77Lq5

Enter school information:



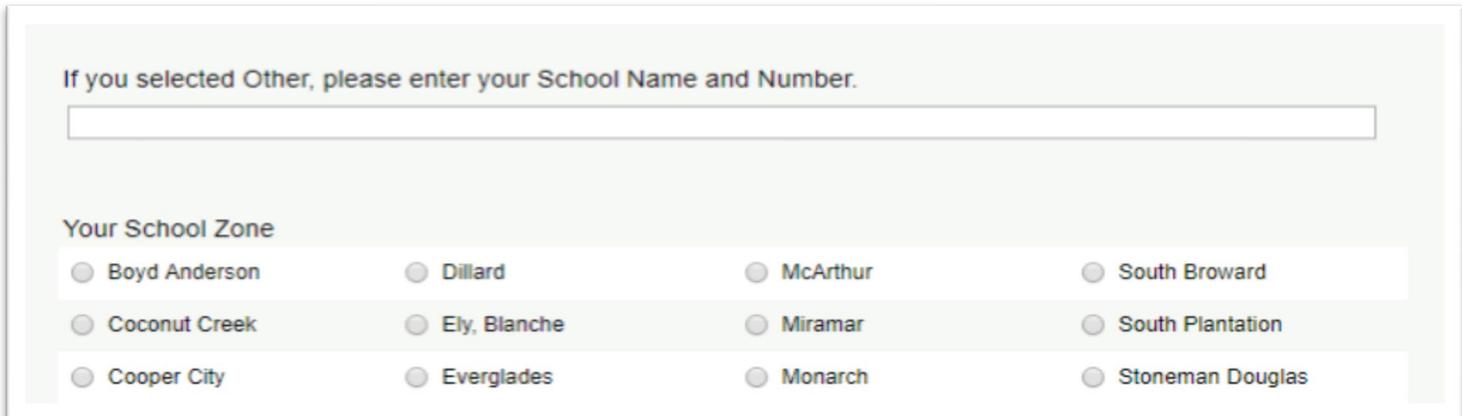
The screenshot shows a form with a green header containing the USF logo and the text "UNIVERSITY OF SOUTH FLORIDA". Below the header, there are two input fields. The first field is labeled "Please provide your email address." and has a green callout box pointing to it with the text "Enter the email address of the person entering your school's consensus data." The second field is labeled "Who is your MTSS/RtI contact?" and has a green callout box pointing to it with the text "Enter the name of your school's MTSS/RtI contact."

Select school's name and number:



The screenshot shows a form with a section titled "Your School Name and Number (Broward County Only)". Below this title, there are 12 radio button options arranged in a 3x4 grid. The options are: Oakland Park Elem, 0031, E; Broward Virtual, 3921, COMM; Plantation Park Elem, 1251, E; Palmview Elem, 1131, E; Dillard Elem, 0271, E; North, Community School, 3941, COMM; Mirror Lake Elem, 1841, E; Cypress Elem, 1781, E; Oriole Elem, 1831, E; South, Community School, 3951, COMM; Banyan Elem, 2001, E; and Park Ridge Elem, 1951, E.

Select school's zone:



The screenshot shows a form with a section titled "Your School Zone". Above this section, there is a text prompt: "If you selected Other, please enter your School Name and Number." followed by an input field. Below the prompt, there are 12 radio button options arranged in a 3x4 grid. The options are: Boyd Anderson; Dillard; McArthur; South Broward; Coconut Creek; Ely, Blanche; Miramar; South Plantation; Cooper City; Everglades; Monarch; and Stoneman Douglas.

Select school's grade level and type:

What **grade levels** are included in your school?

<input type="radio"/> PreK-5	<input type="radio"/> 6th-12th
<input type="radio"/> K-5	<input type="radio"/> 9th-12th
<input type="radio"/> K-8	<input type="radio"/> K-12
<input type="radio"/> 6th-8th	<input type="radio"/> Other, please specify <input type="text"/>

What is your school type?

<input type="radio"/> Elementary School	<input type="radio"/> Center School
<input type="radio"/> Middle School	<input type="radio"/> Community School
<input type="radio"/> High School	<input type="radio"/> Technical College
<input type="radio"/> Combination School	

Enter school's SAM composition information:

How many team members were involved in completing the self-assessment at this school?

▼

Enter the number of team members who completed an individual SAM Scoring Sheet (SBLT/CPST members recommended)

Identify the members of your team that actively participated in the rating of this self-assessment. Select all that apply.

<input type="checkbox"/> Principal	<input type="checkbox"/> General Education Teacher	<input type="checkbox"/> School Psychologist
<input type="checkbox"/> Assistant Principal	<input type="checkbox"/> ESE Specialist	<input type="checkbox"/> Social Worker
<input type="checkbox"/> Parent	<input type="checkbox"/> Guidance Counselor	<input type="checkbox"/> Bus Monitor
<input type="checkbox"/> PBS Coach	<input type="checkbox"/> Content/Instructional Specialist	<input type="checkbox"/> Other <input type="text"/>
<input type="checkbox"/> Special Education Teacher		

In what month did you complete the SAM?

▼

Enter school's process responses:

How long did your team take to complete the SAM?

- Less than one hour
- One to one and a half hours
- One and a half to two hours
- More than 2 hours

Please rate the following items

	1 (Not at all)	2	3	4	5 (very)
To what extent will completing the SAM help your team improve MTSS implementation?	<input type="radio"/>				
How likely would your team be to use the SAM again?	<input type="radio"/>				

What challenges did your team face in completing the SAM?

What would help your team complete the SAM in the future?

Feedback is an important part of professional development and support. Detailed feedback is encouraged.

**Enter responses from SAM Scoring Sheet:
LEADERSHIP DOMAIN (1 – 5)**

Leadership Domain
Please rate each element

	0 = Not Implementing	1 = Emerging/ Developing	2 = Operationalizing	3 = Optimizing
1. The principal is actively involved in and facilitates MTSS implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. A leadership team is established that includes 6-8 members with cross-disciplinary representation (e.g., principal, general and special education teachers, content area experts, instructional support staff, student support personnel) and is responsible for facilitating MTSS implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The leadership team actively engages staff in ongoing professional development and coaching necessary to support MTSS implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use SAM Rubric to identify level of implementation.

Enter responses from SAM Scoring Sheet:

BUILDING THE CAPACITY/INFRASTRUCTURE FOR IMPLEMENTATION DOMAIN (6 - 16)

Building the Capacity/Infrastructure for Implementation Domain				
Please rate each element.				
	0 = Not Implementing	1 = Emerging/ Developing	2 = Operationalizing	3 = Optimizing
6. The critical element of MTSS are defined and understood by school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Professional development and coaching provided to all staff members include an emphasis on assessments/data sources used to inform decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The leadership team facilitates professional development and coaching for staff members on data-based problem-solving relative to their job roles/responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Enter responses from SAM Scoring Sheet:

COMMUNICATION AND COLLABORATION DOMAIN (17 - 20)

Communication and Collaboration Domain				
Please rate each element.				
	0 = Not Implementing	1 = Emerging/ Developing	2 = Operationalizing	3 = Optimizing
17. Staff have consensus and engage in MTSS implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Staff are provided data on MTSS implementation fidelity and student outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The infrastructure exists to support the school's goals for family and community engagement in MTSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Educators actively engage families in MTSS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Enter responses from SAM Scoring Sheet:

DATA BASED PROBLEM SOLVING DOMAIN (21 - 27)

Data Based Problem Solving Domain				
Please rate each element.				
	0 = Not Implementing	1 = Emerging/ Developing	2 = Operationalizing	3 = Optimizing
21. Integrated data-based problem solving for student academic, behavior and social-emotional outcomes occurs across content areas, grade levels, and tiers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Across all tiers, data are used to identify the difference or "gap" between expected and current student outcomes relative to academic, behavior and social-emotional goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Academic, behavior and social-emotional data are used to identify and verify reasons why students are not meeting expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Enter responses from SAM Scoring Sheet:
THREE TIERED INSTRUCTIONAL/INTERVENTION MODEL DOMAIN (28 - 33)**

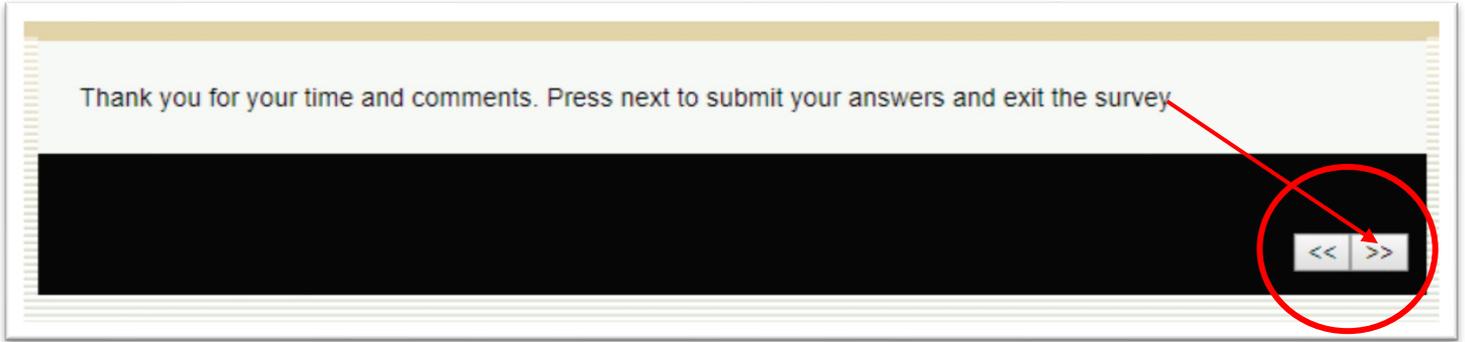
Three Tiered Instructional /Intervention Model Domain Please rate each element.				
	0 = Not Implementing	1 = Emerging/ Developing	2 = Operationalizing	3 = Optimizing
28. Tier 1 (core) academic practices exist that clearly identify learning standards, school-wide expectations for instruction that engages students, and school-wide assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Tier 1 (core) behavior and social-emotional practices exist that clearly identify school-wide expectations, social-emotional skills instruction, classroom management practices, and school-wide behavior and social-emotional data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Tier 2 (supplemental) academic practices exist that include strategies addressing integrated common student needs, are linked to Tier 1 instruction, and are monitored using assessments/data sources tied directly to the academic, behavior and social-emotional skills taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Enter responses from SAM Scoring Sheet:
DATA-EVALUATION DOMAIN (34 - 39)**

Data-Evaluation Domain Please rate each element.				
	0 = Not Implementing	1 = Emerging/ Developing	2 = Operationalizing	3 = Optimizing
34. Staff understand and have access to academic, behavior and social-emotional data sources that address the following purposes of assessment: • identify students at-risk academically, socially, and/or emotionally • determine why student is at-risk • monitor student academic and social-emotional growth/ progress • inform academic and social-emotional instructional/intervention planning • determine student attainment of academic, behavior and social-emotional outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

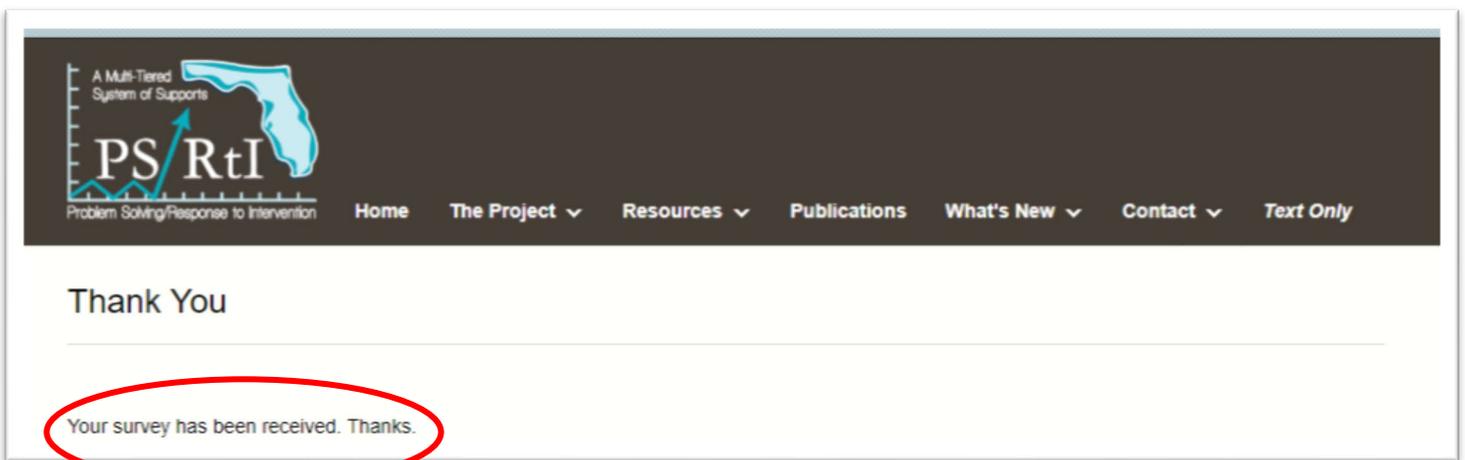
Click the right arrow to SUBMIT school's SAM responses:

Provide District MTSS/RtI Instructional Facilitator a copy of your SAM Scoring Sheet



Confirmation Page:

An email confirmation will be sent to the person entering the SAM scores



SAM Entry Link and QR Code:

Entry Link https://usf.az1.qualtrics.com/jfe/form/SV_6J60yFTN1a77Lq5

<p>USF PS/RtI Project SAM Entry Link:</p> <p>https://usf.az1.qualtrics.com/jfe/form/SV_6J60yFTN1a77Lq5</p>	<p>USF PS/RtI Project SAM QR Code:</p> 	
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If you have questions, please contact your District MTSS/RtI Instructional Facilitator or the Department of School Climate & Discipline at 754-321-165

Multi-Tiered System of Supports



MTSS/RtI Action Plan

Self-Assessment of Multi-Tiered System of Supports (SAM) is used to measure implementation of a Multi-Tiered System of Support (MTSS). The focus of the MTSS/RtI Action plan is to ensure the essential actions and activities occur, and to successfully implement and sustain the critical elements of MTSS/RtI with fidelity.

School Name:

School Year: 2019 - 2020

Principal:

MTSS/RtI Contact:

Domain: Choose an item.

Current overall average:	Choose an item.
Expected overall average:	Choose an item.
Briefly describe a plan to address the identified domain.	
How will success be monitored and measured?	
Briefly describe how the plan will improve student performance across content areas, grade levels, and all tiers.	
Team members:	
Implementation dates:	
Upload supporting documentation/evidence in SIP Plan.	

Domain: Choose an item.

Current overall average:	Choose an item.
Expected overall average:	Choose an item.
Briefly describe a plan to address the identified domain.	
Briefly describe how success will be monitored and measured?	
Briefly describe how the plan will improve student performance across content areas, grade levels, and all tiers.	
Team members:	
Implementation dates:	
Upload supporting documentation/evidence in SIP Plan.	

If you have questions, please contact your District MTSS/RtI Instructional Facilitator or the Department of School Climate & Discipline at 754-321-1555

Multi-Tiered System of Supports



MTSS/RtI Action Plan Feedback Form

School Name:

School Year: 2019 - 2020

Principal:

District MTSS/RtI Contact:

Self-Assessment of Multi-Tiered System of Supports (SAM) two (2) lowest levels of implementation:

SAM Domain #1	SAM Domain #2
Choose an item.	Choose an item.

MTSS Look Fors Level of Implementation:

Implementation Domain	Level	Rating	Implementation Domain	Level	Rating
Choose an item.			Choose an item.		
Choose an item.			Choose an item.		
Choose an item.			Choose an item.		

Rating: Optimizing (3), Operationalizing (2), Emerging (1) and Not Implementing (0)

Feedback:

Date: Click or tap to enter a date. District MTSS Instructional Facilitator feedback:	
Date: Click or tap to enter a date. District MTSS plan of support:	
Date: Click or tap to enter a date. District MTSS Instructional Facilitator feedback:	
Date: Click or tap to enter a date. District MTSS plan of support:	

If you have questions, please contact your District MTSS Instructional Facilitator at 754-321-1655



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<https://www.browardschools.com/>

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754-321-1655