



Multi-Tiered System of Supports Principal Guide



Broward County Public Schools
Student Support Initiatives & Recovery

Guide to Documents



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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		



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 problems-solving process at the school level.

Three-Tiered Instructional and Intervention Model

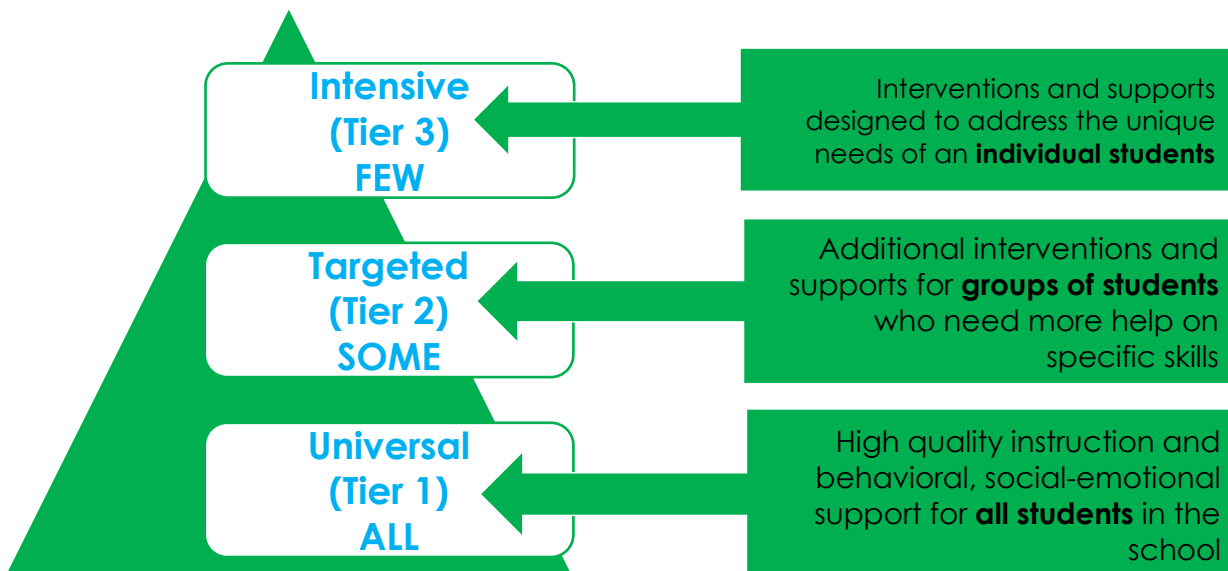
A three-tiered instruction and intervention framework is used to organize resources and supports to ensure student learning and educational success. The intensity of supports provided to students matches student need.

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.

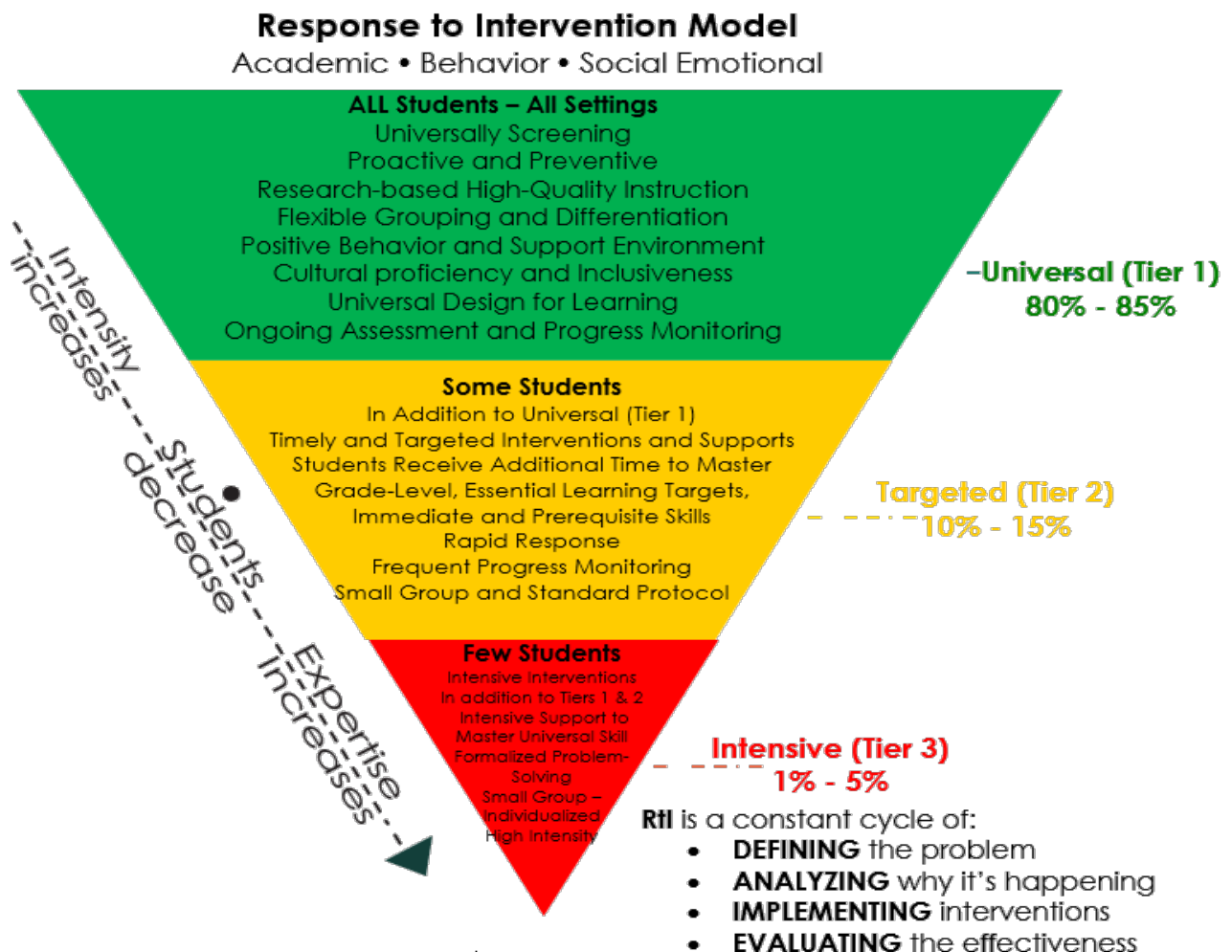
- View video: [MTSS: Universal Support](#)

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?

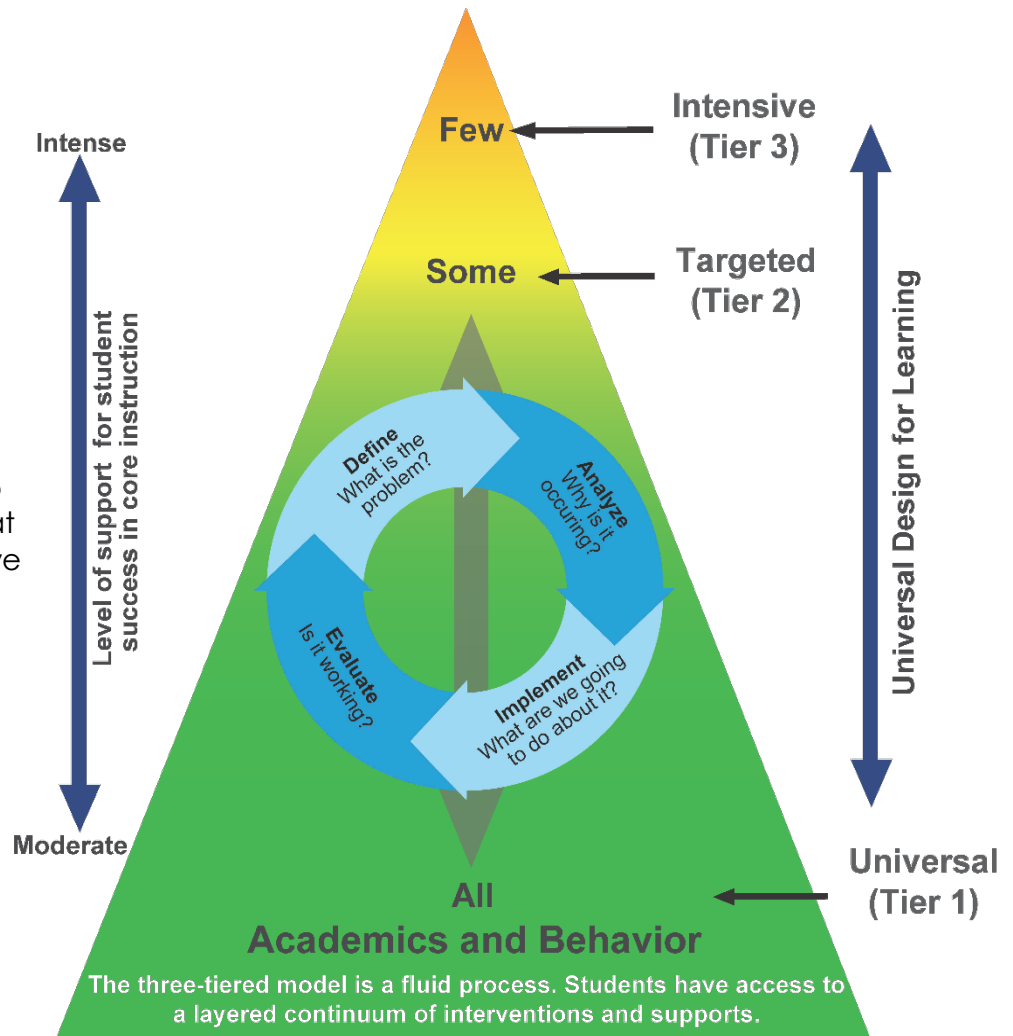
Step 3. Implement: Intervention Design

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>)

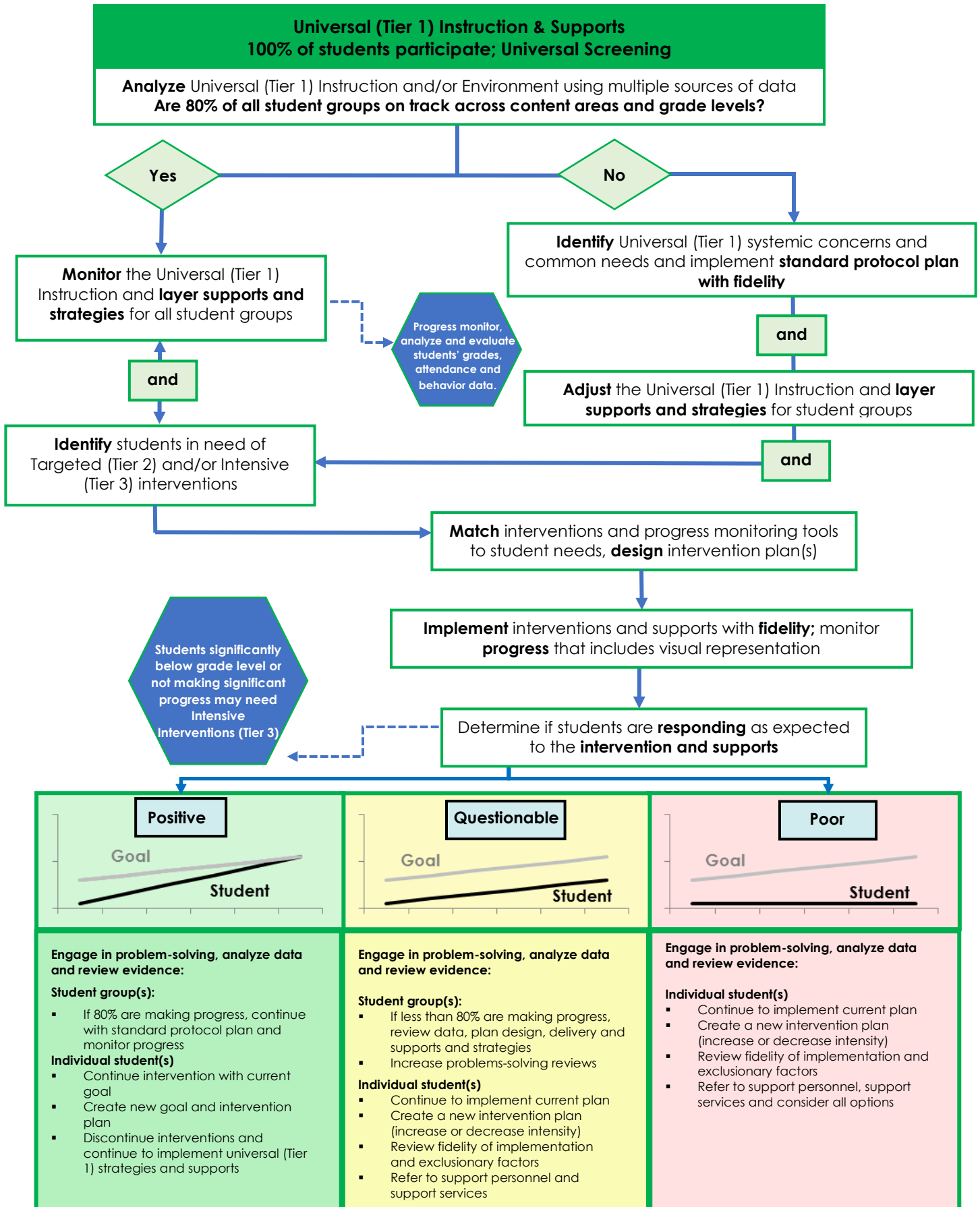
MTSS Early Warning and At-Risk Indicators

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>) <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 (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

Problem-Solving Flowchart



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"> o Academic and/or Behavioral Strategies o 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"> o 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"> o Indicated on interim o Indicated on report card o 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"> o Current Hearing o Current Vision o 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"> o Tardies o Absences o 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"> o Student Information o Family Information o Developmental Information o Social Information o Community Information 	<input type="checkbox"/> Contact and/or interview: <ul style="list-style-type: none"> o Parent o 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:		

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

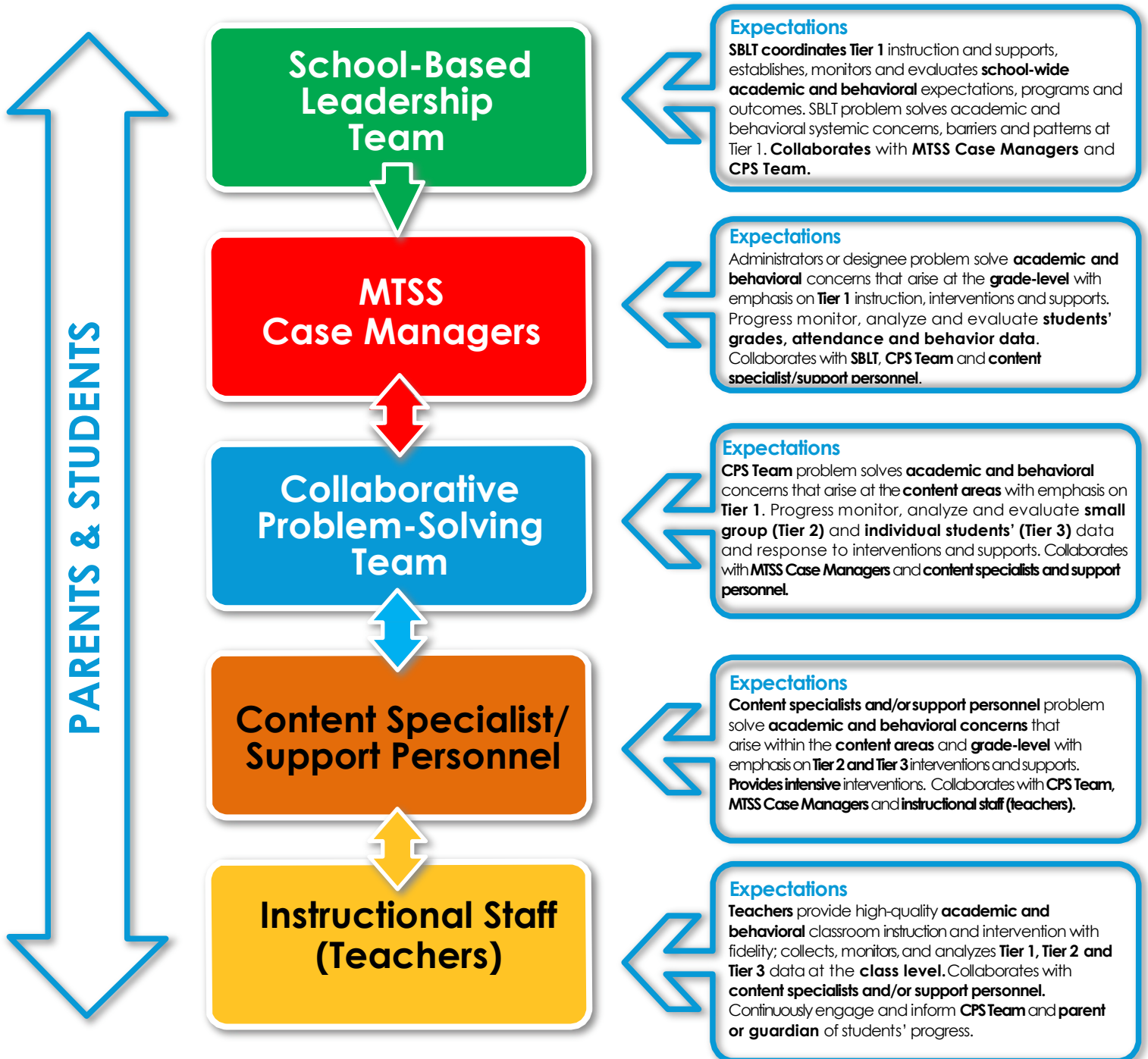
General Mathematical Supplemental Strategies & Supports

- 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

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.



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

MTSS Rtl Look Fors Guidance

Purpose

The purpose of this tool is for school teams to assess their current practices related to building and sustaining a multi-tiered system of supports for all students. This tool specifically helps schools to pinpoint areas of strength as well as opportunities for growth. It is intended to provide schools with a way to assess current critical elements within their MTSS.

When to use

This tool can be used across the year to promote continued improvement in delivering multi-tiered system of supports. A fall to spring cycle of use is recommended and is expanded on below.

- Complete in the fall and spring as you are preparing for resource and budget allocation.
- At the beginning of the school year, discuss with staff desired outcome and action steps as it relates to universal practices to facilitate shared understanding and vision of MTSS.
- Complete again the following early spring to determine if you reached your implementation goals and for planning for the next year.

How to use

1. Complete as a School-Based Leadership Team (SBLT) and/or Collaborative Problems-Solving Team (CPST), as appropriate. Read each item carefully and determine current reality, or the degree to which this essential element is in place.
2. Identify possible impact points for action planning.
 - a. Determine areas of Strength by looking at the levels of implementation ratings.
 - b. Determine opportunities for growth by looking at the levels of implementation ratings. Review all items that have a rating of 2 or below.
3. Out of these, prioritize an element(s) to focus on – What essential element would be a quick win? Is there an element where if we focused on it – it would help other elements in our system of supports?
4. Look at your identified strengths – how can we use these to help us with our areas for growth?
5. Review School Improvement Plans adjust as needed, community with relevant implementers and stakeholders.

Multi-Tiered System of Supports

MTSS Look Fors

School:

Principal:

Date:

School MTSS/RtI Contact:

District MTSS/RtI Contact:

The purpose of this tool is for the school team to assess their current practices related to building a tiered system of supports for all students. This tool specifically helps schools to pinpoint areas of strength as well as opportunities for growth. For each review, please use the scale provided to indicate the degree to which each critical element of a Multi-Tiered System of Supports (MTSS) is present. This tool can be used throughout the year to promote continued improvement in delivering tiered supports.

Critical Elements	Levels of Implementation 0 = Absent 1 = Partially Present 2 = Present 3 = Consistently Present N/A = Not Applicable	Notes
Leadership		
1. The principal actively supports and monitors MTSS (RtI and PBIS) implementation and outcomes.	0 1 2 3 N/A	
2. The principal ensures a Collaborative Problem-Solving Team (CPST) is established that includes the roles of an administrator, content area specialists, teachers, support staff, and engages parent(s)/guardian(s).	0 1 2 3 N/A	
3. The principal identifies an administrator to establish MTSS infrastructure which includes ensuring the implementation of procedures, practices and team structures.	0 1 2 3 N/A	
4. The principal identifies an MTSS Contact to act as a liaison between the District, school-based leadership team, staff, and CPST.	0 1 2 3 N/A	
5. The principal ensures the CPST meeting schedules are created and maintained to address student needs by grade level, content area and across all tiers.	0 1 2 3 N/A	
6. The principal ensures a MTSS/RtI Action Plan and School-wide Positive Behavior Plan (SPBP) is developed.	0 1 2 3 N/A	
Comments and Component level: /18		
Building the Capacity and Infrastructure for Implementation		
1. The CPST leads MTSS professional development, coaching and support for continuous improvement.	0 1 2 3 N/A	
2. The CPST ensures staff have the knowledge and skills to implement MTSS (RtI and PBIS) and engage in data-based problem-solving and decision-making across all tiers and environments.	0 1 2 3 N/A	
3. The CPST collaborates with leadership to ensure the master schedule and calendar allocates time for implementation of interventions and supports across all tiers, grade-levels and content areas.	0 1 2 3 N/A	
4. The CPST ensures MTSS resources are identified, inventoried and immediately accessible for staff and adjusted to address students' ongoing needs.	0 1 2 3 N/A	
5. The CPST creates a layered continuum of supports that is culturally responsive, matched to student needs, and developmentally appropriate.	0 1 2 3 N/A	

Critical Elements	Levels of Implementation 0 = Absent 1 = Partially Present 2 = Present 3 = Consistently Present N/A = Not Applicable	Notes
6. The CPST creates a matrix of options for students who have a high likelihood of developing or who already exhibit a pattern of academic failure, behavior challenges and/or high levels of social or emotional distress.	0 1 2 3 N/A	
Comments and Component level: /18		
Communication and Collaboration		
1. The CPST uses multiple methods, to communicate MTSS as a comprehensive school improvement framework to stakeholders.	0 1 2 3 N/A	
2. The CPST frequently provides and reviews data regarding student learning outcomes and fidelity of implementation to stakeholders.	0 1 2 3 N/A	
3. The CPST engages families in problem-solving when their child(ren) need additional supports and provides/identifies outreach to unresponsive families.	0 1 2 3 N/A	
Comments and Component Score: /9		
Data Based Problem-Solving		
1. The CPST uses formal problem-solving and data driven decision making processes: <ul style="list-style-type: none"> ▪ Team identifies and evaluates concerns ▪ Team collects data relevant to identified concerns ▪ Team utilizes data to design and implement instruction, interventions, and supports ▪ Team meets frequently to evaluate and review student progress and outcomes 	0 1 2 3 N/A	
2. The CPST identifies systemic concerns, common barriers and students at-risk (sub-groups).	0 1 2 3 N/A	
3. The CPST reviews CPS referrals to determine the severity of the concern and decide how to respond to the referrals.	0 1 2 3 N/A	
4. The CPST guides collaborative conversations and data chats across content areas, grade levels, and tiers to inform instruction and interventions.	0 1 2 3 N/A	
5. The CPST determines effectiveness of instruction and interventions; generates appropriate plans of support across content areas, grade levels, and tiers.	0 1 2 3 N/A	
6. The CPST documents strategies, supports and/or plans to address systemic concerns, common barriers, students at-risk and RtI referrals.	0 1 2 3 N/A	
7. The CPST analyzes, evaluates, and monitors strategies, supports and/or plans that addressed systemic concerns, common barriers, students at-risk, CPS referrals across content areas, grade levels, and tiers for effectiveness.	0 1 2 3 N/A	
8. The CPST routinely evaluates implementation fidelity through data and action plans: (a) MTSS/RtI Action Plan (b) School-wide Positive Behavior Plan (SPBP) and impact of both plans on student achievement.	0 1 2 3 N/A	
Comments and Component Score: /24		

Multi-Tiered System of Supports

Critical Elements	Levels of Implementation 0 = Absent 1 = Partially Present 2 = Present 3 = Consistently Present N/A = Not Applicable	Notes
Three Tiered Instructional and Intervention Model		
1. The CPST ensures Universal (Tier 1) academic, behavior, and social-emotional practices exist that clearly identify learning standards and school-wide expectations for engagement.	0 1 2 3 N/A	
2. The CPST uses ICEL x RIOT and data to determine why students are not attaining age appropriate and grade-level standards and expectations.	0 1 2 3 N/A	
3. The CPST uses the RtI standard protocol approach to address the most common student needs within the school.	0 1 2 3 N/A	
4. The CPST ensures instructional goals, strategies, assessments, and data sources link directly to common student needs and skills taught across all tiers.	0 1 2 3 N/A	
5. The CPST ensures Targeted (Tier 2) interventions are linked to Universal (Tier 1) instruction, assessments and data sources.	0 1 2 3 N/A	
6. The CPST ensures Intensive (Tier 3) interventions are linked to Universal (Tier 1) instruction, assessments and data sources.	0 1 2 3 N/A	
7. The CPST uses the RtI individualized problem-solving process to identify and refer students who might need special education and/or related services.	0 1 2 3 N/A	
Comments and Component Score: /21		
Data and Evaluation		
1. The CPST periodically conducts an analysis to determine how implementation of the critical elements of MTSS relates to positive student outcomes.	0 1 2 3 N/A	
2. The CPS Teams ensures data tools and systems are used appropriately and independently by staff.	0 1 2 3 N/A	
3. The CPST periodically conducts an analysis of assessments, data tools, resources allocation and procedures for decision-making to determine consistency and accuracy.	0 1 2 3 N/A	
Comments and Component Score: /9		
Summary Level of Implementation		
Domain	Domain Levels	Notes
Leadership	/18	
Building the Capacity and Infrastructure for Implementation	/18	
Communication and Collaboration	/9	
Data Based Problem-Solving	/24	
Three Tiered Instructional and Intervention Model	/21	
Data and Evaluation	/9	
Overall Level	/99	

Additional Comments:

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, 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



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)?

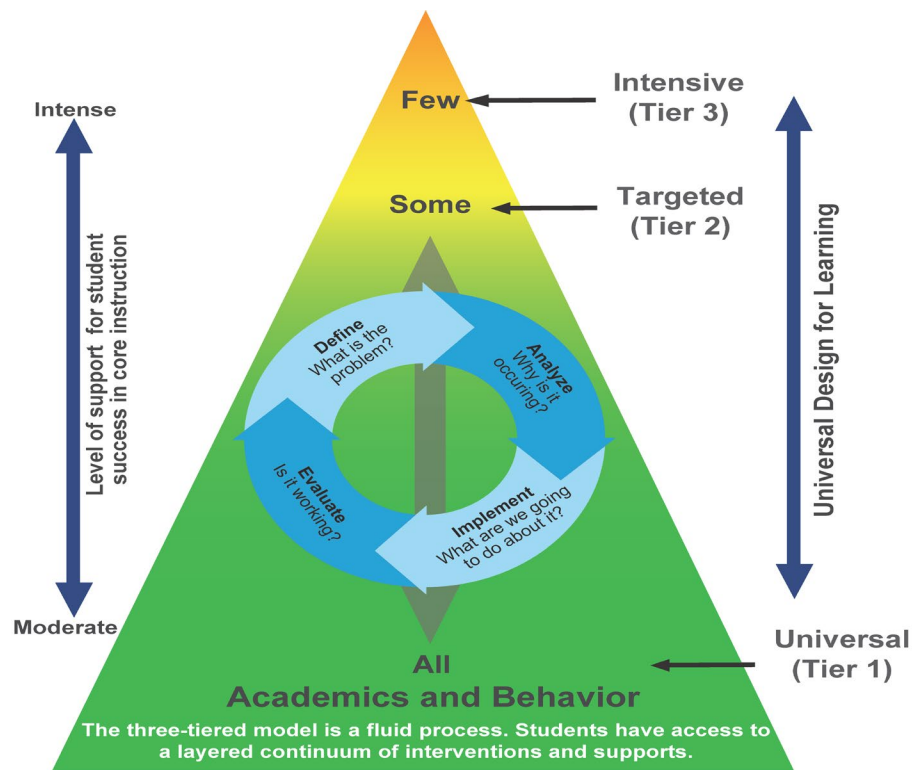
MTSS is a term used to describe a seamless prevention framework that refers to all the academic, behavioral and social-emotional strategies, interventions, supports and resources that are used to help all students grow and achieve. MTSS encompasses Response to Intervention (RTI) and Positive Behavior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



Broward County Public Schools
600 SE Third Avenue
Fort Lauderdale, FL 33301
754-321-0000

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

The School Board of
Broward County, Florida
Student Support Initiatives & Recovery

<https://www.browardschools.com/domain/13539>

754-321-1655



Florida's Multi-Tiered System of Supports

FLORIDA'S MTSS

ONE SYSTEM

EDUCATOR RESOURCES

PARENT RESOURCES



This website provides a central, comprehensive location for Florida-specific information and resources that promote system-wide practices to ensure highest possible student achievement in both academic and behavioral pursuits.

The collaborative vision of the Department and statewide projects, [Student Support Services Project](#), [Problem Solving/Response to Intervention Project](#) (PS/RtI) and [Florida's Positive Behavior Support Project](#) (FPBS), supporting the implementation of Florida's MTSS is to:

- Enhance the capacity of all Florida school districts to successfully implement and sustain a multi-tiered system of student supports with fidelity in every school;
- Accelerate and maximize student academic and social-emotional outcomes through the application of data-based problem solving utilized by effective leadership at all levels of the educational system;
- Inform the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that prepares all students for post-secondary education and/or successful employment within our global society.



[Multi-tiered System of Supports \(MTSS\) Guidance](#) is a document entitled MTSS Implementation Components: Ensuring Common Language and Understanding. IT was jointly developed by the FLPBS and FL PS/RtI Projects in order to help support alignment of common language and common understanding regarding MTSS and the use of RTI data.



[The Reading Model Lessons Series](#) features videos of Florida teachers conducting model lessons in Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary and Comprehension. The series was produced by the Personnel Development Support Project/Florida Center for Interactive Media at Florida State University in partnership with Just Read! Florida and the Bureau of Exceptional Education and Student Services, Florida Department of Education.



[Math and Science Model Lessons](#) is a series of web-



A practical resource: **[Guiding Tools for Instructional Problem Solving - Revised \(GTIPS-R\)](#)**, is a web-based "how-to" manual and toolkit for school teams and educators engaged in the systematic planning/problem-solving process for individual students or groups of students with the intention of improving student outcomes.



[An introductory video for parents](#) about the concepts and practices related to the school-level use of problem solving and how it affects their child in the context of the school-wide implementation.

[The Parent Resource Guide Print Version \(ResourceGuide_print.pdf\)](#) is a half page flyer that schools can print and disseminate to parents and teachers for awareness of resources available to them to increase family engagement within a multi-tiered system of supports.

[The Parent Resource Guide Digital Version \(ResourceGuide_final.pdf\)](#) is for downloading and works great for parents and teachers who want to view and access a variety of specific resources to increase family engagement within a multi-tiered system of supports.

based model lessons that feature school-based leadership teams engaged in the problem-solving process and teachers providing high-quality standards-based instruction.

This Website was developed by the Florida Center for Interactive Media through a special project funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.