



**Evidence of Progress Monitoring**  
**School District of Indian River County**  
**#SDIRCStrongerTogether**

**Date:** 10/22/2020

**School/Department:** Imagine South Vero

**Action Step #**  
**and Description:** 2.6 MTSS

(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

**Explanation of Evidence:** MTSS meeting to discuss process

**Results of Action Taken:** Goal is to close gaps in student learning

**Reflection:** Better understanding of what supports to put in place to reach student goals

# Multi-Tiered System of Supports (MTSS) - Meeting the Needs of All Students



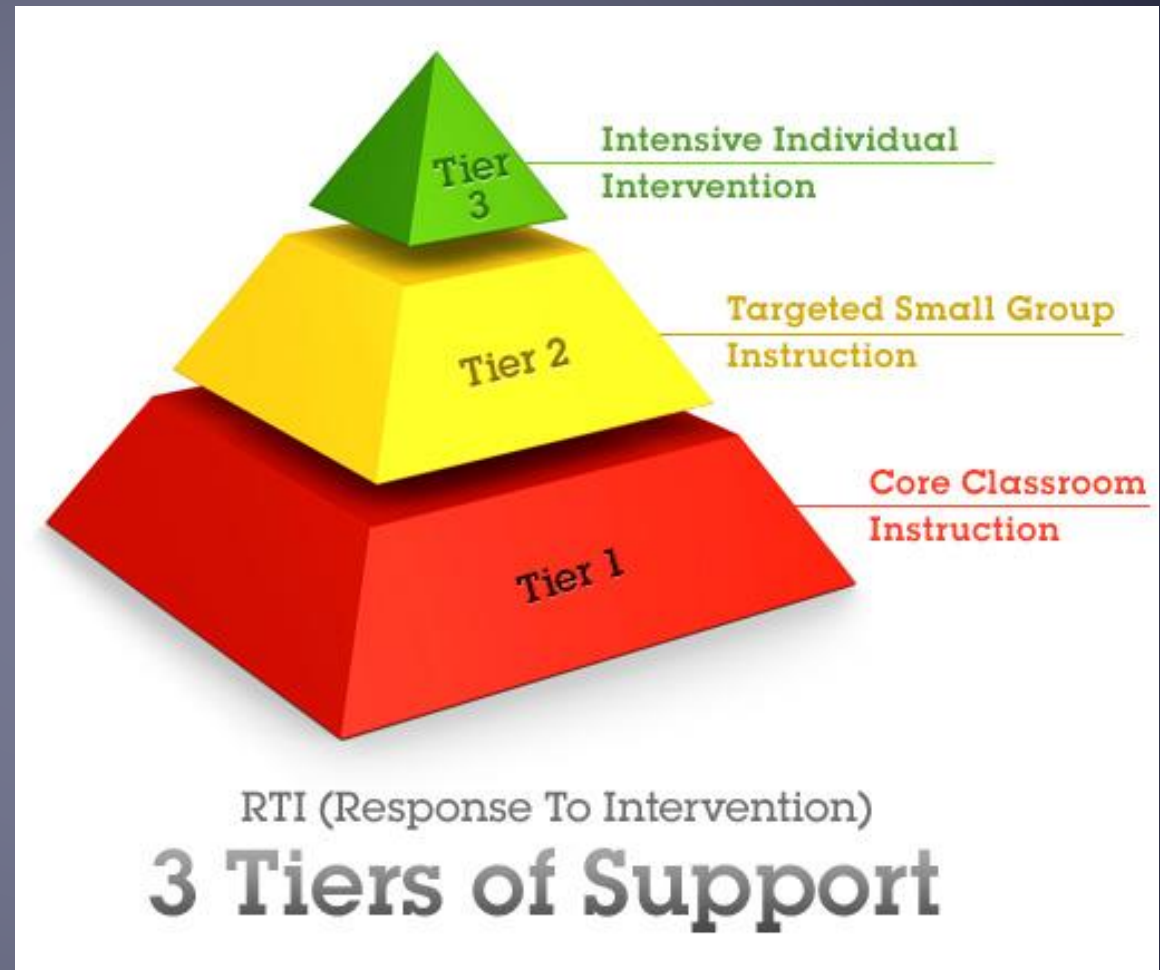
*What does it all really mean for me as an educator?*

# GOALS OF MTSS

**Tier 1-** General Education Universal Instruction

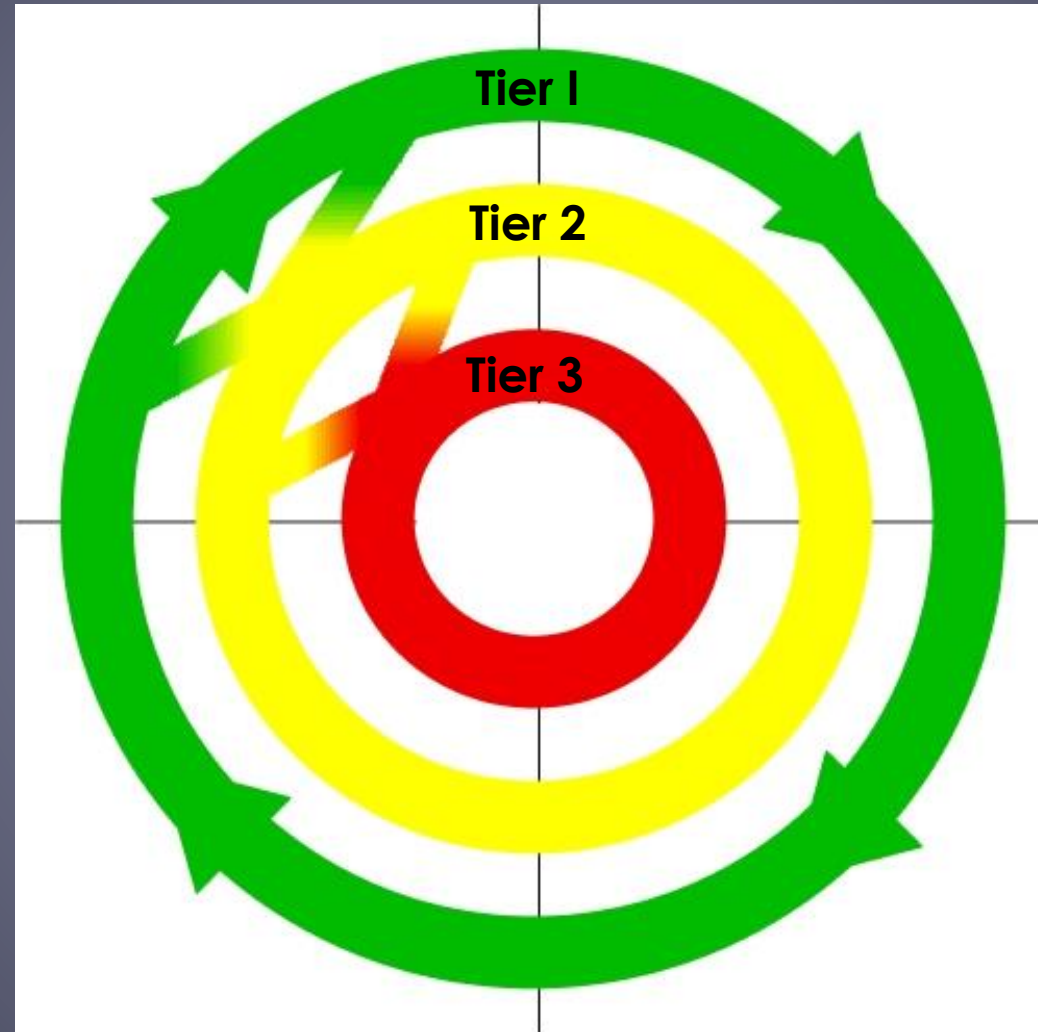
**Tier 2-** Targeted Support Aligned With Tier 1 Core Curriculum

**Tier 3-** Highly Individualized Interventions To Meet Specific Needs



# Tiers of Service Delivery

1. Problem Identification- What is the problem?



2. Problem Analysis-  
Why is it occurring?

3. Intervention Design/Implementation-  
What are we going to do about it?

4. Response to Intervention-  
Is it working?





# Core Principles of Problem Solving/RtI:

- › We CAN effectively teach all children
- › Intervene early
- › Use a multi-tier model of service delivery
- › Use a problem-solving method to make decisions
- › Use research-based interventions
- › Monitor student progress to inform instruction
- › Use data to make decisions
- › Use assessment for 3 purposes



# MTSS Criteria - Tier 1 (Universal Instruction)

- › 80% of our students will have their needs met at this level of support
- › General Education initiative designed to meet the needs of all students
- › All students participate
- › Classroom teacher creates and delivers engaging, differentiated classroom activities
- › Classroom teacher facilitates small groups based on ongoing assessments (TBD by Leadership team)
- › Complete daily small group log/lesson plan form: student name/date/skill/notes
- › “One of the goals of Tier 1 is to minimize instructional casualties and reduce the need for supports at subsequent tiers” (CONSORTIUM ON REACHING EXCELLENCE IN EDUCATION).
- › “High quality evidence based core reading instruction” (CONSORTIUM ON REACHING EXCELLENCE IN EDUCATION)



## MTSS Criteria - Tier 2 (Targeted Instruction)

- › ~15% of students will require this level of support **in addition** to Tier 1
- › No more than 8 students per group (new district guideline)
- › Star scores: above the 10<sup>th</sup> percentile or below the 25<sup>th</sup> %tile
- › Teacher-made assessments and/or Curriculum Based assessments: showing 40-69% mastery
- › Supplemental, small group interventions to improve student's specific academic skills
- › Implemented with fidelity & progress monitored bi-weekly
- › Tier 2 should match the student's needs determined by the problem solving team process and review of data
- › 2- 3 times per week for 30 minutes each session; attendance must be taken each time intervention is provided. A simple log with start and end times, brief description of skills and date is to be kept on each student individually. This documents fidelity of the intervention.





## MTSS Criteria- Tier 2 (continued)

- › Ongoing Data Chats with Academic Coaches and grade level teams
- › Monthly MTSS Meeting to occur with Leadership Team and classroom teacher of student(s) to be discussed:
  - Teachers bring data showing areas of concern and what is currently being done in the classroom to address those concerns.
  - Tier 2 should match the student's needs determined by the problem solving team process and review of data.
- › MTSS Sub-committee (bi-weekly meetings): co-teachers meet with classroom teachers and coaches to discuss students in Tiered interventions and progress
- › Quarterly MTSS meetings with co-teacher and ESE Director and/or School Psychologist to engage in data based decision making and potential next steps in process





# MTSS Criteria- Tier 3 (Intensive Intervention)

- › ~5% of students
- › Intensive, research-based, small group instruction (**up to 5 students per group only**)
- › Students not responding to 8 - 12 weeks of Tier 2 intervention – data showing poor or questionable response
- › Star scores: 10<sup>th</sup> percentile or below
- › Teacher-made assessments and Curriculum Based assessments: 0%-49% mastery
- › Daily Intervention / 30 minutes per session
- › Daily Attendance Logs and lesson plans
- › Weekly progress monitoring: Norm Referenced (easyCBM for example)
- › Evidence based, focused, stand alone interventions implemented with fidelity: the way the program was intended to be delivered

# MTSS Tier 3 (continued)

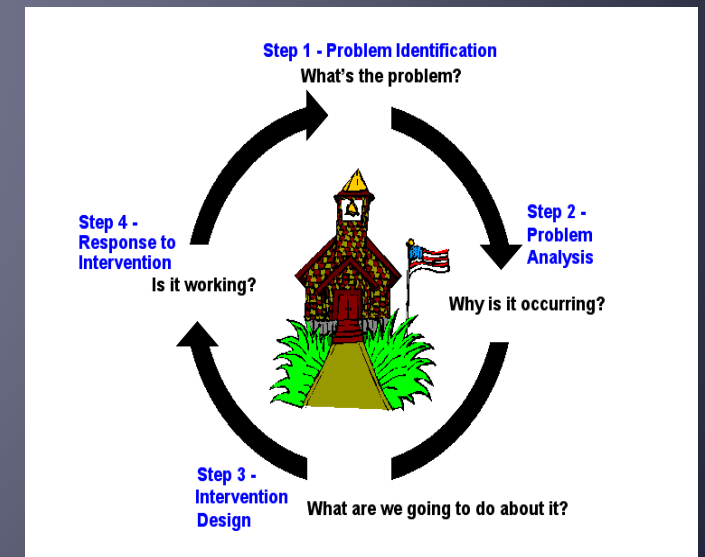
- › While Tier 3 is being administered, Tier 1 and Tier 2 still continue concurrently.
- › Referring Teacher To Complete: SDIRC Referral Forms

Teacher Data Form and Documentation of Interventions  
Teacher Observation – Strengths & Weaknesses of Student  
Parent Notification of Screening

- › Team Conducts Steps 1-4:

Problem Identification  
Problem Analysis  
Intervention Design & Implementation  
Response to Intervention

- › Parent Input: Plan must be shared with parent and documented
- › Interventions MUST be linked to Tier 1 and 2 (focus, materials, performance criteria)





## MTSS Tier 3 Continued:

- › Diagnostic Assessments/Screenings conducted by School Psychologist, Speech Language Pathologist, Health Aide, Teacher and/or Co-Teacher:

Vision/Hearing/Speech/Language  
Academic Achievement  
Processing Skills  
DIBELS/DAR/Phonological Awareness/Fluency  
Observations

- › Are possible changes to intervention or additional intervention being recommended?
- › Do we need more frequent progress monitoring?
- › *Team makes decision points about students moving up and down the triangle*
- › *Team makes decisions regarding ESE eligibility*
- › ***Please keep in mind that a Tier 3 intervention is not necessarily a pathway to an IEP or a 504!***
- › ***The goal of Tier 3 is to help students overcome significant barriers to learning academic skills required for school success!***
- › ***Please remember to never offer testing or “diagnose” a student in a conference, email, or at a team meeting.***



# Rule out factors for SLD:

The MTSS team  
must **rule out** causes  
such as:

Vision

Hearing

Motor Disabilities

Cognitive or Emotional  
Disabilities

Cultural Factors

Environmental or  
Economic  
Disadvantages

Limited English  
Proficiency





# Why is the problem occurring? Hypotheses...



Must consider both SKILL and PERFORMANCE deficits:

## – Skill Deficit

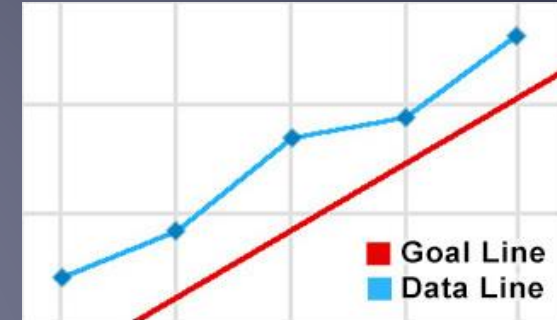
- › Student does not have the skills to perform the task
  - Student lacks fluency skill for grade level
  - Student lacks private speech for self control

## – Performance Deficit

- › Student does not perform existing skill or performs at lower level
  - Student reads slowly because of fear of ridicule by peers for mistakes
  - Peers reinforce bad choices more than teacher reinforces good choices

(Dr. Ern)

# Decision Rules: What is a “Good” Response to Intervention?



## › **Positive Response**

- Gap is closing
- Can extrapolate point at which students will “come in range” of benchmark--even if this is long range

## › **Questionable Response**

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

## › **Poor Response**

- Gap continues to widen with no change in rate.

# Response to Intervention: Why is graphic display of data important?



- › **Teachers** are able to make sound decisions about the instruction being delivered to students based upon data, not guesswork
- › **Parents** are kept well informed about their child's progress with specific information about how their child is responding to instruction. Parents may assist in making suggestions for instructional adjustments.
- › **Students** know what is expected of them. They receive specific feedback about their performance along the way rather than only at the end of the marking period. Goal setting and progress monitoring are some of the most effective strategies to improve academic engaged time.



# Assessing the Fidelity of an Intervention:

- › We **CANNOT** assess a student's response to intervention if the **intervention** was not implemented as designed or intended
- › Intervention fidelity must be ensured and documented
- › *Fidelity and documentation has become part and parcel of procedural safeguards*



# Why do Some Interventions Fail?

- › Problem Solving steps were not followed
- › Implementation plan not detailed and specific
- › Intervention not implemented as planned
  - › Lack of support
  - › Lack of time
  - › Lack of progress monitoring
  - › Lack of knowledge/skill or training
- › Unrealistic expectations
- › Interventions are too complex



## Academic Systems

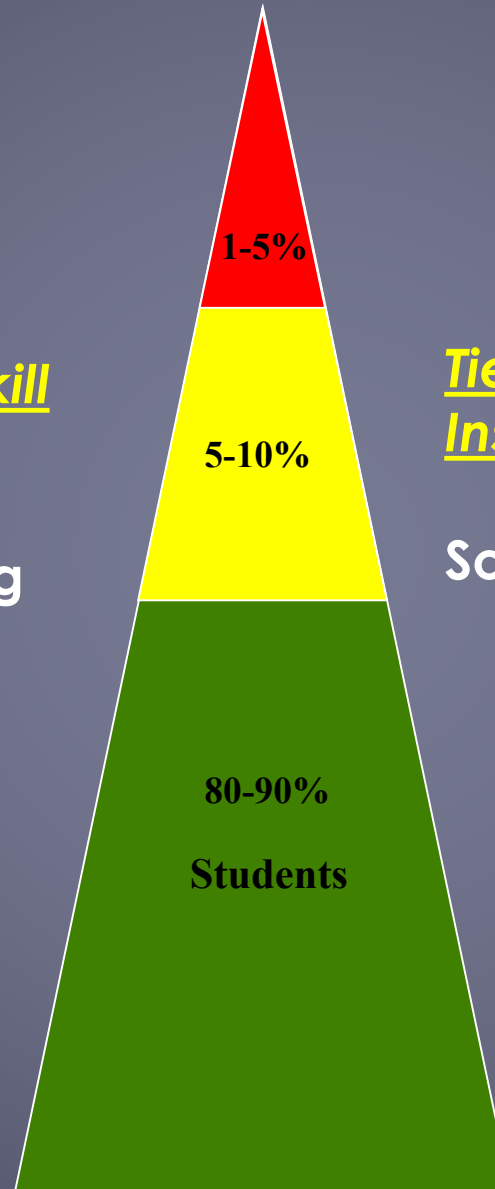
### Tier 2: Supplemental Skill Instruction

Students not responding  
to core curriculum

## Behavioral Systems

### Tier 2: Supplemental Skill Instruction

Some students (at-risk)



## Academic Systems

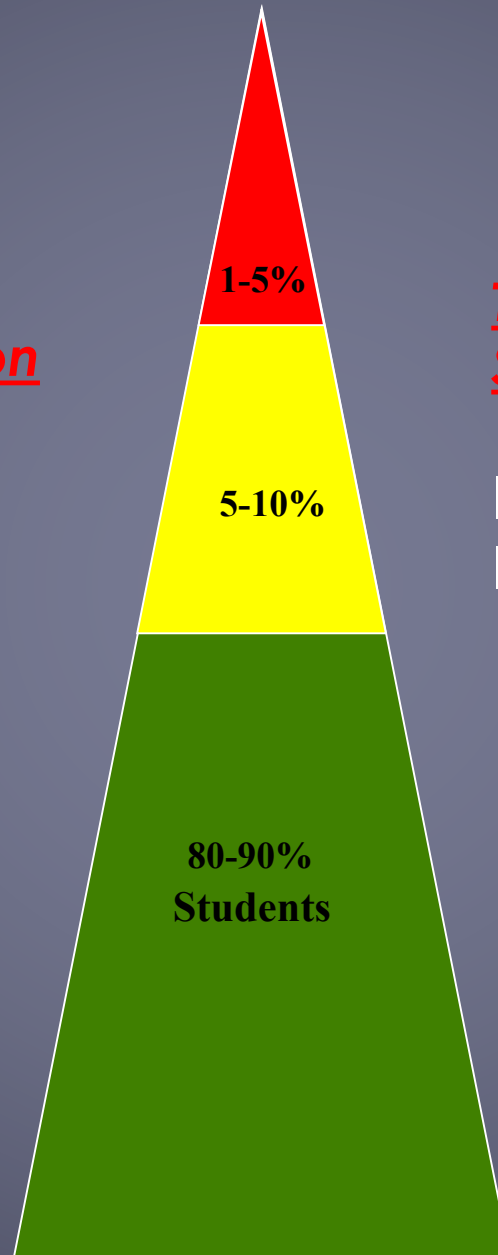
**Tier 3: Intensive  
Targeted Skill Instruction**

Individualized for a  
Student or Very Small  
Group

## Behavioral Systems

**Tier 3: Intensive Targeted  
Skill Instruction**

Individualized  
Interventions






# Exceptional Student Education (ESE) Updates for the 2020-21 school year

- › SDIRC will now be using PEER, through FLDOE, for the development of IEP's, EP's and 504 plans.
- › Each student's plan will still be uploaded into FOCUS, so that they can be accessed, downloaded and printed by teachers.
  - Plans will be provided to each grade level team leader, so that copies can be made for those that work with the student. Please make sure you read and familiarize yourself with each student's plan; especially the accommodations.
  - Someone from the ESE department will check in with each grade level team prior to the start of school. We will answer any questions and review all IEP's, EP's and/or 504's. We will then request that you sign a form. Your signature is your acknowledgement that the plans were provided, reviewed and that you understand what is required from you in order to implement the plans.
- › A General Education teacher is a REQUIRED member for all IEP, EP or 504 meetings. Another team member or Co-teacher may attend in your place if they know the student and can speak to their present level of performance.
- › In most cases, we will be meeting virtually as a team for these meetings. Signatures will be gathered afterward for documentation purposes.
- › When the meeting has been scheduled the Google Meets link will be sent to the required participants through Microsoft Outlook. When you accept, it will go on your calendar where the link can be accessed in time for the meeting.





## Exceptional Student Education (ESE) Updates for the 2020-21 school year (continued)

- › ISV will now be offering Virtual Speech and Language Therapy
- › We have contracted with a new company to provide our speech and language services
- › For many of our students, they will be providing small group virtual therapy. The students will have an assigned time and day to meet with the SLP using a secure platform. This wonderful model is proven to be engaging, allows for less travel time, and will minimize movement throughout the school
- › Some students may still require face-to-face therapy and in those instances the SLP will be on campus
- › The virtual format is how our speech and language services will now be provided even when everyone returns to the school building
- › This format and this company have already been providing these services to district schools and this will be their 3<sup>rd</sup> year in doing so



## Best Practice

- › Parent communication is particularly important for ESE students and those with a 504 plan.
- › Our ESE and 504 students are General Education Students first! They belong to all of us and need a team approach.
- › Tips to ensure student success:
  - Sign agendas daily making note of missing assignments or areas in need of practice at home
  - Utilize Remind, email and/or phone calls to keep the parents informed of performance, behavior, and especially their child's accomplishments and growth
  - Reply to parents when they have a concern in a timely manner
  - Offer ways to help student's grades when they have done poorly on an assignment or in their area of struggle: a "do-over", extra credit, participation or group/table points, etc.
  - Assign them a classmate to help with organization and reminders for on task behavior and expectations
  - Students should not be failing, if they are we need to review the IEP or 504 as a team



## Friendly Reminders

- › Please DO NOT ever tell a parent you did not know a student has a plan
- › Please DO NOT tell a parent that their child should get tested or tell them that you think that they may have a disability
  - We are educators and cannot diagnose.
- › Please DO NOT ever offer services or accommodations, an IEP, or a 504
  - › Doing so, is predetermining eligibility and is not allowed. These plans and the decisions that are made, are all team driven and part of the Problem Solving/MTSS process



# DISCUSSION AND WRAP-UP!

- › MTSS is not another project or program, rather an approach or model for improving services to children
- › MTSS represents a more effective way of educating all students
- › Implementation of a Multi Tiered System Support requires systemic review of procedures and change
- › Please ensure that you are following a student's plan and communicating with your parents.
- › Your ESE team is here to help, problem solve, and support you ☺

