Date: 10/22/2020

School/Department: Osceola Magnet

Action Step (number and description): 2.6 MTSS Framework - Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS framework.

Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.) This has been put into place at our school. We have met as a core MTSS Team and Established Norms as well as clear roles.

Results of Action Taken: Teachers having a clear understanding of what MTSS looks like and what the core teams roles are.

Reflection: We have continued monitoring and work to do with ensuring that Tier I is quality to benefit all students.

Multi-Tiered System of Supports Overview

Osceola Magnet School 2020

Our Team Objective

- To build capacity for data-driven problem solving in our school team to support all students' needs through a multi-tiered framework
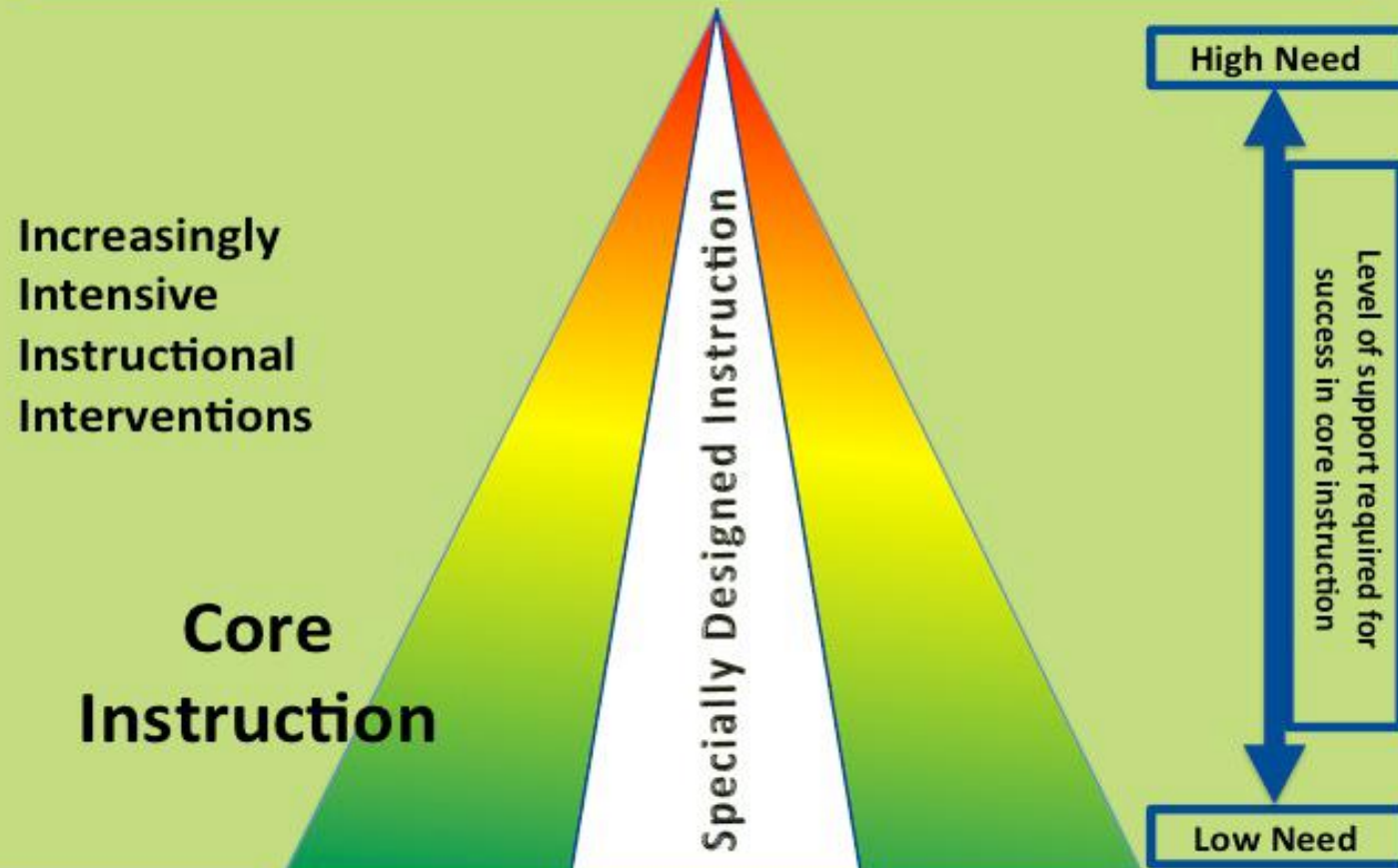
Foundational Principles of MTSS

- An evidence-based model for supporting ALL students

- Involves ongoing, data-driven problem-solving processes

- Integrates interventions and supports across domains for student engagement

- Matches levels of intensity of supports to student needs

Tier 1: 80%
Tier 2: 15%
Tier 3: 5%

A Conceptual Framework for MTSS

Increasingly Intensive Instructional Interventions

Core Instruction

Specially Designed Instruction

High Need

Low Need

Level of support required for success in core instruction

Students may receive services in all areas of the pyramid at any one point in time.

Adapted from U.S. Department of Education

Definitions of All Three Tiers

TIER 1

Core instruction and supports

Involves differentiated instruction

Provided to all students

Serves as anchor point for all other supports

Should result in approximately 80% of student population meeting grade level expectations or making significant progress toward expectations

TIER 2

Supplemental interventions and supports

Supports the need of an approximately additional 15% of students

Focuses on skills that pose a barrier to student learning

Often includes standard protocol approaches to intervention

Focuses on targeted supports to students with similar needs

TIER 3

Intensive/individualized supports

Supports the need of approximately an additional 5% of students

Focuses on skills that pose the greatest barrier to acceleration of student learning

ALL Tiers…

- Address the needs of students with and without disabilities
- Instruction and supports are aligned with Florida Standards and core instructional goals

How to Identify Student Needs

Tier 2/ Supplemental Intervention Groups Created Based on iReady and Classroom Data

Implement Tier 2 interventions for 6-8 weeks

Conduct Tier 2 data review with Tier 2 problem solving team

Identify progress of targeted intervention groups

Are the majority of students within the intervention group progressing?

YES

- Identify individual students who continue to be off-track
- Conduct additional data review of individual student to determine if Tier 2 problem solving is needed or if a Tier 3 referral is warranted

NO

- Engage in additional group level problem solving to determine if lack of progress is due to factors such as:
  - Intervention integrity
  - Misaligned instruction
  - Incorrect problem identification

What is Intensive Intervention?

IS

- Individualized based on student needs
- More intense, often with substantively different content and pedagogy
- Composed of more frequent and precise progress monitoring

IS NOT

- A single approach
- A manual
- A pre-set program
- More of the same Tier 1 instruction
- More of the same Tier 2 instruction

Four Ways to Intensify Interventions

1) Change dosage or time
2) Change the learning environment to promote attention and engagement
3) Combine cognitive processing strategies with academic learning
4) Modify delivery of instruction

Check

- Before implementing the practices, check that:
  - The student's Tier 2 program is an appropriate match for his or her needs
  - The program has been delivered for a sufficient amount of time to determine response
  - The program has been delivered as planned

Tier 3 Referral Process

Tier 3 referral is made and Tier 1 and 2 information is given to our Tier 3 Data Manager (Eric Eberhardt). He will open up the Tier 3 intervention forms in FOCUS, send email requesting the teacher to complete the RFA, and send vision/hearing form to the health assistant. Pertinent data in steps 1-3 is completed

Tier 3 meeting is scheduled and all parties including the parent are invited

During initial Tier 3 meeting we will send home the parent notification of screening form, identify the student's primary area of need, determine an intervention plan, and determine the date to follow up

Tier 3 problem solving team will follow up as the team deems is necessary. If the team determines a student no longer needs Tier 3 supports, a dismissal letter will be sent home. If the team determines an evaluation for ESE services is warranted, our Resource Specialist will gather the information (pre-referral requirements) needed and obtain parent consent for an initial disability evaluation

Exceptional Student Education

IS

- Specially designed instruction which focuses on student's barriers to reaching academic, social-emotional, communication, and independent functioning expectations

IS NOT

- Extra help
- An excuse for a student not meeting grade level expectations

Exceptional Student Education Services

PROS

- Students get individualized/small group instruction
- Students receive a specialized approach to their areas of need
- Students have access to an ESE certified teacher

CONS

- Student is removed from the classroom sometimes missing grade level instruction
- Stigma of being labeled with a disability
- Ownership of student progress (collaboration between ESE teacher and classroom teacher)
- Student feelings of isolation
- Overidentification of particular subgroups

District Discussion Surrounding "Tier 3"

- Recently the district received a directive from the state that all Tier 3 interventions are based on iReady response, 30 minutes in length, teacher led

- The use of the "Tier 3" language has become very confusing and is currently being discussed at the district level

- Consideration to call our team "individual problem solving" instead of "tier 3 problem solving"

Questions? Comments? Concerns?
Areas for Further Professional Development?