Taylor County
SCHOOL DISTRICT
WORKING TOGETHER TO INCREASE STUDENT LEARNING

# Taylor County School District MTSS Policies and Protocols Manual

## June 2024

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# Taylor County School District - MTSS Manual Introduction

## Resource Summary

| | Resource Summary | Resource Online Link |
|---|---|---|
| ***PS/RtI MTSS Fact Sheet*** | This 2-page fact sheet, created by PS/RtI & FLPBIS, uses research and literature to define a number of critical elements that are associated with an MTSS that yields positive outcomes for students. These elements can be grouped or categorized into six domains: Multiple Tiers of Support, the Problem-Solving Process, Data/Evaluation, Leadership, Capacity Building/Infrastructure and Communication and Collaboration. | MTSS Fact Sheet |
| **PS/RtI MTSS Common Language/ Common Understanding** | This 10-page resource includes answers to commonly asked questions about MTSS. It defines MTSS, the problem-solving process, and multiple tiers of instruction and intervention. It also touches on MTSS fidelity, how it's assessed, how educators support fidelity, response to intervention decision rules, critical elements of district & school infrastructure, and ways school leaders & coaches can support successful implementation of MTSS. | MTSS Common Language/Common Understanding |
| ***PS/RtI Myths and Truths for Educators*** | This 5-page resource dispels some myths surrounding what MTSS is, who benefits from MTSS, and how it is implemented. | MTSS Myths and Truths |
| ***PS/RtI Problem Solving within a Multi-Tiered*** | This 2-page fact sheet highlights data-based problem solving as a critical component of an MTSS and essential to improving educational outcomes for students across content areas, grade levels, and tiers. The four-step problem-solving process used within Florida's model of MTSS. | MTSS Problem Solving Fact Sheet |
| ***What is "Special" About Special Education?*** | This 4-page document was developed to clarify the relationship between Specially Designed Instruction (SDI), Tier 1 Instruction and Interventions within a multi-tiered system of supports (MTSS) for educators developing, improving and maintaining systems of support for all students. The reauthorization of the Individuals with Disabilities Education Act (IDEA) in 2004 made it clear that students with disabilities are to be considered first and foremost as general education students. This distinction, along with the implementation of a multi-tiered system of supports and state standards, has prompted educators to consider the characteristics that uniquely define special education. | What is "Special" About Special Education? |
| ***Including Students with Disabilities*** | This 4-page FACT Folio highlights instructional supports and specially designed instruction (SDI) that can be provided for a student with a disability. It looks at the multi-tiered supports a 6th grade student with a disability receives in a typical day. | MTSS-Including Students with Disabilities |

Florida's MTSS | A Multi-Tiered System of Supports

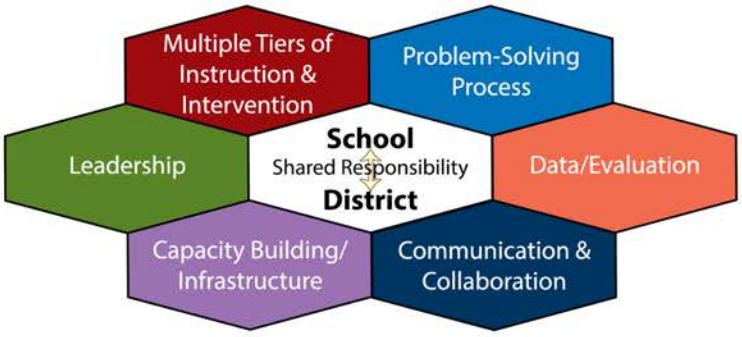
This Fact Sheet is a collaborative effort between the Problem Solving & Response to Intervention Project and Florida's Positive Behavior Support projects with the Florida Department of Education and the University of South Florida.

Fact Sheet

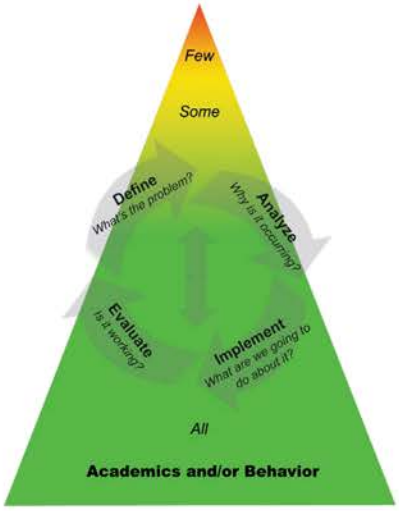
# Multi-Tiered System of Supports (MTSS)

A Multi-tiered System of Supports (MTSS)is an educational framework designed to ensure successful educational outcomes for ALL students. When districts and schools are organized as an MTSS, educators use a data-based, problem-solving process to inform multiple tiers of standards-aligned instruction and intervention designed to increase the academic, behavioral, emotional, and life skills of students.

Research and literature indicate that a number of critical elements are associated with an MTSS that yields positive outcomes for students. These elements can be grouped or categorized into six domains: Multiple Tiers of Support, the Problem-Solving Process, Data/Evaluation, Leadership, Capacity Building/Infrastructure and Communication and Collaboration.



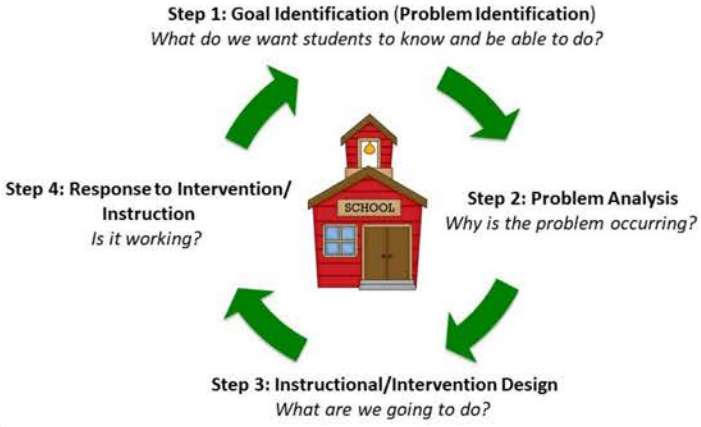

Providing evidence-based instruction, intervention, and support matched to the diverse needs of *all* students is paramount to a district's multi-tiered system of supports. While the critical elements of an MTSS should be present in every school, the organization and nature of the elements may be different from school to school, based on the unique resources, barriers, and student population. Just as different students require various levels of tiered instruction and intervention to reach grade level expectations, different schools will, at times, require supplemental and/or intensive *district* supports. The inter-relationship among the six critical domains is optimized when school and district leaders share responsibility for MTSS implementation to improve student outcomes and reach school and district improvement goals.




## Multiple Tiers of Instruction and Intervention

Tiered instruction and intervention is the foundation of an MTSS. Tier 1 includes the instruction that is accessible to *all* students. Tier 2, or supplemental instruction and intervention, is provided to students not meeting expectations and is often delivered to small groups of students who will likely benefit from instruction focused on the same target skill(s). Tier 3, or intensive intervention, is intended for students experiencing significant barriers to learning. Tier 2 and 3 interventions should be aligned with Tier 1 and include additional instructional time focused on critical skills.

For schools, the tiers represent the full continuum of standards-based curricula, instruction, and assessment options provided to all students and matched to their unique needs. At the district level, tiers represent a full continuum of *systemic* support options based on the strengths and needs of schools and allocated to help them achieve their goals for continual improvement.




## Problem Solving Process

Data-based problem solving is the process used to make educational decisions within an MTSS. Different models exist, but a common four-step problem solving model can be used to improve student outcomes across content areas, grade levels, and tiers. The four-step process includes: 1)defining what students should know and be able to do (including comparisons of expected and current levels of performance), 2) identifying possible reasons why students are not meeting expectations, 3) developing and implementing a plan based on evidence-based strategies to address reasons why students are not meeting

expectations, and 4) evaluating the effectiveness of the plan (or student response to instruction/intervention). Problem solving can also be used to address systemic barriers to school and district wide implementation of the practices associated with an effective MTSS.

## Data/Evaluation

Given the importance of data-based problem solving for making decisions about multi-tiered instruction and intervention, the need for an accurate, fluid data and evaluation system is clear. This critical component of an MTSS is an important driver for effective multi-tiered instruction and intervention and problem solving. Staff members need to understand and have access to data sources across the tiers that fulfill multiple purposes for assessment (e.g., screening, identification of barriers, progress monitoring). Procedures and protocols for administering assessments and analyzing data help staff members make sound, data-based educational decisions. At the systems level, data on the fidelity with which the critical elements of multi-tiered system of supports are implemented allow leaders to examine current practices and to make changes to promote continuous improvement and sustainability.

## Leadership

Effective leadership at both the school and district level is critical to the success of an MTSS. Effective leaders consistently communicate their vision and expectations for the implementation of MTSS. Additionally, they establish and maintain relationships with staff members built on mutual respect and shared responsibility for MTSS and invest in comprehensive professional learning. Leaders model and engage staff members in planning and data-based problem solving, ensuring they have access to needed data. Effective leaders also allocate necessary resources and remove barriers to implementing the critical elements of an MTSS with fidelity.

Another aspect of the domain of Leadership is an understanding that a multi-tiered system of supports encompasses all existing school and district plans, initiatives, and instructional infrastructure. With this perspective, leaders should carefully consider those plans, initiatives, and other requirements to ensure alignment and coordination with the practices associated with a successful multi-tiered system of supports.

## Building the Capacity/Infrastructure

School and district-wide capacity and infrastructure are required in order to implement and sustain an effective MTSS. This domain incudes a focus on academic learning standards and school-wide behavioral expectations and ensures alignment across all instructional practices. Necessary capacity and infrastructure include ongoing professional learning and coaching with an emphasis on data-based problem solving and multi-tiered instruction and intervention. School schedules and calendars should allow staff members to plan for and implement instruction and intervention, engage in data-based problem solving, and allocate resources to support key practices. Leaders who systematically build capacity and infrastructure empower educators to implement the critical elements of MTSS with fidelity and to make system-level changes needed to improve student outcomes.

## Communication and Collaboration

Ongoing communication and collaboration are essential for key stakeholders to understand and enact the practices that comprise an MTSS. Many innovations fail due to a lack of consensus, a lack of feedback to implementers to support continuous improvement, and a lack of stakeholder involvement in planning. In addition to including educators in planning and providing continuous feedback, it is also important to communicate and work with families and other community partners. These efforts increase the likelihood that the practices associated with a successful MTSS will be understood, embraced, and implemented in a sustainable and effective manner.

## Assessing Your MTSS: Strengths and Needs

The *Self-Assessment of MTSS (SAM)* is a building-level needs assessment designed to allow leadership teams to rate their school's implementation of the critical elements of a multi-tiered system of supports. Data from the SAM helps schools and districts identify strengths as well as areas of needed improvement. School level reports and districtwide aggregate data are made available to inform decision-making. The SAM and the accompanying technical assistance manual can be accessed on the Florida Problem Solving/RtI website at
http://www.floridarti.usf.edu/resources/program_evaluation/index.html.

# MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

## COMMON LANGUAGE/ COMMON UNDERSTANDING

**2nd Edition**

A Multi-Tiered System of Supports
PS/RtI
Problem Solving/Response to Intervention

Florida PBIS

This document was updated by the Florida PS/RtI Project and reviewed by Florida's PBIS Project, collaborative projects between the University of South Florida and the Florida Department of Education, Bureau of Exceptional Education and Student Services.

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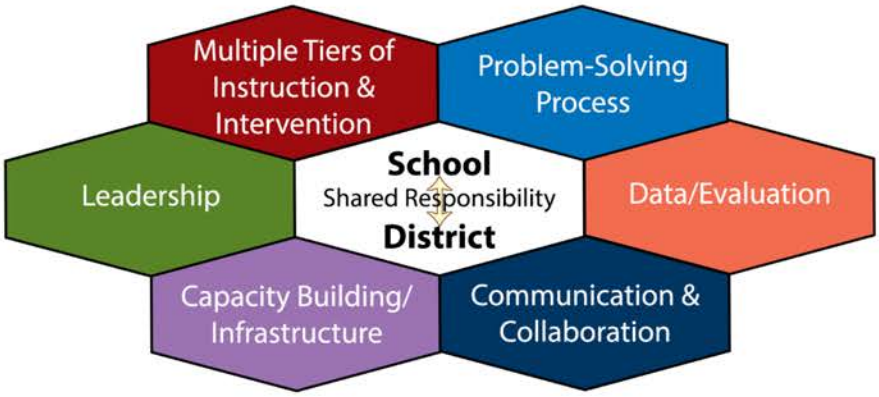
Many initiatives incorporate various elements of a multi-tiered system of supports. However, differences in the language used to describe the initiatives may result in high levels of variability that can impede the potential positive effect on outcomes for students at the district and school level. Therefore, the establishment of a *common language and common understanding* is necessary to ensure MTSS implementation fidelity and maximize the impact for student learning.

## 1. How is Multi-Tiered System of Supports (MTSS) defined?

Multi-Tiered System of Supports (MTSS) is an educational framework designed to promote successful outcomes for ALL students. When districts and schools are organized as an MTSS, educators use a data-based problem-solving process to inform multiple tiers of standards-aligned instruction and intervention designed to increase the academic, behavioral, emotional, and life skills of students.

A number of critical elements are associated with an MTSS that yield positive outcomes for students. These elements can be grouped or categorized into six domains: Multiple Tiers of Instruction and Intervention, the Problem-Solving Process, Data/Evaluation, Leadership, Capacity Building/Infrastructure, and Communication and Collaboration.




Multiple Tiers of Instruction and Intervention: Educators provide instruction and intervention of varying levels of intensity matched to student need

Problem-Solving Process: Educators use a data-based decision-making process to identify strengths and needs, examine causes of gaps in performance, carefully design instruction/intervention and monitor student response to inform subsequent instruction

Data/Evaluation: Staff understand and have access to data sources that align with the purposes of assessment

Leadership: Effective leaders clearly communicate their vision and expectations for MTSS, model data-based problem solving, and provide necessary resources and professional learning

Capacity Building/Infrastructure: Implementers identify learning standards and expectations, facilitate ongoing professional learning, and establish schedules, processes, and procedures that support problem solving and the provision of tiered instruction/intervention

Communication and Collaboration: Stakeholders have the opportunity to provide feedback and be involved in implementation planning

For more detailed information about the critical elements of an MTSS and the domains that comprise them, see Fact Sheet: Multi-Tiered Systems of Supports.

2. What are the steps of the problem-solving process?

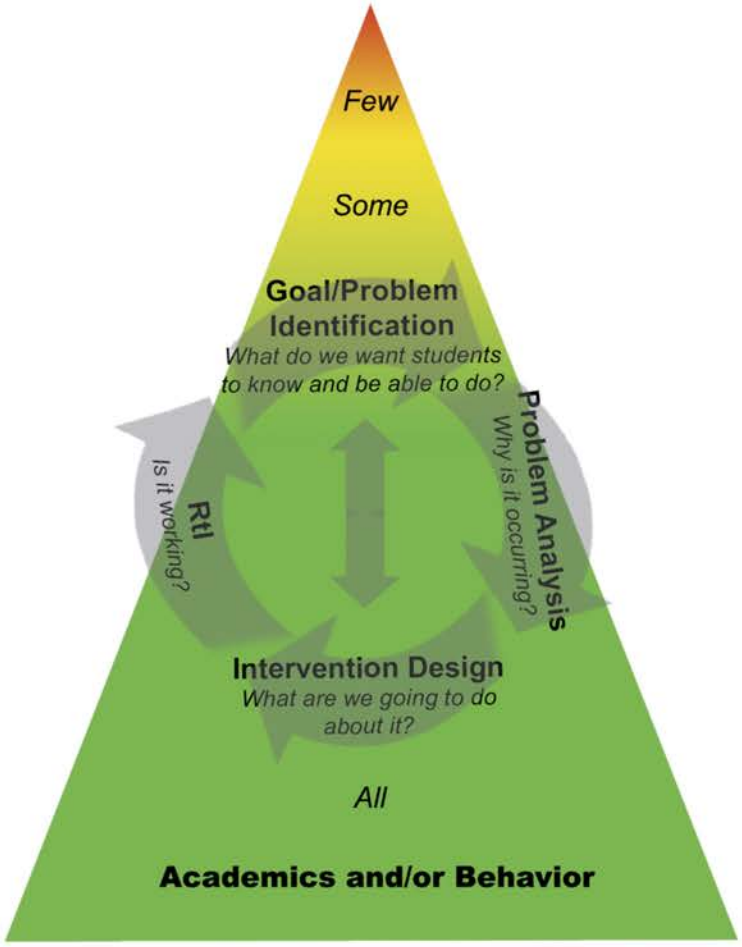
The 4-step problem-solving process provides the structure to identify, develop, implement, and evaluate strategies to accelerate the performance of ALL students including those with disabilities. The problem-solving process can be used at all levels of the educational system, including the community, district, school, classroom and/or individual student level, and includes the following steps:

Step 1 – Goal/Problem Identification: Identify what students should know, understand and be able to do; compare the expected level of performance to the current level of performance

Step 2 – Problem Analysis: Identify reasons why the expected level of performance is not being attained

Step 3 – Intervention Design: Design, support and implement evidence-based instruction/intervention matched to student or systems-level needs

Step 4 – Response to Instruction/Intervention: Using both student response data and fidelity data, determine the effectiveness of the instruction/intervention and identify next steps



## 3. What are Multiple Tiers of Instruction and Intervention?

A multi-tiered model of instruction/intervention is fundamental to an effective MTSS. Although the number of tiers may vary, the three-tiered model based on increasing levels of intensity matched to student need is most common. Instruction is often intensified by increasing time, narrowing the focus to specific barrier skills, and/or reducing the size of the group. The characteristics of each tier, as well as how data are used to make educational decisions within each tier are described in the table below:

| | Characteristics | Data and Decision Making |
|---|---|---|
| Tier 1 | • Instruction and supports provided to *all* students<br>• High quality, evidence-based instructional routines, differentiated small group instruction, curriculum materials, etc.<br>• Aligned to state standards or local standards<br>• Addresses academics, behavior, emotional and life skills<br>• Fine-tuned using a structured, data-based problem-solving process to meet the needs of the students being served | • Tier 1 alone should be sufficient for at least 80% of students to meet grade-level expectations<br>• Screening data are used to determine sufficiency of Tier 1 and to monitor the progress of all students<br>• Formative data are used to guide real-time adjustments to instruction |
| Tier 2 | • Supplemental instruction, provided to *some* students for whom Tier 1 alone is insufficient to achieve Tier 1 expectations<br>• Provided in addition to Tier 1 instruction (more time for instruction)<br>• Focused on foundational knowledge and skill gaps that pose barriers to students' success in Tier 1<br>• Planned through a structured, data-based problem-solving process, often using standard protocol interventions that address high-probability barriers (more narrowed focus)<br>• Delivered to students with similar needs<br>• Systematic and explicit instruction with multiple opportunities for students to practice and receive corrective feedback | • Screening data are used to help identify students at risk<br>• Diagnostic or other drilldown information is used to identify student strengths and weaknesses<br>• Frequent progress monitoring data are used to measure student growth as well as to measure effectiveness of Tier 2 intervention for the group<br>• Tier 2 intervention should result in improvement for at least 70% or more of students receiving the services |
| Tier 3 | • Most intensive, targeted instruction, provided to a *few* students demonstrating either an intense or severe need<br>• Provided in addition to Tier 1 and Tier 2 (even more time)<br>• Instruction is individualized to address the student's specific needs<br>• Planned using a structured, data-based problem-solving process (even more narrowed focus)<br>• Delivered individually, or in very small groups<br>• Standards aligned, and integrated with Tier 1 and Tier 2 instruction<br>• Most systematic and explicit instruction with more extensive opportunities for practice with error correction and feedback | • Diagnostic data are used to identify student's specific skill and knowledge gaps or function of the behavior as well as their strengths<br>• More frequent progress monitoring data is used to measure student growth toward closing gaps as well as to measure effectiveness of Tier 3 intervention |

## 4.What is fidelity as it applies to MTSS and how is it assessed?

In general, fidelity refers to the way in which something is carried out as planned. There are two types of fidelity as it applies to MTSS: implementation fidelity and instructional/intervention fidelity. Both are intended to improve outcomes for students.

Implementation fidelity pertains to the degree to which the critical elements of a particular innovation or process are properly implemented. Quality implementation of MTSS increases the likelihood that instruction and intervention will lead to successful student outcomes. Thus, it is important for schools and districts to monitor not only student outcomes, but also how assessments, instruction, interventions, and data-based problem solving are put into practice (i.e., the fidelity with which these elements are implemented). Therefore, educators can examine the implementation fidelity of their overarching multi-tiered system of support and the problem-solving process.

Implementation fidelity assessments and tools can help teams determine the extent to which critical domains of MTSS, including problem solving, are present and functioning and where improvements can be made. These types of tools are available in Florida to assess levels of MTSS implementation for both academics and behavior. More information about these tools can be found at https://floridarti.usf.edu and https://flpbis.cbcs.usf.edu.

Instructional/intervention fidelity, on the other hand, focuses on the degree to which the critical steps occur as designed or intended. Instructional/intervention fidelity across the tiers focuses on the delivery and implementation of specific instruction and intervention. It is "the extent to which the essential intervention components are delivered in a comprehensive and consistent manner by an interventionist trained to deliver the intervention" (Sanetti & Kratochwill, 2009, p.448). The following dimensions of fidelity can allow implementers to gain a more comprehensive understanding of intervention fidelity and how it can be monitored and supported (adapted from: Sanetti and Collier-Meek, 2019):

| | |
|---|---|
| Implementation | the *processes* involved in putting an intervention into place and supporting the delivery |
| Adherence | *which* intervention components were delivered/implemented as planned |
| Quality | *how well* intervention components were delivered/implemented |
| Exposure | the *amount* of intervention that was delivered/implemented |
| Intervention outcomes | *indicators* that the instruction/intervention is having the desired or intended effect |

At Tier 1, fidelity of instruction is the degree to which large group and differentiated small group instruction in the classroom setting is delivered in the way it is intended. Assessing fidelity at Tier 1 can include the review of permanent products such as lesson plans or through direct observation or walkthroughs conducted by administrators or peers.

Fidelity of Tier 2 and 3 interventions focuses on how interventions are delivered to either small groups or to individual students. Assessing fidelity at these tiers often includes self-report, permanent products, or direct observation. Self-report requires the interventionist to track or document if the intervention occurs and/or which components of the intervention are delivered. Assessing fidelity via permanent products involves the review of byproducts (e.g., student work, computer generated reports) that provide evidence

that the intervention took place. Direct observation is a more time-intensive way to assess intervention fidelity, but may yield the most accurate measure.

## 5. How do educators support fidelity of instruction/intervention across the tiers?

Given the daily demands placed on teachers and other interventionists, careful attention is critical to ensure instruction strategies and interventions are supported, planned, and implemented consistently and correctly. Some general strategies to increase the fidelity of tiered supports for students include:

- Provide effective leadership, professional development and support to teachers and staff aligned on how to implement a data-based problem-solving process with fidelity
- Use MTSS implementation fidelity data to identify gaps in infrastructure or supports needed to sustain efficient and effective evidence-based practices at the school and classroom level
- Identify and promote evidence-based instructional practices and train school leaders and educators about how they can maximize the effectiveness of Tier 1
- Engage Professional Learning Communities at the school and district levels in conversations about instructional/intervention fidelity
- Explicitly communicate that instructional/intervention fidelity are school and district priorities

In addition, well-developed comprehensive instruction/intervention plans promote and support instructional/intervention fidelity. Ideally, the specific components of this plan include:

- Specificity about who is responsible for implementation, what will be implemented, when/how often, and where
- Explicit description of the instructional/intervention steps
- How often progress will be monitored, who is responsible, how often, and when the plan and data will be reviewed
- What fidelity data will be collected, by whom and how often
- And perhaps most importantly, the support plan for the instructor/interventionist. This includes who will be providing support, what that support will entail, and how often it will occur

Finally, *performance feedback* is an evidenced-based practice that incorporates the use of observation, collaborative data review and feedback to support instruction/intervention fidelity. Typically, performance feedback can be provided by a peer or mentor and involves discussion and guidance about areas needing adjustment. The intensity of the of support can often be faded as the instructor/interventionist gains confidence and fluency and data indicate successful outcomes for students.

## 6. What are decision rules and how are they connected to assessing effectiveness of instruction/intervention?

Decision rules are ranges for student performance/response that are predetermined by the problem-solving team. They are used to determine the degree to which instruction/intervention has been effective in enabling students to achieve the goals identified in Step 1 of the problem-solving process. After a review of progress monitoring data, the team uses the decision rules to determine whether the response to instruction/intervention is positive, questionable, or poor.

- A positive response is demonstrated by a significant improvement in student performance, such that the gap between expected performance and observed performance is closing, and it is predicted that the goal will be reached within a reasonable period of time.
- A questionable response is demonstrated by improvement in student performance, but the *rate* of improvement is stagnant or insufficient to achieve the performance goal within the desired amount of time.
- A poor response is demonstrated by little to no change in the rate of student performance, increasing the gap between expected and observed levels of performance over time.

Having recommendations for subsequent instruction/intervention that are aligned to the types of student response, will promote consistent decision making across schools and districts. The recommendation following a positive response to instruction/intervention is to continue the instruction/intervention with the current goal, continue the instruction/intervention with the goal increased, or gradually fade the instruction/intervention. If a response to instruction/intervention is questionable or poor, the first recommendation is always to *ensure the instruction/intervention was implemented as designed and address fidelity issues, if necessary*. Once fidelity is ensured, the recommendation for a questionable response is to increase the intensity of the instruction/intervention (e.g., time, focus) for a specified period of time and assess impact. When the response is poor, the recommendation is to return to problem solving.

## 7. What are the critical elements of district and school infrastructure needed to implement and sustain MTSS?

The following are critical elements of infrastructure that should be in place to efficiently and effectively implement and sustain a multi-tiered system of supports within a school or district:

- Policies and procedures across the classroom, grade, building, district, and state levels are coordinated and aligned
- Critical elements of MTSS are defined and understood by educators
- Ongoing professional learning and coaching is provided on the topics of multi-tiered instruction/intervention, data-based problem solving, and assessment and data sources
- Schedules provide adequate time for assessment, data-based problem solving, and provision of multi-tiered instruction/intervention
- Comprehensive, efficient, and user-friendly data systems support decision making from the individual student level to the aggregate district level
- Resources available to support MTSS implementation are identified and allocated appropriately

## 8. What are the skills and activities that best define coaching within an MTSS?

Coaching within an MTSS can be accomplished by either an individual or it can be accomplished as a set of activities and supports that are collectively provided by a district or school-based leadership team. The skills and activities necessary for implementing and sustaining MTSS are:

- Demonstrate effective interpersonal communication skills and the ability to build trusting relationships with stakeholders
- Use multiple sources and types of data for problem solving
- Facilitate effective team-based collaborative planning and the problem-solving process
- Disseminate evidence-based content knowledge about:
    - o Organizational change/implementation processes
    - o Three-tiered instruction/intervention
    - o 4-step problem solving
    - o Evidence-based instructional practices
- Support leadership to implement and sustain MTSS
- Provide evidence-based training and technical assistance to support the implementation of MTSS
- Evaluate the impact of coaching activities on staff performance and student outcomes.

For additional information on the foundational skills needed to effectively provide coaching within an MTSS, please see the Systems Coaching Fact Sheet and the PS/RtI Project's Coaching Series Professional Learning Modules.

9. What skills and actions are required of school and district leaders to implement MTSS?
Leadership is integral to successful implementation of large-scale innovations, such as MTSS, and the effective management of change. It is important for school and district leaders to effectively communicate, foster a positive, collaborative climate that includes all stakeholders, and celebrate student success. District leaders should ensure that school principals receive the professional learning and support needed to develop and maintain these leadership skills. District leadership can facilitate and support a professional learning community (PLC) specific to the implementation of MTSS that helps school leaders to:

- Communicate and reinforce the expectation that Tier 2 and Tier 3 supports will be integrated with
- Understand and model the 4-step problem-solving process
- Communicate and reinforce the expectation for data-based decision making majority of students
- Communicate and reinforce the expectation that Tier 1 instruction should be effective for the Tier 1 standards for performance in academics, behavior, and life skills
- Create an infrastructure to ensure that instruction/intervention is driven by student data (e.g., scheduling "data days" for regular grade level or content area planning)
- Facilitate the development of instructional schedules that are focused on student needs
- Ensure that instruction/intervention support is provided to all staff
- Establish a system for regular communication of student outcomes with staff and with students and their parents.
- Create a culture of continuous improvement
- Create frequent opportunities to celebrate success

## 10. What should leaders consider when evaluating their district or school's MTSS?

When evaluating effectiveness of an MTSS, leaders need information about their implementation of the critical elements and associated practices that contribute to improvements in outcomes for students. Data collection and analysis should be guided by critical questions about school and district functioning. Examples of critical questions include:

- Is there consensus among educators for the implementation of MTSS?
- Do school and district staff possess the necessary understanding, knowledge, and skills to implement MTSS?
- To what extent are educators implementing evidence-based instruction and intervention across grade-levels, content areas, and tiers with fidelity?
- To what extent are teams engaging in structured, data-based problem solving with fidelity?
- How are students performing compared to grade-level expectations?
- What other factors may promote or hinder MTSS implementation and improved outcomes for students?

Questions like these allow key partners to prioritize what data to collect, and develop methods and procedures for gathering the information. A variety of methods, tools, and procedures are available for collecting MTSS implementation data, and can be found at the Florida PS/RtI Project and Florida's PBIS Project websites.

## 11. How can leaders increase the likelihood that MTSS will be successfully implemented and sustained?

To increase the likelihood that MTSS will be successfully implemented and sustained, leaders should:

- Achieve consensus – Help district and school level educators understand the need for MTSS
- Consider school culture – Be mindful of and incorporate district/school beliefs, values, and practices into the implementation of MTSS and work to create a culture of continuous improvement
- Provide training and support – Ensure that professional learning is available to help educators acquire the necessary skills and information
- Provide feedback to implementers – Regularly review MTSS implementation data and student outcome data to validate efforts and sustain implementation momentum
- Set realistic expectations - Establish realistic goals for successful MTSS implementation that allow educators to experience early success and maintain enthusiasm
- Measure and analyze progress – Monitor implementation progress frequently to inform decisions and enable timely adjustments to practices
- Involve participants in planning – Gather input from, and involve partners in the development and refinement of the district or school's MTSS

# MTSS Myths and Truths for Educators

*Florida's Multi-Tiered System of Supports (MTSS) is an educational framework designed to promote successful outcomes for all students. It uses a data-based problem-solving process to inform multiple tiers of standards-aligned instruction and intervention, delivered in increasing intensities, designed to increase the academic, behavioral, emotional and life skills of students. This document dispels some myths surrounding MTSS.*

## What is MTSS?

**Myth: MTSS and RtI are the same thing.**
**Truth:** A multi-tiered system of supports (MTSS) is the overarching, comprehensive framework that guides service delivery in a school, district, or state. Student response to instruction/intervention (RtI) is part of the fourth step of the problem-solving process, a key practice within an MTSS framework.

**Myth: MTSS is a program.**
**Truth:** MTSS is not a program. MTSS is a way of work that results in continuous improvement of student learning. Within an effective MTSS framework, evidence-based programs are used to provide instruction/interventions and supports for students.

**Myth: MTSS has a starting point and a stopping point.**
**Truth:** A multi-tiered system of supports (MTSS) is a framework or approach that optimizes how resources are organized and allocated, for improved student outcomes. It is comprised of six domains: Multiple Tiers of Instruction/Intervention, Problem Solving, Leadership, Data/Evaluation, Capacity/Infrastructure, and Communication/Collaboration. Because of this, it doesn't have a starting or stopping point, it's simply a way of work.

**Myth: MTSS is about one student at a time.**
**Truth:** The benefit of working as a multi-tiered system of support is that it allows schools to address the needs of the whole group, small groups, and individual students. Student data are used throughout the problem-solving process to ensure that the curriculum and instruction provided to students, whether in large or small groups, are effective and an efficient use of resources.

**Myth: The tiers describe students (Tier 2 students/Tier 3 students).**
**Truth:** As part of an MTSS implementation, instruction/interventions and/or supports are labeled Tier 1, Tier 2, or Tier 3 to communicate the level of intensity of supports; students are not labeled with tiers. For example, a Tier 3 intervention is the most intensive kind of help a student receives. Students receive Tier 3 interventions but are not referred to as Tier 3 stude nts.

**Myth: Tier 3 means the student will be tested for ESE.**
**Truth:** Tier 3 is the most intensive and individualized support available within Florida's three-tiered model; however, not all students needing Tier 3 level of supports have a disability, nor will all students with a disability need Tier 3 level of supports. Within an MTSS, additional support is provided to students based on data demonstrating a need for more intensive instruction/intervention regardless of potential future evaluation considerations. Schools collect and use a variety of data, including a student's response to intervention, to make decisions regarding eligibility for ESE.


Florida's Problem Solving/Response to Intervention Project is a collaborative project between the Florida Department of Education and the University of South Florida. Learn more at https://floridarti.usf.edu.

**Myth: Exceptional Student Education (ESE) is Tier 4 in MTSS.**
**Truth:** The Multiple Tiers of Instruction and Intervention domain,within Florida's model of MTSS, consists of three tiers. There is no Tier 4. Students who meet eligibility criteria for ESE receive specially designed instruction (SDI) which enables them to be involved in and make progress in the general education curriculum. SDI is always provided and integrated throughout *all* tiers of instruction and intervention.

**Myth: The purpose of MTSS is to exclude students from ESE.**
**Truth:** The purpose of an MTSSis to providethe level of supports needed to ensure success, regardless of whether the student is identified as a student with a disability. If the additional supports are not effective, or if students require sustained and substantial resources to maintain progress towards achieving their educational goals, then exceptional student education (ESE) services may be considered. The student's RtI data are used for the purpose of improving the effectiveness of the students' instruction/interventions and supports, *and* can be used as a required part of the evaluation procedures if an evaluation is initiated. The initiation of formal evaluation procedures for a student suspected of having a disability can and should occur at *any* time that the parent(s) or educator(s) express their suspicion.

## Who benefits from MTSS?

**Myth: MTSS is just Tier 2 & Tier 3 interventions for students who struggle.**
**Truth:** Tier 2 and 3 interventions are part ofan effective multi-tiered system of supports. In an efficient system,Tier 2 andTier 3 interventions are delivered to approximately 20% of students; however, a multi-tiered system of supports (MTSS) includes a structured problem-solving process which drives the delivery of multiple tiers of instruction and intervention. This includes ensuring the effectiveness of Tier 1, which is the foundation of a multi-tiered system of supports.

**Myth: Teachers only provide MTSS interventions to students they think may need special education.**
**Truth:** The goal of providing interventionsis not to find students eligible for ExceptionalStudent Education (ESE) services but to increase successfuleducationaloutcomesby matchinginterventions to student needs. Interventions should be provided at the first sign of need and should be provided at increasing intensity regardless of potential future eligibility considerations.

**Myth: Students have to get through Tier 1 and Tier 2 before they can get Tier 3.**
**Truth**:Within an MTSS, students are provided interventions based on their identified need. If a student is receiving only Tier 1 instruction and is identified as performing significantly below where he or she would be expected to be performing based on his or her grade level, the student does not need to first receive Tier 2 interventions for a period of time before they receiving Tier 3 intervention supports. A team may also decide that a student be provided Tier 2 (small group interventions) and Tier 3 (individualized interventions) supports immediately and simultaneously. Students are monitored frequently, and if they are progressing, the level of supports provided to students is gradually reduced so that he or she can maintain success given the general education instruction and supports (Tier 1). In other words, it is the degree of student need that drives the level of supports provided to a student.

**Myth: We don't have a lot of students who need Tier 2, but we do have a lot of students who need Tier 3.**
**Truth:** Within an MTSS, some students will need additional or supplemental Tier 2 interventions to achieve successful outcomes. Even with the additional support provided, there would still be a small number (about 5%) of students who need intensive, individualized supports (Tier 3). A school does not have enough resources to provide large numbers of students with effective Tier 3 interventions and supports; therefore, it is important for schools to ensure they are providing varying intensities of supports that match student need. If too many students in a system need Tier 2 or Tier 3 supports, the focus of planning and problem solving should address the effectiveness of instruction in Tier 1.

**Myth: Students who are already receiving ESE services do not get help through MTSS.**
**Truth:** All students within a school, including students with disabilities, are provided Tier 1 academic and behavioral instruction, including evidence-based instructional routines, differentiated small group instruction, and curriculum materials aligned to standards, etc. In addition, all students, including students with disabilities, have access to Tier 2 and Tier 3 intervention supports that are matched to their needs. A student receiving ESE services will benefit from the schoolwide MTSS, wherein they will be provided supports at all tiers, and their progress will be monitored to ensure the supports they are receiving are effective.

## How is MTSS implemented?

**Myth: Because PBIS is for behavior, MTSS is only for academics.**
**Truth:** A multi-tiered system of supports (MTSS) encompasses all aspects of what a student needs to be successful, including academic, behavior,and life skills. MTSS is a framework to help *all* students be successful in school. Within this framework, a data-based problem-solving process is used to implement behavioral and academic supports to improve student outcomes. Because a student's academic, behavioral, and mental health *needs* are interdependent, they should be addressed by one integrated system.

**Myth: MTSS requires too much paperwork and data collection.**
**Truth:** Both documentation and data collection are necessary to make accurate data-based decisions. As the intensity of student need increases, so does the frequency of documentation and data collection. In an effective multi-tiered system of supports, this level of need would be limited to a small portion of the school. District and school systems should ensure that documentation and data collection procedures are efficient and that support is provided.

**Myth: MTSS is "one more thing" our district/school must do.**
**Truth:** A multi-tiered system of supports organizes and aligns *all* initiatives present in a school or district. In a highly efficient system, all efforts and resources are coordinated and integrated within one unified system, aligning the many things for which educators are responsible (e.g., K-12 Reading Plan, School Improvement Plan, District Mental Health Plan).

**Myth: Teachers are responsible for the problem solving, planning, and delivery of instruction and intervention, at all tiers, for their own students.**
**Truth:** Within a multi-tiered system of supports, problem solving is ateam effort,and teachers and support staff share the responsibility of planning and/or delivering all tiers of support for students. Time for engaging in problem solving and delivering interventions is ensured through the master schedule. When the system is operating optimally, addressing the needs of all students is manageable — as Tier 1 is effective for almost all students, and only some students will require Tier 2 — and just a few students will require Tier 3.

**Myth: Schools or districts can implement MTSS without changing current practices.**
**Truth:** All schools and districts have a system of supports in place. If that system is not resulting in the achievement of school and district goals, then aspects of the system should be evaluated to determine where changes in current practices need to occur. The *Self-Assessment of MTSS Implementation (SAM)* serves as a valuable tool for school-based leadership teams to examine their practices across the six domains of MTSS. By utilizing the SAM, schools can assess the effectiveness of their current implementation of MTSS and identify areas that require improvement. It is important to note that MTSS is not a new concept and has been in practice for approximately twenty years. Rather than viewing changes in practice as a complete overhaul, it should be seen as a continuous improvement effort, building upon the existing framework present in most schools and districts.

**Myth: MTSS can be successfully implemented without administrator leadership.**
**Truth:** Organized and effectiveleadership is critical to successful implementation of MTSS. School and district leadersmustcommunicate a consistent and clear vision of the purpose of MTSS as a framework for improving student outcomes. It's important for a school principal to support the school-based leadership team and staff to build capacity for implementation, including data-based problem solving. The administrator should oversee the development of an MTSS implementation plan that is aligned to the school improvement plan and is updated based on student outcome and implementation fidelity data.

**Myth: Families do not need to be involved in MTSS.**
**Truth:** Families play a critical role in a child's education. When schools and families collaborate to support student learning, student outcomes are improved. Whether a student is meeting grade-level expectations, working on an accelerated curriculum, or receiving additional support, families' understanding of MTSS in their child's school is beneficial. For more information on how to involve families in MTSS, refer to the Team Engagement section of the *Guiding Tools for Instructional Problem Solving, 3rd Edition.*

**Myth: Schools need parent permission to provide Tier 2 or Tier 3 services.**
**Truth:** Within an MTSS,familiesshould be provided with information regarding their child's progress in Tier 1. If data indicate a student needs additional support, engaging familiesin the supports students receive is important. Families should be given information about the supports their child is receiving and be provided an opportunity to be involved in the decision-making process. Student progress monitoring data should be shared with families frequently. Often, additional assessment data is needed to determine the appropriate targeted support. When the sole purpose of obtaining assessment data is to inform instruction or intervention, obtaining formal parental consent is not required (Rule 6A-6.0331(1), F.A.C.). It is the purpose for which assessment data are used, not the nature of the assessment procedures, which

drives consent. If assessment and data collection procedures are conducted for the purpose of determining eligibility for exceptional student education, then consent is required (Rule 6A-6.0331(4), F.A.C.).

**Myth: Specific criteria must be met (e.g., teachers must try two different interventions/ provide intervention for 8 weeks/ have 12 data points)before a student can be evaluated for ESE eligibility.**

**Truth:** The General Education Intervention Procedures, Evaluation, Determination of Eligibility, Reevaluation and the Provision of Exceptional Student Education Services (Rule 6A-6.0331, F.A.C.) indicates that an evaluation for ESE eligibility may be initiated if:

1. Multi-tiered instruction/interventions have been provided, and data indicate that the student may be a student with a disability;
2. The parent has requested an evaluation; or
3. The nature or severity of the student's areas of concern make the general education intervention procedures inappropriate in addressing the immediate needs of the student.

No specific criteria are provided regarding the number or length of interventions as it is essential for interventions to be personalized, implemented according to their intended design, and continued for a duration that allows for the assessment of their effectiveness. The intensity of interventions should align with the specific needs of each student, ensuring a tailored approach to their support.

**Myth: I've been in education a long time, and I just know when a student needs special education.**

**Truth:** While many teachers possess a wealth of invaluable experience, it is crucial that decisions concerning students are made by considering multiple sources of student data and assessing their response to evidence-based interventions. By diligently monitoring students' progress and engaging in systematic problem solving, teams are empowered to make defensible, data-driven decisions that prioritize students' success.

**Myth: The tiers are a series of steps to get to ESE.**

**Truth:** The three-tiered instruction and intervention model, delivered in varying intensities matched to student need, is a core component of a multi-tiered system of supports. These tiered supports are intensified or faded based on students' response to instruction and are planned and monitored through a structured problem-solving process. It benefits all students, regardless of potential future eligibility considerations. If a student is suspected of being a student with a disability, data measuring response to instruction and intervention is used as part of the comprehensive evaluation procedures and determination for Exceptional Student Education (ESE) eligibility. The initiation of formal evaluation procedures for a student suspected of having a disability can and should occur at *any* time that the parent(s) or educator(s) express their suspicion.

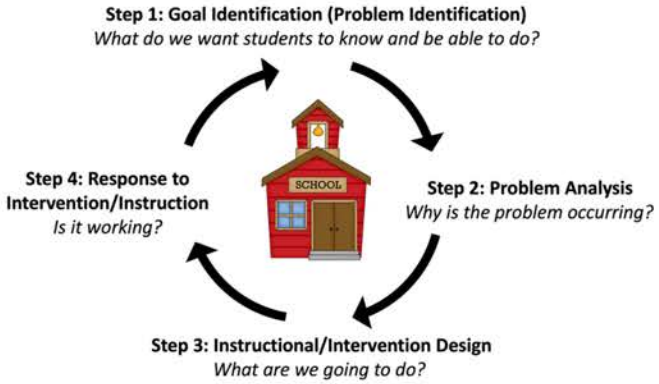
This Fact Sheet is a product of the Florida Problem Solving/Response to Intervention Project,
a collaborative project between the Florida Department of Education and the University of South Florida.

Fact Sheet

# Problem Solving within a Multi-Tiered System of Supports (MTSS)

## The Four-Step Problem-Solving Process

Data-based problem solving is a critical component of an MTSS and is essential to improving educational outcomes for students across content areas, grade levels, and tiers. It is a team-based, collaborative process used to make decisions at all levels of the educational system, from the district-wide organization to the individual student. While several models of data-based problem solving exist, the four-step problem-solving process used within Florida's model of MTSS includes: 1) defining the goals or expectations 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.




### Step 1: Goal Identification (Problem Identification) - What do we want students to know and be able to do?

The first step of the problem-solving process is accomplished by establishing what students are expected to know and be able to do and then comparing that to their current level of performance. This step provides teams with important information about the scope of the problem (i.e., whether it impacts most, versus very few students) and the intensity of the issue (i.e., size of the gap). It also establishes the problem in clear, quantifiable terms that can be easily and repeatedly measured to determine progress in subsequent steps of the process.

### Step 2: Problem Analysis - Why is the problem occurring?

The second step of the problem-solving process allows teams to gain a better understanding of why the problem is occurring or why students are not meeting expectations. During this step the team generates hypotheses (i.e., educated guesses) about why the problem is occurring and then uses data to determine which are most likely to be true or valid. Hypotheses are generated across four educational domains: Instruction, Curriculum, Environment, and the Learner (ICEL) and are validated using a variety of methods: Review, Interview, Observe, or Test (RIOT). This process of gathering information is often referred to as ICEL by RIOT and is critical to ensure that the intervention designed in Step 3 accurately addresses the root cause or reason for the problem and will, therefore, more likely result in improved student outcomes.

| DOMAINS | R Review | I Interview | O Observe | T Test |
|---|---|---|---|---|
| I Instruction | | | | |
| C Curriculum | | | | |
| E Environment | | | | |
| L Learner | | | | |

### Step 3: Instructional/Intervention Design - What are we going to do?

The third step of the problem-solving process focuses on the development of a comprehensive intervention plan. Within this plan, the team identifies an intervention that directly addresses the validated hypothesis and then establishes who will provide the intervention, when, and where. A comprehensive plan also includes details about how the plan will be supported (e.g., coaching, professional learning, reminders), how intervention fidelity will be measured, and how student progress will be monitored. In addition, it is essential that decision rules are established to determine what will constitute a positive, questionable, or poor response, and that teams schedule subsequent meetings to review data and determine progress. As a general rule, the more specific the plan, the more likely it will be implemented as designed.

### Step 4: Response to Intervention/Instruction - Is it working?

The final step of the problem-solving process is to determine the effectiveness of the intervention. Teams review the ongoing progress monitoring data to determine the student response to intervention (RtI) based on the pre-established decision rules for a positive, questionable, or poor response. If the intervention yields a *positive* response, and the rate of improvement is sufficient to meet the goal within the expected timeframe, the team may decide to continue the intervention as planned until the goal is met, increase the goal, or begin to fade the intervention. If the response is *questionable*, indicating improvement in the level of performance, but at a rate insufficient to meet the goal within the time expected, the team should review fidelity data to ensure the intervention was delivered as designed, and address fidelity issues if necessary. If there is no concern with fidelity, the team may choose to increase intensity of the intervention to improve the rate of growth. If the response is *poor*, indicating no improvement or a widening gap, fidelity should be reviewed and addressed if necessary to ensure the intervention was delivered as intended. If fidelity is good, the team should return to the problem-solving process to determine a more appropriate and effective intervention. Four-step problem solving is cyclical and self-correcting, in that teams return to previous steps of the process until the desired outcomes are achieved.

## *Data-Based Decisions Using Student Outcome and Intervention Fidelity Data*

| If student outcome data indicate... | The response is... | Then potential actions are... If goal is *not* met: |
|---|---|---|
| Gap is closing at a rate sufficient to meet the goal within the expected time frame | Positive | • Continue, or increase intensity of current intervention plan<br>If goal is met:<br>• Fade intervention and monitor *or*<br>• Identify new goal and modify intervention plan, as appropriate |
| Student performance is improving, but the gap is still widening, *or*<br>Gap stops widening, but is not closing at a rate sufficient to meet the goal within the expected time frame | Questionable | If intervention was *not* implemented with fidelity:<br>• Address fidelity, continue current intervention plan, and monitor<br>If intervention was implemented with fidelity:<br>• Increase intervention intensity and monitor, then if improvement doesn't occur, return to earlier steps of problem solving |
| Gap is continuing to widen | Poor | If intervention was *not* implemented with fidelity:<br>• Address fidelity, continue current intervention plan, and monitor<br>If intervention was implemented with fidelity:<br>• Return to earlier steps of problem solving to consider replacing the intervention (still addressing validated hypothesis), revisiting other viable hypotheses, or reassessing problem identification |

F.A.C.T.FOLIO
Fostering Achievement and Community Together

Volume 5
Tools for Instructional and Teacher Leaders

# Including Students with Disabilities in a Multi-Tiered System of Supports

A Collaborative Product with Florida's Problem-Solving/Response to Intervention Project

This FACT Folio highlights instructional supports that can address the portion of section 1003.57, Florida Statutes (F.S.) regarding universal education. Teachers must be provided access to technical assistance in best practices, instructional methods, and supports tailored to the student's needs based on current research.

Educational practices can meet the needs of a vast range of students. Students with disabilities are general education students first and represent a subset within a larger population of learners. The concept of inclusion for students with disabilities is not an add-on to other initiatives of school improvement but is rather a broader educational approach where inclusion integrates demonstrated best practices. Inclusion is more than just a special education concern. Ultimately, inclusion supports universal learning for all students. Systemic support, collaboration, effective classroom practices, and implementation of an ongoing problem-solving/response to intervention system can make inclusive education work.

A Multi-Tiered System of Supports
PS/RtI
Problem Solving/Response to Intervention

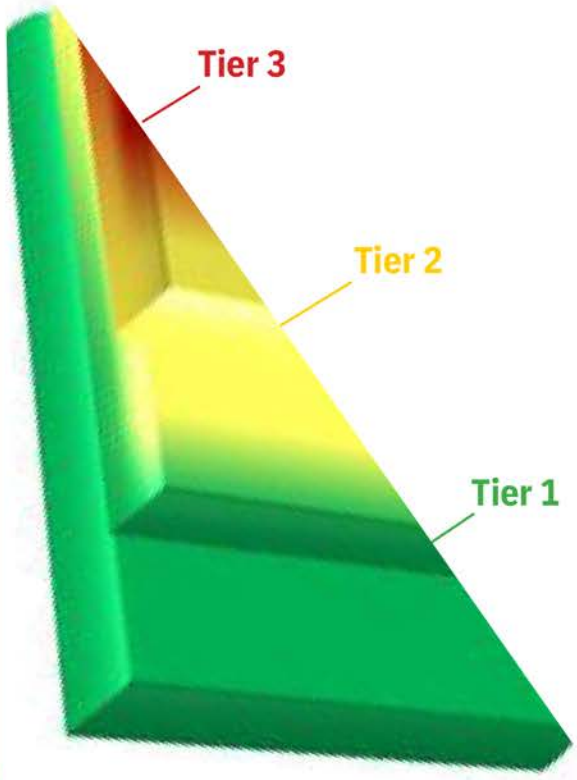
## Tiered Instruction for Students

**Tier 1 Instruction**- Tier 1 instruction is accessible to all students.

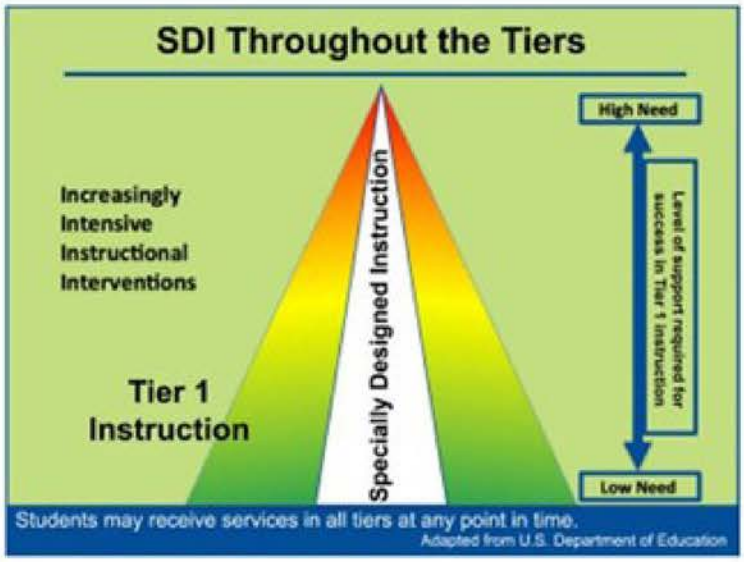
**Tier 2 Instruction** - Supplemental instruction and intervention is provided to students not meeting expectations and often delivered to small groups of students who will likely benefit from instruction focused on the same target skill(s).

**Tier 3 Instruction** - Intensive intervention is provided for students experiencing significant barriers to learning.

Tier **2** and **3** interventions should be aligned with Tier **1** and include additional instructional time focused on critical skills.



# Specially Designed Instruction in Multi-Tiered System of Supports (MTSS)




Specially designed instruction (SDI) is defined as "adapting, as appropriate to the needs of an eligible child, the content, methodology or delivery of instruction to address the unique needs of the child that result from the child's disability; and ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children." ~ Section 300.39 of Title 34, Code of Federal Regulations SDI is offered throughout the tiers of instruction, in accordance with students' Individual Educational Plans (IEPs).

# A Conceptual Model for MTSS

**Multiple tiers of instruction and intervention** includes supports of varying levels of intensity that are provided to all students commensurate with their needs. Students with disabilities should have access to the full continuum of supports that are available to their non-disabled peers to ensure they are meeting grade level expectations and achieving goals outlined in their IEP.

A **problem-solving process** is used to guide decision-making for all students, including those with disabilities. The problem solving domain represents the data-based decision making process that is used to (1) examine the student's current performance in comparison to expectation, (2) explore reasons for any possible gaps, (3) plan instruction and (4) assess student response to instruction/intervention. A student's response then informs subsequent instruction.

**Leadership** communicates the expectation that a school's MTSS must guarantee access for students with disabilities. Leadership teams model the use of data-based problem solving and ensure the necessary infrastructure to support effective, multi-tiered instruction that is inclusive of all learners.

**Data and evaluation** systems within an MTSS framework provide user-friendly access to accurate data that help educators identify needs, examine underlying causes for learning difficulties and monitor progress. These systems should enable disaggregation of data to ensure equitable outcomes for all subgroups, including students with disabilities.

Certain elements of school-wide **capacity building and infrastructure** are necessary to implement and sustain an MTSS. Ongoing professional learning, scheduling that allows staff to plan and implement instruction and intervention, and processes and procedures for engaging in data- based problem solving will help ensure that all learners, including those with disabilities, are provided supports necessary for them to be successful.

Ongoing **communication and collaboration** are essential to a school's MTSS. A concerted effort must be made to build consensus around the key beliefs associated with effectively educating all learners within one cohesive educational system and to ensure key stakeholders are well-informed and involved.

# Examining MTSS for a Student with a Disability

Kathy is a 6th grade student who has an individual educational plan (IEP). Her IEP addresses the needs for intensive support in reading vocabulary and decoding multisyllabic words to comprehend grade level text. Kathy has difficulty solving multi-step word problems with more than one operation (e.g. addition and multiplication). She also has a difficult time refraining from physical fights with her peers during the day and therefore has a behavior intervention plan to reduce the frequency of this behavior. She is also receiving Tier 3 intervention for reading and Tier 2 intervention for math. Mr. Smith is the special education teacher who collaborates with general education teachers to provide specially designed instruction (SDI) in reading and math classes. Mr. Smith also provides specially designed instruction in behavior for Kathy across all tiers of instruction throughout the school day.

**Period 1**
ELA

**Co-Teaching**

Mr. Smith, Special Education Teacher, and Ms. Johnson, General Education Teacher, strategically plan for Tier 1 instruction. During Tier 1 instruction a station teaching approach is implemented for all students. Today Mr. Smith teaches a small group of 3-4 students who need intensive instruction on how to use root words and affixes to determine the meaning of words. Ms. Johnson works with another group on how to analyze the central idea(s), implied or explicit, in the text. An independent group sorts synonyms in pairs to strengthen vocabulary through investigating word relationships. An answer key for this activity is available in an envelope in the middle of the table. Both teachers planned for the instructional routines and student engagement. Kathy is also being monitored by both teachers with the use of a behavior chart with the goal of reducing her peer interactions that result in fighting or arguments. The teachers meet regularly to monitor Kathy's academic and behavioral outcomes and plan subsequent SDI that is integrated for Kathy through tiered instruction.

**Period 2**
Math
**Support Facilitation**

Mr. Smith uses a support facilitation model in Kathy's math class to provide her specially designed instruction and support two of her peers who struggle with solving word problems that consist of multiple operations. Mr. Smith explicitly teaches a specific strategy daily to ensure students can solve any word problem with multiple steps and operations. Mr. Smith keeps a log of student progress and meets with the general education teacher regularly to plan for Tier 1 and Tier 2 instruction.

**Period 3**

Science

Mr. Smith meets with the general education science teacher to teach him how to adapt instruction by modeling how evidence-based practices can be implemented to ensure Kathy's success. During this meeting, Mr. Smith reviews how accommodations can support instruction in alignment to Kathy's IEP. He also teaches the general education teacher a specific behavior strategy to reduce Kathy's fighting and arguments with peers. The teachers meet regularly to discuss Kathy's progress and adjust lessons as needed.

**Period 4**

Physical Education

Mr. Smith provides the physical education teacher with strategies for Kathy to support her behavior and reduce fights and verbal arguments with peers. Mr. Smith meets weekly with the teacher to review and discuss Kathy's progress. Kathy also monitors her own behavior using a self-monitoring checklist.

(continued on page 4)

# F.A.C.T. FOLIO

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**Period 5**

Reading Intervention

Kathy is enrolled in a Tier 3 intervention course to address her needs in three of the critical components of reading: comprehension, phonics (e.g. decoding multisyllabic words) and vocabulary. Mr. Smith, the Special Education Teacher, collaborates with Ms. Falk, General Education Teacher, to provide intensive intervention to students with and without disabilities. Mr. Smith and Ms. Falk implement the parallel teaching collaborative teaching approach for a portion of time that Mr. Smith is in the reading intervention block. During parallel teaching, each teacher works with half of the class to teach content to a smaller group of students. Both teachers provide systematic instructional routines, strategy instruction to build student capacity and engage students in activities to reinforce intensive reading instruction. Mr. Smith also provides Kathy with a new evidence-based reading strategy, as another procedure to learn the skills needed to master grade level standards.

**Period 6**

World History

Mr. Smith provides the general education World History teacher with low-tech assistive technology tools (e.g. reading guides, colored overlays, and screen readers) to support Kathy in navigating through the curriculum. Mr. Smith also meets regularly with Kathy's teacher to review self-regulation strategies that were previously taught to decrease Kathy's physical fights with peers.

## THE CONTENT OF THIS F.A.C.T. FOLIO SUPPORTS MULTIPLE SCHOOL AND DISTRICT BPIE ASSESSMENT INDICATORS.

School BPIE Indicators

Use the QR codes below to access the BPIE Indicators-at-a-Glance.

Consider how the information in this F.A.C.T. Folio can be used for planning instructional supports for inclusion.

District BPIE Indicators

**Contact Us!**

A Multi-Tiered System of Supports PS/RtI Problem Solving/Response to Intervention

For technical assistance related to multi-tiered system of supports, please contact our project staff:

http://floridarti.usf.edu/contact/index.html

For technical assistance related to planning for best practices for inclusion, please contact your Florida Inclusion Network facilitator:

www.FloridaInclusionNetwork.com

fin Florida Inclusion Network

The Florida Inclusion Network and Florida's Problem-Solving/Response to Intervention Project are projects of theFlorida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services under the Individuals with Disabilities Education Act (IDEA), Part B.

# I. Tiered Instruction/Intervention English Language Arts

- Grades K-5 Tier 1 Instructional Block Schedule: Reading Block
- Grades 6-8 Tier 1 Instructional Block Schedule: ELA & Math
- Grades 6-8 Tier 2/3 Instructional Schedule for Intervention Block-ELA & Math
- Grades 9-12 Tier 1 Instructional Block Schedule: Reading/ELA
- Grades K-5 ELA Tiered Support Decision Tree
- Grades 6-8 ELA Tiered Support Decision Tree
- Grades 9-12 ELA & Math Tiered Support Decision Trees
- TCSD K-12 Assessment Map (ELA & Math)
- TCSD K-12 ELA-Reading Resource Map
- PS/Rtl Effective Tiered Instruction for ELA

# Taylor County School District
# Grades K-5 Tier 1 Instructional Block Breakdown

## K-2 Reading Block (120 minutes)

**30 Minutes:**

- Whole Group Instruction

**75 Minutes:**

- Small Group Instruction/Centers
  - 20-30 minutes:
    - center rotation,
    - independent work
    - small groups with differentiation)

**15-Minute:**

- Wrap Up

## Grade 3-5 ELA/Reading Block (90 minutes)

**5-10 Minutes:**

- Bell Ringer (Different type of spelling, vocabulary, reading activities depending on the need of the class).

**15-20 Minutes:**

- Whole Group Instruction, Teacher Led (I Do, We Do) Reading and
- Incorporate grammar, writing, and spelling.

**25-30 Minutes:**

- Individualized Practice (You Do) Reading Skill and Comprehension Practice and Incorporate grammar, writing, and spelling.

**20-30 Minutes:**

- Small Group Instruction/Centers/Computerized Programs

# Taylor County School District
# Grades 6-8 Tier 1 Instructional Block Breakdown-ELA & Math

**Time breakdown of a 50-minute class period**

**5 Minutes:**

- Students – Enter quietly, complete class starter/do now, sharpen pencils and prepare for learning, restroom/water breaks should be minimal during this time.
- Teacher – Take roll, check in with students to giving missing work, ensure all students have supplies and are ready for instruction.

**20 Minutes:**

- Students – Active note taking, listening, asking questions about the lesson to gain understanding, remain seated, on task, no-one leaves the room.
- Teacher – Instruction focusing on critical content, preparing students for independent exercise.

**20 Minutes:**

- Students – Students complete tasks independently.
- Teacher – Walking around actively monitoring the room for student understanding. Students have explicit instructions posted for next steps when finished. This is the time when students may use the restroom.

**3 Minutes:**

- Students – Stop what they are doing to listen to the teacher.
- Teacher – Wrap up lesson, give homework and study reminders for upcoming assessments (should be posted).

**2 Minutes:**

- Students – Turn in work, pack up and await the bell.
- Teachers – Prepare board for next class.

*Routine and consistency are important.

# Taylor County School District
# Grades 6-8 Tier 2/3 Intervention Block Breakdown-ELA & Math

**Time Breakdown of a 50-Minute Intervention Class**

- Tier 2-Peer Counseling/Research courses
- Tier 3-Intensive Reading
- Tier 2/3-Foundational Skills for Math

**5 Minutes:**

- **Do Now!**
  - Class starter to engage their brain.

**40 Minutes:**

- Group work (Small group of 5 or less students) Two groups rotate on Day 1, third group rotates on Day 2

**20 Minutes: Day 1 (Group 1)**

- Individualized path on Math 180 or Read 180 computer program.

**20 Minutes: Day 1 (Group 2)**

- Small group instruction utilizing Math 180 or Read 180 lesson and workbooks.

**20 Minutes: Day 2 (Group 3)**

- Independent skills-based practice in foundational skills for math or for reading intervention, independent reading of novel or passage within student's Lexile level.

**5 Minutes:**

- Exit ticket/Lesson Wrap-up

# Taylor County School District
# Grades 9-12 Tier 1 Instructional Block Breakdown

TCHS has six periods of class per day. The first period is the longest period with 66 minutes and the other periods are 56 minutes long.

**First period**

- **5 Minutes:**
  - Pledge and Announcements
- **5 Minutes:**
  - Box breathing and gut check
- **5 Minutes:**
  - Bell Ringer
- **46 Minutes:**
  - Instruction
    - Focused Instruction
    - Guided Instruction
    - Collaborative Learning
    - Independent Learning
- **5 Minutes:**
  - Exit ticket

**All other periods**

- **5 Minutes:**
  - Bell Ringer
- **46 Minutes:**
  - Instruction
    - Focused Instruction
    - Guided Instruction
    - Collaborative Learning
    - Independent Learning
- **5 Minutes:**
  - Exit ticket

# TCSD Grades K-5 ELA Tiered Support Decision Tree

**previous year EOY Data:**

Star Reading PM 3 (grades K-2)
or
F.A.S.T. ELA PM 3 (grades 3-5) score at the 35th percentile or above

**Tier 1 core support: (all students)**
Tier 1 should be sufficient for approx. 80% of students

90-minute uninterrupted Reading instruction
(5x a week) using
K-5 Wonders curriculum

(includes whole group & differentiated small group instruction)

Student progress will be monitored by:
- classroom performance-weekly reading tests
- Study Island
- Exact Path
- Data chats to review student progress after each F.A.S.T. or STAR PM assessments (3 x per year)

Tier 1 instruction effectiveness will be monitored by:
- Lesson Plan Checks & feedback
- Classroom walkthroughs & feedback-administration and/or instructional coaches
- Data chats to review student progress after each F.A.S.T. PM assessments (3 x/year)

**previous year EOY Data:**

Star Reading PM 3 (grades K-2)
or
F.A.S.T. ELA PM 3 (grades 3-5)
11th-34th percentile

Tier 1 + Tier 2 Support

**Tier 1 + Tier 2 supplemental support:**
(should be approximately 10-15% of students)

Evidence based programs & practices implemented to small group(s)
20-30 minute sessions
3-5 times per week using:

*see district reading plan/resource map for list of interventions

Student progress monitoring for Tier 2:
- assessments are given at least monthly
- Informal monitoring occurs during each session by interventionist through observation, assignments and practice
- Documented on Intervention Sheet
- Collected monthly

Tier 2 instruction/intervention fidelity will be monitored by:
- intervention documentation sheet
- Classroom walkthroughs & feedback-administration and/or instructional coaches
- Data chats to review student progress after each F.A.S.T. PM assessments (3 x/year)

**previous year EOY Data:**

Star Reading PM 3 (grades K-2)
or
F.A.S.T. ELA PM 3 (grades 3-5)
10th percentile and below

**Tier 1+ Tier 2 + Tier 3 intensive support:**
(should be approximately 5-10% of students)

Evidence based programs & practices implemented to small group(s) and/or individual student
20-30 minute sessions (during iii)
3-5 times per week using:

*see district reading plan/resource map for list of interventions

Student progress monitoring for Tier 3:
- assessments are given at least monthly
- Informal monitoring occurs during each session by interventionist through observation, assignments and practice
- Documented on Intervention Sheet
- Collected monthly

Tier 3 instruction/intervention fidelity will be monitored by:
- intervention documentation sheet
- Classroom walkthroughs & feedback-administration and/or instructional coaches
- Data chats to review student progress after each F.A.S.T. PM assessments (3 x/year)

# TCSD Grades 6-8 ELA Decision Tree

**'22-'23 EOY Data:**
F.A.S.T ELA: Student scores a Level 3, 4, 5
or
Exact Path scale score is at or above
6th grade: ≥1110
7th grade: ≥ 1144
8th grade: ≥ 1159

**'22-'23 EOY Data:**
F.A.S.T ELA: Student scores a Level 1 or 2
or
Exact Path scale score falls between
6th grade: 995-1109
7th grade: 1030-1143
8th grade: 1049-1158

**'22-'23 EOY Data:**
F.A.S.T ELA: Student scores a Level 1 for 2 or more consecutive years
or
Exact Path scale score is at or below
6th grade: ≤ 994
7th grade: ≤ 1029
8th grade: ≤ 1048

Tier 1 + Tier 2 Support

**Tier 1 core support: (all students)**
Tier 1 should be sufficient for approx. 80% of students

**Tier 1 + Tier 2 supplemental support:**
(should be approximately 10-15% of students)

**Tier 1+ Tier 2 + Tier 3 intensive support:**
(should be approximately 5-10% of students)

Enrolled in ELA course 5 times a week using:

McGraw Hill's Study Sync curriculum

Enrolled in Peer Counseling/Research course
50 minutes
5 times per week using:
- Lesson scaffolds McGraw Hill's Study Sync curriculum
- Exact Path small group instruction and resources targeting specific skills
- Vocabu-Lit

Enrolled in Intensive Reading course (smaller class size than Tier 2 course)
50 minutes
5 times per week using:
Read 180/System 44 focused on

foundational skills

Student progress should be monitored by:
- Lesson Plan Checks & feedback
- Classroom walkthroughs & feedback
- Data chats to review student progress after each F.A.S.T. PM assessments (3 x/year)

Student progress should be monitored at least monthly by:
- Lesson Plan Checks & feedback
- Classroom walkthroughs & feedback
- Jamestown cold reads (weekly or bi-weekly)
- Exact Path progress monitoring (3 x/year)
- Data chats to review student progress after each F.A.S.T. PM assessments (3 x/year)

Student progress should be monitored by weekly or bi-weekly by:
- Read 180 lesson & assessments
- student course grades
- Reading Inventory (3 x/year)
- Phonics Inventory (given to lowest scoring students on Reading Inventory)
- Lesson Plan Checks & feedback
- Classroom walkthroughs & feedback
- Coaching Conversations with ELA Coach
- Data chats to review student progress after each F.A.S.T. PM assessments (3 x/year)

# 9-12 DECISION TREE ELA AND MATH

**DETERMINE LEVEL OF INSTRUCTION NEEDED**

**SCALE SCORES**

| TIER 1 | TIER 3 | TIER 2 |
|---|---|---|
| FAST<br>• 9th- 242<br>• 10th- 247<br>Algebra 1 EOC<br>• 400<br>Geometry EOC<br>• 404 | FAST<br>• 9th- Below 224<br>• 10th - Below 230<br>Algebra 1 EOC<br>• Below 379<br>Geometry EOC<br>• Below 385 | FAST<br>• 9th- 243- 224<br>• 10th- 246-230<br>Algebra 1 EOC<br>• 399-379<br>Geometry EOC<br>• 403-385 |

## TIER 1

- Continue with standards based instruction.
- Use progress monitoring assessments 3 times per year.

| GROUP SIZE | FREQUENCY & DURATION | TYPE OF DELIVERY | TYPE OF ASSESSMENTS |
|---|---|---|---|
| ALL students.<br>Fluid and Flexible | **Frequency**<br>• Daily<br>**Duration**<br>• 55 minutes<br>• 15-20 minutes<br>**Progress Monitoring**<br>• 3 times per year | **Responsible Educator**<br>• Classroom Teacher<br>**Delivery**<br>• Whole Group<br>• Small Group<br>• Individualized Learning<br>**Setting**<br>• General Education Classroom | • EXACT Path<br>• Summative<br>• Formative<br>• Standardized Assessments<br>• FAST<br>• EOCs |

## TIER 2

- Contact APC and Instructional Coaches.
- Continue Tier 1 standards based instruction.
- Add Tier 2 interventions

| GROUP SIZE | FREQUENCY & DURATION | TYPE OF DELIVERY | TYPE OF ASSESSMENTS |
|---|---|---|---|
| Some students.<br>10-15%<br>Fluid and Flexible | **Frequency**<br>• Minimum of 3 times per week<br>**Duration**<br>• In addition to tier 1 instruction.<br>• 15-20 minutes<br>**Progress Monitoring**<br>• On going monitoring bi-weekly.<br>• DATA Team meeting 1 x per month. | **Responsible Educator**<br>Classroom Teacher<br>**Delivery**<br>Small Group 2-10 students<br>**Setting**<br>• General Education Classroom<br>• Fidelity -same person, time, skill | • Curriculum Embedded<br>• Performance Task<br>• Common Assessments<br>• Exact Path<br>• VocabuLit<br>• Connections |

## TIER 3

- Contact AP and Instructional Coaches.
- Continue Tier 1 with standards based instruction.
- Add Tier 2 interventions 3 days per week.
- Add Tier 3 Intensive interventions 5 times per week.
- Teacher must be Reading Endorsed

| GROUP SIZE | FREQUENCY & DURATION | TYPE OF DELIVERY | TYPE OF ASSESSMENTS |
|---|---|---|---|
| Few students.<br>10-15%<br>Fluid and Flexible | **Frequency**<br>• 5 times per week<br>**Duration**<br>• In addition to Tier 1 and Tier 2 instruction.<br>• 55 minutes<br>**Progress Monitoring**<br>• Ongoing monitoring weekly.<br>• Individualized Problem solving Team meeting once per month. | **Responsible Educator**<br>Content Specialist<br>Highly Qualified Teacher<br>**Delivery**<br>Small Group 1-3 students and individualized<br>**Setting**<br>• General Education Classroom<br>• Fidelity -same person, day, time, skill | • Diagnostic<br>• Performance Task<br>• Common Assessments<br>• Exact Path<br>• VocabuLit<br>• Connections<br>• Read 180<br>• Math 180 |

# Taylor County School District K-12 Assessment Map-ELA & Math

| Name | Assessment Type | Grade(s) | Administration Format | Administration Timeline | Additional Information |
|---|---|---|---|---|---|
| Access for ELLs - WIDA | Summative | K-12 | Students who have been identified as English Language Learners (ELLs) | One Time Per Year | Monitors students' progress in learning academic English |
| STAR **Early Literacy** | Screening | K-1 | Computer-Based Testing | Three Times Per Year | The Star Screening Report can be used to determine if the instruction is sufficient for most students and to identify which students may be at-risk for not meeting grade level standards |
| STAR **Reading** (FAST) | | 1-2 | Whole Group | | |
| Cool Tools **Phonics** Inventory | Screening | K-2 | Paper & Pencil<br>One-on-one | As Needed | Screening tool for phonics to determine student placement and intervention needs |
| Classroom **Reading** Assessment (per grading protocol) | Formative | K-5 | Computer-Based and/or Paper & Pencil<br>Whole Group | Weekly Bi-weekly Monthly | Measures student mastery of Benchmarks for Excellent Student Thinking for grades K-5 |
| STAR **Reading** (FAST) | Progress Monitoring | 3-5 | Computer-Based Testing<br>Whole Group | As Needed | Secondary assessment data point<br>Concordance score for 3 grade retention |
| FAST **ELA Reading** | Screener/ Progress Monitoring | 3-5<br>6-8<br>9-10 | Whole Group | Three Times Per Year | Measures student mastery of Benchmarks for Excellent Student Thinking for grades 3-10 |
| **Reading** and **Phonics** Inventory | Diagnostic/ Progress Monitoring | 6-8 | Students in Tier 3 intensive Reading course | Three Times Per Year | |
| STAR **Math** (FAST) | Diagnostic/ Progress Monitoring | K-2 | Whole Group | One-Three Times Per Year | Measures student mastery of Benchmarks for Excellent Student Thinking for grades K-2<br>Only as needed for a secondary assessment/data point for grades 3-5 |
| STAR **Math** | Diagnostic/ Progress Monitoring | 3-5 | Whole Group | As Needed | Only as needed for a secondary assessment/data point for grades 3-5 |
| FAST **Math** | Progress Monitoring | 3-8 | Whole Group | Three Times Per Year | Measures student mastery of Benchmarks for Excellent Student Thinking for grades 3-8 |
| Classroom **Math** Assessments | Formative | K-5 | Whole Group Paper Pencil | Weekly Bi-Weekly Monthly | B.E.S.T. Standards for Math (Curriculum based assessments) |
| **Math** Growth Measure | Diagnostic/ Progress Monitoring | 6-8 | students in Tier 3 Intensive Math course | Three Times Per Year | |
| **Algebra 1** EOC | Summative | 8-12 | Whole Group | End Of Course | Measures student mastery of Benchmarks for Excellent Student Thinking for grades 8-12 |
| **Geometry** EOC | Summative | 9-12 | Whole Group | End of Course | Measures student mastery of Benchmarks for Excellent Student Thinking for grades 9-12 |
| SAT 10 (**Reading** & **Math**) | Summative | 3 | Paper/Pencil | One Time Per Year | Concordance score for 3rd grade retention |
| Exact Path (**Reading** & **Math**) | Progress Monitoring | 6-8 | Whole Group:PM1 Tier 2 & 3 intervention group: PM 2 & 3 | Three Times Per Year | |

# Taylor County School District K-12 Assessment Map-ELA & Math (Cont.)

| | | | | | |
|---|---|---|---|---|---|
| Exact Path (**Reading** & **Math**) | Progress Monitoring | 9-12 | Whole Group | Three Times Per Year | |
| PSAT (**Reading**, **Writing**, & **Math**) | Diagnostic/ Summative | 9-10 | Whole Group | One Time Per Year | |
| B.E.S.T. **Writing** | Summative | 4-10 | Whole Group | One Time Per Year | Measures student mastery of Benchmarks for Excellent Student Thinking for grades4-10 |
| Write **Score** | Progress Monitoring/ Formative | 6-8<br>9-12 | Whole Group | Two Times Per Year (6-8)<br>Three Times Per Year (9-12) | Text based writing assessments aligned to Benchmarks for Excellent Student Thinking writing standards for grades 6-12 |
| **Civics** EOC | Summative | 7 | All students enrolled in Civics<br>Whole Group | End of Course | Measures student mastery of State Standards for Civics & Government grades K-7 |
| Study Island Progress Monitoring Assessment for Florida EOC **Civics** Assessment | Progress Monitoring<br>End Of Course | 7, 8<br>7 | All students enrolled in Civics/8th Grade Science<br>Whole Group | Three Times Per Year<br>One Time Per Year | Monitor students' progress in achieving Civics/ Grade 8 Science standards<br>Measures student mastery of Florida's State Academic Standards for grade 7 |
| **US History** EOC | Summative | 11-12 | Whole Group | End of Course | Measures student mastery of Next Generation Sunshine State Standards for grades 11-12 |
| Florida **Civic Literacy** Exam (FCLE) EOC | Summative | 12 | Whole Group | One Time Per Year | Measures student mastery of Benchmarks for Excellent Student Thinking for grades 12 |
| Florida Statewide **Science** Assessment | End of Course Assessments | 5, 8 | Whole Group | One Time Per Year | Measures student mastery of Florida's State Academic Standards for grades 5 and 8 |
| **Biology** EOC | Summative | 9-11 | Whole Group | End Of Course | Measures student mastery of Next Generation Sunshine State Standards for grades 9-11 |
| Classic Learning Test | Summative | 11-12 | Whole Group | One Time Per Year | Graduation Requirement College Entrance |
| ACT | Summative | 11-12 | Whole Group | One Time Per Year | Graduation Requirement College Entrance |
| SAT | Summative | 11-12 | Whole Group | One Time Per Year | Graduation Requirement College Entrance |
| Early Childhood Exam | Summative | 9-12 | Whole Group | Two Times Per Year | Certification |

# Taylor County School District
# K-12 ELA Resource Map

| Content Area: ELA | | | | | | |
|---|---|---|---|---|---|---|
| Name of Curriculum/Materials | Target Area | Grade Level(s) | Designed to be used for what tier of support? | Personnel trained | Location of materials (if not computer-based/online) | Licenses/Subscriptions |
| Reading Eggs | Phonics | Pre-K-2 | Tier 1 | All | Computer-Based | Yes |
| Sound Partners (Voyagers Sopris Learning) | *Phonemic Awareness *Decoding *Word Identification *Spelling | K-2 | Tier 2 & 3 | All | Print, kits/consumable | N/A |
| Wonders | All | K-5 | Tier 1, 2, 3 | All | both | Limited 5-year adoption |
| Reading Rangers/passport (Voyagers Sopris Learning) | *Foundational * Reading *Vocabulary *Fluency *Comprehension | K-5 | Tier 2 & 3 | K-5 Teachers | Computer based | *primarily used for summer school |
| Fast ForWord | Phonics/Fluency /Comprehension | K-5 | Tier 2 & 3 | All | Online | K-5 license expires 7/2025 |
| IXL | All | K-5 | Tier I | All | Computer Based | Seat/site license |
| Exact Path (Edmentum) | All | K-12 | All | All Teachers | Computer Based | District license |
| Study Island | All | K-12 | Tier 1, 2, & 3 | All | Computer | District license |
| Spectrum Reading | Comprehension & Vocabulary | 2-5 | Tier 2 | Intervention | Paper-based | No |

# Taylor County School District
# K-12 Assessment Map-ELA & Math
# (cont.)

| | | | | | | |
|---|---|---|---|---|---|---|
| Brain Pop | All | 3-5 | Tier 1 | All | Online | Yes |
| Wordly Wise | Vocabulary and Comprehension | 3-5 | Tier 2 & 3 | Intervention | Paper Based | No |
| Phonics for Reading | Phonics | 3-5 | Tier 3 | Intervention | Paper Based | No |
| Vocabu-Lit | Vocabulary and Comprehension | 3-5<br>6-8 | Tier 2 | 6th Grade Core Teachers, Tier 2 Intervention Teacher for grade 7 and 8 | Paper Based TCMS, Reading Coach's Room | N/A |
| Jamestown | Vocabulary and Comprehension | 3-5<br>6-8 | Tier 2 | 6th Grade Core Teachers, Tier 2 Intervention Teacher for grade 7 and 8 | Paper Based TCMS, Reading Coach's Room | N/A |
| READ 180 | All | 6-12 | Tier 3 | Intervention teachers and Reading Coaches | Computer Based | seats |
| My Perspectives (Savvas) | All | 9-12 | Tier 1 | All | Paper Based/Computer Based | Yes |
| ACT/SAT practice materials | All | 9-12 | Tier 1 | All | Paper Based | No |
| Connections American Literature | Conventions, Vocabulary and Comprehension | 11 | Tier 3 | Intervention Course Teacher, Reading Coach | Paper Based | N/A |
| Connections: British Literature (Perfection Learning) | Conventions, Vocabulary and Comprehension | 12 | Tier 3 | Intervention Course Teacher, Reading Coach | Paper Based | N/A |

Florida's MTSS | A Multi-Tiered System of Supports

This Fact Sheet is a collaborative effort between the Problem Solving & Response to Intervention Project and Florida's Positive Behavior Support projects with the Florida Department of Education and the University of South Florida.

Fact Sheet

# Effective Tiered Instruction for Literacy

## Introduction

The following case study focuses on a student who is struggling with effectively working and understanding the standards within his fifth-grade classroom. The School-Based Leadership Team (SBLT), in combination with the general and special education teachers, developed a multi-tiered plan to provide additional supports for the student.

## Tier 1

*The focus in Tier 1 is on successful implementation of the standards to drive instruction. Each standard provides clear expectations for the knowledge and skills students need to master in each grade level and ensure high-quality instruction and positive outcomes for ALL students. They provide the foundation for students to develop critical thinking and problem-solving skills that will be used throughout life. Two frameworks for supporting the implementation of standards are the Universal Design for Learning (UDL) and Differentiated Instruction (DI), which provide students with options for accessing and engaging with instruction, as well as demonstrating their learning. The effectiveness of instruction is determined through student progress towards grade-level expectations.*

## Tier 1 Case Study

The 5th grade teacher incorporates a science of reading approach through Universal Design for Learning (UDL) principles and differentiation (e.g., graphic and text organizers, visual and mnemonic devices, online learning games, writing tools, e tc.). The students receive ninety minutes of reading instruction on a daily basis. The teacher utilizes the assessm ent data res ults (i.e ., of, for as learning) to gain clearer understanding o f his students' needs and provides assistance based on those results. He monitors student learning through both formative (e.g., observation, quizzes, daily quick checks, peer review, writing samples, etc.) and summative (e.g., district benchmark assessments, unit tests, projects, rubrics, etc.) assessments.

One of his students struggles with proficiently reading and comprehending informational grade-level text. He displays difficulty analyzing the author's purpose and with determining the meaning of vocabulary terms. When writing, he displays difficulty with his use of academic vocabulary when conveying ideas and responding to text. Additionally, he struggles in both reading and writing grade-level phonics and word analysis skills when decoding and recognizing the connection of grade level vocabulary using Greek and Latin roots. The teacher included mini group lessons (e.g., writing workshops, individual conferences, vocabulary and syntax clues, etc.) and the use of writing through multiple print and digital resources. The student's progress monitoring data was reviewed, and it was determined there was not sufficient evidence of progress toward expectations. Based upon data indicating a poor response to Tier 1 instruction, the SBLT determined instruction was not matched to the student's learning needs and more focused instruction (Tier 2 supports) was necessary.

## Tier 2

*The focus of supplemental (Tier 2) support is to address gaps that pose barriers to learning and to improve student performance with Tier 1 expectations. This requires systematic, explicit and interactive small group instruction targeted on foundational skills. Instruction is more intense (more time and narrow focus with explicit feedback) and may be provided by various professionals (e.g., general educator, special educator).*
*Data (e.g., benchmark, progress monitoring, diagnostic) are used to identify groups of students who are in need of supplemental supports and those that share the same academic needs. The frequency of progress monitoring within Tier 2 varies depending on students' needs and assessment parameters. Effective Tier 2 instruction matches instruction to the need of the students in the group and provides multiple opportunities to practice the skill and receive feedback. The additional time allotted is IN ADDITION to Tier 1 instruction. The intervention includes materials and strategies designed to supplement Tier 1 instruction and are integrated and reciprocal within Tier 1.*

**Tier 2 Case Study**

The teacher utilizes the diagnostic data and organizes the information for small group considerations. Additionally, she assesses the students' reading level, fluency/comprehension (Maze) and fluency measure (Oral Reading Fluency). She reviewed all of the data provided for the student and shared her findings with the lead educator. Based on the information provided they hypothesized the student mastered the use of common affixes and roots or familiar vocabulary at the 3rd grade level, but struggled when combining letter-sound correspondences, patterns and morphology when reading unfamiliar multi-syllabic words at the 5th and 4th grade levels. Focusing on 4th grade expectations, the reading teacher determined that she would work with this student five days a week for thirty minutes per day targeting instruction on foundational gaps in reading and writing. In small group format, she began to pre-teach vocabulary words for reading and writing assignments to assist with progress in general education. She ensured UDL principles to connect and build background knowledge with strategies to support vocabulary (e.g., word games, graphic organizers, word study, vocabulary apps, etc.) and to engage in the language. She also included shared reading activities and phonics mini lesson instruction to increase spelling. To assist with expanding word knowledge, background information and increase reading ability, she incorporated a book club that allowed student choice in reading. The students also receive reading support through an interactive web-based program that includes lessons, assessments, tracking and reporting to be completed on an individual student basis and is monitored frequently (daily/weekly). Any effective strategies (e.g., graphic organizers, word study and online apps) were incorporated into Tier 1 instruction to support learning throughout the school day to ensure access, engagement and understanding with grade level instruction and information.

Upon review of the data, the student continued to struggle with vocabulary, so the teacher conferenced with him individually and provided specific targeted feedback. She increased her time with him during guided practice in small group; added additional informal assessments to monitor progress; and provided extra practice of applying strategies to reading material. She incorporated word study to increase his vocabulary, but noticed he had little background knowledge of concepts described in class. The student continued to struggle with vocabulary with approximately 50% accuracy rates. Although he has little difficulty with simple words and phrases and common affixes and roots, he struggles with reading and writing unknown multisyllabic words and uncommon words and phrases. The teacher also shared when information is read to him, he seems to understand the material. Based on the information and data provided by the teacher, the SBLT determined the student was not responding adequately to instruction and a more intensive (Tier 3) support was necessary.

**Tier 3**

The focus of intensive (Tier 3) support is for students who demonstrate both intense (large gap in expected versus current performance) and severe (unresponsive to intervention) learning problems. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is, individualized and targeted, to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students.

Individualized diagnostic data as well as instructional time is IN ADDITION to those provided in Tiers 1 and 2. Assessments occur more frequently and focus on the learning barriers to success at Tiers 1 and 2 and are based on intensity of needs. The larger the gap, the more frequent assessments occur to monitor student progress. The expected outcome, along with Tiers 1 and 2, is for the student to achieve Tier 1 proficiency levels.

**Tier 3 Case Study**

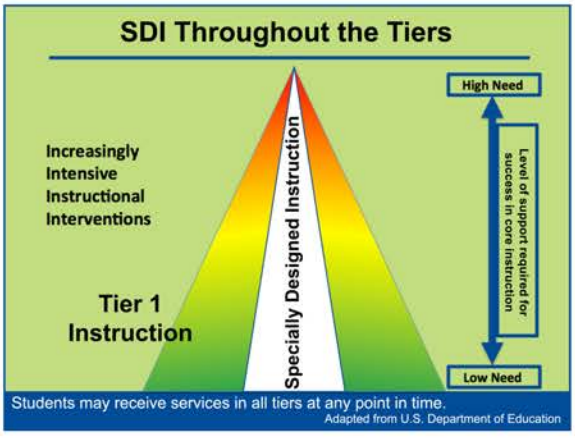
Using the student's individual data results, the SBLT determined a further decoding diagnostic measure was required to ensure a thorough understanding of the student's needs. According to the data, the student needed intensive instruction in word study, word recognition and support for applying decoding strategies to connected text to reinforce strategies. He also required assistance with building fluency and comprehension. The SBLT determined that the student would receive Tier 3 support five days a week for 45 minutes per day targeting instruction focused on foundational gaps in reading and writing monitored on a weekly basis. The interventionist applied a research-based program designed for students who struggle with decoding and comprehension that includes structured lessons designed to develop necessary skills. She also assisted the student through utilizing techniques like syllable and word pattern games and word sorts to increase his use and understanding of unknown multi-syllabic words. To support writing she included strategies like framed sentences and paragraphs with fading. To increase fluency, she utilized a buddy approach at the student's instructional reading level. The teacher assisted him with learning how to transfer, or generalize, these strategies and strength in learning throughout his school day. She ensured application by applying multi-modal or multi-sensory strategies and techniques and applied UDL principles (e.g., reading out loud, auditory books, partner reading, computer based auditory support, etc.). Additionally, the interventionist collaborated with the SBLT to share progress and ensure alignment to Tier 1 instruction with learned strategies to increase engagement. For additional support, she provided techniques to include additional vocabulary strategies and an online writing program to ensure learning opportunities occur throughout his day and learning experiences.

**Specially Designed Instruction (SDI)**

If it is determined that the student is eligible and in need of ESE Services and Supports, they will benefit from Specially Designed Instruction (SDI). SDI refers to instruction that is provided to eligible students with disabilities (e.g., students that receive procedural safeguards by law and have an IEP). SDI is provided collaboratively by the general and special education teachers and is applicable across all tiers of instruction. It enables students with disabilities to access the Tier 1 curriculum in the least restrictive environment (LRE) through a Universal Design for Learning (UDL) approach. SDI provides unique instruction/intervention supports determined, designed, and delivered through a team approach, ensuring access to Tier 1 instruction through the adaptation of content, methodology, or delivery of instruction.

**Conclusion**

A Multi-Tiered System of Supports (MTSS) exists to ensure all students have access to high quality, engaging instruction. It integrates instruction and intervention to meet the needs of students, identified through data-based decisions, to accelerate performance and ensure mastery of the standards. Additionally, effective strategies are utilized throughout their learning experience to align tiers of instruction and to ensure students meet with success.

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  - http://www.cpalms.org/Public/
- Example Diagnostic Tools
  - https://intensiveintervention.org/tools-charts/example-diagnostictools?_ga=2.73060755.1697820356.1677865578-120496186.1675977691
- MTSS Implementation Components: Ensuring Common Language and Understanding
  - https://www.livebinders.com/b/2785147?tabid=d29024e2-4769-2ff5-a513-b4140ea0f836
- National Center on Intensive Intervention
  - https://intensiveintervention.org/
- What is "Special" About Special Education?
  - https://www.livebinders.com/b/2785147?tabid=8f09ff7a-a1bb-2958- fb08-1d75b88b34f0
- Accompanying Technical Assistance Paper
  - http://info.fldoe.org/docushare/dsweb/Get/Document-7122/dps-2014- 94.pdf

# II. Tiered Instruction-Intervention Mathematics

- Grades K-5 Tier 1 Instructional Block Schedule: Math
- Grades 6-8 Tier 1 Instructional Block Schedule: ELA & Math
- Grades 6-8 Tier 2/3 Instructional Schedule for Intervention Block-ELA & Math
- Grades 9-12 Tier 1 Instructional Block Schedule: Math
- Grades K-5 Math Tiered Support Decision Tree
- Grades 6-8 Math Tiered Support Decision Tree
- Grades 9-12 ELA & Math Tiered Support Decision Trees
- TCSD K-12 Assessment Map (ELA & Math)
- TCSD K-12 Math Resource Map
- PS/Rtl Effective Tiered Instruction for Math
- Math Instructional Resources List

# Taylor County School District
# K-5 Tier 1 Instructional Block Breakdown

## K-2 Math Block (90 minutes)

**30 Minutes:**

- Whole Group

**45 Minutes:**

- Differentiated Small Groups/Centers

**15 Minutes:**

- Wrap-Up

## Grade 3-5 Math Block (90 minutes)

**15 Minutes:**

- Bell Ringer

**10 Minutes:**

- Bell Ringer Review

**20 Minutes:**

- Whole Group Instruction

**20 Minutes:**

- We Do, You Do Portion of Lesson

**25 Minutes:**

- Small Group Instruction/Centers

# Taylor County School District
# 6-8 Tier 1 Instructional Block Breakdown-ELA & Math

**Time breakdown of a 50-minute class period**

**5 Minutes:**

- Students – Enter quietly, complete class starter/do now, sharpen pencils and prepare for learning, restroom/water breaks should be minimal during this time.
- Teacher – Take roll, check in with students to giving missing work, ensure all students have supplies and are ready for instruction.

**20 Minutes:**

- Students – Active note taking, listening, asking questions about the lesson to gain understanding, remain seated, on task, no-one leaves the room.
- Teacher – Instruction focusing on critical content, preparing students for independent exercise.

**20 Minutes:**

- Students – Students complete tasks independently.
- Teacher – Walking around actively monitoring the room for student understanding. Students have explicit instructions posted for next steps when finished. This is the time when students may use the restroom.

**3 Minutes:**

- Students – Stop what they are doing to listen to the teacher.
- Teacher – Wrap up lesson, give homework and study reminders for upcoming assessments (should be posted).

**2 Minutes:**

- Students – Turn in work, pack up and await the bell.
- Teachers – Prepare board for next class.

*Routine and consistency are important.

# Taylor County School District Grades 6-8
# Tier 2/3 Intervention Block Breakdown-ELA & Math

**Time Breakdown of a 50-Minute Intervention Class**

- Tier 2-Peer Counseling/Research courses
- Tier 3-Intensive Reading
- Tier 2/3-Foundational Skills for Math

**5 Minutes:**

- **Do Now!**
  - Class starter to engage their brain.

**40 Minutes:**

- Group work (Small group of 5 or less students) Two groups rotate on Day 1, third group rotates on Day 2

**20 Minutes: Day 1 (Group 1)**

- Individualized path on Math 180 or Read 180 computer program.

**20 Minutes: Day 1 (Group 2)**

- Small group instruction utilizing Math 180 or Read 180 lesson and workbooks.

**20 Minutes: Day 2 (Group 3)**

- Independent skills-based practice in foundational skills for math or for reading intervention, independent reading of novel or passage within student's Lexile level.

**5 Minutes:**

- Exit ticket/Lesson Wrap-up

# Taylor County School District
# Grades 9-12 Tier 1 Instructional Block Breakdown

TCHS has six periods of class per day. The first period is the longest period with 66 minutes and the other periods are 56 minutes long.

**First period**

- **5 Minutes:**
  - Pledge and Announcements
- **5 Minutes:**
  - Box breathing and gut check
- **5 Minutes:**
  - Bell Ringer
- **46 Minutes:**
  - Instruction
    - Focused Instruction
    - Guided Instruction
    - Collaborative Learning
    - Independent Learning
- **5 Minutes:**
  - Exit ticket

**All other periods**

- **5 Minutes:**
  - Bell Ringer
- **46 Minutes:**
  - Instruction
    - Focused Instruction
    - Guided Instruction
    - Collaborative Learning
    - Independent Learning
- **5 Minutes:**
  - Exit ticket

# TCSD Grades K-5 Math Decision Tree
## Tier 1, 2 3 student support

**previous year EOY Data:**

Star Math PM 3 (grades 1-2)
or
F.A.S.T. Math PM 3 (grades 3-5)

score at the 35th percentile or above

**previous year EOY Data**
Star Math PM 3 (grades 1-2)
or
F.A.S.T. Math PM 3 (grades 3-5)

11th-34th percentile

**previous year EOY Data**
Star Math PM 3 (grades 1-2)
or
F.A.S.T. Math PM 3 (grades 3-5)

10th percentile and below

r uppotTier 1 + Tier 2S

**Tier 1 core support: (all students)**
Tier 1 should be sufficient for approx. 80% of students

**Tier 1 + Tier 2 supplemental support:**
(should be approximately 10-15% of students)

**Tier 1+ Tier 2 + Tier 3 intensive support:**
(should be approximately 5-10% of students)

90-minute Math instruction
(5x a week) using
Go Math

(includes whole group & differentiated small group instruction)

Evidence based programs & practices implemented to small group(s)
15-20 minute sessions
3-5 times per week using:
*see district resource map for list of interventions

Evidence based programs & practices implemented to small group(s) and/or individual student
15-30 minute sessions (during iii)
3-5 times per week using:
*see district resource map for list of interventions

Student progress will be monitored by:
- classroom performance- math assessments
- Study Island
- Exact Path
- IXL
- Data chats to review student progress after each F.A.S.T. or STAR PM assessments (3 x per year)

Student progress monitoring for Tier 2:
- assessments are given at least monthly
- Informal monitoring occurs during each session by interventionist through observation, assignments and practice
- Documented on Intervention Sheet
- Collected monthly

Student progress monitoring for Tier 3:
- assessments are given at least bi-weekly
- Informal monitoring occurs during each session by interventionist through observation, assignments and practice
- Documented on Intervention Sheet
- Collected monthly

Tier 1 instruction effectiveness will be monitored by:
- Lesson Plan Checks & feedback
- Classroom walkthroughs & feedback-administration and/or instructional coaches
- Data chats to review student progress after each F.A.S.T. or STAR PM assessments (3 x/year)

Tier 2 instruction/intervention fidelity will be monitored by:
- intervention documentation sheet
- Classroom walkthroughs & feedback-administration and/or instructional coaches
- Data chats to review student progress after each F.A.S.T. or STAR PM assessments (3 x/year)

Tier 3 instruction/intervention fidelity will be monitored by:
- intervention documentation sheet
- Classroom walkthroughs & feedback-administration and/or instructional coaches
- Data chats to review student progress after each F.A.S.T. or STAR PM assessments (3 x/year)

# TCSD Grades 6-8 Math Decision Tree

**'22-'23 EOY Data:**
F.A.S.T Math: Student scores a Level 3, 4, 5

**'22-'23 EOY Data:**
F.A.S.T Math: Student scores a Level 1 or 2
and
scored higher on FAST Reading
(not in enrolled in Tier 2 or Tier 3 ELA intervention course)

**Tier 1 core support: (all students)**
Tier 1 should be sufficient for approx. 80% of students

**Tier 2 & 3 supplemental & intensive support (In addition to Tier 1 support):**
(should be approximately 15-20% of students)

Enrolled in grade appropriate Math course
5 times a week using:

EdGems

Enrolled in Foundational Skills In Mathematics course
50 minutes
5 times per week using:
Math 180 focused on foundational math skills
(Tier 3= small group/individualized intervention takes place within this Tier 2 course)

Student progress should be monitored by:
- Lesson Plan Checks & feedback
- Classroom walkthroughs & feedback
- Data chats to review student progress after each F.A.S.T. PM assessments (3 x/year)

Student progress should be monitored at least monthly (Tier 2) & weekly/bi-weekly (Tier 3) by:
- Math 180 lessons & assessments
- Lesson Plan Checks & feedback
- student grades
- Math 180 Growth Measure (3x/year)
- Classroom walkthroughs & feedback
- Data chats to review student progress after each F.A.S.T. PM assessments (3 x/year)

# 9-12 DECISION TREE ELA AND MATH

**DETERMINE LEVEL OF INSTRUCTION NEEDED**

**SCALE SCORES**

| TIER 1 | TIER 3 | TIER 2 |
|---|---|---|
| FAST<br>• 9th- 242<br>• 10th- 247<br>Algebra 1 EOC<br>• 400<br>Geometry EOC<br>• 404 | FAST<br>• 9th- Below 224<br>• 10th - Below 230<br>Algebra 1 EOC<br>• Below 379<br>Geometry EOC<br>• Below 385 | FAST<br>• 9th- 243- 224<br>• 10th- 246-230<br>Algebra 1 EOC<br>• 399-379<br>Geometry EOC<br>• 403-385 |

## TIER 1

- Continue with standards based instruction.
- Use progress monitoring assessments 3 times per year.

| GROUP SIZE | FREQUENCY & DURATION | TYPE OF DELIVERY | TYPE OF ASSESSMENTS |
|---|---|---|---|
| ALL students.<br>Fluid and Flexible | **Frequency**<br>• Daily<br>**Duration**<br>• 55 minutes<br>• 15-20 minutes<br>**Progress Monitoring**<br>• 3 times per year | **Responsible Educator**<br>• Classroom Teacher<br>**Delivery**<br>• Whole Group<br>• Small Group<br>• Individualized Learning<br>**Setting**<br>• General Education Classroom | • EXACT Path<br>• Summative<br>• Formative<br>• Standardized Assessments<br>• FAST<br>• EOCs |

## TIER 2

- Contact APC and Instructional Coaches.
- Continue Tier 1 standards based instruction.
- Add Tier 2 interventions

| GROUP SIZE | FREQUENCY & DURATION | TYPE OF DELIVERY | TYPE OF ASSESSMENTS |
|---|---|---|---|
| Some students.<br>10-15%<br>Fluid and Flexible | **Frequency**<br>• Minimum of 3 times per week<br>**Duration**<br>• In addition to tier 1 instruction.<br>• 15-20 minutes<br>**Progress Monitoring**<br>• On going monitoring bi-weekly.<br>• DATA Team meeting 1 x per month. | **Responsible Educator**<br>Classroom Teacher<br>**Delivery**<br>Small Group 2-10 students<br>**Setting**<br>• General Education Classroom<br>• Fidelity -same person, time, skill | • Curriculum Embedded<br>• Performance Task<br>• Common Assessments<br>• Exact Path<br>• VocabuLit<br>• Connections |

## TIER 3

- Contact AP and Instructional Coaches.
- Continue Tier 1 with standards based instruction.
- Add Tier 2 interventions 3 days per week.
- Add Tier 3 Intensive interventions 5 times per week.
- Teacher must be Reading Endorsed

| GROUP SIZE | FREQUENCY & DURATION | TYPE OF DELIVERY | TYPE OF ASSESSMENTS |
|---|---|---|---|
| Few students.<br>10-15%<br>Fluid and Flexible | **Frequency**<br>• 5 times per week<br>**Duration**<br>• In addition to Tier 1 and Tier 2 instruction.<br>• 55 minutes<br>**Progress Monitoring**<br>• Ongoing monitoring weekly.<br>• Individualized Problem solving Team meeting once per month. | **Responsible Educator**<br>Content Specialist<br>Highly Qualified Teacher<br>**Delivery**<br>Small Group 1-3 students and individualized<br>**Setting**<br>• General Education Classroom<br>• Fidelity -same person, day, time, skill | • Diagnostic<br>• Performance Task<br>• Common Assessments<br>• Exact Path<br>• VocabuLit<br>• Connections<br>• Read 180<br>• Math 180 |

# Taylor County School District K-12 Assessment Map-ELA & Math

| Name | Assessment Type | Grade(s) | Administration Format | Administration Timeline | Additional Information |
|---|---|---|---|---|---|
| Access for ELLs - WIDA | Summative | K-12 | Students who have been identified as English Language Learners (ELLs) | One Time Per Year | Monitors students' progress in learning academic English |
| STAR **Early Literacy** | Screening | K-1 | Computer-Based Testing | Three Times Per Year | The Star Screening Report can be used to determine if the instruction is sufficient for most students and to identify which students may be at-risk for not meeting grade level standards |
| STAR **Reading** (FAST) | | 1-2 | Whole Group | | |
| Cool Tools **Phonics** Inventory | Screening | K-2 | Paper & Pencil<br>One-on-one | As Needed | Screening tool for phonics to determine student placement and intervention needs |
| Classroom **Reading** Assessment (per grading protocol) | Formative | K-5 | Computer-Based and/or Paper & Pencil<br>Whole Group | Weekly Bi-weekly Monthly | Measures student mastery of Benchmarks for Excellent Student Thinking for grades K-5 |
| STAR **Reading** (FAST) | Progress Monitoring | 3-5 | Computer-Based Testing<br>Whole Group | As Needed | Secondary assessment data point<br>Concordance score for 3 grade retention |
| FAST **ELA Reading** | Screener/ Progress Monitoring | 3-5<br>6-8<br>9-10 | Whole Group | Three Times Per Year | Measures student mastery of Benchmarks for Excellent Student Thinking for grades 3-10 |
| **Reading** and **Phonics** Inventory | Diagnostic/ Progress Monitoring | 6-8 | Students in Tier 3 intensive Reading course | Three Times Per Year | |
| STAR **Math** (FAST) | Diagnostic/ Progress Monitoring | K-2 | Whole Group | One-Three Times Per Year | Measures student mastery of Benchmarks for Excellent Student Thinking for grades K-2<br>Only as needed for a secondary assessment/data point for grades 3-5 |
| STAR **Math** | Diagnostic/ Progress Monitoring | 3-5 | Whole Group | As Needed | Only as needed for a secondary assessment/data point for grades 3-5 |
| FAST **Math** | Progress Monitoring | 3-8 | Whole Group | Three Times Per Year | Measures student mastery of Benchmarks for Excellent Student Thinking for grades 3-8 |
| Classroom **Math** Assessments | Formative | K-5 | Whole Group Paper Pencil | Weekly Bi-Weekly Monthly | B.E.S.T. Standards for Math (Curriculum based assessments) |
| **Math** Growth Measure | Diagnostic/ Progress Monitoring | 6-8 | students in Tier 3 Intensive Math course | Three Times Per Year | |
| **Algebra 1** EOC | Summative | 8-12 | Whole Group | End Of Course | Measures student mastery of Benchmarks for Excellent Student Thinking for grades 8-12 |
| **Geometry** EOC | Summative | 9-12 | Whole Group | End of Course | Measures student mastery of Benchmarks for Excellent Student Thinking for grades 9-12 |
| SAT 10 (**Reading** & **Math**) | Summative | 3 | Paper/Pencil | One Time Per Year | Concordance score for 3rd grade retention |
| Exact Path (**Reading** & **Math**) | Progress Monitoring | 6-8 | Whole Group:PM1 Tier 2 & 3 intervention group: PM 2 & 3 | Three Times Per Year | |

# Taylor County School District K-12 Assessment Map-ELA & Math (Cont.)

| | | | | | |
|---|---|---|---|---|---|
| Exact Path (**Reading** & **Math**) | Progress Monitoring | 9-12 | Whole Group | Three Times Per Year | |
| PSAT (**Reading**, **Writing**, & **Math**) | Diagnostic/ Summative | 9-10 | Whole Group | One Time Per Year | |
| B.E.S.T. **Writing** | Summative | 4-10 | Whole Group | One Time Per Year | Measures student mastery of Benchmarks for Excellent Student Thinking for grades4-10 |
| Write **Score** | Progress Monitoring/ Formative | 6-8<br>9-12 | Whole Group | Two Times Per Year (6-8)<br>Three Times Per Year (9-12) | Text based writing assessments aligned to Benchmarks for Excellent Student Thinking writing standards for grades 6-12 |
| **Civics** EOC | Summative | 7 | All students enrolled in Civics<br>Whole Group | End of Course | Measures student mastery of State Standards for Civics & Government grades K-7 |
| Study Island Progress Monitoring Assessment for Florida EOC **Civics** Assessment | Progress Monitoring<br>End Of Course | 7, 8<br>7 | All students enrolled in Civics/8th Grade Science<br>Whole Group | Three Times Per Year<br>One Time Per Year | Monitor students' progress in achieving Civics/ Grade 8 Science standards<br>Measures student mastery of Florida's State Academic Standards for grade 7 |
| **US History** EOC | Summative | 11-12 | Whole Group | End of Course | Measures student mastery of Next Generation Sunshine State Standards for grades 11-12 |
| Florida **Civic Literacy** Exam (FCLE) EOC | Summative | 12 | Whole Group | One Time Per Year | Measures student mastery of Benchmarks for Excellent Student Thinking for grades 12 |
| Florida Statewide **Science** Assessment | End of Course Assessments | 5, 8 | Whole Group | One Time Per Year | Measures student mastery of Florida's State Academic Standards for grades 5 and 8 |
| **Biology** EOC | Summative | 9-11 | Whole Group | End Of Course | Measures student mastery of Next Generation Sunshine State Standards for grades 9-11 |
| Classic Learning Test | Summative | 11-12 | Whole Group | One Time Per Year | Graduation Requirement College Entrance |
| ACT | Summative | 11-12 | Whole Group | One Time Per Year | Graduation Requirement College Entrance |
| SAT | Summative | 11-12 | Whole Group | One Time Per Year | Graduation Requirement College Entrance |
| Early Childhood Exam | Summative | 9-12 | Whole Group | Two Times Per Year | Certification |

# Taylor County School District
# K-12 Math Resource Map

| Content Area: Math | | | | | | |
|---|---|---|---|---|---|---|
| Name of Curriculum/ Materials | Target Area | Grade Level(s) | Designed to be used for what tier of support? | Personnel trained | Location of materials (if not computer-based/online) | Licensing/Subscription needed? |
| Big Ideas | All | K-5 | Tier 1 & 2 | All | TCPS, TCES, Steinhatchee | 5-year adoption 2026-2027 |
| IXL | All | K-5 | Tier 1 & 2 | Classroom teachers K-5 | online | Site/seat license |
| IReady Math Steinhatchee | All | K-5 | Tier 1 & 2 | All | online | Site license |
| Magnetic Math Steinhatchee | All | K-5 | Tier 1 | All | both | Goes with iReady |
| Ascend | All | 3-5 | Tier 2 & 3 | Kreidler-Math Interventionist | online | Limited-30% ESE |
| CPALMS | All | K-12 | Tier 1 | All | online | free |
| Study Island Exact Path | All | K-12 | Tier 1 & 2 | All | Online | Included in Edmentum (Exact Path) |
| (Edmentum) EdGems | All | K-12 | Tier 1, 2, 3 | All | online | District license |
| | All | 6-8 | Tier1 | All | both | |
| Math 180 | All | 6-12 | Tier 2 & 3 | Math Intervention teachers; Math coach | online | Seat license |
| Aleks (McGraw Hill) | All | 9-12 | Tier 1 & 2 | All | online | # of seats |
| FDOE Toolkit | Algebra/ Geometry | 9-12 | Tier 1, 2, 3 | All | online | |

Florida's MTSS A Multi-Tiered System of Supports

This Fact Sheet is a collaborative effort between the Problem Solving & Response to Intervention Project and Florida's Positive Behavior Support projects with the Florida Department of Education and the University of South Florida.

Fact Sheet

# Effective Tiered Instruction for Math

## Introduction

The following case study regards a fifth-grade student who is proficient in third-grade math standards. The School-Based Leadership Team (SBLT), in combination with the general and special education teachers, developed a multi-tiered plan to provide additional supports for the student.

## Tier 1

The focus in Tier 1 is on successful implementation of standards to drive math instruction. Each standard provides clear expectations for the knowledge and skills students need to master in each grade level and ensure high-quality instruction and positive outcomes for *all* students. They provide the foundation for students to develop critical thinking and problem-solving skills that will be used throughout life. Two frameworks for supporting the implementation of standards are the Universal Design for Learning (UDL) and Differentiated Instruction, which provide students with options for accessing and engaging with instruction, as well as demonstrating their learning. The effectiveness of instruction is determined through student progress toward grade-level expectations.

## Tier 1 Case Study

District Benchmark Assessments provided baseline data of a fifth-grade student who was struggling with adding and subtracting fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. Through further data collection, error analysis of a Curriculum-Based Measurement (CBM) probe, the teacher determined that the student's deficits were with conceptual understanding of fraction concepts and operations. Understanding the barrier, the teacher employed techniques of differentiation and UDL Principles, such as providing options of manipulatives (e.g., fraction strips) and technology (e.g., National Library of Virtual Manipulatives). Additionally, pictorial representations were presented along with the written fraction to reinforce the connection of concrete-to-representational-to-abstract. A peer-tutoring program was in place as primary prevention, with a higher-performing student paired with the lower-performing student.

The student's progress monitoring data was reviewed again and it was determined that there was not sufficient evidence of progress toward Tier 1 expectations. Based upon data indicating a poor response to Tier 1 instruction, the SBLT determined that instruction was not matched to the student's learning needs and that more focused instruction (Tier 2 supports) was necessary.

## Tier 2

The focus of supplemental (Tier 2) support is to address gaps that pose barriers to learning and to improve student performance with Tier 1 expectations. This requires systematic, explicit and interactive small group instruction targeted on foundational skills. Instruction is more intense (more time and narrow focus with explicit feedback) and may be provided by various professionals (e.g., general educator, special educator).

Data (e.g., benchmark, progress monitoring, diagnostic) are used to identify groups of students who are in need of supplemental supports and those that share the same academic needs. The frequency of progress monitoring within a tier varies depending on students' needs and assessment parameters. Effective Tier 2 instruction matches instruction to the need of the students in the group and provides multiple opportunities to practice the skill and receive feedback. The additional time allotted is *in addition* to Tier 1 instruction. The intervention includes materials and strategies designed to supplement Tier 1 instruction and are integrated and reciprocal within Tier 1.

## Tier 2 Case Study

The teacher dug deeper into the student's foundational gap and discovered that the student's misconceptions regarded the belief that fractions' numerators and denominators could be treated as separate whole numbers. He was failing to understand the concept that the denominator defined the size of the fractional part and the numerator represented the number of this part. Upon further review, targeted assessments utilizing CBM error analysis were given to determine the nature of the discrepancy. The teacher determined that the student had mastery of the third grade standards surrounding extending understanding of fraction equivalence. Her hypothesis was that he was lacking fourth grade standards related to conceptual understanding of visual

fraction models to generate equivalent fractions, as well as the ability to compare fractions with varying denominators. The SBLT determined that the student would receive Tier 2 support three days a week for 30 minutes per day using an evidence-based supplemental program. He was provided with fourth grade supplemental materials on the skills that he was lacking, which were aligned to the fifth-grade standards that Tier 1 instruction was currently focused on.

Systematic, explicit, and modeled instruction was provided to the small group with highly sequenced, small learning steps, verbalization of thought processes, guided practice, cues, and feedback. The teacher supplemented her instruction with guidance found in the Math Formative Assessment System-Model Eliciting Activity resources. Pre-teaching of key concepts and explicit instruction were delivered in a small group setting led by teacher modeling, which supported the student's ability to reason about fractions through concrete (e.g., fraction tiles, fraction circles) and representational models (number line, graphic organizer) and kept the student focused on the learning task and engaged in his learning. UDL principles were employed, which provided the student with ways to access the content (e.g., textbook, manipulatives, websites), demonstrate his learning (e.g., worksheet, manipulatives, website report), and engage in his learning (e.g., station rotation through math centers with peer collaboration that aligned to key concepts).

The teacher collected formative data weekly to determine the student's progress. She continued to chart his progress through the use of CBMs, focusing on specific skills for the two fourth grade math standards that the student lacked mastery of. The SBLT had determined that the student would receive the Tier 2 supports three days a week for 20 minutes per day using and evidence-based supplemental program. Upon review of the data, the SBLT determined that the student was not responding to instruction and that more intensive Tier 3 supports were necessary.

## Tier 3

The focus of intensive (Tier 3) support is for students who demonstrate both intense (large gap in expected versus current performance) and severe (unresponsive to intervention) learning problems. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students.

Individualized diagnostic data, as well as instructional time, are *in addition* to those provided in Tiers 1 and 2.

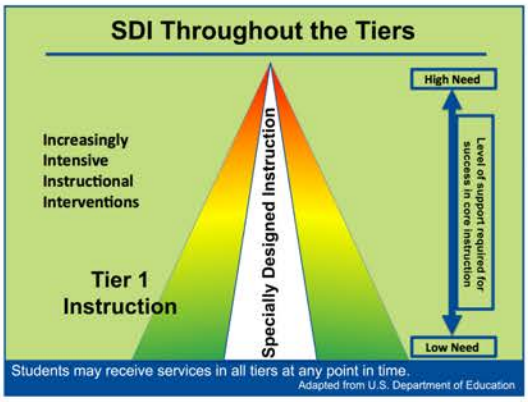
Assessments occur more frequently and focus on the learning barriers to success at Tiers 1 and 2 and are based on intensity of needs. The larger the gap, the more frequent assessments occur to monitor student progress. The expected outcome, along with Tiers 1 and 2, is for the student to achieve Tier 1 proficiency levels.

## Tier 3 Case Study

Using a task-specific CBM, the teacher found that the student continued to make computational errors due to his lack of conceptual understanding of finding a common denominator. The math coach suggested utilizing a representation that held units constant (i.e., measuring tape with marked units), assisting the student to see the need for common unit fractions. The SBLT determined that the student would receive Tier 3 support five days a week for 45 minutes per day using other evidence-based strategies. One-on-one instruction was provided to the student along with the opportunity to practice. Immediate feedback was provided. Engagement was enhanced by designing real-world application tasks for him to complete. The teacher ensured alignment to the Tier 1 instruction by creating lessons involving using pieces of ribbon to make a belt. Curriculum-based assessments were provided weekly to determine if the skill gap was closing.

## Specially Designed Instruction (SDI)

If it is determined that the student is eligible and in need of Exceptional Student Education Services and Supports, they will benefit from SDI. SDI refers to instruction that is provided to eligible students with disabilities (e.g., students that receive procedural safeguards by law and have an Individualized Education Program). SDI is provided collaboratively by the general and special education teachers and is applicable across all tiers of instruction. It enables students with disabilities to access the Tier 1 curriculum in the least restrictive environment through a UDL approach. SDI provides unique instruction/intervention supports determined, designed, and delivered through a team approach, ensuring access to Tier 1 instruction through the adaptation of content, methodology, or delivery of instruction.




## Conclusion

A Multi-Tiered System of Supports exists to ensure *all* students have access to high-quality, engaging math instruction. It integrates instruction and intervention to meet the needs of students, identified through data-based decisions, to accelerate performance and ensure mastery of standards.

References


- MTSS Implementation Components: Ensuring Common Language and Understanding — https://www.livebinders.com/b/2785147?tabid=d29024e2-4769-2ff5-a513-b4140ea0f836
- RtI and Mathematics: IES Practice Guide-Response to Intervention in Mathematics (Webinar) — http://www.rti4success.org/sites/default/files/rti_and_mathematics_webinar_presentation.pdf
- What is "Special" About Special Education? — https://www.livebinders.com/b/2785147?tabid=8f09ff7a-a1bb-2958-fb08-1d75b88b34f0
  - Accompanying Technical Assistance Paper — http://info.fldoe.org/docushare/dsweb/Get/Document-7122/dps-2014-94.pdf

# Instructional Math Resources

**B.E.S.T. Standards for Mathematics:**

- Florida's B.E.S.T. Standards for Mathematics
- Mathematical Thinking and Reasoning Standards (MTRs)

**Instructional Guides (B1G-M):**

- Kindergarten
- Grade 1
- Grade 2
- Grade 3; Grade 3 Accelerated (Draft)
- Grade 4; Grade 4 Accelerated (Draft)
- Grade 5
- Grade 6; Grade 6 Accelerated (Draft)
- Grade 7; Grade 7 Accelerated (Draft)
- Grade 8
- Algebra 1; Algebra 1 Honors
- Geometry; Geometry 1 Honors
- Math for Data and Financial Literacy; Math for Data and Financial Literacy Honors
- Math for College Algebra
- Math for College Liberal Arts
- Math for College Statistics

**B.E.S.T. Professional Learning for Mathematics:**

- District Lead Professional Development, July 2021
- District Professional Learning Events, June 2022
- Middle Grades Spring Professional Learning Events, February and March 2023
- Professional Learning Events, June and July 2023

**PS/RtI Resources:**

- Effective Math Instruction Webinar Series
- Effective Tiered Instruction for Math – Fact Sheet

**BEESS Professional Learning Portal Course:**

- Math Difficulties, Disabilities, and Dyscalculia

# III. General Forms: Parent Communication

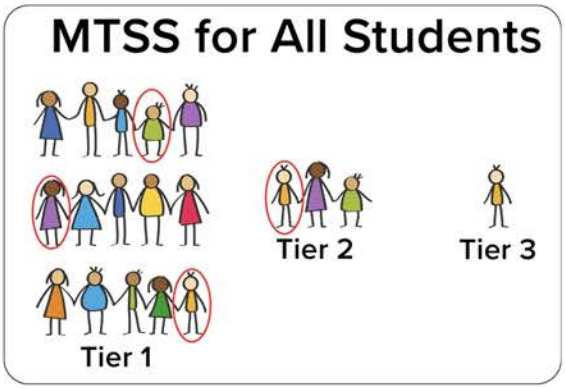
- PS/RtI: A Family Guide to a Multi-Tiered System of Supports
- MTSS Parent Notification Letter
- MTSS Meeting Parent Invite
- Student Social/Developmental History
- MTSS Parent Consent for Screening

# A Family Guide to a Multi-Tiered System of Supports

The purpose of this brochure is to give you a clear understanding of what a Multi-Tiered System of Supports or "MTSS" is, how it can help your child and how you, as families, can actively support your child's learning.

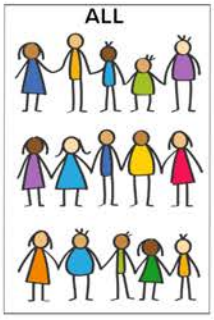
## What is MTSS?

An MTSS is first and foremost about helping students. More specifically, an MTSS is a way that districts and schools organize and provide education to ensure that students receive the instruction they need to be successful. By operating as an MTSS, schools acknowledge that students' needs vary and so the best way to help them achieve is to provide instruction that is matched to those needs. Within an MTSS, educators carefully monitor student progress, work to ensure that all students receive effective instruction and provide more targeted or individualized support when needed.




## What is tiered instruction and how can it help my child?

Tiered instruction can be described simply as layers of support available to every student. For many students, the regular daily classroom instruction is sufficient for them to successfully meet grade level expectations. However, just like anyone learning a new skill or concept, some students may need more support to be successful. Because of this, schools plan for and are ready to provide additional supports, based on what students need, when they need it.




The term **Tier 1** refers to what is provided to all students, and is what every student in a classroom, grade level, or course is taught during the school day. For example, the instruction that is taught to all 4th graders, or the instruction that is taught to all students in Algebra 1, is considered "Tier 1". Schools design and plan high-quality Tier 1, with the expectation that it will be what all students need in order to demonstrate mastery of grade-level expectations.

Even when provided effective Tier 1 instruction, some students will need additional support to master grade level standards. This additional support is known as "Tier 2" and "Tier 3" intervention. Ideally, when Tier 1 instruction meets the needs of most students, only some students will need Tier 2 intervention, and even fewer will need Tier 3 intervention in order to meet grade-level expectations. If your child is currently receiving tiered interventions, it simply means that additional help is needed for them to gain the knowledge or skills being taught.

**Tier 2** interventions are typically organized by a skill area and delivered to small groups of students with progress monitored over time. Tier 2 supports are always provided in addition to Tier 1, and for as long as necessary for students to get and remain on track toward mastery of grade-level expectations.

**Tier 3** interventions are the most intensive level of tiered supports and in most cases are provided when effective Tier 1 and Tier 2 aren't enough for a student to master grade-level expectations. These supports are designed for individual students and are often based on results of additional assessments that identify specific skill strengths and weaknesses.

While the intent of tiered supports is to enable students to be successful, school teams may determine that a child needs the additional support of Exceptional Student Education (ESE) to meet grade-level expectations. Students eligible for ESE receive their specially designed instruction through, and as a part of, this same tiered instructional system. ESE services are not separate, nor are they "in addition to" tiered supports.

# A Family Guide to a Multi-Tiered System of Supports

## How does the school decide what my child needs?

Schools engage in data-based problem solving to ensure that instruction and intervention support are matched to student need. This involves school or teacher teams using data to identify problem areas, determine why those problems exist, develop and implement an instruction or intervention plan, and then monitor student progress to see if students are improving or if additional adjustments are needed. Data used for problem solving come from a variety of sources (e.g., FAST, attendance, office discipline referrals, diagnostic assessments). Data-based problem solving is used to identify needed supports for large groups (Tier 1), small groups (Tier 2), and individual students (Tier 3).

## What is my role?

Families play a critical role in a child's education. When schools and families collaborate to support student learning, student outcomes are improved. Whether your child is meeting grade-level expectations, working on an accelerated curriculum, or receiving additional support, understanding MTSS in your child's school is beneficial.

***What does MTSS look like for me and my child?***

Although MTSS will look different from school to school, there are common elements that you will likely see across all schools. They include:

- Regular communication about your child's progress in school
- Information about how you can help support your child's learning at home
- Notification if your child needs additional supports, including why those supports are needed and what supports are being provided
- If your child is receiving additional supports, frequent communication about how your child's performance is improving, and what steps will be taken next

***What questions can I ask my child's school to learn more?***

Whether talking with your child's teacher, principal or other school support personnel, a great way to learn more about MTSS in your child's school is to ask questions. Here are some potential questions to get you started:

- Is my child meeting academic and behavioral expectations? How do we know?
- If additional instruction or intervention is needed, what supports will be given to my child?
- How often will I be updated on my child's progress?
- What can I do to support my child at home?

## Resources/Additional Information

Florida Problem Solving/Response to Intervention Project (https://floridarti.usf.edu)

A Parent's Guide to RtI – National Center for Learning Disabilities (https://www.advocacyinstitute.org/resources/ParentRTIGuide.pdf)

RtI Action Network – Resources for Parents and Families (http://www.rtinetwork.org/parents-a-families)

Florida Positive Behavioral Interventions & Supports Project (https://flpbis.cbcs.usf.edu)

A Multi-Tiered System of Supports
PS/RtI
Problem Solving/Response to Intervention

# Taylor County School District
# MTSS Parent Notification Letter

Dear Parent/Guardian:

Throughout the school year, our school completes multiple assessments to determine the achievement of your child. The school reviews academic, behavior, and attendance information. These assessments and information measure whether a student is likely to succeed in school.

Teachers and campus staff use the data and information to develop instructional plans to meet each student's academic and behavioral needs. This decision-making process is part of the Multi-Tiered Systems of Support (MTSS) framework.

Our intervention MTSS team has reviewed the most recent assessments and information for your child, _____ and has determined she/he would benefit from targeted small group instruction in: _____. During the course of the intervention, your child's progress will be monitored and adjusted to meet your child's learning needs.

We value the insight you have about your child. If you have any questions, please contact _____ at _____.

Respectfully,

# Taylor County School District
# MTSS Meeting Parent Invitation

Date:

To The Parents/Guardians of _____, a _____ grader at Taylor County _____ School:

The vision of the Taylor School District is to create the most appropriate environment in which ALL students can experience academic success and achieve their educational and career goals while becoming well-rounded members of our global community. We believe every student can succeed with the appropriate support(s) in place. We have identified your student as possibly needing additional supports in the following areas: The MTSS Team will meet to discuss your student's progress in:

_____Reading _____Math _____Behavior _____Attendance

We would like to schedule a meeting to discuss possible supports that could be implemented to help _____ be more successful.

This meeting is scheduled for _____ at _____. Please reach out to _____ at 850-838-_____ if you need to schedule a different time.

We look forward to meeting with you and thank you for being a valuable member of your student's academic support team.

Sincerely,

# Taylor County School District
# Student Social/Developmental History

**IDENTIFYING INFORMATION**

Student's Name: _____ Date of Birth: _____Student's Race: _____Sex: M F Current Age: ____

Student's Home Address: _____

Telephone #: _____ Emergency Phone #: _____

Parent/Guardian's Name: _____ Occupation: _____

Telephone #: _____ Last Grade Completed in school: _____ Legal Guardian: Yes No

Address: _____Email: _____

Parent/Guardian's Name: _____ Occupation: _____

Telephone #: _____ Last Grade Completed in school: _____ Legal Guardian: Yes No

Address: _____Email: _____

| **Names of Others Living In the Home:** | **Age** | **Relationship** |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

Language Spoken at Home: _____ Which language does the child prefer to speak? _____

**Medical Information:**

Name of physician: _____ Date of last examination: _____

Medications student takes: _____

Has the student had major illnesses and/or injuries? Explain. _____

Description of any hospitalization: _____

History of ear infections: o Yes o No / Has the child ever had ear tubes? o Yes o No

Medical Diagnoses (e.g. ADHD, Asthma, Autism) _____

**Pregnancy (optional):**

Check One: o Full Term o Premature o Overdue

Describe any illness of mother during pregnancy: _____

_____

Medications taken by the mother during pregnancy:

Prescribed medications: _____ Alcohol: _____

Non-prescribed medications: _____ Smoking: _____

Place of birth: _____ Baby's Birth Weight: _____

Any complications or difficulties about the birth? _____

Did the baby have any illnesses immediately after birth? _____

# Taylor County School District
# Student Social/Developmental History
# (Cont.)

**Developmental History**

Age sat up: _____ Age walked: _____ Age When Said First Word: _____

When did toilet training begin? _____ Age toilet trained: _____

Any problems learning to walk or talk? _____

**Behavioral Information**

Does the child exhibit any problems in the following areas? If so, please describe:

- ◯ Sleeping: _____
- ◯ Hearing: _____
- ◯ Speech: _____
- ◯ Vision: _____
- ◯ Seizures: _____
- ◯ Bedwetting: _____
- ◯ Soiling: _____
- ◯ Temper Tantrums: _____
- ◯ High Activity Level: _____
- ◯ Prone to Accidents: _____
- ◯ Asthma: _____
- ◯ Headaches: _____
- ◯ Head Injuries: _____
- ◯ Worries: _____
- ◯ Eating Concerns: _____
- ◯ Jealousy: _____
- ◯ Nightmares: _____
- ◯ Separation Difficulties: _____
- ◯ Easily Frustrated: _____
- ◯ Allergies: _____

**Family and Relatives**

Have any of the student's relatives had any of the characteristics below?

- Emotional Problems: _____ Relationship: _____
- Academic Problems: _____ Relationship: _____
- Medical Problems: _____ Relationship: _____
- Physical Disabilities: _____ Relationship: _____

Were there any major life events that could have affected the child (ie, death in the family, divorce, etc.)

_____

_____

**School History**

Age Began Pre-School: _____ Age Started Kindergarten: _____

List schools attended, grades attended at each and special services the student received (occupational therapy, speech therapy, psychological evaluation, exceptional/special education, etc).

| School | Grades Attended | Special Services |
|---|---|---|
| | | |
| | | |
| | | |
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| | | |

# Taylor County School District
# Student Social/Developmental History
# (Cont.)

Has the student ever repeated a grade? o Yes o No If yes, what grade? _____

What are your child's strengths? _____

_____

_____

Is your child receiving help in any subjects (ie, tutoring after/before school)? _____

_____

What kind of help do you think your child needs? _____

_____

Any additional information that will assist us in understanding your child:_____

_____

_____

Respondent Name:_____ Signature:_____

# Taylor County School District
# Parent Consent for Screening

Dear Parent of: _____ Date: _____

School: _____ DOB: _____

We are interested in your child's success in school. Therefore, your child has been referred to the Intervention Assistance Team (IAT) to address {his, her} school performance. The team would like to gather more information by administering an individual screening. The screening may include:

vision,
hearing,
speech,
language,
behavior,
cognitive
academic screening instruments.

In order for this to be accomplished, your consent for screening must be obtained. All information gathered will assist in educational planning and will be shared with you at your request.

Please check the appropriate box below, sign and date.

☐ Yes, I give consent for my child to have an individual screening.

☐ No, I do not give consent for my child to have an individual screening.

Comments:_____

_____

_____

_____

Parent Signature: _____Date: _____

If you have any questions, please contact _____ at _____

Please return form to: _____.

**For office use:**

| | | | | |
|---|---|---|---|---|
| 1st Attempt: | Contact Date: _____ | Mail | Home with Student | Personal |
| 2nd Attempt: | Contact Date: _____ | Mail | Home with Student | Personal |

# IV. General Forms: Problem Solving

- K-12 MTSS Meeting Map
- Teacher Request for Assistance Form
- Student Observation Form (Classroom)
- Tiers 1, 2, 3 Meeting Checklists
- TCSD Intervention documentation worksheet
- National Center on Intensive Intervention: Intervention Implementation Review Log
- TCSD MTSS Meeting Summary
- TCSD MTSS Student Records Review
- Tier 2/3 MTSS Intervention Plan Template

# Taylor County School District
# K-12 Meeting Map

| Team | Members | Purpose | Possible Actions |
|---|---|---|---|
| **School Support Team (SST)** (Leadership Team)<br><br>Meeting frequency: At least monthly | • Principal<br>• Assistant Principal<br>• Dean<br>• Guidance Counselor<br>• Instructional Coach<br>• Staffing Specialist<br><br>**Facilitator: Principal** | Tier 1 (School-wide) Support:<br><br>Develop, monitor, evaluate and adjust action plans for:<br>• School-wide implementation of MTSS<br>• Building level issues (e.g. attendance, tardies, number of referrals, etc.)<br>• School-wide outcomes for all students (e.g. reading math, behavior, etc.) | Use the four-step problem solving process to address several topics/areas including but not limited to:<br>• *Promoting a school-wide vision and mission for MTSS implementation, including the development and dissemination of a school-wide implementation plan*<br>• *Allocating resources (e.g., time, personnel, materials) for the planning and delivery of evidence-based assessment, instruction and intervention*<br>• *Providing ongoing professional development and coaching support to school staff*<br>• *Collecting and analyzing data on MTSS implementation efforts*<br><br>Respond to guiding questions depending on the step of the problem-solving process.<br><br>Facilitators from other problem-solving teams report outcomes and other vital information. |

# Taylor County School District
# K-12 Meeting Map

| Team | Members | Purpose | Possible Actions |
|---|---|---|---|
| **Literacy Leadership Team (LLT)**<br><br>*Meeting frequency:*<br>*At least monthly* | • Principal<br>• Assistant Principal<br>• ELA Teacher(s)<br>• ESE Teacher(s)<br>• Instructional Coach<br>• Interventionist<br>• Media Specialist<br><br>**Facilitator:**<br>**Instructional Coach** | Tier 1 (school-wide) Support:<br><br>• Establish an organizational culture that supports continuous improvement in student outcomes in reading.<br>• Planning and implementing events/activities for Literacy Week | • Disaggregate data and make informed decisions about how to maximize student growth in reading.<br>• Build capacity by identifying teachers and coaches who can serve as trainers in the use of evidence-based curriculum, instruction and intervention aligned to the B.E.S.T. ELA standards.<br>• Intervention aligned to the B.E.S.T. ELA standards. |
| **Team** | **Members** | **Purpose** | **Possible Actions** |
| **Grade Level/Content Area Team(s)**<br><br>*Meeting Frequency:*<br>*At least once a month with the expectation that instructional coach will facilitate these meetings weekly* | • Assistant Principal (as needed)<br>• Instructional Coach (for support)<br>• Teachers<br><br>**Facilitator:**<br>**Instructional Coach** | Tier 1 & 2 Support:<br><br>• Develop, monitor, evaluate, and adjust action plans for changes in Tier 1 instruction, behavior management, and attendance that is delivered to all students in a grade level.<br>• Identify students for whom Tier 1 instruction, behavior management, and attendance is insufficient and recommend for Tier 2 problem solving meeting. | • Utilize grade level data to compare student academic, behavioral, and attendance data.<br>• Identify students for whom Tier 1 instruction, behavior management, and attendance is insufficient and recommend for Tier 2 problem solving meeting.<br>• Develop, monitor, evaluate, and adjust action plans for the provision of supplemental Tier 2 intervention. |

# Taylor County School District
# K-12 Meeting Map

| Team | Members | Purpose | Possible Actions |
|---|---|---|---|
| **Individual Student Support Team (ISST)**<br><br>*Meeting frequency:*<br>*At least every 4-6 weeks* | • Principal<br>• Assistant Principal<br>• Dean<br>• Guidance Counselor<br>• Instructional Coach<br>• Parent/Guardian<br>• Staffing Specialist<br>• Teacher(s)<br><br>**Facilitator: Instructional Coach or Dean**<br><br>*( Members will attend based on student needs)* | Tier 3 support:<br><br>• Uses Tier 1 and Tier 2 Data to identify gaps in achievement, implement a problem-solving process, develop action items, create goal statements, develop Tier 3 interventions, and consult with student's parents/guardians on the problems and action plans.<br><br>• Use school and individual student discipline and attendance data implement a problem-solving process, develop a hypothesis, create goal statements, develop Tier 3 interventions, and consult with student parents/guardians on the problems and action plans. | • Utilize data to make decisions in designing intensive interventions for individualized Tier 3 instruction, behavior, and attendance support.<br>• Engage in the Problem-Solving Model.<br>• Determine Tier 3 instructional, behavioral, and attendance strategies.<br>• Use data & the four-step problem solving process to:<br>• Identify the difference or "gap" between expected and current student outcomes<br>• Use a variety of data sources are used to identify & verify reasons why students are not meeting expectations<br>• Develop specific instructional/intervention plans that are implemented based on verified reasons why students are not meeting expectations<br>• Develop a plan to monitor student progress on intervention goals |
| **Team** | **Members** | **Purpose** | **Possible Actions** |
| **PBS Team**<br><br>*Meeting frequency:*<br>*At least quarterly* | • Principal<br>• Assistant Principal (as needed)<br>• Dean<br>• Grade Level PBS Team Representatives<br><br>**Facilitator:**<br>**Dean** | Tiers 1, 2, 3 support for behavior:<br><br>Support classroom teachers with positive behavior strategies for Tier 1, 2, and 3 based on disaggregated school wide behavior data. | • Develop and implement schoolwide student behavior goals.<br>• Develop schoolwide student behavior percentage tracker.<br>• Develop monthly schoolwide behavior incentives and rewards. |

# Taylor County School District
# MTSS Teacher Request for Assistance Form

**Student:** _____ **Grade:** _____ **Subject(s):** _____

**Area(s) of Concern: Academic: ____Reading ____Math ____ Behavior ____ Attendance**

**Please describe specific concerns. List any academic, social, or emotional factors that negatively impact the student's performance (please list/attach any relevant student data):**

_____

_____

_____

**In what settings/situations does the problem occur most often?**

_____

_____

_____

**In what settings/situations does the problem occur least often?**

_____

_____

_____

**What are the student's strengths, talents or special interests?**

_____

_____

_____

**Date:** _____ **Form Completed By:** _____

***If available, please provide: Work Samples, Parent Conference Documentation**

# Taylor County School District
# MTSS Classroom Observation Form

**Student:** _____ **Student ID:** _____ **Grade:** _____ **DOB:**_____**School:**_____

**Date of Observation:** _____ **Time:** _____ **to** _____ **Suspected Disability:** _____

**Observer:** _____ **Teacher:**_____**Subject Observed:** _____

**Pupil/Teacher Ratio During Observation:**

**Students:** **< 10** **10-15** **16-20** **>20**

**Classroom Management:** **Rows of Desks** **Grouped Desks** **Tables** **Centers** **Other**

| CLASSROOM INTERACTION WITH TEACHER: | Yes | No | N/A | Frequency and/or Comments |
|---|---|---|---|---|
| Demands teacher attention | | | | |
| Attentive to instruction/instructor | | | | |
| Excessive concern with achievement | | | | |
| Participates in class discussion | | | | |
| Responds appropriately to praise | | | | |
| Responds appropriately to correction | | | | |
| Required firm discipline | | | | |
| Out of seat without permission | | | | |
| WORK BEHAVIOR: | | | | |
| Begins tasks promptly | | | | |
| Short attention span | | | | |
| Easily distracted | | | | |
| Seems prepared and organized | | | | |
| Follows verbal instruction | | | | |
| Follows written instruction | | | | |
| Works effectively in small group | | | | |
| Works effectively in large group | | | | |
| Works effectively alone | | | | |
| Appears to struggle with reading tasks | | | | |
| Appears to struggle with math concepts | | | | |
| Appears to work to ability level | | | | |
| **CLASSROOM INTERACTION WITH PEERS:** | | | | |
| Interacts with peers appropriately | | | | |
| Disturbed others frequently | | | | |
| Disturbed others occasionally | | | | |
| Did not disturb other students | | | | |

**What behavior was observed that relates directly to the area of concern?**_____

_____

_____

**Comments:** _____

_____

_____

_____ _____

**Signature of Observer** **Position (cannot be regular classroom teacher)**

# Taylor County School District
# MTSS Meeting Checklist

**Tier 1 /2**

_____ • Prior to MTSS Meeting, please collect the following documents:

_____ • Teacher Input (Request for Assistance Form)

_____ • Intervention Documentation (Tier 1 – Progress monitoring data) (Tier 2 – parent communication (FOCUS student documentation) records, Social/behavioral intervention data, Intervention Documentation worksheet, Behavior Intervention Plan copies)

_____ • District/State Assessment Results-PM scores (Student Records Review Form)

_____ • Grades (Cohort comparison between whole class and small group performance)

_____ • Work Samples for entire class or small group (if applicable)

**Tier 3**

_____ • Prior to MTSS Meeting, please collect the following documents:

_____ • Student Progress Reports

_____ • Student Attendance data

_____ • signed MTSS Parent Notification Letter

_____ • signed MTSS Parent Meeting Invitation Letter

_____ • Parent Conferences held (Meeting Summary Form)

_____ • completed Student Social/Developmental History Form

_____ • Parent Consent & results of screening(s)

_____ • Tier 2 Intervention Data (Tier 2 Intervention Plan, progress monitoring data, communication records, Group Intervention Documentation Worksheet, Behavior Intervention Plan copies) (Tier 3 NCII Intensive Intervention Implementation Review Log)

# Taylor County School District
# MTSS 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 (RtI), 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** 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. Worksheet A records one week of data in this case; thus, a new sheet is created each week. **Worksheet B** is formatted for recording individual student interventions.

# Taylor County School District
# Intervention Documentation for Individual Students
# Worksheet A

**Week/Date:** _____ **Teacher:** _____ **Grade:** _____

**Intervention Goal:** _____ **Tier 2**

| | Monday | | | Tuesday | | | Wednesday | | | Thursday | | | Friday | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Student Names** | T | P | F | T | P | F | T | P | F | T | P | F | T | P | F | Total Minutes |
| | | | | | | | | | | | | | | | | |
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**Legend:**

| | | | |
|---|---|---|---|
| T = Time (# of minutes)<br><br>P = Program/ Strategy<br><br>F = Focus | **Focus:**<br><br>O=Oral Language<br>PA = Phonological Awareness<br>P = Phonics<br>F= Fluency<br>V= Vocabulary<br>C= Comprehension<br>NS=Number Sense & Operations<br>FR=Fractions<br>M=Measurement<br>GR=Geometric Reasoning<br>DA=Data Analysis & Probability | **Program:** *(Create your own key. Ex) W = Wonders, J=Jamestown)*<br><br>_____ = _____<br>_____ = _____<br>_____ = _____<br>_____ = _____<br>_____ = _____<br>_____ = _____<br>_____ = _____<br>_____ = _____<br>_____ = _____<br>_____ = _____ | **Fidelity of Implementation:**<br>(Treatment Integrity)<br><br>**Observed:**<br>__Yes __No ____ Initials___ Date<br>__Yes __No ____ Initials___ Date<br>__Yes __No ____ Initials___ Date<br>__Yes __No ____ Initials___ Date<br>__Yes __No ____ Initials___ Date |

# Taylor County School District
# Intervention Documentation for Individual Students
# Worksheet B

**Student:** _____ **Grade:** _____

**Goal:** _____ **Teacher:** _____ **Tier: 3**

| | Monday | | | Tuesday | | | Wednesday | | | Thursday | | | Friday | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Weekly Dates | T | P | F | T | P | F | T | P | F | T | P | F | T | P | F | Total Minutes |
| | | | | | | | | | | | | | | | | |
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**Legend:**

| | | | |
|---|---|---|---|
| T = Time (# of minutes)<br><br>P = Program/ Strategy<br><br>F = Focus | **Focus:**<br><br>O=Oral Language<br>PA = Phonological Awareness<br>P = Phonics<br>F= Fluency<br>V= Vocabulary<br>C= Comprehension<br>NS=Number Sense & Operations<br>FR=Fractions<br>M=Measurement<br>GR=Geometric Reasoning<br>DA=Data Analysis & Probability | **Program:** *(Create your own key. Ex) W = Wonders, J=Jamestown)*<br><br>_____ = _____<br>_____ = _____<br>_____ = _____<br>_____ = _____<br>_____ = _____<br>_____ = _____<br>_____ = _____<br>_____ = _____<br>_____ = _____<br>_____ = _____ | **Fidelity of Implementation:**<br>(Treatment Integrity)<br><br>**Observed:**<br>__Yes __No ____ Initials___ Date<br><br>__Yes __No ____ Initials___ Date<br><br>__Yes __No ____ Initials___ Date<br><br>__Yes __No ____ Initials___ Date<br><br>__Yes __No ____ Initials___ Date |

# Intensive Intervention Implementation Review Log

Purpose: This log can be used by intervention providers or planning teams to review, document, and improve implementation of the data-based individualization (DBI) process for the group of students they serve. To monitor implementation for an individual student, see the Student-Level Data-Based Individualization Implementation Checklists and Daily and Weekly Intervention Review.

**Teacher, Interventionist, or Team:** _____

**Date of Review:** _____

**Instructions:**
For each question below, please mark the best answer according to the anchors provided. "You" may refer to the person or team completing the form or to the person assigned the relevant task in each student's plan. Explanations and other notes may be recorded at the end of the form. Review your answers and notes to identify a) aspects of implementation that need to be strengthened and b) strategies or resources to address these needs.1 The form can be completed as many times as deemed necessary to determine if implementation improves.

## Monitoring Plan Implementation and Students' Progress

In this section, review the implementation of each student's current intervention and progress monitoring plan, as well as students' progress.

| Question | No Partially Yes | Anchors |
|---|---|---|
| 1. Did you collect information on the *implementation* of all components of each student's intensive *intervention* plan? | ☐ 1 ☐ 2 ☐ 3 | 1 = No, not collected for any student. 2 = Collected on some students. 3 = Yes, collected on all students. |

1 See the National Center on Intensive Intervention website (http://www.intensiveintervention.org/) for more information on and resources to support DBI implementation.

| Question | No Partially Yes | Anchors |
|---|---|---|
| 2. Did you collect ongoing *progress monitoring data* for all students receiving DBI? | ☐ 1 ☐ 2 ☐ 3 | 1 = No, not collected for any student.<br>2 = Collected on some students.<br>3 = Yes, collected on all students. |
| 3. Did you collect *progress monitoring data* at least weekly, according to each student's plan? | ☐ 1 ☐ 2 ☐ 3 | 1 = No, not collected.<br>2 = Collected but not regularly or as frequently as planned<br>3 = Yes, collected regularly according to plan (at least weekly). |
| 4. Did the data indicate a need for *adaptation* for any students?2<br><br>*If the answer is "No," answer "N/A" for the remaining questions.* | ☐ 1 ☐ 2<br>☐ N/A | 1 = No adaptations needed.<br>2 = Yes, adaptations are needed.<br>N/A = No new adaptations were needed during this review period. |

Adapting Plans

Complete this section only if the team answered "Yes" to all or nearly all of the questions in the previous section.

| Question | No Partially Yes | Anchors |
|---|---|---|
| 5. Did you *identify potential adaptations* for students who needed them?<br><br>*If the answer is "No," answer "N/A" for the remaining questions.* | ☐ 1 ☐ 2 ☐ 3<br>☐ N/A | 1 = No, needed adaptations not yet identified for any students.<br>2 = Identified only for some students who need adaptations.<br>3 = Yes, identified for all students.<br>N/A = No new adaptations were needed during this review period. |

2Consider implementing an adaptation to an academic intervention when the trend line for progress monitoring data is lower than the goal line, or if the four most recent data points (e.g., four weeks) fall below the student's goal line. Adaptations may need to occur more frequently for behavior interventions, depending on the nature of the problem behavior.

| Question | No Partially Yes | Anchors |
|---|---|---|
| 6. Did you use the *data* to identify potential adaptations? | ☐ 1 ☐ 2 ☐ 3<br>☐ N/A | 1 = No, adaptations were made without using data.<br>2 = Data use was inconsistent.<br>3 = Yes, data were consistently used to guide adaptations.<br>N/A = No new adaptations were identified during this review period. |
| 7. Did you *implement* the intended adaptations? | ☐ 1 ☐ 2 ☐ 3<br>☐ N/A | 1 = No, identified adaptations were not implemented for any student.<br>2 = Identified adaptations were implemented inconsistently or only for some students.<br>3 = Yes, identified adaptations were consistently implemented for all students.<br>N/A = No new adaptations were identified during this review period. |

Please note any relevant information to explain the above ratings, including information on the appropriateness of the progress monitoring data (e.g., sensitivity to change) and the quality of implementation of the intervention plan and adaptations.

# Taylor County School District
# MTSS Meeting Summary

**Student Name:** _____ **Grade:**____ **Date:** _____ **Teacher:** _____

**Concern:** **Reading** **Math** **Behavior**

**List interventions & Progress/Response:**

_____

_____

_____

**Grade/Data Review**

| | 1st 9 Weeks | 2nd 9 Weeks | 3rd 9 Weeks | 4th 9 Weeks |
|---|---|---|---|---|
| Language Arts | | | | |
| Math | | | | |

**Notes/Update/Concerns:**

_____

_____

_____

**Next Steps:**

_____

_____

_____

**Continue Current Interventions**

**Implement Additional Interventions**

**Refer for Further Evaluation**

**Date of Next Meeting:** _____

| Signature | Title | Date |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

**Parent in Attendance:** **YES** **No**
**If parent is not in attendance: Notes sent:** **By student** **By Mail**

# Taylor County School District
# MTSS Students Records Review

**Student Name:** _____ **Grade:** ___ **DOB:** _____ **School:** _____

| Support Services | Grade/School Year | Other Indicators | Grade/School Year |
|---|---|---|---|
| ESE | | Retention | |
| ESOL | | Good Cause Exemption | |
| 504 Plan | | Intervention Plan (Academics/Behavior) | |

| | |
|---|---|
| **Sensory Screenings** | **Vision** Date _____ Passed Failed Glasses: Yes No<br>**Hearing** Date _____ Passed Failed Hearing Aid/Cochlear: Yes No<br>**Speech** Date _____ Passed Failed Enrolled<br>**Language** Date _____ Passed Failed Enrolled |
| **Attendance History (Attach copy of entry/withdrawal screen if mobility is a concern)** | Year: _____ Absences: _____ Tardies: _____ Percentage Attended: _____ Year: _____<br>Absences: _____ Tardies: _____ Percentage Attended: _____ |
| **Medical Concerns** | (Physical health, Allergies, mediations, etc.) _____ |
| **Family Information** | Developmental Information form completed? NO YES Date: _____<br>Family dynamics, changes in family structure, disruption of family supports, history of learning disabilities in family, etc.<br>_____ |

**Achievement Data**

| | Exact Path | Edmentum | STAR Math | STAR Reading | Other |
|---|---|---|---|---|---|
| Date | | | | | |
| Scaled Score | | | | | |
| Percentile Rank | | | | | |

| | FAST PM ___ELA | FAST PM ___Math | FCAT Science:5th/8th | Other |
|---|---|---|---|---|
| Date | | | | |
| Scaled Score | | | | |
| Achievement Level | | | | |

| | |
|---|---|
| **Disciplinary Actions** | Referrals: _____<br>Primary Reason for Referrals:_____<br>_____ |
| **Psychological Data** | Psychoeducational Evaluation Date: _____<br>Additional Information:_____ |
| **Functional Behavior Assessment (FBA)/Positive Behavior Intervention Plan (PBIP)** | FBA: Date _____<br>PBIP: Date _____ |

# Taylor County School District
# MTSS Intervention Plan

**Student Name: _____ Grade:____ Date: _____ Teacher: _____**

**Design Date: _____ Intervention Implementation Date: _____ Tier 2: ____ Tier 3 ____**

| | |
|---|---|
| **Target Skill** | |
| **Baseline Data of Target Skill:** | |
| **Short- Term Goal:** | |
| **Long-Term Goal:** | |

**Intervention Design: Describe specific intervention implemented.**

| | |
|---|---|
| **WHO: Who is responsible for implementation of plan?** | |
| **WHAT: What strategies are being used for intervention?** | |
| **WHERE: Where will the intervention take place?** | |
| **WHEN: When will the intervention take place?** | **_____ days per week**<br>**_____ minutes per session** |

**Progress Monitoring:**

| | |
|---|---|
| **How are you monitoring the progress of the student?** | **Tool: _____**<br>**Frequency: _____** |

**Progress Review:**

| Date | Result of Intervention |
|---|---|
| | |
| | |

# Resources/References

**Links: Click on the blue links to find more information**

- **Self-Assessment of MTSS Implementation**
- **School Improvement Plans**
    - Steinhatchee School
    - Taylor County Primary School
    - Taylor County Elementary School
    - Taylor County Middle School
    - Taylor County High School
- **District Comprehensive Evidence-Based Reading Plan**
- **Plan for Inclusive Education (PIE)**
- TCSD K-12 Grading Protocols
- PS/RtI Professional Learning Modules Catalog
- **House Bill 7039 Summary**

# Taylor County School District
# Grading Protocols
# 2023-2024

**Superintendent**

Alicia Beshears

**School Board Members**

Brenda Carlton

Deidra Dunnell

Bonnie Sue Agner

Danny Lundy

Jeannie Mathis

# Taylor Grading Protocols 2023-2024

## Kindergarten

| Grade Level | Subject Area | Numerical or Letter on Report Card | Weighting between Test and Daily Grades | Minimum number of Grades required per nine weeks/per Category |
|---|---|---|---|---|
| Kindergarten | ELA | Both | 60% assessments<br>40% classwork | Assessment: (9+) progress monitoring (cold reads), selection assessment, quizzes |
| Kindergarten | Math | Both | 60% Assessments<br>40% Classwork | 5+ Assessments<br>Classwork: Drills |
| Kindergarten | Science | S, N, U | Participation | Embedded in math and reading curriculum. |
| Kindergarten | Social Studies | S, N, U | Participation | Embedded in math and reading curriculum. |
| Kindergarten | Other<br>PE<br>Wheel | S, N, U | Participation | |

## First Grade

| Grade Level | Subject Area | Numerical or Letter on Report Card | Weighting between Test and Daily Grades | Minimum number of Grades required per nine weeks/per category |
|---|---|---|---|---|
| 1st | ELA | Both | 60% Assessments<br>40% Classwork | Assessment: (9+) progress monitoring (cold reads), selection assessment, quizzes<br>Classwork: Spelling/Sight Word: (9+) spelling, sight word, writing |
| 1st | Math | Both | 60% Assessments<br>40% Classwork | 5+ Assessments<br>Classwork: Fact Drills |
| 1st | Science | S, N, U | Participation | Embedded in math and reading curriculum. |
| 1st | Social Studies | S, N, U | Participation | Embedded in math and reading curriculum. |
| 1st | Other PE Wheel | S, N, U | Participation | |

## Second Grade

| Subject Area | Numerical or Letter on Report Card | Weighting between Test and Daily Grades | Minimum number of Grades required per nine weeks/per category |
|---|---|---|---|
| ELA | Both | 60% Assessments<br>40% Classwork | Assessment: (9+) progress monitoring (cold reads), quizzes, selection assessment<br>Classwork: Spelling/Sight Word: (9+) spelling, sight word, writing |
| Math | Both | 60% Assessments<br>40% Classwork | 5+ Assessments<br>Classwork: Fact Drills |
| Science | S, N, U | Participation | Embedded in math and reading curriculum. |
| Social Studies | S, N, U | Participation | Embedded in math and reading curriculum. |
| Other PE Whee | S, N, U | Participation | |

## Third Grade

| Grade Level | Subject Area | Numerical or Letter on Report Card | Weighting between Test and Daily Grades | Minimum number of Grades required per nine weeks/per category |
|---|---|---|---|---|
| 3rd | Math | Both | 60 % Assessments: Chapter or skills tests, Quizzes, Mid-Chapter and Checkpoint<br>40% Assignments Classwork, Computation, Homework, and Fluency Drill | Minimum of 3 in the assessment category<br>Minimum of 9 in Assignment Category<br>*Minimum of 3 must be in the Fluency Category |
| 3rd | Reading / ELA | Both | 60% assessments: Weekly Assessment and Unit Assessments<br>40% Assignments Classwork, Homework, Writing, Spelling, and Grammar<br>*Assessments in Writing, Spelling, and Grammar must be in the Assignment Category | Minimum of 9 in Assignment Category |
| 3rd | Science | Both | 60% Assessments<br>40% Assignments Classwork, Homework, and Labs | Minimum of 2 in the assessment category<br>Minimum of 2 in the lab category<br>Minimum of 6 in the Assignment Category |
| 3rd | Social Studies | Both | 60% Assessment<br>40% assignments | Minimum of 2 in the assessment category<br>Minimum of 4 in the assignment category |
| 3rd | Other PE Wheel | S, N, U | Participation | |

## Fourth Grade

| Grade Level | Subject Area | Numerical or Letter on Report Card | Weighting between Test and Daily Grades | Minimum number of Grades required per nine weeks/per category |
|---|---|---|---|---|
| 4th | Math | Both | 60 % Assessments: Chapter or skills tests, Quizzes, Mid-Chapter and Checkpoint<br>40% Assignments Classwork, Computation, Homework, and Fluency Drill | Minimum of 3 in the assessment category-<br>Minimum of 9 in Assignment Category<br>*Minimum of 3 must be in the Fluency Category |
| 4th | Reading/ ELA | Both | 60% assessments<br>Weekly Assessment and Unit Assessments<br>40% Assignments Classwork, Homework, Writing, Spelling, and Grammar<br>*Assessments in Writing, Spelling, and Grammar must be in the Assignment Category | Minimum of 3 in the assessments category<br>Minimum of 9 in Assignment Category |
| 4th | Science | Both | 60% Assessments<br>40% Assignments Classwork, Homework, and Labs | Minimum of 2 in the assessment category<br>Minimum of 2 in the lab category<br>Minimum of 6 in the Assignment Category |
| 4th | Social Studies | Both | 60% Assessments<br>40% Assignments | Minimum of 2 in the assessment category<br>Minimum of 4 in the assignment category |
| 4th | Other PE, Wheel | S, N, U | Participation | |

# Taylor Grading Protocols 2023-2024

## Fifth Grade

| Grade Level | Subject Area | Numerical or Letter on Report Card | Weighting between Test and Daily Grades | Minimum number of Grades required per nine weeks/per category |
|---|---|---|---|---|
| 5th | Math | Both | 60 % Assessments: Chapter or skills tests, Quizzes, Mid-Chapter and Checkpoint<br>40% Assignment, Classwork, Computation, Homework, and Fluency Drill | Minimum of 3 in the assessment category<br>Minimum of 9 in Assignment Category<br>*Minimum of 3 must be in the Fluency Category |
| 5th | Reading / ELA | Both | 60% Assessments: Weekly Assessment and Unit Assessments<br>40% Assignments Classwork, Homework, Writing, Spelling, and Grammar<br>*Assessments in Writing, Spelling, and Grammar must be in the Assignment Category | Minimum of 3 in the assessments category<br>Minimum of 9 in Assignment Category |
| 5th | Science | Both | 60% Assessments<br>40% Assignments Classwork, Homework, and Labs | Minimum of 2 in the assessment category<br>Minimum of 2 in the lab category<br>Minimum of 6 in the Assignment Category |
| 5th | Social Studies | Both | 60% Assessments<br>40% Assignments | Minimum of 2 in the assessment category<br>Minimum of 4 in the assignment category |
| 5th | Other PE Wheel | S, N, U | Participation | |

| Grade Level | Homework Expectations | Zeroes in Grade Book | Make-Up Work Procedures | Re-teaching Plan and Grading for Failing Students |
|---|---|---|---|---|
| **Kindergarten** | Homework is not graded, but it is expected to be completed.<br><br>**Homework will consist of:**<br>Sight words<br>Read aloud w/parent log<br>Spelling<br>Math practice | The only zero in a grade book would be an earned grade. | Students have 2 days, or each day missed to make up work. | Reteaching daily during small group instruction using data and teacher observation of iii. Tier 3 instruction for students who continue to struggle in iii. All students are held accountable to the same grading standards as set forth by the Pupil Progression Plan.<br><br>For failing assessment grades: (59 and below): After reteaching, assess same standards with different assessment. |
| **First Grade** | Homework is not graded, but it is expected to be completed.<br><br>**Homework will consist of:**<br>Sight words<br>Read aloud w/parent log<br>Spelling<br>Math practice | The only zero in a grade book would be an earned grade. | Students have 2 days, or each day missed to make up work. | Reteaching daily during small group instruction using data and teacher observation of iii. Tier 3 instruction for students who continue to struggle in iii. All students are held accountable to the same grading standards as set forth by the Pupil Progression Plan.<br><br>For failing assessment grades: (59 and below): After reteaching, assess same standards with different assessment |

| Grade Level | Homework Expectations | Zeroes in Grade Book | Make-Up Work Procedures | Re-teaching Plan and Grading for Failing Students |
|---|---|---|---|---|
| **Second Grade** | Homework is not graded, but it is expected to be completed.<br><br>**Homework will consist of:**<br>Sight words<br>Read aloud w/parent log<br>Spelling<br>Math practice | The only zero in a grade book would be an earned grade. | Students have 2 days, or each day missed to make up work. | Reteaching daily during small group instruction using data and teacher observation of iii. Tier 3 instruction for students who continue to struggle in iii. All students are held accountable to the same grading standards as set forth by the Pupil Progression Plan.<br><br>For failing assessment grades: (59 and below): After reteaching, assess same standards with different assessment. |
| **Third Grade** | Weekly homework—Assigned on Monday due back on Friday<br><br>• Reading<br>• Spelling<br>• Math<br>• Science as needed | Grades earned are entered into the grade book. | Students returning to school after an excused absence have a time period equal to the number of days excused or a minimum of five (5) days, whichever is greater, to make up missed work. | Reteaching daily during small group instruction using data and teacher observation of iii. Tier 3 instruction for students who continue to struggle in iii. All students are held accountable to the same grading standards as set forth by the Pupil Progression Plan. |

| Grade Level | Homework Expectations | Zeroes in Grade Book | Make-Up Work Procedures | Re-teaching Plan and Grading for Failing Students |
|---|---|---|---|---|
| **Fourth Grade** | Weekly homework<br>• Reading<br>• Spelling<br>• Math<br>• Science as needed | Grades earned are entered into the grade book. | Students returning to school after an excused absence have a time period equal to the number of days excused or a minimum of five (5) days, whichever is greater, to make up missed work. | Reteaching daily during small group instruction using data and teacher observation of iii. Tier 3 instruction for students who continue to struggle in iii. All students are held accountable to the same grading standards as set forth by the Pupil Progression Plan |

| Grade Level | Homework Expectations | Zeroes in Grade Book | Make-Up Work Procedures | Re-teaching Plan and Grading for Failing Students |
|---|---|---|---|---|
| Fifth Grade | Weekly homework<br>• Reading<br>• Spelling<br>• Math<br>• Science as needed | Grades earned are entered into the grade book. | Students returning to school after an excused absence have a time period equal to the number of days excused or a minimum of five (5) days, whichever is greater, to make up missed work.<br>Students need the make-up work completed before the last day of the nine weeks. | Reteaching daily during small group instruction using data and teacher observation of iii. Tier 3 instruction for students who continue to struggle in iii. All students are held accountable to the same grading standards as set forth by the Pupil Progression Plan |

## Middle and High School Grading Protocols

### Grade books
Grade books should reflect an accurate documentation of student assessment and attendance. For students to demonstrate knowledge and understanding of concepts being taught every teacher will have at minimum of 4 graded summative assessments per grading period, and at least 8 graded formative assignments with at least 1 completed prior to each summative assessment. Adequate assessment means that for each course, a minimum of 12 grades should be taken for the grade book each 9 weeks.

### Posting Grades
All grades should be updated and posted in FOCUS bi-weekly.

### Midterm reports
Midterm reports will be distributed on the days designated during the nine weeks grading period. Midterm reports will go out to all students. These reports are created using the electronic grade book.

### Semester exam exemptions for high school students:
Student average daily attendance rate of 94% or better for the entire semester (excused or unexcused absences). Absences due to school functions will not count against the student's average daily attendance or prohibit them from being exempt from exams.

1. Average of 90 or above for both the first and second nine weeks for First Semester Exams
2. Average of 90 or above for both the third and fourth nine weeks for Second Semester Exams

### Grading Policy
Every teacher should be familiar with and adhere to grading rules and regulations as outlined in the Student Progression Plan.

### Grading Standards

| Grade | Scale | Point Value |
|---|---|---|
| A | 90-100 | 4 |
| B | 80-89 | 3 |
| C | 70-79 | 2 |
| D | 60-69 | 1 |
| F | 0-59 | 0 |

### Incomplete Grades
Students that have been unable to complete course work by the end of a 9-weeks, will be given an I for that grading period. Incomplete grades will only be given when appropriate documentation is provided to the school and has been approved.

### Weighted Category
Teachers have a uniform standard for the weighted categories in a grade book. The categories are summative and formative. The total value of all summative assessments will be 60% of the final grade, for formative assignments, 40% of the total grade.

| | |
|---|---|
| **Summative Assessments:** | 60% |
| **Formative Assignments:** | 40% |

**Description of Formative Assignments and Summative Assessments**

**Formative assignments are measures used throughout the learning process to provide feedback that promotes learning and informs instruction.**

**Formative assignments:**

1. Are aligned to state standards.
2. Are created using a wide variety of methods.
3. Provide feedback for students and teachers.
4. Are a checkpoint or snapshot of progress.
5. Are aligned to the summative in terms of skill, standard, rigor and format.

**Example of formative assignments include, but are not limited to:**

1. Graded Exit tickets
2. Draft written work
3. Learning logs
4. Lab
5. Graded Quick Check
6. Mid-Check of Rubric
7. Quizzes

**Summative assessments evaluate student learning aligned to specific standards at the end of a defined instructional period.**

**Summative assessments:**

8. Are aligned to state standards.
9. Used to predict proficiency on progress monitoring assessments.
10. Are more extensive than formative assessments.
11. Are aligned to formative assessments in terms of skill, standard, rigor and format.
12. Are conducted in a variety of formats.

**Examples of summative assessments include, but are not limited to:**

13. Unit or Chapter Test
14. Completed project/research paper
15. 9 weeks/Semester Exam
16. Completed performance/presentation
17. Final draft of written work

# PS/RtI Professional Learning Modules Catalog

(this summary does not include the coaching series of courses)

*Note: the first course listed is accessed through the BEESS PLA portal and does require follow-up tasks for completion

| Content Area/Course Name | Course Duration | Course Summary | Prerequisite Course(s) | Requires follow-up tasks for certificate of completion | Target Audience | Course link |
|---|---|---|---|---|---|---|
| MTSS/ Multi-Tiered System of Supports: An Introduction | 8 hours | • provides an overview of MTSS<br>• describes the critical components of multi-tiered instruction & intervention for academics and behavior<br>• describes the problem-solving process and how it is used to make data-based decisions about instruction & intervention<br>• discusses how an MTSS relates to special education eligibility and processes<br>• case studies are provided for participants to apply what they learned about an MTSS | No | | • state and district personnel<br>• district and school administrators<br>• curriculum specialists<br>• teachers<br>• other school personnel<br>• college and university trainers<br>• pre-service teachers<br>• other educational stakeholders | https://fl-pla.org/#/category/29 |
| MTSS/ Multi-Tiered Systems of Supports: An Introduction | 1 hour | Designed for all educators to gain an understanding of MTSS, including its definition, purpose, and advantages | No | No | All educators | https://flps rti.thinkific.com/courses/MTSS-intro |
| **Problem-Solving/** An Overview of 4-Step Problem Solving | 1 hour | • The course is organized into six chapters: an introduction, a chapter for each of the four steps of the problem- solving process, and a conclusion<br>• Provides an understanding of the broad concepts of the 4-step problem solving process<br>• Offers the critical elements and guiding questions within each step, features sample data sources, and incorporates checks for understanding throughout | No | No | All educators | https://flps-rti.thinkific.com/courses/ps-overview |
| **Problem - Solving/ Tier 1** Problem Solving | 1 hour | • The course is organized into seven chapters: an introduction, a chapter for each of the four steps of the problem-solving process, implications for leadership, and a conclusion<br>• Provides users with knowledge and understanding of the 4-step problem solving as it is applied at the Tier 1 level<br>• Examines common language and common understanding of key concepts, explains the critical elements and guiding questions within each step of problem solving, and features sample data sources, all with an explicit focus on problem solving for improving the effectiveness of Tier 1 | **Prerequisite course:** An Overview of 4-Step Problem Solving | No | All educators | https://flps-rti.thinkific.com/courses/tier-1-ps |
| **Problem Solving/ Tier 1** Problem Solving to Ensure Equitable Outcomes: An Introduction | 1 hour | • Provides users with introductory knowledge and understanding of using problem solving at the Tier 1 level to examine equity of student outcomes<br>• Provides the rationale for analyzing Tier 1 data disaggregated by subgroup, in addition to state and federal guidance requiring the use of subgroup data to close achievement gaps<br>• The course introduces beliefs and infrastructure that are necessary for Tier 1 problem solving to ensure equitable outcomes | **Prerequisite courses:** An Overview of 4-Step Problem Solving and Tier 1 Problem Solving | No | All educators | https://flps rti.thinkific.com/courses/intro-PS-for-equitable-outcomes |

# PS/RtI Professional Learning Modules Catalog (cont.)

(this summary does not include the coaching series of courses)

*Note: the first course listed is accessed through the BEESS PLA portal and does require follow-up tasks for completion

| | | | | | | |
|---|---|---|---|---|---|---|
| | | • Participants will consider elements of school/district infrastructure needed for Tier 1 problem solving to improve and ensure equitable outcomes | | | | |
| **Problem Solving/ Tier 2** Problem Solving | 1 hour | • Participants will understand the importance of Tier 2 as part of an effective MTSS<br>• Participants will know how to identify students in need of Tier 2 intervention<br>• Participants will understand approaches to problem analysis at Tier 2<br>• Participants will understand the characteristics of Tier 2 interventions & know how to determine if Tier 2 interventions are effective | **Prerequisite courses:**<br>An Overview of 4-Step Problem Solving<br>**and**<br>Tier 1 Problem Solving | No | All educators | https://flps rti.thinkific.com/courses/tier-2-problem-solving |
| **Problem Solving** Appropriate Reading Assessments for Data-Based Decision Making | 1 hour | • Participants will know the purpose & characteristics of the 5 types of assessments commonly used in decision making<br>• Participants will know what kind of data is used during each step of the problem-solving process & why<br>• Participants will know the specific characteristics of an assessment to appropriately match it to its intended purpose<br>• Participants will reflect on current assessment data use practices & consider if adjustments are needed | **Prerequisite courses:**<br>An Overview of 4-Step Problem Solving<br>**and**<br>Tier 1 Problem Solving<br>**OR**<br>Tier 2 Problem Solving | No | All educators | https://flps rti.thinkific.com/courses/appropriatereadingassessment |
| An Overview of Intervention and | 1 hour | • Participants will understand what fidelity is and why it is so important to ensuring students achieve the anticipated | No | No | All educators | https://flps rti.thinkific.com/c |
| Instructional Fidelity | | outcomes of multi-tiered instruction and intervention<br>• Participants will examine how fidelity data guide and impact our problem solving and decision-making efforts<br>• Participants will review the applicable federal and state legislation that requires intervention and instructional fidelity | | | | ourses/overview-fidelity-1 |
| Measuring Tier 2 and Tier 3 Intervention Fidelity | 1 hour | • Participants will be able to explain instructional and intervention fidelity<br>• Participants will be able to distinguish between instructional/intervention fidelity and implementation fidelity<br>• Participants will understand the legal implications of fidelity and identify methods for evaluation fidelity<br>• Participants will learn ways to support and improve fidelity and understand the role of fidelity in educational decision-making | **Prerequisite course:**<br>An Overview of Intervention and Instructional Fidelity | No | All educators | https://flps rti.thinkific.com/courses/measuring-fidelity |
| Supporting Tier 2 and Tier 3 Intervention Fidelity | 1 hour | • Participants will know and understand strategies to support intervention implementation<br>• Participants will understand what factors serve as facilitators and/or barriers to intervention implementation<br>• Participants will understand the<br>• Participants will understand special considerations for district and school leadership | **Prerequisite course:**<br>An Overview of Intervention and Instructional Fidelity | No | All educators | https://flps rti.thinkific.com/courses/supporting-fidelity-3 |

# THE FLORIDA SENATE

## 2023 SUMMARY OF LEGISLATION PASSED

### Committee on Education Pre-K - 12

CS/CS/HB 7039 — Student Outcomes by Education and Employment Committee; PreK-12 Appropriations Subcommittee; Education Quality Subcommittee; and Rep. Trabulsy and others (SB 1424 by Senator Calatayud)

The bill aims to improve student outcomes by providing specific strategies to support students who are struggling in literacy and mathematics from prekindergarten through grade 5. The bill modifies supports to improve student literacy. Specifically, the bill directs the statewide focus for literacy instruction in all public schools to employ the science of reading and requires phonics instruction as the primary instructional strategy for word reading, rather than the three-cueing model.

The bill also:

- Provides $8 million in nonrecurring funds from the General Revenue Fund to the Department of Education (DOE) to implement the provisions of the bill.
- Provides $150 million in nonrecurring funds from the General Revenue Fund to the DOE to assist school districts in implementing the provisions of the bill, which requires a needs assessment to convert from a three-cueing model of reading instruction.
- Authorizes funds from the supplemental academic instruction allocation to be used for evidence-based mathematics interventions extending outside of the school day.
- Authorizes reading interventions funded through the evidence-based reading allocation to be applied before, during, and after the school day.
- Requires the school district reading plan include the assignment of highly effective teachers and reading coaches in kindergarten through grade 2.
- Requires a school charter to include information on the mathematics curriculum and supports for students struggling in mathematics. Requires curricula for professional educator preparation to be based on the science of reading and requires the district professional development certification program to include scientifically researched and evidence-based reading instructional strategies grounded in the science of reading.
- Requires in-service points for reading instruction included in the process for renewal of professional certificates be grounded in the science of reading, and services by independent entities contracted by school districts for professional development of foundational skills for reading be grounded in the science of reading.
- Requires instructional materials for foundational reading skills to be based on the science of reading with primary focus on phonics instruction.

The bill addresses student literacy beginning in the Voluntary Prekindergarten Education (VPK) Program. The bill:

- Requires that the performance standards for the VPK program address emergent literacy skills that are grounded in the science of reading and include foundational background knowledge to correlate with the content students will encounter in grades K-12.
- Requires a VPK provider's curriculum to develop student background knowledge through a content-rich and sequential knowledge-building early literacy curriculum.

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The bill also modifies the New Worlds Reading Initiative. The bill requires the administrator of the initiative, in conjunction with the Just Read, Florida! Office, to develop an online repository of digital science of reading materials and resources. The bill also renames the New World Reading Scholarship Accounts to the New World Scholarship Accounts and extends the program to include:

- Free books for prekindergarten students meeting certain criteria.
- Supports for students with a deficiency in mathematics or having demonstrated characteristics of dyscalculia.

The bill adds to provisions relating to public school student progression for students with substantial deficiencies in reading or that have characteristics of dyslexia, to include students with substantial deficiencies in mathematics and characteristics of dyscalculia. Specifically, the bill:

- Requires a student with a substantial mathematics deficiency to be covered by a federally required student plan to address the deficiency.
- Requires certain elements related to an identified reading or mathematics deficiency to be included in an individualized progress monitoring plan, which requires strategies to be
- provided to parents to support the student.
- Requires the DOE to provide vetted and state-approved reading and intervention programs.
- Authorizes district school boards to allocate remedial and supplementary instructional resources for deficiencies in mathematics as well as in reading.
- Requires timely notification to parents of students with deficiencies in mathematics as well as reading.
- Adds requirements for intensive interventions for retained third grade students and previously retained third grade students.

If approved by the Governor, or allowed to become law without the Governor's signature, these provisions take effect July 1, 2023. *Vote: Senate 39-0; House 111-0*

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Taylor County
SCHOOL DISTRICT
WORKING TOGETHER TO INCREASE STUDENT LEARNING

# Taylor County School District


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