



Multi-Tiered Systems of Support (MTSS)

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Objectives

- Provide participants with an ***introductory*** overview of the Multi-Tiered System of Supports (MTSS) process.
- Familiarize participants with resources that have been developed to support school teams with navigating the MTSS process at their site.

Outcome Statement

The central question is not:

“What about the student is causing the performance discrepancy?”

but

“What about the interaction of the curriculum, instruction, learners, and learning environment should be altered so that the students will learn?”

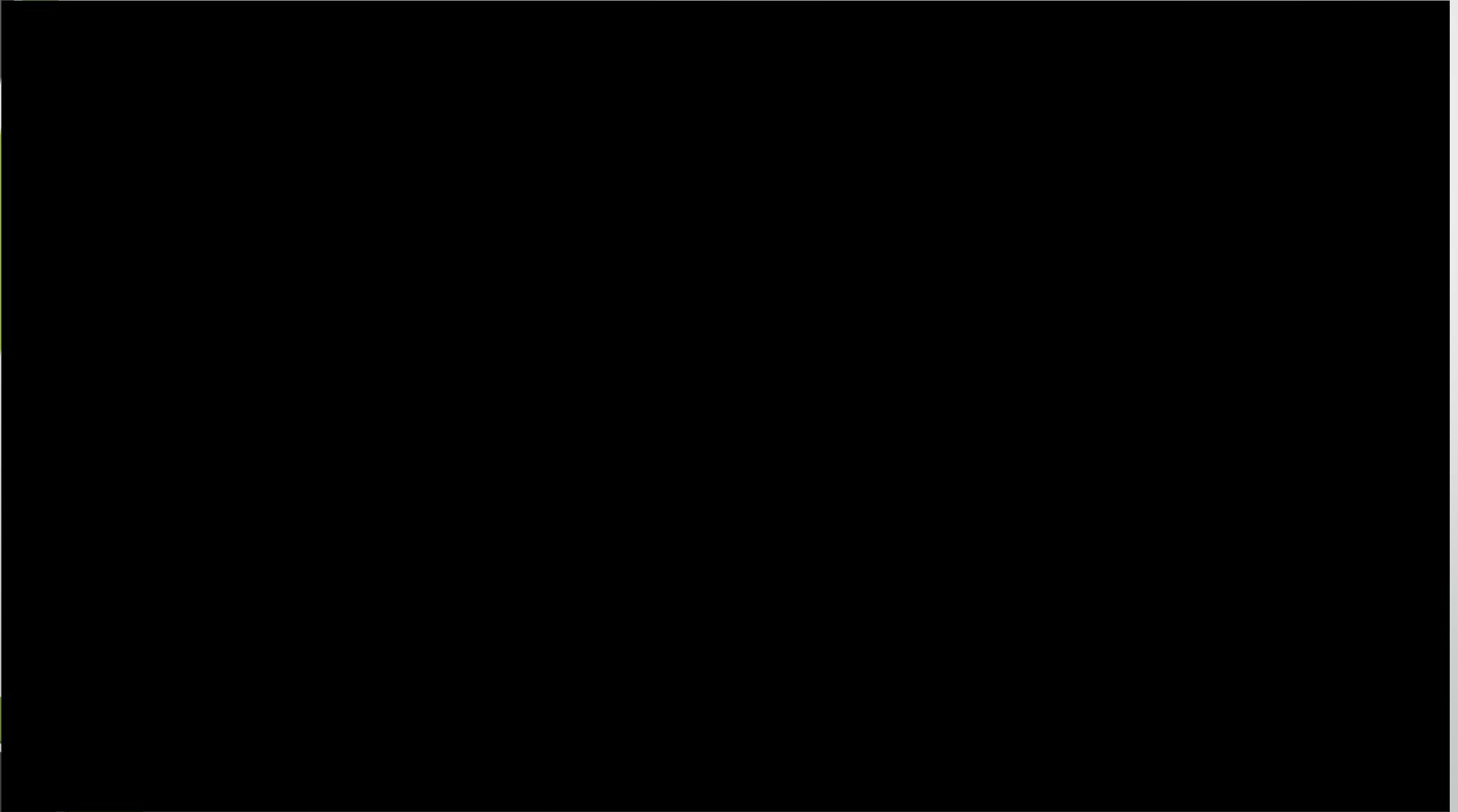
This shift alters everything else.

-Ken Howell

Video Discussion Questions

- Were there systems in place?
- Were they working as a team?
- How long did they take?
- What happens if they don't communicate effectively?

A Pit Stop from 1950s



Modern Day Pit Stop



Video Discussion Questions

Let's associate these videos with our MTSS process.

- Imagine for a moment that a Tier 3 student is the driver in video 1, waiting for the MTSS process to complete.
What feelings come to mind?
- Imagine that you are a parent watching your neighbor at a nearby school go through the MTSS process as the "Modern Day Pit Stop" while you are languishing in the "Pit Stop from the 1950's" at your school.

What feelings come to mind?

What action(s) would you take?

Impetus for Driving Change

- ESEA/NCLB
- IDEA
- State Initiatives
- State Board Rules

Legislation

Improving Outcomes for Students with Disabilities ESEA– 20 U.S.C. § 1400(c)(5)(F)

- **High expectations** & ensuring access to the general education curriculum in the regular education classroom.
- Coordinating special education with other efforts so that **special education** becomes a **service** NOT a place.
- Providing incentives for whole-school approaches, scientifically based early reading programs, positive behavioral interventions and supports, and early intervening services to **reduce the need to label children as disabled** in order to address their learning and behavioral needs.

Individuals with Disabilities Education Act (IDEA) and MTSS

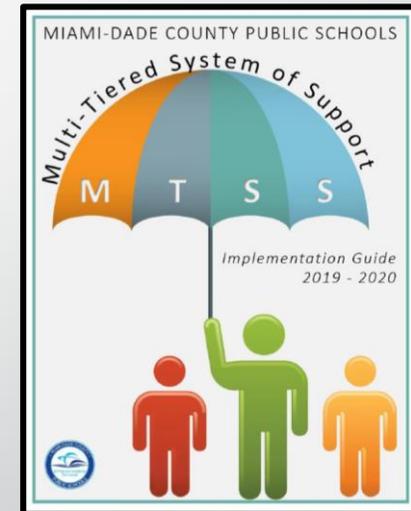
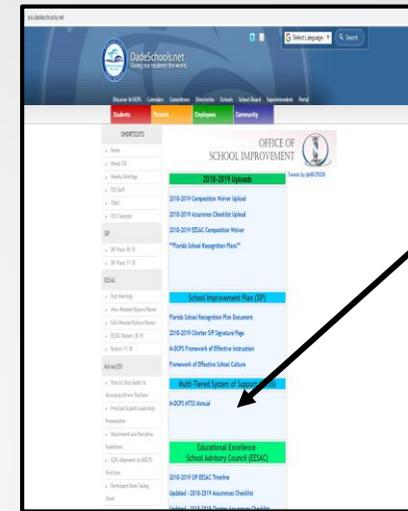
- Systematic procedure for identifying students with disabilities (Child Find)
- Data-driven process for establishing need
- Provides evidence of instructional impact (lack of instruction cannot be determinant factor per 20 USCS §1414(b))
- Eligibility criterion for Specific Learning Disability (Language Impaired & Emotional/Behavioral Disability in FL Rules)

General Education Intervention Procedure- FL 6A-6.0331(1)

- District responsibility to develop and implement coordinated general education intervention procedures for students who need additional academic and behavioral support to succeed in the general education environment
- District may carry out activities that include the provision of educational and behavioral evaluations, services, and supports as part of the general education intervention procedures
- Parent involvement including discussion of student's response to intervention
- Observations in the educational environment
- Review of existing data
- Developed through a PS/Rtl process that uses student performance data to
 - identify the area of concern
 - analyze the area of concern
 - select and implement interventions, and
 - monitor the effectiveness of the interventions
- Evidence based interventions
- Screenings (not evaluations) – screenings & assessments permitted
- Interventions implemented as designed for a reasonable period of time (fidelity)
- Intensity of intervention matched to student need
- Ongoing progress monitoring communicated to parent in understandable format (graph)

Shifting Gears

- Procedural Concerns to Instructional Focus
- Reliance on Formulas and Checklists to Systematic Problem-solving
- Territorial Silos to Blended Expertise
- Label-seeking to Instructional Solution-seeking
- Comfortable Safety to Sensible Solutions
- “Testing” to Instructionally Relevant Assessment
- Categories to Whole Child as a General Education Student, regardless of educational needs



What is Multi-Tiered System of Support?

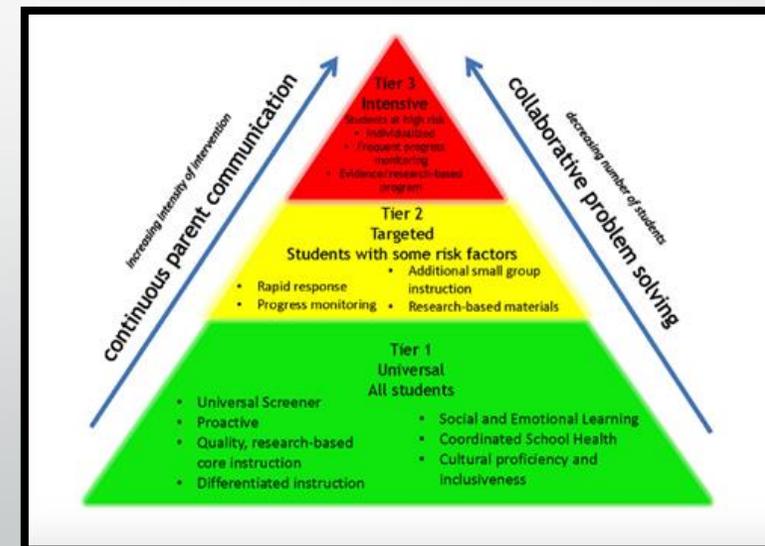
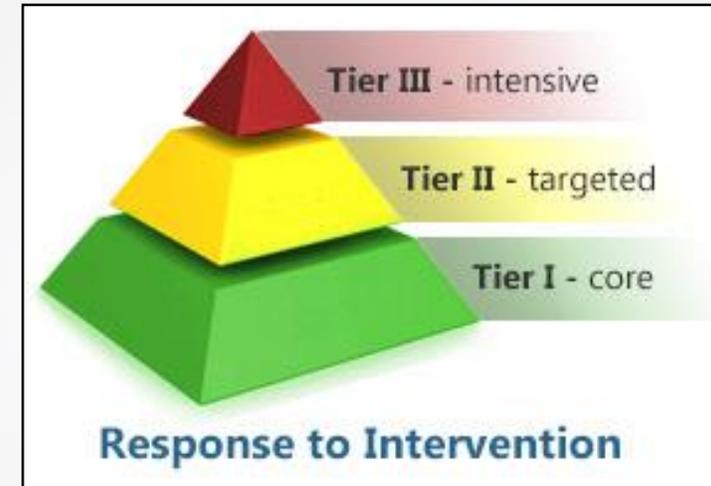
MTSS is a school model that uses data-driven problem-solving and incorporates system-level change to **address both the academic and non-academic needs of all students**. This model provides a comprehensive framework for how and when to administer support, and allows for the tools and time to implement such strategies. MTSS generally uses a four-step problem-solving process for making team-based decisions.

MTSS is a framework for identifying students who need support, making data-driven decisions, implementing research-based interventions aligned to needs, monitoring student progress, and involving stakeholders.

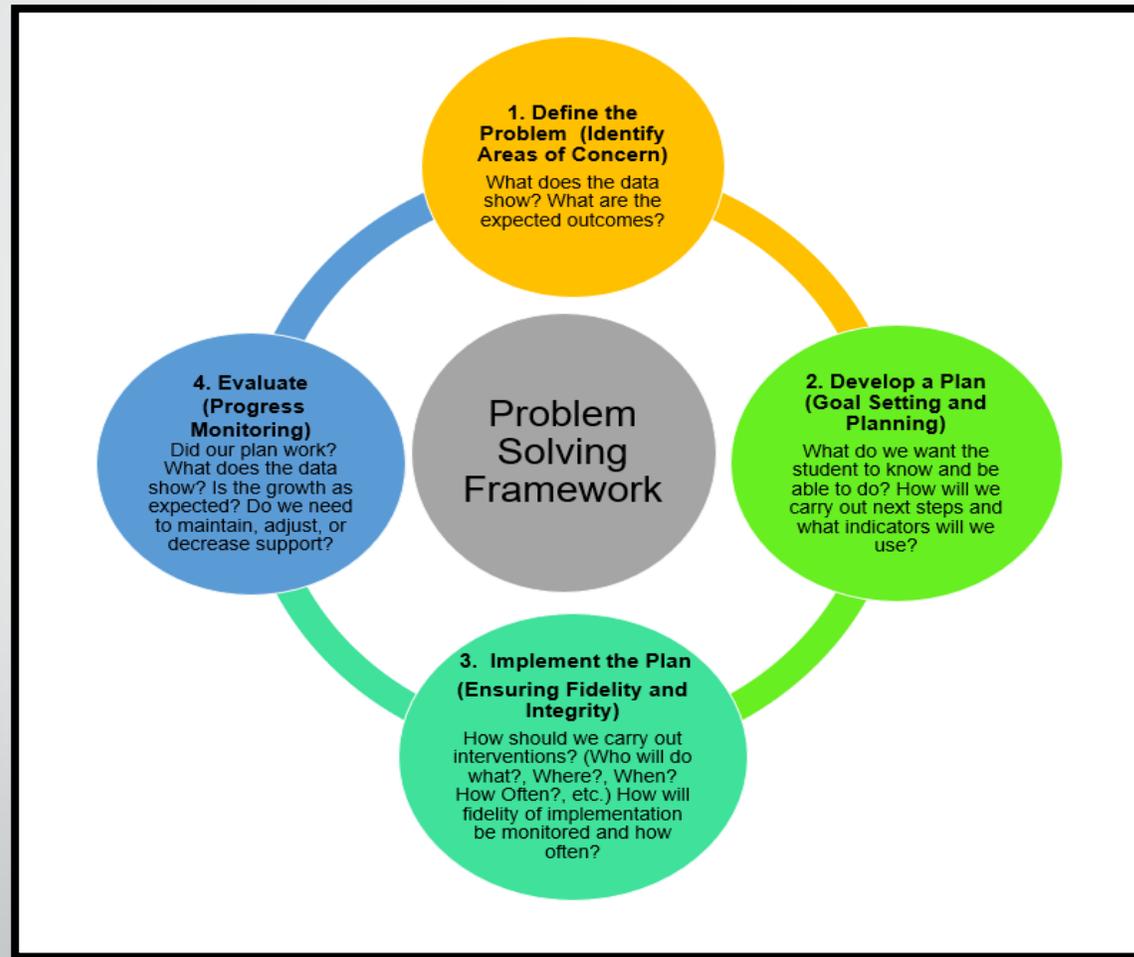


What is RTI?

- RTI is a structured, multi-tiered approach to help identify and support struggling students. It focuses on providing high-quality instruction and interventions, typically at three different levels (i.e. tiers).
- All students must receive high-quality classroom instruction and screening within Tier 1, and approximately **80 percent of students are expected to reach targeted goals under Tier 1 instruction.**
- Students identified as struggling in this early stage are then provided with targeted interventions that increase in intensity in Tier 2 and Tier 3. Typically, **around 15 percent receive small-group and supplemental instruction in Tier 2**
- **The remaining 5 percent require more intensive and individualized interventions in Tier 3.**
- There are four main components of RTI:
 - Multi-tiered system
 - Universal screening to identify students
 - Frequent progress-monitoring of student performance
 - Data-driven decision-making to guide the selection of evidence-based interventions



MTSS Problem Solving Framework



RIOT by ICEL	An organizing framework and "look fors" during the data collection and problem analysis during the 4 Step Problem Solving:				Indicators from the Framework of Effective Instruction (FEI)
	R- Review	I – Interview	O – Observe	T - Test	
<p>I – Instruction</p> <p>Instruction is how curriculum is taught. How content is presented to students can vary in many ways: Level of Instruction Rate of Instruction Presentation of Instruction.</p>	<p>Permanent products:</p> <ul style="list-style-type: none"> • Classroom schedule • Lesson Plans • Pacing • Projects • Worksheets • Written pieces & Tests 	<p>Teacher about:</p> <ul style="list-style-type: none"> • Expectations • Curriculum materials • Scope & sequence • Use of effective teaching and evaluation practices 	<p>Teacher:</p> <ul style="list-style-type: none"> • Antecedent conditions • Consequences • Expectations • Pace • Practices 	<ul style="list-style-type: none"> • Checklists & questionnaires • Classroom environment scales • Self-reports • Student opinions & responses about instruction and teacher 	<p>INSTRUCTIONAL DELIVERY</p> <p>Effective teachers...</p> <ul style="list-style-type: none"> • Demonstrate current knowledge of content in a sequential manner • Explain directions, concepts, and content in a logical and sequential manner • Use multiple levels of questions, and make necessary adjustments • Connect students' knowledge, experiences, and interests to learning goals • Present lessons clearly and skillfully use explicit instruction • Use appropriate literacy strategies to build academic vocabulary • Use technology to differentiate instruction and enhance learning • Provide ongoing, timely, and specific feedback to students <p>KNOWLEDGE OF LEARNERS</p> <p>Effective teachers...</p> <ul style="list-style-type: none"> • Respond to students' developmental levels • Present concepts at different levels of complexity • Provide a range of differentiated activities • Provide instruction based on students' learning needs
<p>C – Curriculum</p> <p>Curriculum refers to what is taught. Scope and</p>	<p>Permanent products:</p> <ul style="list-style-type: none"> • Books • Curriculum guides • Materials 	<p>District staff/coaches about:</p> <ul style="list-style-type: none"> • Effective implementation and expectations of curriculum 	<ul style="list-style-type: none"> • Alignment of assignments with goals and objectives • Alignment of teacher talk with 	<ul style="list-style-type: none"> • Level of assignment and curriculum material difficulty • Opportunities to 	<p>INSTRUCTIONAL PLANNING</p> <p>Effective teachers...</p> <ul style="list-style-type: none"> • Use both formative and summative student learning data to guide planning • Develop plans that are clear, logical, sequential, and aligned to standards-based learning

MTSS Flow Chart Activity



Scenario instructions:

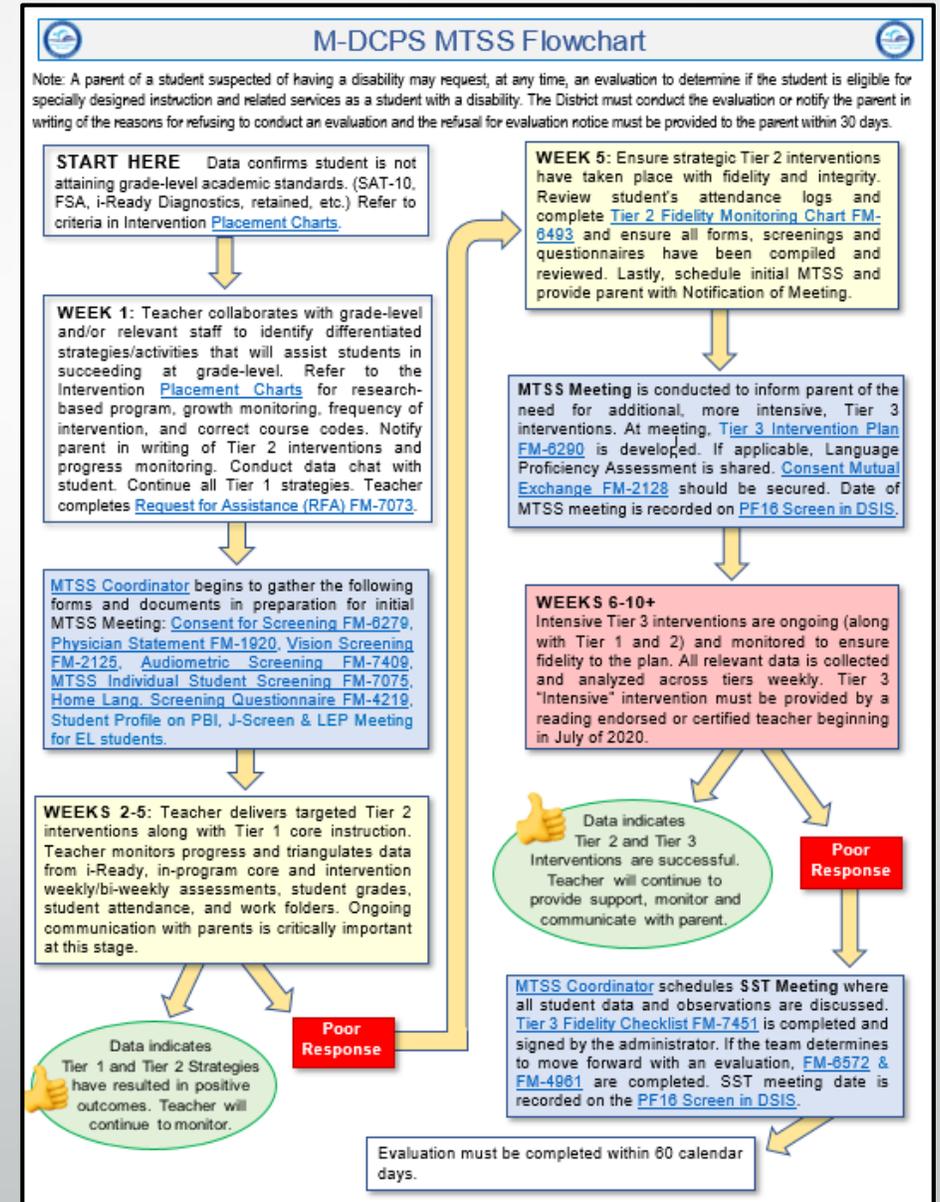
Work with your team to respond to the scenario at your table. Be sure to include your decisions and rationale.

Feedback instructions:

Review the scenario and response from the team. Affirm the parts of their analysis that you agree with, add an additional steps or decisions you would suggest.

Debrief:

How did the flowchart assist you through this process? What did you learn from the different scenarios? What role do data and teamwork have in the process? How will this impact your way of work this coming school year?



What do the 10 weeks of MTSS look like?

What systems do you need to put in place to successfully adhere to the timeline?



Multi-Tiered Systems of Support (MTSS) Timeline of Events At-A-Glance (K-5)			
Note: All students receive 90 minutes of uninterrupted Tier 1 core reading instruction which includes explicit, systematic, differentiated, and multisensory instruction in both whole group and small group using McGraw-Hill Reading Wonders. Tier 2 and Tier 3 interventions should begin on the first day of school based on student's prior year data. Refer to decision trees for student placement guidance.			
Month	Timeline of Events		Documentation
August	<ul style="list-style-type: none"> Review previous year's data for student placement into Tier 2 or Tier 3 intervention. Begin Tier 2 or Tier 3 Intervention Ensure students are enrolled in the correct course codes for Tier 2 or Tier 3 intervention on DSIS and ASPEN with aligned resources. Refer to K-5 decision trees / intervention placement charts (under documentation column) for proper student placement, intervention materials, and course codes. 		<ul style="list-style-type: none"> Current Year Student Profile Report in Power BI Request for Assistance (RFA) FM-7073 Begin Tier 2 Fidelity Monitoring Chart FM-6493 (4 weeks) Send intervention parent letters
September	<p style="text-align: center;">Tier 2 and/or Tier 3</p> <ul style="list-style-type: none"> Continue Tier 2 or Tier 3 Intervention. Administer initial screening assessment (i-Ready AP1). Teacher conducts data chat with student. Revisit screening data to ensure proper placement in intervention (refer to K-5 decision trees). Send Read-At-Home plan to K-3 students enrolled in intervention. 		<p>Forms needed prior to the MTSS Meeting (Initial SST):</p> <ul style="list-style-type: none"> Send intervention parent letters Completed Tier 2 Fidelity Monitoring Chart FM-6493 Parent / Guardian Consent for Screening FM-6279 Vision Screening FM-2125 Audiometric Screening FM-7409 MTSS Individual Student Screening FM-7075 Physician's Statement FM-1920 Notification of Meeting from Accellify For ELL Students: <ul style="list-style-type: none"> J Screen from DSIS Home Language Screening Questionnaire FM-4219 LEP Committee Meeting / LEP Plan
	<p style="text-align: center;">Tier 2</p> <ul style="list-style-type: none"> Review student's data (ongoing) and create list of students that will require an initial MTSS Meeting. Notify parents in writing of intervention and progress monitoring plans. 	<p style="text-align: center;">Tier 3</p> <ul style="list-style-type: none"> Schedule initial MTSS Meeting for selected Tier 3 students (refer to decision trees for student criteria). 	
	<p style="text-align: center;">School reviews priority students' data enrolled in Tier 2 and Tier 3 interventions to monitor progress or increase intensity.</p>		
October	<p style="text-align: center;">Tier 2 and/or Tier 3</p> <ul style="list-style-type: none"> Continue Tier 2 or Tier 3 Intervention based on student's trajectory. Review attendance logs, intervention student work folder, and student grades. Before October FTE, revisit course codes in DSIS/ASPEN to ensure correct placement into intervention. Priority students participate in growth monitoring assessment to evaluate the effectiveness of intervention and monitor student growth. 		<p style="text-align: center;">Special Documentation:</p> <ul style="list-style-type: none"> Receipt of Private Evaluation or Documentation(s) FM-7087 <p><i>For Behavior:</i></p> <ul style="list-style-type: none"> Progress Monitoring Graph (pg. 8 FM-6287)
	<p style="text-align: center;">Tier 2</p> <ul style="list-style-type: none"> Monitor in-program core and intervention assessment data for Tier 2. 	<p style="text-align: center;">Tier 3</p> <ul style="list-style-type: none"> Ensure fidelity and integrity to Tier 3 intervention plan developed at the initial MTSS Meeting. 	
	<p style="text-align: center;">School reviews priority students' data enrolled in Tier 2 and Tier 3 interventions to monitor progress or increase intensity.</p>		
Before November	<p style="text-align: center;">Tier 2 and/or Tier 3</p> <ul style="list-style-type: none"> Continue Tier 2 or Tier 3 Intervention. Conduct teacher and student data chat to review growth monitoring data. 		<p style="text-align: center;">Forms needed prior to 2nd SST:</p> <ul style="list-style-type: none"> MTSS Tier 3 Fidelity Checklist FM-7451 Forms to be completed at second SST: <ul style="list-style-type: none"> Request for Evaluation FM-6572 Parent/Guardian Consent to Conduct Evaluation FM-4961
	<p style="text-align: center;">Tier 2</p> <ul style="list-style-type: none"> If response to intervention is positive, continue providing intervention and make appropriate decisions based on OPM data. If response is negative: Review intervention data and develop Tier 3 intervention plan for selected students. 	<p style="text-align: center;">Tier 3</p> <ul style="list-style-type: none"> Schedule SST Meeting to review Tier 3 data and determine if psycho-educational evaluation is appropriate. 	
	<p style="text-align: center;">School reviews priority students' data enrolled in Tier 2 and Tier 3 interventions to monitor progress or increase intensity.</p>		

Documenting the MTSS Process

Record when student is placed in Tier 3 Intervention.

After Tier 3 Interventions are completed, an **SST Conference** is held to make a team decision on the need for evaluation. At the SST, *Consent to Conduct an Evaluation (FM-4961)* should be secured.

Consent for Evaluation date should be the same as SST Conference date unless the need for another SST arises.

Updated Feature: Schools and District personnel can now monitor the amount of time spent in Tier 3.

PF 16 Screen

SERVICE	New!	DATE	OUTCOME
MTSS MEETING			
INTERVENTION DEVELOPMENT:			
SST CONFERENCE		___ / ___ / ___	
PSYCHOLOGICAL:			
CONSENT FOR EVAL		___ / ___ / ___	___
CASE OPENED		___ / ___ / ___	
CURRENT EVALUATION		___ / ___ / ___	
REPORT SUBMITTED		___ / ___ / ___	
SPEECH/LANGUAGE:			
CONSENT FOR EVAL		___ / ___ / ___	___
CURRENT EVALUATION		___ / ___ / ___	
MEDICAL (VI AND PI REEVAL DATE):			
CONSENT FOR EVAL		___ / ___ / ___	___
CURRENT EVALUATION		___ / ___ / ___	

School Infrastructure and Implementation

- School-Based MTSS Team
 - Identify the school-based MTSS Leadership Team that includes the SST Coordinator
 - Explain why each MTSS team member has been included on the RTI team by outlining each member's designated roles/function.
 - Describe how the school-based MTSS Leadership Team Functions (e.g. meeting focus, meeting processes, and roles/functions).
 - Describe the role of the school-based MTSS Leadership Team that includes the SST Coordinator in the development and implementation of the school improvement plan.
- RTI Implementation (Infrastructure)
 - Monitor core, targeted, and intensive interventions on an ongoing basis.
 - Analyze the data being used to summarize tiered data.
 - Describe the plan to train staff on MTSS.

Roles and Responsibilities				
Role	Data Collection	Analysis	Interventions	Assessment
School Administrator	Facilitates problem solving using school wide data to guide instructional decisions. Ensures teacher commitment to use data to monitor student progress. Conducts ongoing classroom walkthroughs. Ensure that the information now available on PE16 is recorded accurately in a timely manner and monitored with fidelity.	Facilitates and secures school's faculty commitment to conduct ongoing systemic review of academic and behavior data. Activity leads the MTSS team through data analysis meetings/instructional implications. Ensures weekly team meetings and creating a master schedule to facilitate the data meetings.	Supports needs of instructional coaches & teachers to ensure that differentiated instruction is provided based on student data. Make decisions regarding professional development for staff in instructional/intervention needs. Collaborate with parents in understanding the MTSS process and providing resources /support to continue the learning process outside of school.	Sets up school wide systems for Tier 1, 2, 3 data collections. Continue classroom walkthroughs to track & support implementation of instruction/intervention based on data.
Instructional Coach/Reading Contact	Works with the MTSS leadership team in setting up a structure for collecting Tier 1, 2, 3 data.	Guides data analysis process at the school, grade, classroom and student level. Ensures that small group needs are aligned to data. Supports teachers in targeting instruction based on data. Assists with the selection and access to resources for differentiated instruction. Coordinates the formative progress monitoring of DI groups to drive instruction along a continuum of support.	Assists team in forming intervention groups based on data. Designs schedules, assigns staff, and institutes a system to ensure that intervention is taking place with fidelity. Works with the MTSS team in creating intervention plans at each tier of support. Guide MTSS team in selecting appropriate interventions for identified students. Provides PD to teachers/interventionist a based on their knowledge and/or skills deficits.	Assists MTSS leadership team in coordinating the administration of identified district assessments to yield valid data. Provides PD to interventionists as needed.

School Site Multi-Tiered Systems of Support (MTSS) Checklist						
Student Name:		ID:		DOB:		
Teacher(s):		Grade:		ESOL Level:		
Referred Concern * (Circle any/all that apply): Academic / Speech / Language / Behavior				Reviewed & Approved:		
MTSS Meeting Date/Time:		2nd Meeting Date/Time (if applicable):				
Form #	Description	Purpose/Description	Required for	Person Responsible	Date Received/Completed	Initials
Documentation for School Support Team (SST) to be Collected & Reviewed Prior to Initial MTSS Meeting (Initial SST)						
1022	Request for Assistance (RFA)	Initial documentation to identify student need	Academic, Language and/or Behavior	Referring Teacher		
1001	Student Profile Report (Parent ID)	Provides various data points		Administrator		
1000	Physician's Statement	Statement provided by Physician to identify a medical need		Parent		
6222	Parent/Guardian Consent for Screening	Parent consent		Administrator & Referring Teacher		
6222	Tier 2 Fidelity Monitoring Chart	Ensures Tier 2 intervention has been provided with fidelity and integrity	Academic, Language and/or Behavior	Administrator & Referring Teacher		
2222	Vision Screening	Rules out conditions impeding learning		SST Coordinator/LEA		
2222	Audometric Screening	Rules out conditions impeding learning		SST Coordinator/LEA		
2212	Initial Student Screening	Social History of Student		Social Worker		
J-Screen	ESOL Level on DISIS	Rule out conditions impeding learning /LPDS-Screening		ELL students only		
6222	Home Language Screening Questionnaire	Identifies students with language barrier impeding learning		Registrar		
LEP Plan	LEP Committee Meeting	Only for current ELL students		ESOL Coordinator		
	Notification of Meeting	Informs parent of scheduled MTSS Mtg / Initial SST	Acad., Language and/or Behavior	SST Coordinator/LEA		
Developed / Signed at MTSS Meeting (Initial SST)						
6000b1	Medicaid Consent	Assists with providing resources		Academic, Language and/or Behavior	Retrieved from Agency	
	Non-Discouragement Form	Ensures parents' rights are upheld		Academic, Language and/or Behavior		
	Meeting Signatures Page	Documents attendees at meeting				
	Meeting Documents Page	Documents meeting				
6222	Tier 1 Intervention Plan	Develops Tier 1 intervention plan	Academic	Administrator		
6222	Language Proficiency Assessment	Bilingual Assessment testing results	ELL 1,3,4	Assessor		
6222	Consent Mutual Exchange	Permission for MTSS/LEA to collaborate with other entities	Not Required	Parent		
Developed / Signed at 2nd SST Meeting						
6222	Tier 2 Fidelity Checklist	Ensure Tier 2 intervention is provided with fidelity	Academic	Administrator		
6222	Request for Evaluation	Parent grants SST team permission to conduct evaluation	Academic, Language and/or Behavior	SST Team		
6862	Consent to Conduct an Evaluation	Used to secure parent/guardian consent for a psycho-educational evaluation	Psychologist			
Special						
2062	Receipt of Private Evaluation/Documents	Time Stamp of receipt of private evaluation	N/A	Administrator		

* If concern is strictly behavioral in nature, refer to PB 8987 for guidance.
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Progress Monitoring

Tools for On-Going Progress Monitoring

The following tools may be used for on-going progress monitoring and to triangulate data to make instructional decisions for student placement into intervention and across tiers:

Tier 1	Tier 2	Tier 3
Florida Standards Assessment (FSA)	District approved in-program Tier 2 intervention assessments	District approved Tier 3 intervention assessments
SAT-10 Assessment	i-Ready Growth Monitoring Assessment	i-Ready Growth Monitoring Assessment
i-Ready AP1, AP2, and AP3		
District approved in-program core assessments		

Note: Refer to Appendix A for [i-Ready progress monitoring implementation plan](#) by

MTSS Tier	Diagnostic	Online Instruction	Growth Monitoring
Tier 2 Student <i>Student identified with a reading or math deficiency anywhere below level</i> <i>(Placement decisions for Tier 2 as per district intervention placement charts)</i> Core Instruction Whole/Small group instruction Weekly Usage: 60 mins Pass Rate: Overall Lessons 75% Individual Lessons 70%	Follow Tier 1 guidelines	Follow Tier 1 guidelines Online Instruction Report -Isolate pass rate for a targeted domain -Monitor pass rate of teacher assigned lessons for targeted skills/domain -Tools for Instruction (TFI) Previous Year Report -Look for trends in online instruction, completion of lessons and pass rates for the identified domain? <i>Guiding Questions for further analysis:</i> -How is the students' usage and pass rate being monitored? How often? -Is there evidence of new learnings or difficulties in a student journal? -How does their overall pass rate compare to the pass rate in the specified domain? -How does their overall pass rate compare to the pass rate of the targeted assigned lessons?	Growth Monitoring Report (available after 3 data points) -Monitor students' progress towards their typical and stretch growth. -Is the student on track to meet their typical growth? -Is the student on track to meet their stretch growth? -How does their progress towards typical & stretch growth compare to other students in their intervention group? <i>Guiding Questions for further analysis:</i> -Is the district growth monitoring calendar being adhered to? -Has the student inadvertently taken any two i-Ready assessments during the same month?

Placement Charts for Rtl:A

2-5 Enrichment/Intervention Placement Chart						
<p>Note: All students receive 90 minutes of uninterrupted Tier 1 core reading instruction that includes explicit, systematic, differentiated and multisensory instruction in both whole group and small group using McGraw-Hill Reading Wonders.</p>						
Enrichment						
Student Criteria	Time	Resources	Monitoring	Certification		
<ul style="list-style-type: none"> SAT above the 70th percentile FSA Levels 3, 4 or 5 i-Ready Instructional Groupings 4 and 5 	Within the 90-minute reading block during DI Note: Instructional grouping 4 will be best served in differentiated instruction during the 90-minute reading block that must include lessons that remediate the deficiencies identified in the student group	No Intervention Needed (Provide Enrichment) > Extended Complex Text > Genre Studies > Beyond Leveled Readers and Practice Book > Literature Circles > Integration of Knowledge and Ideas (Blue Pages)	Continue monitoring McGraw-Hill FSA bi-weekly assessments to ensure mastery of LAFS standards	Teacher DOES NOT have to be reading endorsed or certified		
Tier 2- "Targeted" Intervention						
Student Criteria	Time	Course Codes	Research-Based Program	Progress Monitoring	Certification	
<ul style="list-style-type: none"> SAT-10 between 30th and 69th percentile FSA Level 1 (1.3) or FSA Level 2 i-Ready Instructional Groupings 2 and 3 	Additional 30 minutes daily	(Functional Basic Skills in Reading)	McGraw-Hill WonderWorks	i-Ready Growth Monitoring (refer to growth monitoring calendar)	Teacher DOES NOT have to be reading endorsed or certified	
		2-5010020D1	2 nd /3 rd Grade	Criteria: Reading Comprehension two years or more below grade-level		2 nd /3 rd Grade
		3-5010020E1	3 rd Grade	Criteria: Reading Comprehension on or one year below grade-level		WW FS- Oral Reading Fluency
		4-5010020F1	4 th Grade	WonderWorks		Bi-weekly Assessment
		5-5010020G1	5 th Grade	Foundational Skill (FS)		Access Complex Text (ACT)
<p>Note: WonderWorks intervention MUST be 30 minutes daily in addition to the 90-minute reading block.</p>						
Tier 3- "Intensive" Intervention*						
<p>Notes: Tier 3 intervention must be provided by a reading endorsed or certified teacher (per s. 1011.82(9)(c)7(d)1 F.S.). Tier 3 intervention is in addition to Tier 2 targeted intervention. <i>The Tier 3 course codes include Tier 2 intervention.</i></p>						
Student Criteria	Time	Course Codes	Research-Based Resources/Programs	Progress Monitoring	Certification	
<ul style="list-style-type: none"> Retainees (current year) SAT-10 Stanine below the 29th percentile (2nd Grade) 3rd Grade Retainees FSA Level 1's (1.1-Low-Level and 1.2 Mid-Level) i-Ready Instructional Grouping 1 	Based on student need in addition to Tier 2 intervention	(Functional Basic Skills in Communication) 2-5010030D1 3-5010030E1 4-5010030F1 5-5010030G1	> WonderWorks Foundational Skills (FS) Grades 3-4 (IA Only) > Words Their Way Grades 2-3 > Quick Reads Level D-4 th Grade > Quick Reads Level E-5 th Grade	> IA: Oral Reading Fluency Probe > Grades 2-3: Words their Way Spell Check > Grades 4-5: Oral Reading Fluency Probe	Reading Endorsed or Certified by 2020-2021	
<p>Note: Any student who exhibits a substantial deficiency in reading, (reading two or more grade-levels below) must be given intensive intervention (Tier 3). (State Statute 1008.25).</p> <p>Provide students who are retained under paragraph (5)(b), including students participating in the school district's summer reading camp under subparagraph (a)2., with a highly effective teacher as determined by the teacher's performance evaluation under s. 1012.34, and, beginning July 1, 2020, the teacher must also be certified or endorsed in reading for Tier 1 Core Instruction.</p> <p>*Tier 3 intensive intervention is prescriptive, individualized, and more explicit instruction that focuses on remediation of skills. It requires increased time and intensity of instruction to meet the needs of the students.</p>						

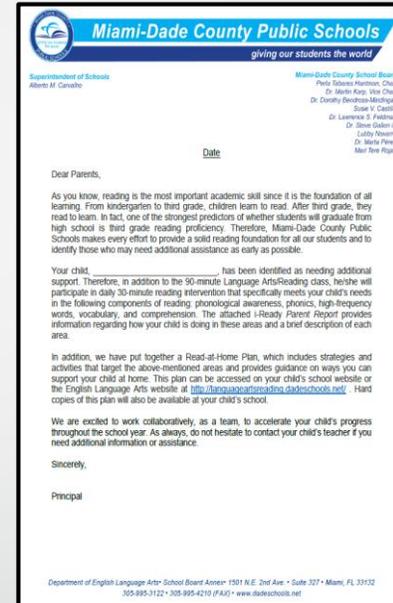
6-12 Reading Enrichment/Intervention Placement Chart		
<p>Students who score below proficiency levels (FSA Level 1 and 2) on state standardized tests require intervention (see Technical Assistance Paper for Reading Placement in weekly briefing). While the MTSS process is not required to be initiated for each of these students, the following must occur:</p> <ul style="list-style-type: none"> At the end of each nine weeks the administration and/or designee reviews the achievement of each of these students. When these students are failing subjects, a data review is conducted. An MTSS Team process includes a review of identified students' achievement, and the Literacy Coach (if available) provides support, additional diagnosis, etc. as applicable. Parents are contacted whenever a student is failing. This goes beyond sending a report card home. An Intervention Plan is generated when necessary, and parents are contacted as directed on the plan. Quarterly Data Chats are held with students during reading intervention classes. <p>If students do not make progress in the reading intervention classes and continue to score below proficiency on state standardized assessments, these students are deemed at risk. A school site MTSS Team consisting of administrators, literacy coaches, reading teachers, parents should review identified students' records to determine further support. As a result of this review any of the following may be initiated:</p> <ul style="list-style-type: none"> Individual teachers are followed up with to determine support needed for students. Students are observed in classes where they are having difficulty to determine if additional strategies can be identified for support. An MTSS Team meets with teachers who share common students to determine ways to support. Additional more intensive support and time may be scheduled for the student. 		
Components of Tier 1 Instruction	Components of Tier 2 Instruction	Components of Tier 3 Instruction
<ul style="list-style-type: none"> Procedures and ongoing professional development to assure high-quality teaching of the core curriculum to all students. A continuum of instructional approaches and accommodations to differentiate and meet individual student needs within whole class instruction. Multiple resources (curriculum, technology, and personnel) to continuously enhance instruction, as needed, to meet the needs of most students through the English/Language Arts class. Procedures for assessment including, but not limited to, continuous progress monitoring and evaluation of student mastery of the Florida ELA Standards. 	<ul style="list-style-type: none"> Procedures and ongoing professional development to assure high-quality teaching of the reading intervention program. A continuum of instructional approaches and supplemental resources to meet individual student needs within whole group and small group instruction. Multiple resources (curriculum, technology, personnel) to provide appropriate intervention instruction for FSA Level 1 and 2 students through the Intensive Reading (IR) and Intensive Reading Enrichment (IREN) classes. Procedures for assessment including, but not limited to, continuous progress monitoring and evaluation of student achievement gains in reading proficiency using iReady (grades 6-8) and FAIR (grades 9-12). 	<ul style="list-style-type: none"> Procedures and ongoing professional development to assure high-quality teaching of the reading intervention program. Provide intensive instruction in the Intensive Reading Plus (IR+) class. Small group, teacher led instruction targeting specific reading deficiencies as evidenced by assessment data. Individualized computer-based instruction that is self-paced, targeting individual student needs. Procedures for assessment including, but not limited to, continuous progress monitoring and evaluation of student achievement gains in reading proficiency using iReady (grades 6-8) and FAIR (grades 9-12).

Parent Strategies and Best Practices (School-Wide)

- Introduce the MTSS team to Parents
- Create or Refer parents to MTSS webpage
- Conduct data chats after each Diagnostic Assessment
- Invite parents to MTSS meetings
- Host Parent Events
- Affirm Parents

Engaging all Spectators (Individual Level)

- Parents should:
 - be notified in writing when their child is placed in the MTSS process, have a clear understanding of the process, and how and it maximizes their children's' academic and behavioral achievement
 - be provided with the parent resources/brochures provided by the State be provided with the M-DCPS Read-at-Home plan.
 - utilize Tier 1, 2 & 3 data to plan collaborative teacher-parent support for children.
 - understand that data will be utilized for collaborative problem solving by the School Support Team.
 - receive assistance in choosing independent instructional materials.
 - be informed about the classes and courses being offered by The Parent Academy
 - be continually reminded that they are their child's first teacher and should be provided support by school staff to continue to enhance the learning of their child.
- If a parent requests that their child be evaluated, we must schedule their Tier 3 MTSS Meeting and conduct intervention concurrently with the evaluation.



Additional Information

- FAQ's
- Links and Resources

Frequently Asked Questions

1. What is Multi-Tiered System of Support (MTSS)?

"A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency." – FLDOE MTSS Implementation Components

2. How are students identified for interventions?

A major feature of the RtI/MTSS Model is the use of data to drive the decision-making process at the school, classroom, and individual student levels. Data is used to identify students as early as possible who are at risk, or already experiencing difficulties and need extra instruction or intensive interventions. Additionally, students who have reached benchmarks are identified for enrichment to achieve beyond standards.

3. What are interventions?

Interventions are the systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring.

Links and Resources

RTI Websites:

- [FLDOE RTI](#)
- [MDCPS RTI](#)
- [MTSS Guidance Document](#)
- [Fact Sheet](#)
- [MTSS Student Support Services Project](#)

Resources for Educators:

- [Problem-Solving using the ICEL/RIOT Matrix](#)

FLDOE Reading Partners

- [Just Read, Florida!](#)
- [Florida Center for Reading Research \(FCRR\)](#)

FLDOE Math and Science Partners

- [Bureau of Standards and Instructional Support](#)
- [Florida Center for Research on Science, Technology, Engineering, and Mathematics](#)

- [More Educator Resources from FLDOE](#)

Resources for Parents:

- FLDOE MTSS Parent Brochures
- [English Family Brochure](#)
- [Spanish Family Brochure](#)
- [Haitian Creole Family Brochure](#)

Questions/Comments

- MTSS@dadeschools.net
- Hotline – (305) 995-2899
- Briefing # 25978
- Be on the look out for more upcoming PD!