

MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

*Secondary
Grades 6-12*



MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK
For Hendry County Secondary Schools Grades 6-12

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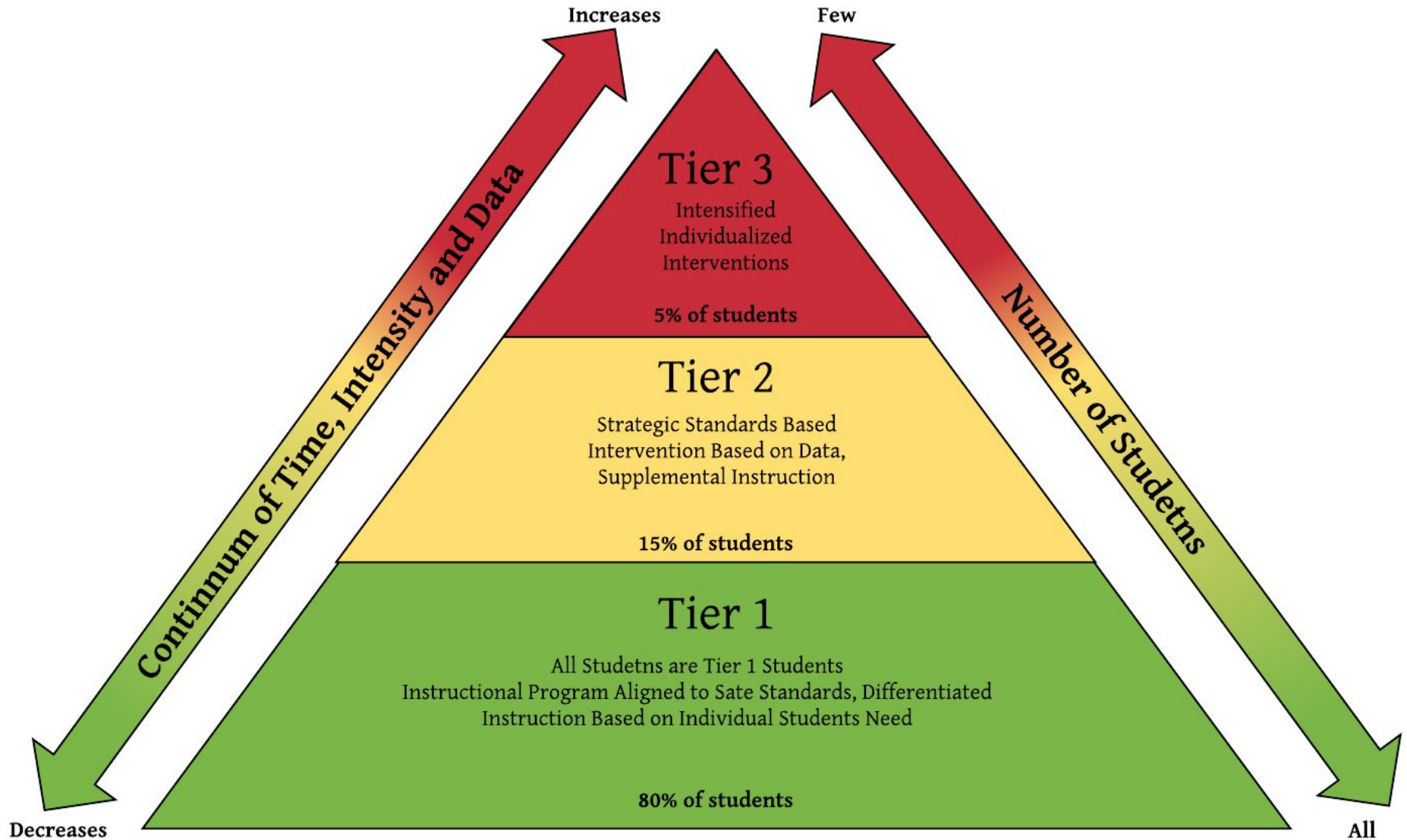
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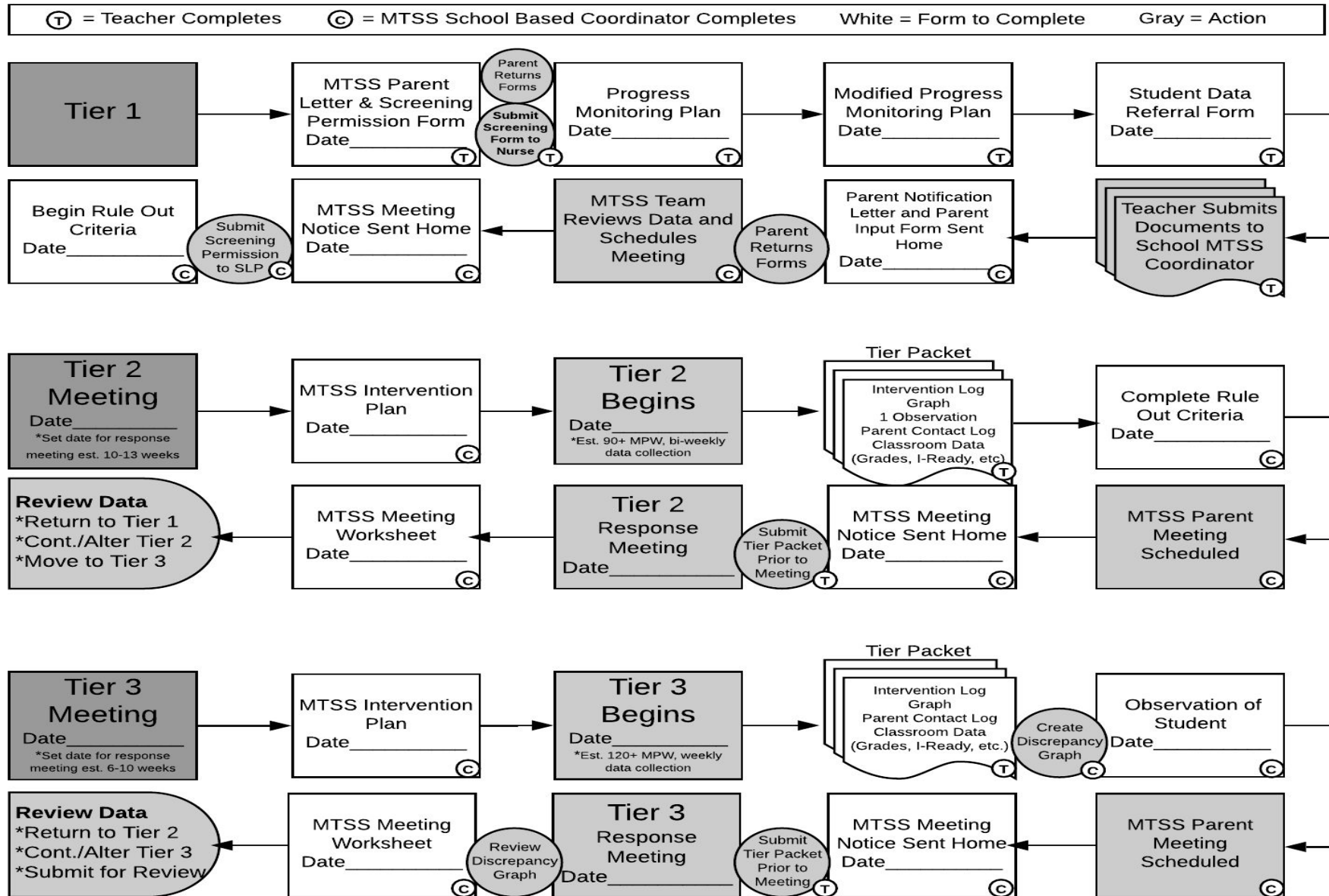
MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK
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MTSS Framework



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Flowchart for the MTSS Problem Solving Team Process



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Tier 1: Grades 6 - 8 and 9 - 12	
What is Tier 1?	Tier 1: Core Universal Instruction and Supports <u>80% or More of Students Should Find Success in This Tier</u> Rigorous grade level core instruction using evidence-based curriculum and instructional strategies that include Universal Design for Learning (UDL) principles. Differentiation provided for students include consideration various modes of delivery and learning needs. (Kovaleski, K & VanDerHayden, A & Shapiro, E, 2013)
Tier 1 General Information	• All students are working on grade level content with standards-based instruction, rigor, and text complexity. • Teachers are using a grade-level specific curriculum and pacing guide with a focus standards matrix to assure all standards are addressed with enough intensity and fidelity to allow for student mastery. The curriculum pacing guide allows for common formative and cumulative unit assessments. Students will take a progress monitoring, standards-based benchmark assessment to monitor their progress towards standards mastery. • Students identified with substantial deficiencies in reading, math, social-emotional development, or behavior will be placed on a Progress Monitoring Plan by the teacher. • Should the Progress Monitoring Plan not produce intended results, then the teacher will create a Modified Progress Monitoring Plan about the same deficit. In a Modified or initial Progress Monitoring Plan, the teacher demonstrates that steps have been taken to alter the environment, scaffold the task, and provide additional support that would be appropriate within the context of a general education classroom in the regular school day. • Screening Process (Hearing, Vision): ○ The Classroom Teacher turns signed screening forms into the nurse ○ Upon receipt the school nurse will complete the Hearing/Vision portion of the Rule Out Criteria document. ○ The nurse will submit both the Rule Out Criteria document and the Parent Permission for Screening form to the school based MTSS coordinator. If failed follow up and continue interventions, document when corrected. • The teacher and MTSS coordinator maintain a minimum of four planned parent contacts within tier 1 (via pre-written letters and a minimum of 2 phone calls made by the teacher). • If the data suggest the student is in need of Tier 2 Interventions, the referring teacher submits the Progress Monitoring Plan and the student's Data Referral Form to the school's MTSS Coordinator.

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Tier 1: Core Curriculum Plan

- Students will receive core instruction in ELA-6,-7,and -8, and English 1-4 classes according to the district curriculum pacing guide.
- Teachers engage in collaborative planning meetings to align instruction with the pacing guide and tier 2 reading.
- Students have the opportunity to enroll in standards-level, honors, advanced placement, and dual-enrollment classes where age-appropriate.
- Cooperative learning or engagement structures and Strategic Instruction Model (SIM) Content Enhancement Routines will be used in English. Note that SIM Learning Strategies, and Extreme Reading curriculum may be used in Tier 2 Reading and content area classes with literacy standards.
- Students will practice text-based argumentative and informational writing responses and receive feedback per the FSA argument and information writing rubrics.
- Reading strategies include but are not limited to:
 - Close reading, Explicit instruction, Reciprocal reading (predicting, questioning, clarifying, summarizing), Scanning, Skimming, Vocabulary, Sequencing, Visualizing, Note-taking, Comparing/contrasting, Inferencing, making judgments or conclusions, Distinguishing fact/opinion/objective/subjective, Chunking, Annotating, Interpreting graphs and images, Articulating main/central idea or topic
- Math strategies include
 - Math strategies include hands on activities, connections to real world, use of visuals and models, oral explanations, and fluency practice

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Tier 1: Core Curriculum Plan (Continued)	District-Approved Curriculum and Assessments	
	6th-8th grade	ELA: <i>Expeditionary Learning</i> (Engage-NY) for 6th, 7th, and 8th grade and full-length books per the district curriculum guide, <i>Common Lit.</i>, <i>Study Island</i> or <i>i-Ready standards mastery for grades 6-8.</i> Math: Pearson and/or Algebra Nation and Geometry Nation, <i>Study Island</i> or <i>i-Ready standards mastery for grades 6-8.</i>
	9th grade	ELA: Engage NY: Core Proficiencies for 9th grade, O'Dell supplemental units in Engage NY, <i>Common Lit</i>, <i>Study Island 9th grade ELA Standards mastery lessons</i> Math: Pearson for Algebra 1, Algebra 2, and Geometry, <i>State End of Course exams (EOC) for all math classes, Khan Academy, SAT Preparation, Study Island SAT/ACT prep</i>
	10th grade	ELA: <i>Springboard</i> for Grade 10, including full length novels and plays per district curriculum and pacing guide, <i>Common Lit</i>, <i>Study Island 10th grade ELA Standards mastery lessons</i> Math: Pearson for Algebra 1, Algebra 2, and Geometry, <i>State End of Course exams (EOC) for all math classes, Khan Academy, SAT Preparation, Study Island SAT/ACT prep</i>
	11th grade 12th grade	ELA: <i>Springboard</i> for grades 11 and 12, including full length novels and plays per district curriculum map; <i>Khan Academy ELA SAT Preparation, Common Lit, Study Island SAT/ACT prep</i> Math: Pearson for Algebra 1, Algebra 2, and Geometry, <i>State End of Course exams (EOC) for all math classes, Khan Academy, SAT Preparation, Study Island SAT/ACT prep</i>

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Criteria for advancement from Tier 1 to Tier 2

- Teacher and MTSS Problem Solving team reviews students' data including attendance, behavioral, physical, cultural, demographic, and other relevant data to rule out other concerns along with a student's i-Ready or Study Island Benchmark and lessons, and FSA scores.
- If students are in the "yellow zone," they are performing one grade level below their chronological grade level and should be considered by the problem solving team for tier 2 intervention.
- Students who receive a level 1 on FSA are to begin Tier 2 immediately.

Grade 6-8 I-Ready Profile Scores	Grade 6-10 Study Island Scores	Correlated FSA Levels	Recommendation for Classroom Teacher and Problem Solving Team Action
Profile 4-5 Scores 598-684	Study Island Proficiency scores 80-100%	FSA Levels 3-5	• Core ELA and Math class will provide enhanced instruction; students will read independently daily. • Teachers monitor progress at least monthly to adjust instruction. • Students may take advantage of the opportunity to take honors, advanced placement, and dual enrollment classes, as age-appropriate.
Profile 3 (one level below student's grade level) Scores 566-597	Study Island Proficiency Scores 60-79%	FSA Level 2	• Teachers should determine the areas of weakness and consult the student profile in i-Ready/Study Island to see next steps. • Bring Progress Monitoring Plan to the problem solving MTSS team meeting and consider advancement to intervention at tier 2 level. • Teachers and the MTSS team monitor progress, record daily interventions, and maintain parent contact according to the tier 2 instruction, should problem solving team recommend tier 2. • Teacher should provide data to the MTSS problem solving team, as reading intervention in small groups is recommended for tier 2.

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Criteria for advancement from Tier 1 to Tier 2 (Continued)	Profile 1 (more than 2 levels below student's grade level)	Study Island Non-Proficiency Scores 0-59%	FSA Level 1	• Teacher should consult the student profile in i-Ready/Study Island to see detailed next steps and consult the small grouping profile report to determine instructional priorities for the student. • Teacher should monitor student's progress and maintain parent contact according to the tier 2 and/or tier 3 interventions. • Teacher should provide data to the MTSS problem solving team, as intensive intervention, in small groups, is recommended.
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Tier 2: Grades 6 - 8 and 9 - 12	
What is Tier 2?	Tier 2: Targeted Supplemental Interventions and Supports <u>Approximately 15% of Students</u> Supplemental instruction and supports systemically delivered in addition to, and <i>aligned with, the grade level core instruction</i>. These supports address the needs of students who have not responded sufficiently to Tier 1 instruction. (Kovaleski et al., 2013)
Tier 2 General Information	● Big idea: We can remediate deficits, but if we don't align instruction to the grade-level standards students are accountable for, we might be helping with particular skills but not catching up, and students continue to fall behind their grade-level peers. (Castillo, 2019) ● At the Tier 2 Meeting, the team will develop a goal with these guiding questions. ○ Identify initial concern (What data raised concerns?) ○ Using data, what is the current level of performance? ○ Using data, what is the benchmark level? ○ Using data, what is the peer performance? ○ What is the gap? ● The problem solving team creates an instructional plan utilizing an evidence-based intervention (examples on page 21-22). ● The teacher or interventionist documents a Daily Intervention Report to provide evidence of fidelity. ● The MTSS coordinator and/or reading coach monitor fidelity of instruction and progress monitoring data. ● Parent contact by the classroom teacher or interventionist ○ Is required by the district every <u>three weeks</u> regardless of how long the student is in the tier. ○ Must be documented. ○ May consist of letters home, teacher-parent conference notes/signatures, phone calls home, summary of phone messages left, copies of report cards requesting meetings, email copies, Remind101 or Class Dojo messages, and the like. ● Within Tier 2 the teacher conducts an observation of the student for 15 to 30 minutes and writes a narrative on the observation form capturing a reasonable perspective of the students behavior along with the instructional process (strategies used, questioning, answers given, student behavior, work product, lesson outline, etc). (Kovaleski et al., 2013) ● Continue Screening/Rule Out Criteria Process: ○ MTSS coordinator sends a copy of the signed Screening Permission form to the Lead Speech and Language Pathologist (SLP) ○ The designated SLP will conduct the screening and return results to the MTSS coordinator who

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Tier 2 General Information (Continued)	will complete the speech/language portion of the Rule Out Criteria document. If student does not pass speech follow up with evaluations. If students does not pass language follow up with interventions and a language evaluation at the end of Tier 3. ○ During Tier 2 the MTSS coordinator will also conduct an Intellectual Screener (KBIT-2) and as needed an applicable Social/Emotional screener. ○ MTSS coordinator records results in corresponding section of the Rule Out Criteria document. ○ Investigate attendance. Has the student missed an estimation of 10% of the school year? If so intervene for attendance within the MTSS process. Possible interventions can be found in the MTSS Behavior Handbook. ○ At the Tier 2 Response Meeting, the team completes all other sections of the Rule Out Criteria. <table><tr><th>Facilitator</th><th>Group Size</th><th>Time/Week</th><th>Data Collection</th><th>Assessment</th><th>Duration</th></tr><tr><td>Classroom teacher or interventionist under direct guidance and coaching of certified teacher</td><td>5-8 students</td><td>90+ minutes each week (ex. 30 min 3x per week)</td><td>Bi-weekly (every 2 wks.) assessment</td><td>Use same assessment for the group but record an individual and average group score</td><td>Approximately 10-13 weeks and then PST meeting</td></tr></table>	Facilitator	Group Size	Time/Week	Data Collection	Assessment	Duration	Classroom teacher or interventionist under direct guidance and coaching of certified teacher	5-8 students	90+ minutes each week (ex. 30 min 3x per week)	Bi-weekly (every 2 wks.) assessment	Use same assessment for the group but record an individual and average group score	Approximately 10-13 weeks and then PST meeting
Facilitator	Group Size	Time/Week	Data Collection	Assessment	Duration								
Classroom teacher or interventionist under direct guidance and coaching of certified teacher	5-8 students	90+ minutes each week (ex. 30 min 3x per week)	Bi-weekly (every 2 wks.) assessment	Use same assessment for the group but record an individual and average group score	Approximately 10-13 weeks and then PST meeting								
Progress Monitoring Data Reveals Response to Intervention	● Tier 2 Graph Requirements: ○ Title Sections: Student Name, Grade Level, Interventionist, Tier 2, and the name of the intervention as a title ○ Table of students and group scores, and assessment dates ○ Graph each assessment of student's scores (with trendline), group scores (with trendline, if in a group), and the class averages within the intervention area. ○ Each data point should be titled with the date of the assessment. ● The counselor contacts parents to schedule a Tier 2 response meeting. ● The teacher brings the following items to the response meeting for to team to review and guide determinations and discussion (post meeting the documents will be left with the MTSS coordinator in the students file): ○ Intervention log ○ Observation ○ Graph of Interventions ○ Parent Contact Log												

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Progress Monitoring Data Reveals Response to Intervention (Continued)

- Classroom Data (Grades, I-Ready, STAR, Study Island, etc.)
- In problem solving team meetings (Tier Response Meetings), use MTSS Review Meeting Worksheet (+/?/-).
- The following define possible responses on the meeting worksheet and suggested decision rules:

Responses to Intervention	Description of the Response	Decision Rules
Positive Response	● Increased rate of growth ● Gap is closing ● Level of “risk” lowers over time	● Continue implementation plan
Questionable Response	● Rate of growth remains relatively “flat” ● Risk level remains the same over time	Was intervention implemented as intended? ● If no: develop strategies to increase fidelity of implementation ● If yes: Increase intensity of current intervention for a short period of time and assess impact. ○ If rate improves, continue. ○ If rate does not improve return to problem solving
Poor Response	● Loss of growth rate ● Risk level increases over time	Was intervention implemented as intended? ● If no, design strategies to increase fidelity of implementation ● If yes: ○ Is intervention aligned with verified hypothesis (intervention design)? ○ Are there other hypotheses to consider (problem analysis)? ○ Was the problem identified correctly (problem identification)?

(PS/RTI-E,2019)

- For group interventions (data showing gap between group and students), look at the group data compared to the student data to see if the intervention itself is working or if adjustments are required. For example:
 - **Gap increasing** between student and intervention group - this indicates that the intervention is not connecting to the group or demand of the task. There is a misalignment.
 - **Consistent gap:** Consider a new intervention for the whole group.
 - **Gap decreasing:** Intervention is working for the student.

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Criteria to advance from Tier 2 to Tier 3

- Approximately 20% gap between the intervention group and the student should indicate need for problem solving team conversations, not necessarily a firm indicator of advancement to Tier 3. If there is a distinct gap between student and class/grade level/demographic subgroup, this is a point of discussion and should be included on graph.
- Scoring in the “red” zone of i-Ready or in the non-proficient zone of Study Island benchmark is not an automatic movement into Tier 3. Tier 2 must be completed to move into Tier 3.

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Tier 3: Grades 6 - 8 and 9 - 12	
What is Tier 3?	Tier 3: Intensive Individualized Interventions and Supports <u>5% or Less of Students</u> Individually-responsive instruction and supports delivered in addition to, and aligned with grade-level core instruction. These supports address specific needs of the student who are most at risk or have not yet responded to Tier 2 interventions. Considered a remedial education activity. (Kovaleski et al., 2013)
Tier 3 General Information	• The problem solving team creates an instructional plan for Tier 3 utilizing an evidence based intervention, mindful of grade level standards. • At the Tier 3 Meeting the team will develop a goal with these guiding questions. ○ Identify initial concern (What data raised concerns?) ○ Using data, what is the current level of performance? ○ Using data, what is the benchmark level? ○ Using data, what is the peer performance? ○ What is the gap? • A different interventionist from tier 2 interventionist will provide interventions, and update the Log of Interventions for each lesson to provide evidence of fidelity. • Intervention is provided based on grade level standards. (<i>refer to Big Idea in Tier 2 General Information</i>) • The MTSS coordinator and/or reading coach monitor fidelity of instruction and progress monitoring data. • Parent contact by the interventionist (who in Tier 3 is a different person than who facilitated Tier 2): ○ Is required by the district every <u>two weeks</u> regardless of how long the student is in the tier. ○ Must be documented. ○ May consist of letters home, teacher-parent conference notes/signatures, phone calls home, summary of phone messages left, copies of report cards requesting meetings, email copies, Remind101 or Class Dojo messages, and the like. • Within Tier 3 the MTSS Coordinator or other designated personnel (different than previous observer) conducts an observation of the student for 15 to 30 minutes and writes a narrative on the observation form capturing a reasonable perspective of the students behavior along with the instructional process (strategies used, questioning, answers given, student behavior, work product, lesson outline, etc). (Kovaleski et al., 2013)

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Tier 3 General Information (Continued)	Facilitator	Group Size	Time/Week	Data Collection	Assessment	Duration
	Interventionist: not the same as tier 2 MUST be a certified teacher. If providing a reading intervention the facilitator must have a reading endorsement	1-3 students	120+ minutes each week (ex. 30 min 5x per week)	Weekly assessment	Individual assessment with individual score	Approximately 6-10 weeks and then PST meeting
Progress Monitoring Data Reveals Response to Intervention	• Tier 3 interventions should be aligned and require the same skill set throughout Tier 2 and Tier 3; for example, if Tier 2 originally focused on phonics and the PST recommended repeating Tier 2 again, both Tier 2 interventions should focus on phonics. Then, if Tier 3 were recommended by the PST, the Tier 3 intervention should focus on phonics. • Intervention in Tier 2 and Tier 3 should either be a different program/intervention than what was previously completed, or the same program intensified. Intensified intervention could involve a change in instructional media, increased time (at least x2 from Tier 2), materials, or presentation. (For example: Study Island used for tier 2, at Tier 3 would be Study Island plus supplemental materials delivered face-to-face and on paper, etc.)					
	• Data is collected weekly to determine the student's response to intervention at Tier 3. • Tier 3 Graph Requirements: ○ Title Sections: Student Name, Grade Level, Interventionist, Tier 3, and the name of the intervention as a title ○ Table of students and group scores, and assessment dates ○ Graph each assessment of student's scores (with trendline), group scores (with trendline, if in a group), and the class averages within the intervention area. ○ Each data point should be titled with the date of the assessment. • The counselor contacts parents to schedule a Tier 3 response meeting. • The teacher brings the following items to the response meeting for to team to review and guide determinations and discussion (post meeting the documents will be left with the MTSS coordinator in the students file): ○ Intervention log ○ Graph of Interventions ○ Parent Contact Log ○ Classroom Data (Grades, I-Ready, STAR, Study Island, etc.)					
Progress						

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Monitoring Data Reveals Response to Intervention (Continued)

- In problem solving team meetings (Tier Response Meetings), use MTSS Review Meeting Worksheet (+/?/-).

The following define possible responses on the meeting worksheet and suggested decision rules:

Responses to Intervention	Description of the Response	Decision Rules
Positive Response	- Increased rate of growth - Gap is closing - Level of “risk” lowers over time	Continue implementation plan
Questionable Response	- Rate of growth remains relatively “flat” - Risk level remains the same over time	Was intervention implemented as intended? - If no: develop strategies to increase fidelity of implementation - If yes: Increase intensity of current intervention for a short period of time and assess impact. - If rate improves, continue. - If rate does not improve return to problem solving.
Poor Response	- Loss of growth rate - Risk level increases over time	Was intervention implemented as intended? - If no, design strategies to increase fidelity of implementation - If yes: - Is intervention aligned with verified hypothesis (intervention design)? - Are there other hypotheses to consider (problem analysis)? - Was the problem identified correctly (problem identification)?

(PS/RTI-E,2019)

- For group interventions (data showing gap between group and students), look at the group data compared to the student data to see if the intervention itself is working or if adjustments are required. For example:
 - Gap increasing** between student and intervention group - this indicates that the intervention is not connecting to the group or demand of the task. There is a misalignment.
 - Consistent gap:** Consider a new intervention for the whole group.
 - Gap decreasing:** Intervention is working for the student.

Progress

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Monitoring Data Reveals Response to Intervention (Continued)

- A discrepancy graph is needed to depict exactly where the student is performing overall when compared to several different groups. It is a crucial piece to any discussions moving forward. The schools can use any available data source, such as FSA scores, I-Ready, Study Island, or even performance on unit tests within the curriculum. Review this graph at the Tier 3 Response Meeting.
 - **Discrepancy Data Graph Requirements:**
 - Title Sections: Student Name, Grade Level, Discrepancy Data as the title
 - Graph data points for each assessment portion with trendlines:
 - The Student
 - MTSS Intervention Group
 - Grade Level Average
 - Demographic Group (ELL, Race/Ethnicity, SES Status)
 - District Grade Level Averages (if available)

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Criteria to advance to next step beyond Tier 3	● When looking at the Discrepancy Graph detailing district/school data, compare students, intervention group, class/grade level, district, demographic group, etc. If the gap between the student and the grade group is between the 30% - 40% range, continue discussions and problem solving process. ● When looking at the Tier 3 Graph If a student's score is estimated to be at or around the 15 percentile/score, the PST should discuss pursuing evaluation for eligibility. ● Five Big Ideas to Keep in Mind When Discussing Eligibility(PS/RTI-E,2019) 1. Students with disabilities are general education students first! 2. Academic Engaged Time is the BEST predictor of student growth. 3. Student growth is the BEST measure of effective instruction in (not grade level dependency) 4. ALL instruction should be standards aligned 5. A student with a specific learning disability differs from peers in BOTH intensity and severity. ● Florida's Eligibility Criteria within the MTSS Process (PS/RTI-E,2019) ○ Criterion 1(Occurs within Tier 1) ■ Failure to meet age or grade-level standards in the following areas... Oral expression, Listening comprehension, Written expression, Basic reading skills, Reading fluency skills, Reading comprehension, Mathematics Calculation, Mathematics problem-solving ○ Criterion 2 (Occurs within Tiers 2 & 3) ■ Response to Intervention (RtI): Insufficient or resource intensive) response to scientific, evidence-based intervention ○ Criterion 3 (Occurs within All Tiers) ■ Rule out... Visual, hearing, or motor disability, Intellectual disability, Emotional/Behavioral disability, Cultural factors, Irregular attendance, Environmental or economic disadvantage, Classroom behavior, Limited English proficiency ○ Criterion 4 (Occurs within Tier 1) ■ Rule out lack of instruction by documenting... Appropriate instruction by qualified personnel, Repeated assessments of student performance
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Quarterly Data Meetings Grades 9-12	
General Information	• Problem Solving Teams can consist of some or all of the following: Representation for each grade level, Interventionists, Administration, MTSS Coordinator, Reading/Math/Instructional Coaches, ELL Resource personnel, Guidance Counselor, etc. • It is suggested that teams meet four times a year, preferably before each report card goes home. • It is recommended that teams schedule these data meetings on the school calendar before the school year begins so expectation of high rate of attendance and team member involvement can be maintained. • Selection of the meeting leader is up to school discretion; for example, the meeting leader could be an administrator or the MTSS Coordinator. • Meetings may be held after school or during the school day in grade level PLCs, at a school's discretion. • School data presented should include but not be limited to: ◦ FSA, SAT, ACT, or PSAT, I-Ready, Study Island scores • Big Idea: Data for intervention groups showing the group averages as well as individual students should be provided. Students' performance should be compared to that of similar subgroups.
Data Meeting #1:	• Review available data on incoming students. • Create initial "Watch List" based on criteria listed above. • Review information on any student already in the MTSS Problem Solving Process. • Initiate Tier I Progress Monitoring Plans as necessary for students with multiple risk factors. ◦ Initial Parent Contacts: The conversation with the parents should be positive. As one notes something of concern, indicate "This is how we want to help your student get off to a good start." ◦ Implement Tier I interventions through differentiation in the classroom. ◦ Progress Monitor student growth/success with the intervention
Data Meeting #2:	• Review "Watch List." • Review available data. ◦ Are most students making adequate progress toward benchmark? Based on what data? If not, what changes need to occur to facilitate this? ◦ Do any other students need a Tier I intervention Plan? Note: Unless a teacher is teaching an

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Data Meeting #2: (Continued)

intervention class, no more than 20% of the students should require a Tier Intervention Plan. If teachers have significantly more than this not making adequate progress toward benchmark, please review Core or Tier I instruction.

- Review progress of students in Tier 1 and students with Progress Monitoring Plans that were initiated at the prior Data Meeting, along with Intervention calendars and Progress Monitoring Data Charts.
 - For student(s) making adequate progress toward benchmark - discontinue Intervention Plan and/or continue to monitor
 - For student(s) not making adequate progress toward benchmark, the team may schedule an intervention meeting to make the following decisions:
 - Continue Progress Monitoring Plan for a longer period of time.
 - Modify Progress Monitoring Plan.
 - Determine if data indicate student is in need of more intensive intervention
 - Review Tier 2 and 3 Intervention Plans that are in process
 - Review the progress of the intervention groups as a whole:
 - Are all students making progress?
 - Is fidelity being maintained?
 - What changes are needed?
 - For student(s) making adequate progress toward benchmark, schedule continued intervention to monitor student progress until previously scheduled intervention response meeting.
 - For student(s) not making adequate (negative or questionable) progress toward benchmark, schedule an urgent intervention meeting (even if the team may have already pre-scheduled a response meeting at the student's individual MTSS meeting) to make the following decisions:
 - Continue intervention for a longer period of time
 - Alter intervention and monitor
 - Determine if data indicate student is in need of more intensive intervention
 - Determine if needs exist for progress monitoring or intervention tools or regarding fidelity issues that should be communicated to the administration.

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Data Meeting #3:	• Repeat steps from Data Meeting #2. • Important: Is any secondary level students in danger of retention or not passing required credit courses? ○ Students in danger of retention should be receiving increased intervention: ■ Communicate names and needs of students to administrator or designee.
Data Meeting #4:	• Repeat steps from Data Meeting #3 • Administrators should be notified of any student in danger of failing a course.

References

Kovaleski, K. F. , & VanDerHayden, A. M., & Shapiro, E. S. (2013). *The RTI Approach to Evaluating Learning Disabilities*. New York, NY: The Guilford Press.

PS/RTI Project. (2018). *Rtl Eligibility Professional Learning Series: RTI-E*. Tampa, FL: USF Embassy Suites

Castillo, Jose. (2019, April). *PS/RTI-3 Unit 3 'Tween Work* [Webinar]

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Hendry County MTSS Intervention Database

*This is a comprehensive list of interventions used currently in the district. Some may may need to be purchased individually by schools, and some are purchased by the district.

*Please note that interventions MUST be provided based on grade level standards

* T2=Tier 2, and T3=Tier 3

Evidence Based Interventions can be found here: <https://intensiveintervention.org/tools-charts/levels-intervention-evidence>

English Language Arts		
Intervention Categories	Grades 6-8	Grades 9-12
Vocabulary	• Mind Play • Study Island and SI Teacher Tools • ReadWorks • I-Ready • Strategic Instruction Model (SIM): Toolbox • Strategic Instruction Model (SIM): Xtreme Reading curriculum • Strategic Instruction Model (SIM): Learning Strategies	• Study Island (SI) and SI Teacher Tools • Khan Academy • ReadWorks • SAT/ACT Practice Materials • 10 Steps to Improve College Reading Skills • Strategic Instruction Model (SIM): Toolbox • Strategic Instruction Model (SIM): Xtreme Reading curriculum • Strategic Instruction Model (SIM): Learning Strategies (affixes, roots)
Comprehension: Literature	• Mind Play • Study Island and SI teacher tools • ReadWorks • Common Lit • I-Ready Toolbox • Strategic Instruction Model (SIM): Xtreme Reading curriculum • Strategic Instruction Model (SIM): Learning Strategies (summarizing, paraphrasing, inferences, etc) • ESL Learning Smart • Nearpod (including lessons for ELLs)	• Study Island and SI toolbox • Khan Academy (SAT literature prep) • ReadWorks • Common Lit • SAT/ACT Practice Materials • Strategic Instruction Model (SIM): Xtreme Reading curriculum • Strategic Instruction Model (SIM): Learning Strategies (summarizing, paraphrasing, inferences, etc) • ESL Learning Smart • Nearpod (including lessons for ELLs)

MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

For Hendry County Secondary Schools Grades 6-12

Comprehension: Informational Text	• Mind Play • Study Island and SI teacher tools • ReadWorks • Common Lit • I-Ready Toolbox • Strategic Instruction Model (SIM): Xtreme Reading curriculum • Strategic Instruction Model (SIM): Learning Strategies (summarizing, paraphrasing, inferences, etc)	• Mind Play • Study Island and SI teacher tools • ReadWorks • Common Lit • I-Ready Toolbox • Strategic Instruction Model (SIM): Xtreme Reading curriculum • Strategic Instruction Model (SIM): Learning Strategies (summarizing, paraphrasing, inferences, etc)
Math		
Intervention Categories	Grades 6-8	Grades 9-12
Algebraic Thinking	• Mind Play • Study Island • Khan Academy • I-Ready Toolbox • Learning Strategies Curriculum: The Assignment Completion Strategy • Cover Copy Compare • Incremental Rehearsal	• Study Island • Khan Academy • SAT/ACT Practice Materials • Boot Camp for summer school • Pre-Teach classes for Algebra (Algebra 1A) • Webstarts (PERT math practice materials) • PSAT prep books • College Boards online materials • Escambia County end of course exam prep materials • Cover Copy Compare
Geometry	• Mind Play • Study Island • Khan Academy • I-Ready Toolbox • Learning Strategies Curriculum: The Assignment Completion Strategy • Cover Copy Compare • Incremental Rehearsal	• Study Island • Khan Academy • SAT/ACT Practice Materials • Boot Camp for summer school • Pre-Teach classes for Geometry (Informal Geometry) • PSAT prep books • College Boards online materials • Escambia County end of course exam prep materials • Cover Copy Compare