

# *MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK*

*Elementary  
Grades K-5*



MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK  
For Hendry County Elementary Schools Grades K-5

# *Table Of Contents*

Page 3 *MTSS Framework*

Page 4 *MTSS Flowchart*

Page 5 to 7 *Tier 1*

Page 5 What is Tier 1?

Page 5 General Information

Page 6 Core Curriculum Plan

Page 7 Criteria for advancement from Tier 1 to Tier 2

Page 8 to 11 *Tier 2*

Page 8 What is Tier 2?

Page 8 to 9 General Information

Page 9 to 10 Progress Monitoring Data Reveals Response to Intervention

Page 11 Criteria to advance from Tier 2 to Tier 3

Page 11 to 16 *Tier 3*

Page 11 What is Tier 3?

Page 12 to 13 General Information

Page 14 to 15 Progress Monitoring Data Reveals Response to Intervention

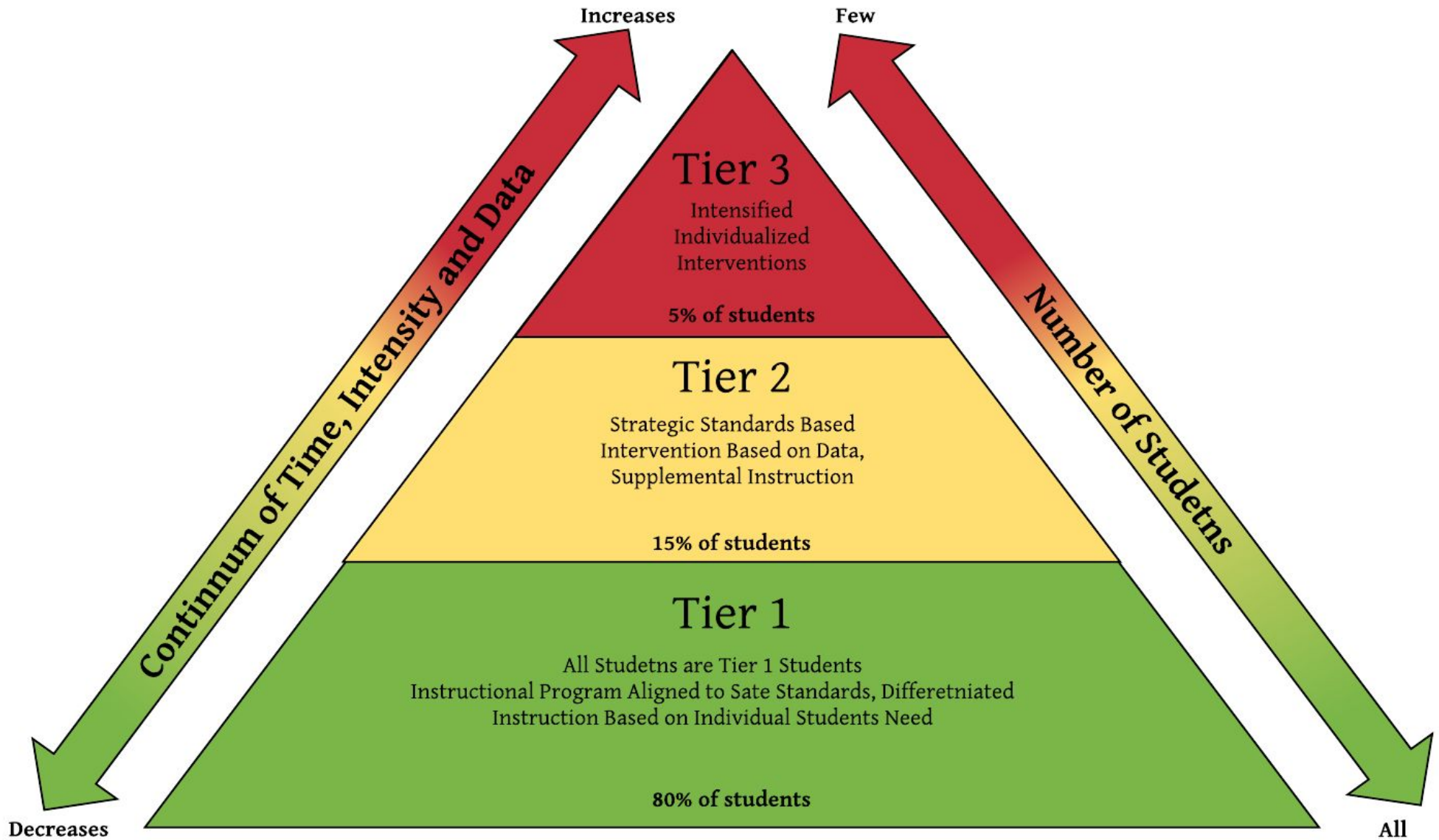
Page 16 Criteria to advance beyond Tier 3

Page 17 to 19 *Quarterly Data Meetings*

Page 19 *References*

Page 20 to 23 *Intervention Database*

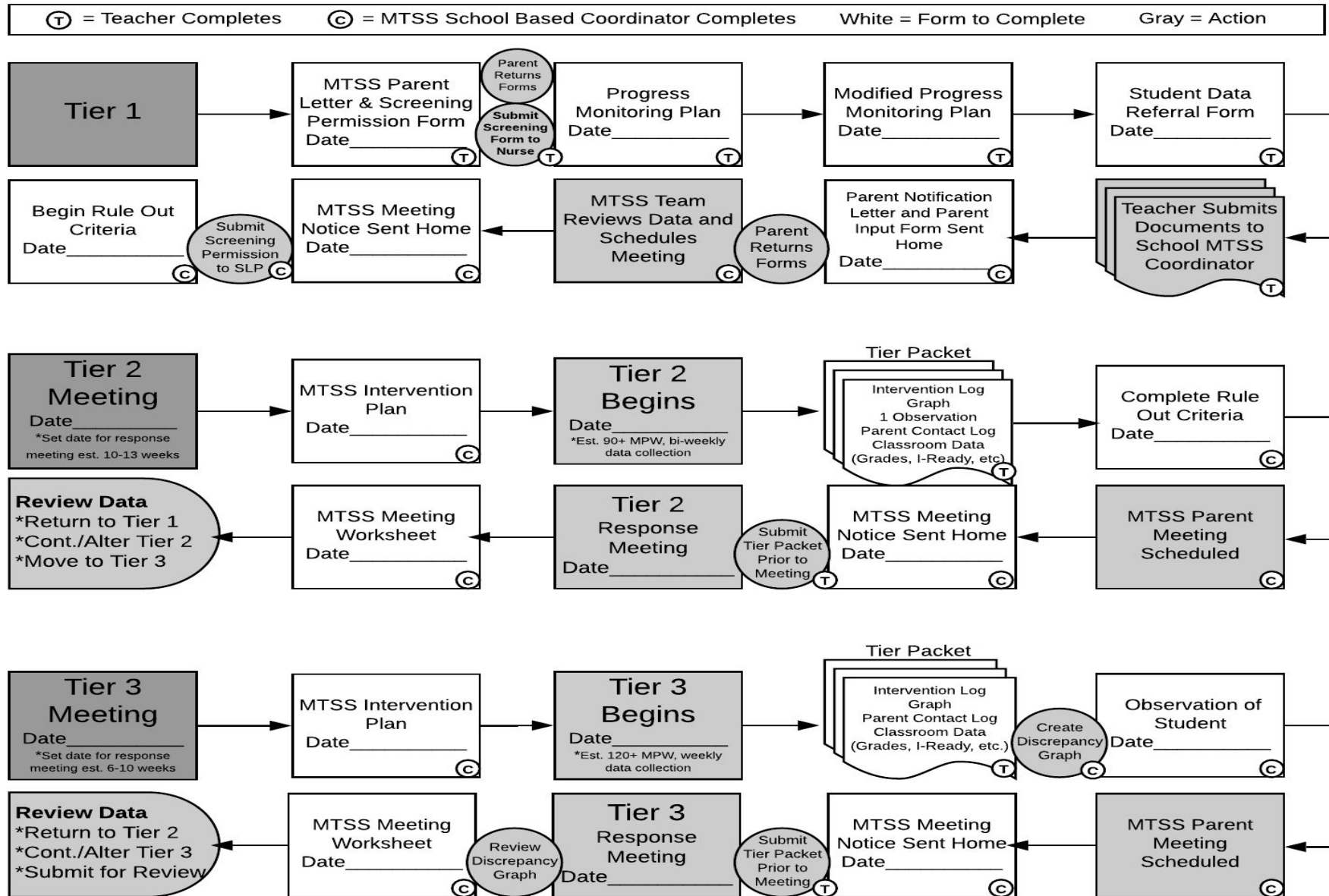
**MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK**  
**For Hendry County Elementary Schools Grades K-5**  
***MTSS Framework***



# MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

## For Hendry County Elementary Schools Grades K-5

### *Flowchart for the MTSS Problem Solving Team Process*



# MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

## For Hendry County Elementary Schools Grades K-5

| Tier 1: Grades KG-5        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| What is Tier 1?            | <p><b>Tier 1: Core Universal Instruction and Supports</b><br/> <u>80% or More of Students Should Find Success in This Tier</u></p> <p>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, VanDerHayden, &amp; Shapiro, 2013)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Tier 1 General Information | <ul style="list-style-type: none"> <li>• All students are working on grade level content with standards-based instruction, rigor, and text complexity.</li> <li>• 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.</li> <li>• Students identified with substantial deficiencies in reading, math, social-emotional development, or behavior will be placed on a Progress Monitoring Plan by the teacher.</li> <li>• 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.</li> <li>• Screening Process (Hearing, Vision):             <ul style="list-style-type: none"> <li>○ The Classroom Teacher turns signed screening forms into the nurse</li> <li>○ Upon receipt the school nurse will complete the Hearing/Vision portion of the Rule Out Criteria document.</li> <li>○ 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.</li> </ul> </li> <li>• 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).</li> <li>• 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.</li> </ul> |

## MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

### For Hendry County Elementary Schools Grades K-5

#### Tier 1: Core Curriculum Plan

- Students will receive core instruction in all subject areas per state time requirements and according to the district curriculum pacing guide.
- Teachers engage in collaborative planning meetings to align instruction with the pacing guide.
- Reading strategies include close reading, explicit instruction, reciprocal reading, and cooperative learning structures, activating prior knowledge, modeling, graphic organizers, making text connections, learning modalities, fluency practice.
- Math strategies include hands on activities, connections to real world, use of visuals and models, oral explanations, and fluency practice.
- Students will practice text-based argumentative and informative writing responses and receive feedback per the FSA argument and information writing rubrics.

| District-Approved Curriculum |                                                                                             | District-Approved Assessments                                                                                                |
|------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| KG                           | <b>ELA:</b> CKLA, Listening & Learning<br><b>Math:</b> enVision Math                        | <b>ELA:</b> iReady Diagnostic, STAR EL<br><b>Math:</b> iReady Diagnostic                                                     |
| 1st                          | <b>ELA:</b> CKLA, Listening & Learning/Expeditionary Learning<br><b>Math:</b> enVision Math | <b>ELA:</b> iReady Diagnostic<br><b>Math:</b> iReady Diagnostic                                                              |
| 2nd                          | <b>ELA:</b> Expeditionary Learning<br><b>Math:</b> enVision Math                            | <b>ELA:</b> iReady Standards Mastery, iReady Diagnostic,<br><b>Math:</b> iReady Standards Mastery, iReady Diagnostic         |
| 3rd-5th                      | <b>ELA:</b> Expeditionary Learning<br><b>Math:</b> enVision Math                            | <b>ELA:</b> iReady Standards Mastery, iReady Diagnostic, FSA<br><b>Math:</b> iReady Standards Mastery, iReady Diagnostic FSA |

## MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

### For Hendry County Elementary Schools Grades K-5

#### 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 and/or FSA scores. If students are in the "yellow zone" or "red zone," they are performing one grade level or more 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.

| PK Battelle Developmental Inventory (BDI-2) | Grades <u>KG-5</u> I-Ready Scores ELA & Math           | FSA Levels Grades 3-5 | Recommendation for Classroom Teacher and Problem Solving Team Action                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------|--------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standard Scores Above 78                    | Scores on level with grade level expectations          | Levels 3-5            | Core ELA and Math class will provide enhanced instruction; students will participate in independent daily reading. Progress monitor on a monthly basis to adjust instruction.                                                                                                                                                                                                                                                                                                                                           |
| 1 Standard Deviation Below                  | Scores one level below student's current grade level)  | Level 2               | Teachers should determine the areas of weakness and consult the student profile in the I-Ready and FSA Scores to see next steps. Bring progress monitoring plan to the problem solving MTSS team meeting and consider advancement to intervention at tier 2 level. Progress monitor according to the tier 2 instruction, should problem solving team recommend intervention at tier 2. Teacher should provide data to the MTSS problem solving team, as reading intervention in small groups is recommended for tier 2. |
| 2 or More Deviations Below                  | More than 2 levels below student's current grade level | Level 1               | Teacher should consult the student profile in I-Ready and FSA scores 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 (or 3 if tier 2 has been completed and the problem solving team recommends) interventions. Teacher should provide data to the MTSS problem solving team, as intensive intervention, in small groups, is recommended. |

# MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

## For Hendry County Elementary Schools Grades K-5

| Tier 2: Grades KG - 5      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What is Tier 2?            | <p><b>Tier 2: Targeted Supplemental Interventions and Supports</b><br/> <u>Approximately 15% of Students</u></p> <p>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)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Tier 2 General Information | <ul style="list-style-type: none"> <li>● <b>Big idea:</b> 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)</li> <li>● At the Tier 2 Meeting, the team will develop a goal with these guiding questions. <ul style="list-style-type: none"> <li>○ Identify initial concern (What data raised concerns?)</li> <li>○ Using data, what is the current level of performance?</li> <li>○ Using data, what is the benchmark level?</li> <li>○ Using data, what is the peer performance?</li> <li>○ What is the gap?</li> </ul> </li> <li>● The problem solving team creates an instructional plan utilizing an evidence-based intervention (examples on page 20-23).</li> <li>● The teacher or interventionist documents a Daily Intervention Report to provide evidence of fidelity.</li> <li>● The MTSS coordinator and/or reading coach monitor fidelity of instruction and progress monitoring data.</li> <li>● Parent contact by the classroom teacher or interventionist <ul style="list-style-type: none"> <li>○ Is required by the district every <u>three weeks</u> regardless of how long the student is in the tier.</li> <li>○ Must be documented.</li> <li>○ 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.</li> </ul> </li> <li>● 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)</li> <li>● Continue Screening/Rule Out Criteria Process: <ul style="list-style-type: none"> <li>○ MTSS coordinator sends a copy of the signed Screening Permission form to the Lead Speech and Language Pathologist (SLP)</li> <li>○ The designated SLP will conduct the screening and return results to the MTSS coordinator who</li> </ul> </li> </ul> |

## MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

### For Hendry County Elementary Schools Grades K-5

|                                                                                              | <p>will complete the speech/language portion of the Rule Out Criteria document. If student does not pass speech follow up with evaluations. If students do not pass language follow up with interventions and a language evaluation at the end of Tier 3.</p> <ul style="list-style-type: none"><li>○ During Tier 2 the MTSS coordinator will also conduct an Intellectual Screener (KBIT-2) and as needed an applicable Social/Emotional screener.</li><li>○ MTSS coordinator records results in corresponding section of the Rule Out Criteria document.</li><li>○ 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.</li><li>○ At the Tier 2 Response Meeting, the team completes all other sections of the Rule Out Criteria.</li></ul> <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 |            |          |                                                                                              |              |                                                |                                     |                                                                                    |                                                |
| <b>Progress Monitoring Data Reveals Response to Intervention</b>                             | <ul style="list-style-type: none"><li>● <b>Tier 2 Graph Requirements:</b><ul style="list-style-type: none"><li>○ Title Sections: Student Name, Grade Level, Interventionist, Tier 2, and the name of the intervention as a title</li><li>○ Table of students and group scores, and assessment dates</li><li>○ 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.</li><li>○ Each data point should be titled with the date of the assessment.</li></ul></li><li>● The counselor contacts parents to schedule a Tier 2 response meeting.</li><li>● 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):<ul style="list-style-type: none"><li>○ Intervention log</li><li>○ Observation</li><li>○ Graph of Interventions</li><li>○ Parent Contact Log</li></ul></li></ul>                                                                                                                                                                                                                                                                                                                                                                                               |                                                |                                     |                                                                                    |                                                |            |          |                                                                                              |              |                                                |                                     |                                                                                    |                                                |

## MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

### For Hendry County Elementary Schools Grades K-5

#### 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                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Positive Response</b>     | <ul style="list-style-type: none"> <li>● Increased rate of growth</li> <li>● Gap is closing</li> <li>● Level of “risk” lowers over time</li> </ul> | <ul style="list-style-type: none"> <li>● Continue implementation plan</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Questionable Response</b> | <ul style="list-style-type: none"> <li>● Rate of growth remains relatively “flat”</li> <li>● Risk level remains the same over time</li> </ul>      | Was intervention implemented as intended? <ul style="list-style-type: none"> <li>● If no: develop strategies to increase fidelity of implementation</li> <li>● If yes: Increase intensity of current intervention for a short period of time and assess impact.               <ul style="list-style-type: none"> <li>○ If rate improves, continue.</li> <li>○ If rate does not improve return to problem solving</li> </ul> </li> </ul>                                     |
| <b>Poor Response</b>         | <ul style="list-style-type: none"> <li>● Loss of growth rate</li> <li>● Risk level increases over time</li> </ul>                                  | Was intervention implemented as intended? <ul style="list-style-type: none"> <li>● If no, design strategies to increase fidelity of implementation</li> <li>● If yes:               <ul style="list-style-type: none"> <li>○ Is intervention aligned with verified hypothesis (intervention design)?</li> <li>○ Are there other hypotheses to consider (problem analysis)?</li> <li>○ Was the problem identified correctly (problem identification)?</li> </ul> </li> </ul> |

(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.
  - **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.

## MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

### For Hendry County Elementary Schools Grades K-5

#### 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 is not an automatic movement into tier 3. Tier 2 must be completed to move into Tier 3.

# MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

## For Hendry County Elementary Schools Grades K-5

| Tier 3: Grades KG - 5      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What is Tier 3?            | <p><b>Tier 3: Intensive Individualized Interventions and Supports</b><br/> <u>5% or Less of Students</u></p> <p>Individually-responsive instruction and supports delivered in addition to, and aligned with grade-level core instruction. These supports address specific needs of the students who are most at risk or have not yet responded to Tier 2 interventions. (Kovaleski et al., 2013)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Tier 3 General Information | <ul style="list-style-type: none"> <li>• The problem solving team creates an instructional plan for Tier 3 utilizing an evidence based intervention, mindful of grade level standards.</li> <li>• At the Tier 3 Meeting the team will develop a goal with these guiding questions. <ul style="list-style-type: none"> <li>○ Identify initial concern (What data raised concerns?)</li> <li>○ Using data, what is the current level of performance?</li> <li>○ Using data, what is the benchmark level?</li> <li>○ Using data, what is the peer performance?</li> <li>○ What is the gap?</li> </ul> </li> <li>• A different interventionist from Tier 2 interventionist will provide intervention, and update the Log of Interventions for each lesson to provide evidence of fidelity.</li> <li>• Intervention is provided based on grade level standards. (<i>refer to Big Idea in Tier 2 General Information</i>)</li> <li>• The MTSS coordinator and/or reading coach monitor fidelity of instruction and progress monitoring data.</li> <li>• Parent contact by the interventionist (who in tier 3 is a different person than who facilitated Tier 2): <ul style="list-style-type: none"> <li>○ Is required by the district every <u>two weeks</u> regardless of how long the student is in the tier.</li> <li>○ Must be documented.</li> <li>○ 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.</li> </ul> </li> <li>• 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)</li> </ul> |

## MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

### For Hendry County Elementary Schools Grades K-5

#### Tier 3 General Information (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, 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)

| Facilitator                             | Group Size   | Time/Week                                       | Data Collection   | Assessment                                  | Duration                                      |
|-----------------------------------------|--------------|-------------------------------------------------|-------------------|---------------------------------------------|-----------------------------------------------|
| Interventionist: not the same as tier 2 | 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 |

- 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: Mindplay used for Tier 2, at Tier 3 would be Mindplay plus supplemental materials delivered face-to-face and on paper, etc.)

## MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

### For Hendry County Elementary Schools Grades K-5

#### Progress Monitoring Data Reveals Response to Intervention

- 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.)
- 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                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Positive Response</b>     | <ul style="list-style-type: none"> <li>• Increased rate of growth</li> <li>• Gap is closing</li> <li>• Level of "risk" lowers over time</li> </ul> | <ul style="list-style-type: none"> <li>• Continue implementation plan</li> </ul>                                                                                                                                                                                                                                                                                                                                                         |
| <b>Questionable Response</b> | <ul style="list-style-type: none"> <li>• Rate of growth remains relatively "flat"</li> <li>• Risk level remains the same over time</li> </ul>      | Was intervention implemented as intended? <ul style="list-style-type: none"> <li>• If no: develop strategies to increase fidelity of implementation</li> <li>• If yes: Increase intensity of current intervention for a short period of time and assess impact.               <ul style="list-style-type: none"> <li>○ If rate improves, continue.</li> <li>○ If rate does not improve return to problem solving.</li> </ul> </li> </ul> |

# MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

## For Hendry County Elementary Schools Grades K-5

### Progress Monitoring Data Reveals Response to Intervention (Continued)

#### 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.
- A discrepancy graph is needed to depict exactly where the students 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)

## MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

### For Hendry County Elementary Schools Grades K-5

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| <p><b>Criteria to advance to next step beyond Tier 3</b></p> | <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● <b>Five Big Ideas to Keep in Mind When Discussing Eligibility</b> (PS/RTI-E,2019)             <ol style="list-style-type: none"> <li>1. Students with disabilities are general education students first!</li> <li>2. Academic Engaged Time is the BEST predictor of student growth.</li> <li>3. Student growth is the BEST measure of effective instruction in (not grade level dependency)</li> <li>4. ALL instruction should be standards aligned</li> <li>5. A student with a specific learning disability differs from peers in BOTH intensity and severity.</li> </ol> </li> <li>● <b>Florida's Eligibility Criteria within the MTSS Process</b> (PS/RTI-E,2019)             <ul style="list-style-type: none"> <li>○ Criterion 1(Occurs within Tier 1)                 <ul style="list-style-type: none"> <li>■ 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</li> </ul> </li> <li>○ Criterion 2 (Occurs within Tiers 2 &amp; 3)                 <ul style="list-style-type: none"> <li>■ Response to Intervention (RtI): (Insufficient or resource intensive) response to scientific, evidence-based intervention</li> </ul> </li> <li>○ Criterion 3 (Occurs within All Tiers)                 <ul style="list-style-type: none"> <li>■ 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</li> </ul> </li> <li>○ Criterion 4 (Occurs within Tier 1)                 <ul style="list-style-type: none"> <li>■ Rule out lack of instruction by documenting... Appropriate instruction by qualified personnel, Repeated assessments of student performance</li> </ul> </li> </ul> </li> </ul> |
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# MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

## For Hendry County Elementary Schools Grades K-5

| Quarterly Data Meetings Grades KG - 5 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>General Information</b>            | <ul style="list-style-type: none"> <li>• 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.</li> <li>• It is suggested that teams meet four times a year, preferably before each report card goes home.</li> <li>• 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.</li> <li>• Selection of the meeting leader is up to school discretion; for example, the meeting leader could be an administrator or the MTSS Coordinator.</li> <li>• Meetings may be held after school or during the school day in grade level PLCs, at a school's discretion.</li> <li>• School data presented should include but not be limited to: <ul style="list-style-type: none"> <li>◦ BDI, I-Ready, STAR, FSA, FLKRS, and Waterford scores</li> </ul> </li> <li>• 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.</li> </ul> |
| <b>Data Meeting #1:</b>               | <ul style="list-style-type: none"> <li>• Review available data on incoming students.</li> <li>• Create initial "Watch List" based on criteria listed above.</li> <li>• Review information on any student already in the MTSS Problem Solving Process.</li> <li>• Initiate Tier I Progress Monitoring Plans as necessary for students with multiple risk factors. <ul style="list-style-type: none"> <li>◦ 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."</li> <li>◦ Implement Tier I interventions through differentiation in the classroom.</li> <li>◦ Progress Monitor student growth/success with the intervention</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Data Meeting #2:</b>               | <ul style="list-style-type: none"> <li>• Review "Watch List."</li> <li>• Review available data. <ul style="list-style-type: none"> <li>◦ Are most students making adequate progress toward benchmark? Based on what data? If not, what changes need to occur to facilitate this?</li> <li>◦ Do any other students need a Tier I intervention Plan? Note: Unless a teacher is teaching an</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

### For Hendry County Elementary Schools Grades K-5

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| (Continued)             | <p>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.</p> <ul style="list-style-type: none"> <li>● 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. <ul style="list-style-type: none"> <li>○ For student(s) making adequate progress toward benchmark - discontinue Intervention Plan and/or continue to monitor</li> <li>○ For student(s) not making adequate progress toward benchmark, the team may schedule an intervention meeting to make the following decisions: <ul style="list-style-type: none"> <li>■ Continue Progress Monitoring Plan for a longer period of time.</li> <li>■ Modify Progress Monitoring Plan.</li> <li>■ Determine if data indicate student is in need of more intensive intervention</li> </ul> </li> <li>○ Review Tier 2 and 3 Intervention Plans that are in process <ul style="list-style-type: none"> <li>■ Review the progress of the intervention groups as a whole: <ul style="list-style-type: none"> <li>● Are all students making progress?</li> <li>● Is fidelity being maintained?</li> <li>● What changes are needed?</li> </ul> </li> <li>■ For student(s) making adequate progress toward benchmark, schedule continued intervention to monitor student progress until previously scheduled intervention response meeting.</li> <li>■ 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: <ul style="list-style-type: none"> <li>● Continue intervention for a longer period of time</li> <li>● Alter intervention and monitor</li> <li>● Determine if data indicate student is in need of more intensive intervention</li> </ul> </li> </ul> </li> <li>○ Determine if needs exist for progress monitoring or intervention tools or regarding fidelity issues that should be communicated to the administration.</li> </ul> </li> </ul> |
| <b>Data Meeting #3:</b> | <ul style="list-style-type: none"> <li>● Repeat steps from Data Meeting #2.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

### For Hendry County Elementary Schools Grades K-5

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|                         | <ul style="list-style-type: none"><li>● Important: Is any secondary level students in danger of retention or not passing required credit courses?<ul style="list-style-type: none"><li>○ Students in danger of retention should be receiving increased intervention:<ul style="list-style-type: none"><li>■ Request a Student Support Team - Students in danger of retention must be provided with Tier 2/Tier 3 interventions.</li></ul></li></ul></li></ul> |
| <b>Data Meeting #4:</b> | <ul style="list-style-type: none"><li>● Repeat steps from Data Meeting #3</li><li>● Finalize retention recommendations - pending test scores where applicable.</li></ul>                                                                                                                                                                                                                                                                                      |

## *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]

**MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK**  
**For Hendry County Elementary Schools Grades K-5**  
***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 | Category Description                                                                                                                                                                                               | KG-3                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4-5                                                                                                                                           |
| Phonological Awareness  | <b>Phonological awareness</b> actually has nothing to do with seeing letters and knowing what sounds they make. Instead, it involves rhyming words, counting syllables, and noticing how sounds repeat themselves. | <ul style="list-style-type: none"> <li>• Mind Play</li> <li>• Spalding</li> <li>• Sound Partners</li> <li>• I-Ready Toolbox</li> <li>• Moby Max</li> <li>• Extra Practice for Struggling readers</li> <li>• Phonics by Scholastic</li> <li>• Explode The Code</li> <li>• FCRR</li> <li>• Phonics For Reading</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>• FCRR</li> <li>• Mind Play</li> <li>• MobyMax</li> </ul>                                              |
| Phonics                 | <b>Phonics</b> is the relationships between the letters of written language and the sounds of spoken language.                                                                                                     | <ul style="list-style-type: none"> <li>• Mind Play</li> <li>• Explicit Instruction for Phonics Intervention</li> <li>• Phonics for Reading</li> <li>• Spalding</li> <li>• Sound Partners</li> <li>• I-Ready Toolbox</li> <li>• FlashCards</li> <li>• MobyMax</li> <li>• RTI easy phonics intervention by scholastic</li> <li>• Everyday phonics intervention activities by Newmark Learning</li> <li>• Explode The Code</li> <li>• CKLA</li> <li>• FCRR</li> </ul> | <ul style="list-style-type: none"> <li>• MobyMax</li> <li>• Mind Play</li> <li>• FCRR</li> <li>• Phonics for Reading (Tier 3 only)</li> </ul> |

# MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

## For Hendry County Elementary Schools Grades K-5

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|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| High Frequency Words      | <p><b>High frequency</b> words are common words, <b>words that appear very often in written texts</b>. They are a mixture of <b><u>decodable words</u></b> (words that can be sounded out) and <b><u>tricky / exception words</u></b> (words in which the English spelling code works in an unusual or uncommon way, which means the words have to be learned and recognised by sight).</p> | <ul style="list-style-type: none"> <li>• Mind Play</li> <li>• I-Ready Toolbox</li> <li>• FlashCards</li> <li>• MobyMax</li> <li>• Fry Words List</li> <li>• FCRR</li> </ul>                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• MobyMax</li> <li>• Mind Play</li> <li>• FCRR</li> </ul>                                                                                                                                                  |
| Vocabulary                | <p><b>Vocabulary</b> refers to the words children must know to communicate effectively. In school terms, it can be described as oral vocabulary or reading vocabulary.</p>                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Mind Play</li> <li>• I-Ready Toolbox</li> <li>• Wordly Wise</li> <li>• Vocabulary Flash Cards</li> <li>• Leveled Literacy Interventions</li> <li>• MobyMax</li> <li>• 100% Concepts</li> <li>• HELP</li> <li>• Everyday Vocabulary intervention activities by Newmark Learning</li> <li>• FCRR</li> <li>• Orton Gillingham Approach</li> </ul> | <ul style="list-style-type: none"> <li>• MobyMax</li> <li>• FCRR</li> <li>• Mind Play</li> <li>• Wordly Wise</li> <li>• Everyday Vocabulary intervention activities by Newmark Learning</li> <li>• Orton Gillingham Approach</li> </ul>           |
| Comprehension: Literature | <p><b>Comprehension:</b><br/>Good readers are both purposeful and active, and have the skills to absorb what they read, analyze it, make sense of it, and make it their own.</p> <p><b>Literature:</b><br/>“<b>Fiction</b>” refers to literature created from the imagination.</p>                                                                                                          | <ul style="list-style-type: none"> <li>• Mind Play</li> <li>• MobyMax</li> <li>• I-Ready Toolbox</li> <li>• ReadWorks</li> <li>• Everyday comprehension intervention activities by Newmark Learning</li> <li>• Steck-Vaughn "Claws and Paws"</li> <li>• Focus on Reading</li> <li>• Journey's Write in Reader</li> <li>• FCRR</li> <li>• Newsela</li> </ul>                             | <ul style="list-style-type: none"> <li>• MobyMax</li> <li>• FCRR</li> <li>• Mind Play</li> <li>• Newsela</li> <li>• Readworks</li> <li>• I-Ready Toolbox</li> <li>• Everyday comprehension intervention activities by Newmark Learning</li> </ul> |

# MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK

## For Hendry County Elementary Schools Grades K-5

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| Comprehension:<br>Informational<br>Text | “ <b>Nonfiction</b> ” refers to literature based in fact. | <ul style="list-style-type: none"> <li>• Mind Play</li> <li>• MobyMax</li> <li>• I-Ready Toolbox</li> <li>• ReadWorks</li> <li>• Everyday comprehension intervention activities by Newmark Learning</li> <li>• Steck-Vaughn "Claws and Paws"</li> <li>• Focus on Reading</li> <li>• FCRR</li> <li>• Newsela</li> </ul> | <ul style="list-style-type: none"> <li>• MobyMax</li> <li>• FCRR</li> <li>• Mind Play</li> <li>• Newsela</li> <li>• Readworks</li> </ul> |
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| Math                    |                                                                                                                                                                                                                                              |                                                                                                                                                          |
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| Intervention Categories | Category Description<br>PK-3                                                                                                                                                                                                                 | 4-5                                                                                                                                                      |
| Algebraic Thinking      | <ul style="list-style-type: none"> <li>• Mind Play</li> <li>• Mathematics intervention activities by Newmark Learning</li> <li>• Symphony Math</li> <li>• I-Ready Toolbox</li> <li>• Prodigy</li> <li>• Sumdog</li> <li>• I-Excel</li> </ul> | <ul style="list-style-type: none"> <li>• MobyMax</li> <li>• FCRR</li> <li>• Mind Play</li> <li>• Prodigy</li> <li>• Sumdog</li> <li>• I-Excel</li> </ul> |
| Numbers and Operations  | <ul style="list-style-type: none"> <li>• Mind Play</li> <li>• Mathematics intervention activities by Newmark Learning</li> <li>• Symphony Math</li> <li>• I-Ready Toolbox</li> <li>• Prodigy</li> <li>• Sumdog</li> <li>• I-Excel</li> </ul> | <ul style="list-style-type: none"> <li>• MobyMax</li> <li>• FCRR</li> <li>• Mind Play</li> <li>• Prodigy</li> <li>• Sumdog</li> <li>• I-Excel</li> </ul> |
| Geometry                | <ul style="list-style-type: none"> <li>• Mind Play</li> <li>• Mathematics intervention activities by Newmark Learning</li> <li>• Symphony Math</li> <li>• I-Ready Toolbox</li> <li>• Prodigy</li> </ul>                                      | <ul style="list-style-type: none"> <li>• MobyMax</li> <li>• FCRR</li> <li>• Mind Play</li> <li>• Prodigy</li> <li>• Sumdog</li> </ul>                    |

# **MTSS PROBLEM SOLVING TEAM (PST) HANDBOOK** **For Hendry County Elementary Schools Grades K-5**

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|                      | <ul style="list-style-type: none"> <li>• Sumdog</li> <li>• I-Excel</li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>• I-Excel</li> </ul>                                                                                              |
| Measurement and Data | <ul style="list-style-type: none"> <li>• Mind Play</li> <li>• Mathematics intervention activities by Newmark Learning</li> <li>• I-Ready Toolbox</li> <li>• Symphony Math</li> <li>• Prodigy</li> <li>• Sumdog</li> <li>• I-Excel</li> </ul> | <ul style="list-style-type: none"> <li>• MobyMax</li> <li>• FCRR</li> <li>• Mind Play</li> <li>• Prodigy</li> <li>• Sumdog</li> <li>• I-Excel</li> </ul> |