



SCHOOL TOWN *of*
MUNSTER

A DISTRICT OF NATIONAL DISTINCTION
SUPPORTING EVERY CHILD EVERY DAY

Multi-Tiered System of Support Framework and Guidelines



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Introduction

The mission of the School Town of Munster is to help all students grow in academic and social responsibility in a supportive and intellectually challenging learning environment. The development of a Multi-Tiered System of Supports (MTSS) is critical to our mission and vision of a *District of National Distinction ~ Supporting Every Child Every Day*. When implemented with fidelity, this framework will ensure the success and well-being of our students.

A district MTSS committee was established in December 2021 to begin exploring resources and critical attributes of an effective MTSS framework. The team worked with the Indiana IEP Resource Center to conduct a survey of STM educators gauging their beliefs around critical attributes of an MTSS framework. Results indicated opportunities for developing and implementing a student-centered MTSS framework based on equity and inclusion: consistently implementing appropriate services, creating interconnected programming, and incorporating data-based problem solving. Utilizing this data, the district MTSS team developed a long-range plan to create a framework that meets the needs of all students in the School Town of Munster.

What is MTSS?

A Multi-Tiered System of Supports is a collaborative and inclusive framework designed to support all learners to maximize their academic achievement and social responsibility. Each school-based leadership team implements a data-based problem solving process to facilitate effective decision making for all students and lead ongoing professional development for all staff.

The Multi-Tiered System of Supports (MTSS) framework encompasses the tools educators need for continuous growth, problem-solving and decision making. It provides schools with meaningful data to set goals and develop action plans to positively impact students and their families, setting them on a path for success. MTSS is built on the idea of intervening early to prevent failure and to maximize the effectiveness of curriculum and instruction. **It is not an initiative or program, but rather a framework for providing high quality curriculum and instruction to all students and intervention support based on student needs.** The basic elements of a Multi-Tiered System of Supports (MTSS) are required by Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA 2004).

Effective implementation of MTSS is associated with an increased likelihood of instruction and interventions leading to successful student outcomes. Implementing MTSS will contribute to more meaningful earlier identification of learning and behavioral challenges and continuous improvement of instructional quality. The framework also supports students with high-ability potential or students who demonstrate high achievement through early identification, enrichment and effective strategies. High-quality implementation of MTSS provides all students with preventative and proactive opportunities to succeed in school. In summary, MTSS will benefit all students in that it will provide a framework for more personalized instruction and need-based interventions and supports.

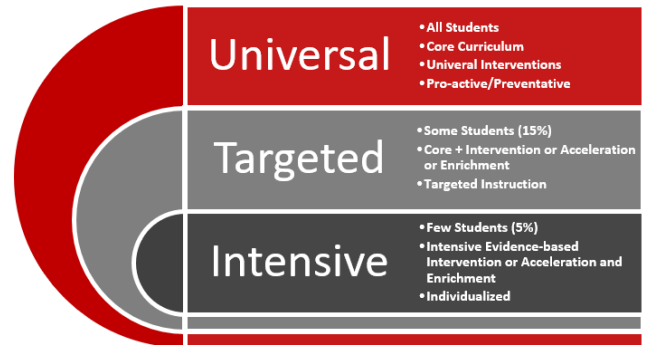
STM MTSS Framework

The School Town of Munster MTSS framework refers to a delivery system tied to data-based decision making and early intervention utilizing evidence-based tiered services aligned with student needs. It involves the systematic use of multi-source assessment data to allocate resources efficiently in order to improve learning for all students, through integrated academic and behavioral support.

To ensure efficient use of resources at the building level, we begin with the identification of trends and patterns using school-wide and grade-level data. The multi-level approach provides ALL students with the opportunity for effective, evidence-based core academic and social-emotional instruction. Students who need instructional intervention beyond the universal core for positive behavior and/or academic content are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity to ensure attainment of grade-level educational outcomes. These continuum of supports are necessary to meet the needs of all students.

Continuum of Supports

The multi-level continuum of supports outlined describe each tier and its core components for effectiveness. The graphic represents each level of the continuum and highlights how students receiving targeted and/or intensive support continue to receive high quality core instruction based on the grade level curriculum.



Tier 1: Universal Core Curriculum/Instruction

- High quality core instruction across all settings delivered by qualified teachers to ALL students; ensuring student access and engagement
- Social Emotional practices and supports that build SEL competencies in the classroom with a positive behavior framework
- Universal screening three times a year to monitor student progress, inform instruction, and identify students in need of additional instructional support or enhancements, i.e. acceleration and at-risk
- Effective instructional techniques for all students in the classroom, through whole- or small group instruction provided by highly qualified teachers
- Universal Core Curriculum and Instruction is preventative and proactive

Tier 2: Targeted Supplemental Support and/or Intervention

- Evidence-based high quality intervention in addition to the universal core instruction and curriculum that occurs for students in need of acceleration or at-risk supports
- A double dose of support (programs, strategies, and procedures) to accelerate learning and target specific skill deficits or areas of enrichment aligned to the core
- Targeted instruction in addition to the core to support student learning
- Typically small group instruction with an increase in intensity and/or duration inside or outside of the classroom
- Monitoring student rate of progress every 2-4 weeks using tool aligned to area of focus

Tier 3: Intensive Support and/or Intervention

- Data-driven, problem-solving process developed for individual students
- Intensive and explicit evidence-based interventions designed to address skill deficits provided in addition to effective core instruction
- Supplement to core subjects when engaged in intensive instruction
- Small group instruction with an increase in intensity and/or duration
- Monitoring of student rate of progress weekly
- Intensive support which increases in intensity or frequency of the intervention(s), and/or decreases the size of the targeted group receiving intervention

Essential Components of a Multi-Tiered System of Support

The essential components of MTSS together create a system of supports for all learners.

- Leadership
- Capacity Building
- Communication and Collaboration
- Problem-Solving Process
- Tiered Instruction and Intervention
- Data Evaluation



Leadership

Leadership is the key to successful implementation of MTSS. District and school leaders plan strategically for MTSS implementation, engage staff in ongoing professional development, model a data-based problem-solving process for district and school improvement, and provide resources for planning and implementing instruction and intervention at their schools.

Capacity Building

School-wide capacity and infrastructure are required in order to implement and sustain MTSS. This capacity and infrastructure usually includes ongoing professional development and coaching with an emphasis on data-based problem-solving and multi-tiered instruction and intervention; scheduling that allows staff to plan and implement instruction and intervention; and processes and procedures for engaging in data-based problem-solving.

Communication and Collaboration

Ongoing communication and collaboration are essential for successful implementation of MTSS. In addition to including stakeholders in planning and providing continuous feedback, it is important to build the infrastructure to communicate and work with families and other community partners.

Problem-Solving Process

The use of data-based problem-solving to make educational decisions is a critical element of MTSS implementation. This includes the use of data-based problem solving for student outcomes across content areas, grade levels, and tiers, as well as the use of problem solving to address barriers to school wide implementation of MTSS.

Tiered Instruction and Intervention

A three-level instructional/intervention model is another critical element of MTSS implementation. In a typical system, universal support includes the academic and behavioral instruction delivered to all students; targeted includes supplemental instruction or intervention provided to students not meeting benchmarks; and intensive support includes small-group or individual interventions for students facing significant barriers to learning the skills required for school success.

Data Evaluation

In order to conduct data-based problem solving, team members need to understand and have access to data sources that align with the purposes of assessment. In addition to student or program data, data on the fidelity of MTSS implementation allow school leaders to examine the current practices and make changes to improve implementation. The Self-Assessment of MTSS Implementation (SAM) assists schools in evaluating fidelity of MTSS at the school level.

Tiered Support Teams

The School Town of Munster utilizes five different data-based problem-solving teams within the MTSS framework. Members may fluctuate depending upon need.

- District Leadership Team
- Instructional Leadership Team
- Content and/or Grade-Level Team
- Individual Problem-Solving Team
- Individualized Education Program Team

Roles and Functions of Data-Based Problem-Solving Teams

District Leadership Team		
<p>Purpose: The District Leadership Team provides strategic leadership, decision-making, and coordination at the district level to ensure the effective implementation of educational policies, initiatives, and programs. District leadership teams play a critical role in guiding and shaping the overall direction of a school district, fostering collaboration among various stakeholders, and promoting the achievement of educational goals</p>		
Responsibilities	Members	
<ul style="list-style-type: none"> ● Develop, implement, and monitor a continuous improvement process ● Lead and facilitate district initiatives ● Make staffing decisions including hiring staff, adjusting or reallocating staff, and determining assignments ● Complete federal grant applications and reporting ● Maintain and improve facilities ● Align, adopt, and implement curriculum ● Develop instructional practices through professional development ● Develop programming and location assignments 	<ul style="list-style-type: none"> ● Allocate district resources and supports for all students ● Implement assessments and data systems including adding and/or eliminating assessments and data systems ● Develop and implement district policies and procedures ● Allocate and develop budget ● Review student data and evaluate student needs through a data-based process ● Monitor district goals strategically in how they relate to the district’s vision and mission statements ● Conduct two-way communication with all stakeholders 	<ul style="list-style-type: none"> ● Superintendent ● Assistant superintendents ● Central office directors ● Building principals

Instructional Leadership Team (Building-based)		
<p>Purpose: The Instructional Leadership Team is responsible for raising academic achievement for all students through the implementation, operation, monitoring and support of the teaching and learning process.</p>		
Responsibilities	Members	
<ul style="list-style-type: none"> ● Align functions of all school-based 	<ul style="list-style-type: none"> ● Review MTSS implementation 	<ul style="list-style-type: none"> ● Building administrators

<p>teams/committees</p> <ul style="list-style-type: none"> ● Identify and continually review the data system and access by all staff ● Review building-level data (demographic, perception, student learning) ● Review universal screening data three times per year ● Develop list of interventions and resources currently available at the school 	<p>data utilizing rubric</p> <ul style="list-style-type: none"> ● Review staff skill assessment data (e.g., observations, perceptions of skills/needs surveys) ● Review fidelity data (curriculum, instruction, assessment, process) ● Plan staff professional learning/coaching/technical assistance activities for the implementation of MTSS ● Monitor implementation of the school improvement plan 	<ul style="list-style-type: none"> ● Department chairs/representatives or grade-level teacher representatives ● Special education representatives ● Instructional coaches
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Content and/or Grade-level Team (PLC)

Purpose: The purpose of a Professional Learning Community (PLC) is to foster a collaborative and supportive environment among educators with the aim of improving student learning outcomes. PLCs provide a structured framework for teachers and other educational professionals to work together, share knowledge, analyze data, and collaboratively address challenges.

Responsibilities	Members
<ul style="list-style-type: none"> ● Collaboratively plan based on the sequence of core curriculum aligned to the Indiana standards ● Collaboratively plan how to embed SEL practices and supports ● Implement evidence-based practices during instruction and reflect during collaboration ● Align instructional vocabulary across tiers to eliminate discrepancies ● Determine if 80% of all students are meeting benchmarks, and if not, develop grade-level or class-wide practices to meet identified needs <p><i>Grade-level Team Responsibilities for Targeted Groups of Students</i></p> <ul style="list-style-type: none"> ● Analyze data and identify students in need of intervention and enrichment support ● Group students based on identified need ● Use a district-approved evidence-based intervention 	<ul style="list-style-type: none"> ● Engage in the data-based decision making process ● Identify students needing additional behavioral/SEL enrichment or are at-risk ● Analyze current levels of student achievement ● Set grade-level achievable goals and individual class goals ● Develop common formative and summative assessments ● Communicate bidirectionally with ILT or grade-level teachers <ul style="list-style-type: none"> ● Grade-level teachers ● Instructional coaches ● Building administrator, special education and/or EL teacher, interventionist, and/or related service personnel

<ul style="list-style-type: none"> ● Align interventions to the identified need of the groups and the core curriculum 	
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Intensive Problem-Solving Team

Purpose: The Intensive Problem-Solving Team provides targeted, intensive, and data-driven support for students who are facing significant academic, behavioral, and/or social-emotional challenges. The IPST is a specialized team of educators and professionals who come together to collaboratively address the complex needs of these students.

Responsibilities	Members
<ul style="list-style-type: none"> ● Review data from past interventions ● Analyze screening and diagnostic data ● Determine and design interventions based on individual student needs ● Identify progress monitoring tools and schedule ● Determine criteria for success ● Document the IPS plan on the appropriate form ● Analyze progress monitoring data on a regular basis (i.e. every 4 to 6 weeks) ● Determine next steps (e.g., continue, fade, increase intensity or possible referral for special education) 	<ul style="list-style-type: none"> ● IPS case manager ● School psychologist ● School social worker and/or behavior specialist ● Student’s teacher(s) ● Interventionist ● Principal ● Parent or guardian ● Student, as developmentally appropriate

Individualized Education Program (IEP) Team

Purpose: The Individualized Education Program (IEP) team is to collaboratively develop, review, and revise an individualized plan for students with disabilities in order to ensure they receive the appropriate special education services and supports they need to access an equitable and meaningful education. The IEP team is a legally mandated group that plays a critical role in designing a tailored educational experience for students with disabilities.

Responsibilities	Members
<ul style="list-style-type: none"> ● Review student’s response to evidence-based instruction in addition to the gap between student performance and expectation levels ● Determine the progress of the student’s response to instruction and if changes to instruction are needed to meet the needs of the student. ● Inform team decisions with a visual representation of progress monitoring data provided by case manager ● Facilitate collaborative problem solving between parents, teachers, service providers, and sometimes the student on a regular basis ● Follow district effective teaming protocol (i.e., agenda, roles, and norms) ● Utilize a problem-solving process 	<ul style="list-style-type: none"> ● General education teacher ● Special education teacher ● Related service personnel ● Special education administrator ● Student as developmentally appropriate

Comprehensive Assessment System

The district and building-based Instructional Leadership Teams (ILTs) are responsible for the development of a comprehensive assessment system. An assessment system is defined as a process of collecting data to make an informed decision. The system must include the purpose, variety of assessment tools, and assessment administration calendar. In addition, professional learning should be planned to support the use of the assessment tools and how the data gathered will be used for decision making at all levels (district, building, classroom, and individual.) Policies and procedures including guidelines for decision-making related to the use of diagnostic assessments, frequency of progress monitoring, and the criteria for determining level of support needed must be identified. Staff must also consistently administer assessments, access data sources and make data-informed decisions with fidelity to the policies and procedures established by District and Building Leadership Teams.

It is critical for the assessment system to provide important data which informs teams about the whole child. This includes data sources related to behavior, social emotional learning and academics. Using multiple sources of data compensates for deficits in individual tools and provides a more comprehensive picture. The following types of assessments are required within a MTSS framework.

Types of Assessment		
Type	Frequency	Purpose
Screening/ Benchmarking	3x/year (fall, winter, spring)	<ul style="list-style-type: none"> Identify where students are in relation to essential standards and outcomes Identify students at risk and students needing enrichment
Diagnostic	As needed	<ul style="list-style-type: none"> Systematically analyze a student’s knowledge, skills, strengths and area of improvement to identify their existing understanding and capabilities
Progress Monitoring	Daily Weekly Bi-weekly Monthly	<ul style="list-style-type: none"> Assessing the effectiveness of instruction and interventions Provides a rate of improvement for learning Informs the planning for instruction and intervention Measures progress of an identified skill
Outcome	Annually	<ul style="list-style-type: none"> Provides data on the effectiveness of our curriculum, instruction, and assessment system Comprehensive measure of student learning and skill mastery State accountability measure for educational systems

A comprehensive list of assessments and data utilized by the School Town of Munster is located in the Appendix.

Data-Based Problem Solving

The data-based problem-solving process is used to maximize student academic, behavior, and social emotional outcomes. Across all levels, data are used to identify the difference or “gap” between expected outcomes and current student performance relative to academic, behavior, and social-emotional goals/standards. The four steps to data-based problem solving allow data to be used effectively to improve learning, and inform how patterns of student performance for all students are addressed.

4-Step Data-Based Problem-Solving Process

Step 1 – Problem Identification

What is the problem? The team will use data to quantify the problem including formative or summative data. The problem is identified by asking, “What is expected and what is occurring?”

Step 2 – Problem Analysis

Why is the problem occurring? The team will engage in problem analysis to consider possible reasons the difference exists between:

- The current level of performance and the expected level of performance; and/or
- The current rate of learning and the expected rate of learning.

During the stage of problem analysis, the team reviews multiple factors that may affect student learning using the ICEL (instructional practices, curriculum, environment, learner’s unique characteristics and traits). The hypothesis developed is tested using information gathered through the use of Reviews, Interviews, Observations, and Tests (RIOT).

Step 3 – Plan Development

What are we going to do about it? The team should develop a plan based on the developed hypothesis to achieve the desired outcome. The plan should include who, what, when, where and how and include professional learning if needed. The plan will also include a date to follow-up.

Step 4 - Evaluation

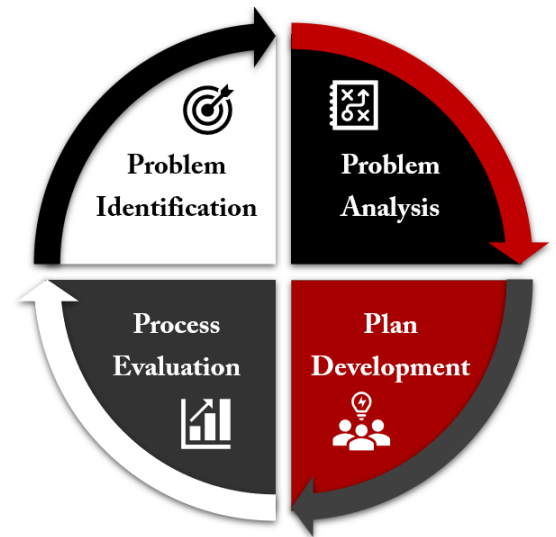
Is the developed plan working?

- What is the student response to instruction or intervention?
- What is the fidelity of implementation of the intervention?
- How well did we reach the goal or desired behavior?

If the desired outcome is not met, the team will revisit the process starting with Step 2 Problem Analysis.

Use of Data-Based Problem-Solving Process Within MTSS

The goal is to glean as much information about student learning and program evaluation from the data sources as possible. The teams will use all data sources to articulate a clear problem statement and use the data to guide decisions. Problem solving is a key component of MTSS. However, at each level of support the problem solving process may have specific characteristics and a different focus. The table below summarizes the use of problem solving at each level of support.



MTSS Data-Based Problem Solving					
Team Responsibilities	Universal core		Targeted	Intensive	Special Education
	Building	PLC	Grade Level	IPS Team	IEP Team
Purpose	• Determine the	• Determine the	• Identify students	• Develop and	• Develop and

	effectiveness of core instruction for all students ● Develop school goals and improvement plans	effectiveness of core instruction for all students ● Develop grade level goals and for meeting goals	in need of intervention ● Develop and assess intervention plans	assess individual intervention plan that intensifies instruction ● Review data	assess individual intervention plan that intensifies instruction ● Review data
Sample Data Sources	● Screening data ● Fidelity data ● Local assessments ● Outcome data ● Demographic data ● Perception data	● Screening data ● Outcome data ● Classroom assessments ● Student work	● Screening data ● Progress monitoring data ● Local assessments ● Fidelity data	● Progress monitoring data ● Fidelity data ● Diagnostic data	● Progress monitoring data ● Fidelity data ● Diagnostic data
Frequency	Based on purpose: ● Annually ● Quarterly ● Bi-weekly	● Weekly	● Every 4 to 6 weeks	● Bi-weekly or more as needed	● Every 4 to 6 weeks
Documentation	● District/School Improvement Plan ● Grade Level/Classroom Data ● Intervention Plan Progress ● Monitoring Chart	● Grade Level Problem Solving Form	● Group Intervention Plan ● Fidelity Check form ● Progress Monitoring Chart	● Individual Intervention Plan ● Fidelity Check form ● Progress Monitoring Chart	● Individual Education Plan (IEP) Individual Intervention Plan ● Fidelity Check form ● Progress Monitoring Chart

Data-Based Problem Solving: Guiding Questions per Level of Support

Universal Problem-Solving Process

Core instruction is defined as effective when approximately 80% of students are meeting grade level expectations. If this threshold is not met, the gap must be addressed through district/school improvement planning, or a grade level or classroom intervention plan. English language instruction is not viewed as an intervention, but rather as part of core instruction.

The purpose of Universal Problem Solving is to answer the following questions:

- How effective is academic/behavior core instruction for all students?
- How effective is academic/behavior core instruction for subgroups of students?
- Which grade levels/content areas/classrooms may require universal intervention? For example:
 - Increased instructional time in the core reading for certain grade levels, or a different focus/strategy
 - Increased instruction on a specific skill or concept in a content area (Math, ELA, Science, etc.)
- Which groups of students may require additional intervention?

In order to answer these questions, data must be identified, gathered, and analyzed to determine:

- Current level of performance

- Benchmark/expected level of performance
- Gap between current and expected level of performance

Considerations must be given regarding the progress of EL students. If a culturally and linguistically responsive universal/core learning environment has been created for all students, only a small percentage would need to receive targeted support.

Targeted Problem-Solving Process

Targeted problem solving is the responsibility of grade-level/content-area teams. Students who require targeted support will be identified as a result of universal screening and/or progress toward grade level standards in comparison to their peer group local normative data. Parents will be notified of the student's need for participation in targeted intervention.

The purpose of targeted problem solving is to answer the following questions:

- Which students require intervention?
- How discrepant are they from their peers?
- What is the appropriate intervention for a given group of students?
- How effective are the interventions selected for students identified as needing targeted supports?
- Are the interventions being delivered with fidelity?
- Are the majority of students within a given targeted group demonstrating a positive response to the instruction?
- Are there students who may require increased intensity/individual problem solving to accelerate their rate of growth?
- Are there students who no longer require targeted intervention?

Based on the answers to the above questions and the developed Decision Rules, plans may be modified, eliminated or the team initiates the Individual Problem Solving Process.

Intensive Problem-Solving Process

The decision a student may require intensive support should be recommended by the grade-level/content-area team based on the decision-making guidelines. This is typically related to the student's response to targeted intervention(s). Once identified as needing intensive intervention, the Intensive Problem-Solving (IPS) Team is responsible for ongoing intervention planning.

Problem solving at the intensive level is focused on an individual student who has not made similar progress in the identified skill area as other students receiving the same small group intervention and effective core instruction. There is a greater focus problem analysis at the Intensive level in order to fully explore potential root causes so that an effective plan can be developed. The Individual Problem Solving Team utilizes diagnostic assessments and also conducts a RIOT/ICEL review.

In developing the plan, intervention design should focus on what is being taught and/or how it is being taught and should align with the core/universal curriculum. Interventions are planned to align with the hypothesis (see hypothesis bank) and that increase the intensity of what has been provided to the student up to this point.

- Interventions address either a skill deficit (i.e., lack of skills to successfully complete a task) or a performance deficit (i.e., factors interfering with motivation for performing the skill).
- Given the outcome of problem analysis, how can we increase the intensity of the intervention to accelerate the student's rate of growth?

- Frequency of intervention – How often will the intervention be provided?
- Duration – How long will the student participate in the intervention?
- Focus – What will the student learn? How will the student learn?
- The intervention plan must include a method for progress monitoring and monitoring the fidelity of the implementation.

Is the intervention plan working? The following questions must be considered in evaluating a student’s progress:

- What is the student’s response to this intensive intervention? How well are the selected intensive supports helping the student reach the goal or desired behavior?
- What is the relationship between sustained growth and sustained support? Is it feasible for the intensive support to be sustained within general education? When do the data indicate that supports can be faded or minimized in intensity? Do the data indicate that the student may have a disability and need to be considered for special education services?

Decision Rules

Decision rules are used to determine the degree to which instruction and/or intervention has been effective in achieving identified goals for individuals or groups of students. Decision rules are developed at each level and identify criteria for entry and exit for intervention as well as progress monitoring. Decision rules also measure the fidelity of instruction/intervention and effectiveness of programs.

Decision Rules		
Type	Description	Considerations
Entry	Student performance in the core curriculum	What assessment(s) will be utilized to determine which students are meeting standards and which may need intervention? What is the level of expected performance? Will multiple measures be utilized? What kind of norms will be used (national, local, criterion referenced)? Are 80% of students meeting established benchmarks?
Progress	Measuring student progress: positive, questionable, poor	What assessments will be utilized to measure progress? Is 70% of the intervention group making adequate progress? How long should an intervention be in place before progress is evaluated? When might a change in intervention be considered? How frequently? Was the intervention delivered with fidelity? What is the student’s rate of improvement in relation to the goal, benchmark, and peer progress?
Exit	Movement through the tiers	What is the student’s level of performance? What is the plan for fading intervention? How will we ensure that a student continues to make progress after intervention is discontinued?

To determine if interventions are working for students identified as needing Targeted or Intensive support and to determine what changes need to be made, the following data are displayed in graph format and available to team

members. The graphic display of data provides a clear illustration of expectations and performance over time that is easily interpreted by parents and educators.

- Current level of performance (trendline of ongoing progress monitoring data points)
- Expected level of performance
- Goal, desired level of performance
- Aimline (a line drawn from current level of performance at initiation of intervention to the established goal/desired level of performance)
- Rate of improvement (calculated rate of progress in comparison to norms)

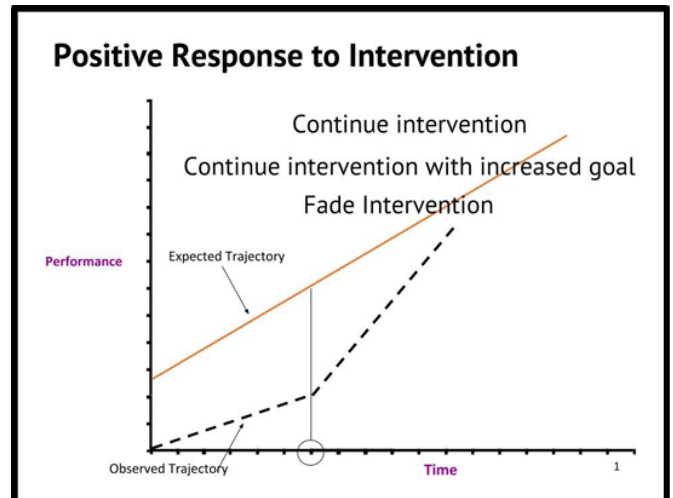
Positive Response

The following characteristics indicate a positive response to intervention:

- Goal and present performance gap is closing
- Student performance data can be extrapolated and will be in range of the goal within a reasonable timeframe

When a positive response to intervention occurs the team should use decision guidelines to consider the following next steps:

- Continue intervention with current goal until goal is met
- Continue intervention with goal increased
- Fade intervention to determine if student has acquired functional independence



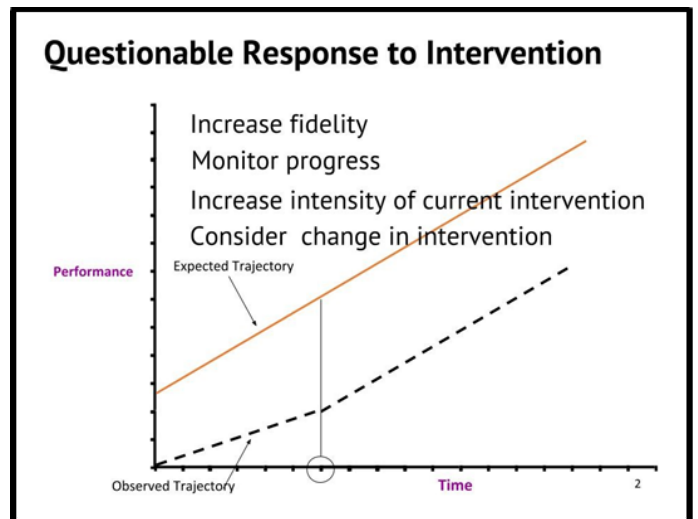
Questionable Response

The following characteristics indicate a questionable response to intervention:

- Rate of improvement becomes stagnant or is extremely low
- Gap stops widening, but closure does not occur

When a questionable response to intervention occurs the team should consider the following question and next steps:

- Was intervention implemented as intended and with fidelity?
 - If no, employ strategies to increase implementation fidelity
 - If yes,
 - Increase intensity of current intervention for a short period of time and assess impact. If the rate improves, continue. If the rate does not improve, return to problem solving.
 - Change intervention and assess impact through progress monitoring. If the rate does not improve, return to problem solving.



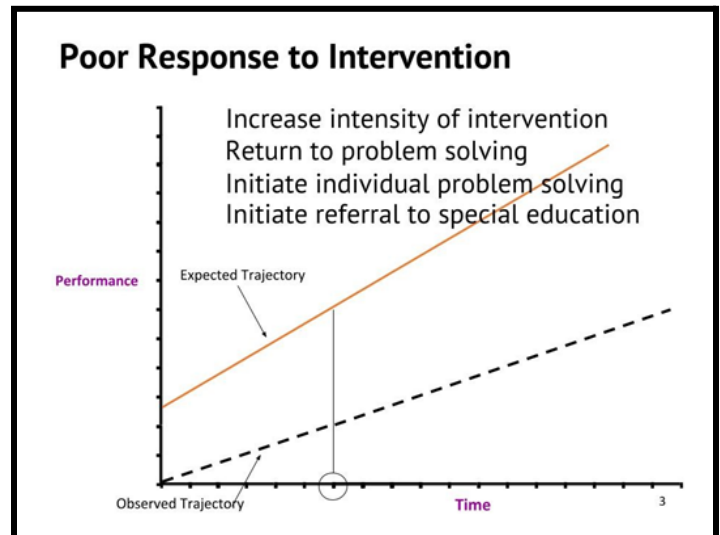
Poor Response:

The following characteristic indicates a poor response to intervention:

- Gap continues to widen with no change in rate

When a poor response to intervention occurs the team should consider the following questions and next steps:

- Was intervention implemented as intended and with fidelity?
 - If no, employ strategies to implement as intended and/or increase implementation fidelity
 - If yes, return to the problem solving process using the following questions:
 - Is intervention aligned with the verified hypothesis?
 - Does the intervention match the student's needs? (Intervention Plan)
 - Are there other hypotheses to consider? (Problem Analysis)
 - Was the problem identified correctly? (Problem Identification)



Targeted and Intensive problem solving does not stop until the gap has closed, or will close in an acceptable amount of time as determined by decision guidelines and team input. In addition, the team must ensure that support can be withdrawn without a decline in student performance.

Special Education

During Individual Problem Solving, if the team suspects that a student has a disability based on the data, an evaluation for special education should be initiated. A designated member of the Individual Problem Solving Team will manage the collection of the documentation necessary to consider eligibility (e.g., consent forms, eligibility checklists, intervention documentation, etc.) and follow the eligibility procedures for the School Town of Munster.

The School Town of Munster decision rules, included in this MTSS manual, provide guidelines for determining when a student should be considered for a special education evaluation. The district must establish procedures to provide seamless transition from intervention to special education services. Once the Individual Problem Solving Team has determined if a domain will be initiated to consider special education eligibility, the district's required special education procedures are utilized. During the evaluation process, the student will continue to receive intervention and progress monitoring, as documented in their intervention plan, until the evaluation is complete.

Parent Communication and Participation

Parent communication and participation are integral components of the MTSS (Multi-Tiered System of Supports) process, promoting collaboration between educators, support staff, and families to optimize students' educational experiences.

Parent Communication

Effective communication with parents is crucial in ensuring that they are informed and engaged in their child's academic journey within the MTSS framework. Establishing transparent lines of communication to keep parents informed about their child's progress, interventions, and overall well-being is critical to a student's success.

1. Regular Updates: Schools provide regular updates on the student's progress, including successes and areas that require additional attention.
2. Intervention Plans: Parents are informed about the interventions their child is receiving, including the strategies being employed and the expected outcomes.
3. Data Sharing: Schools share relevant assessment data and progress monitoring results with parents to give them a clear picture of their child's growth.
4. Parent-Teacher Conferences: Conferences are held to discuss the student's performance, interventions, and goals. This provides an opportunity for parents to ask questions and provide insights.
5. Individualized Plans: Parents are involved in the creation and review of Individualized Education Plans (IEPs) or other personalized plans, contributing their insights and perspectives.
6. Clear Language: Communication is presented in accessible language, avoiding jargon and technical terms, to ensure parents fully understand their child's progress and needs.

Parent Participation

Active parent participation enhances the effectiveness of the MTSS process by leveraging their insights, support, and collaboration:

1. Informed Decision-Making: Parents contribute valuable insights about their child's strengths, challenges, and preferences, which informs the development of effective interventions.
2. Collaborative Problem-Solving: Parents collaborate with educators and support teams to brainstorm solutions and strategies to address challenges the student may face.
3. Goal Setting: Parents participate in setting academic and behavioral goals, aligning the school's objectives with the family's aspirations.
4. Feedback: Parents provide feedback on interventions and their impact, helping educators refine approaches and make adjustments as needed.
5. Consent and Consent Revocation: Parents are involved in decisions related to interventions, assessments, and changes in support levels, and have the right to provide or revoke consent as appropriate.
6. Family Resources: Parents are provided with resources, strategies, and suggestions to extend support at home, fostering continuity between school and home environments.
7. Advocacy: Parents advocate for their child's needs and ensure their perspectives are considered in the decision-making process.

8. Celebrating Progress: Parents celebrate their child's achievements and progress, reinforcing positive behaviors and motivating further growth.

MTSS Documentation

Documentation is a vital component of a Multi-Tiered System of Supports (MTSS) framework, serving as a record of the processes, decisions, interventions, and outcomes that drive educational improvement. Effective documentation plays a crucial role in promoting transparency, accountability, and data-driven decision-making within the MTSS framework. By capturing important information, documentation helps educators, administrators, support teams, and stakeholders understand, track, and analyze the progress of students' educational journeys across different tiers of support.

Targeted Support Documentation

Targeted Support Intervention Plan - link coming

[Progress Monitoring Documentation](#)

Intensive Support Documentation

Intensive Support Documentation - link coming

MTSS Appendix

School Town of Munster Student Learning and Well-Being Data

Assessment and Frequency	Grade Level	Type and Purpose
NWEA MAP-Reading 3x/year (Fall, Winter, Spring)	K- 10	<ul style="list-style-type: none"> ● Benchmark/Screenener ● Norm referenced score ● Identify student ability in relation to Indiana reading and ELA standards ● Predict student mastery of Indiana academic standards aligned to ILEARN ● Creates individual growth target ● Compare local and national norms ● Provides student Lexile range ● Student ability based on literature, non-fiction and vocabulary strands ● Identifies student strengths and area for growth based on strand
NWEA MAP-Language 3x/year (Fall, Winter, Spring)	K-10	<ul style="list-style-type: none"> ● Benchmark/Screenener ● Norm referenced score ● Identify student ability in relation to Indiana reading and ELA standards ● Predict student mastery of Indiana academic standards aligned to ILEARN ● Creates individual growth target ● Compare local and national norms ● Provides student Lexile range ● Student ability based on Conventions (mechanics and Grammar) and Write, Develop and Revise strands
NWEA MAP-Math 3x/year (Fall, Winter, Spring)	K - 10	Benchmark/Screenener <ul style="list-style-type: none"> ● Identify where students are in relation to learning targets ● Identify student growth ● Identify students at risk ● Compare local and national norms
NWEA MAP Reading Fluency 3x/year K - 2 As needed 3 - 5	K-5	<ul style="list-style-type: none"> ● Benchmark/Dyslexia Screenener ● Status Users Norm referenced score ● Identify student's ability in Zone of Proximal Development ● Predict student mastery of grade level expectations ● Provides student Readability Lexile Range ● Student ability based on: Dyslexia Screenener/ Foundational Skills (Listening Comprehension, Picture Vocabulary, Phonological Awareness, Phonics/Word Recognition), Oral Reading (Oral Reading Rate, Accuracy, Oral Reading Level, Literal Comprehension) ● Progress Monitoring is available on the above strands
Easy CBM	K - 5	<ul style="list-style-type: none"> ● Benchmark and progress monitoring tool ● Shows rate of improvement at more regular intervals ● Is used to demonstrate smaller increments of growth ● Informs type of intervention ● Provides data to suggest response or lack of response to intervention ● Informs special education referrals
Fountas & Pinnell	K - 5	<ul style="list-style-type: none"> ● Benchmark/Screenener

Benchmark Assessment 3x per year K-5		<ul style="list-style-type: none"> ● Identify instructional and independent reading levels ● Observe and quantify student reading behaviors ● Engage students in comprehension conversations that go beyond retelling
Dolch Sight Words	K - 2	Identify students who have mastered The Dolch high frequency word lists with automaticity
Reading A-Z	K-5	Benchmark/Screenener <ul style="list-style-type: none"> ● Reading Fluency
IREAD-3	2 - 3	Outcome
ILEARN - ELA, Math, Science and Social Studies 1x per year - Spring	3 - 8	Outcome
PSAT 8/9 and PSAT/NMSQT	8 - 11	Benchmark/Screenener <ul style="list-style-type: none"> ● Identify where students are in relation to college/career benchmarks ● Identify student growth and achievement ● Compares national norms ● AP Potential/class placement ●
SAT	11	Outcome
WIDA ACCESS	K - 12	Benchmark/Screenener, progress monitoring of English Language Proficiency
WIDA Screener		<ul style="list-style-type: none"> ● Screener measuring students English language proficiency ● Only done once in a student's career. ● If a student is identified as an EL or has exited in the past, they should not be screened again.
CogAT	K-5	Screenener <ul style="list-style-type: none"> ● Determines student academic aptitude for placement in an appropriate learning environment ● Nationally norm-referenced to determine capacity to learn ● Measures cognitive aptitude and verbal and quantitative reasoning to determine placement in high ability math, high ability English, or high ability science
IXL Diagnostic - Reading 3x/year (Fall, Winter, Spring)	6-8	<ul style="list-style-type: none"> ● Benchmark/Screenener ● Norm referenced score ● Identify student ability in relation to Indiana reading and ELA standards ● Approximates student levels compared to their grade level ● Student ability based on reading strategies, vocabulary, writing strategies, and grammar/mechanics ● Identifies student strengths and area for growth based on strand

IXL Diagnostic - Math 3x/year (Fall, Winter, Spring)	6-8	<ul style="list-style-type: none"> ● Benchmark/Screeners ● Norm referenced score ● Identify student ability in relation to Indiana reading and ELA standards ● Approximates student levels compared to their grade level ● Student ability based on Numbers and Operations, Algebra & Algebraic Thinking, Fractions, Geometry, Measurement, Data/Statistics & Probability ● Identifies student strengths and area for growth based on strand
Well-Being Data to Consider		
Course Grades and Skill Mastery	K - 12	<ul style="list-style-type: none"> ● Report Cards ● Mid-Quarter Reports ● NWEA Reports
Attendance	K - 12	<ul style="list-style-type: none"> ● PowerSchool Reports ● 7-10 Day Absent Notices
Classroom Assessments	K - 12	<ul style="list-style-type: none"> ● Common Exit Tickets/Assessments ● Unit/Quarterly Reviews
Important health information	K - 12	<ul style="list-style-type: none"> ● Number of visits to nurse ● Current Health Ailments
Vision and Hearing Screening	K - 12	<ul style="list-style-type: none"> ● Results of Screening ● Communication with family regarding further assessments needed



Data-Based Problem-Solving Checklist

Directions: The checklist will support your team as they engage in the data-based problem solving process. Reference the MTSS handbook for additional information.

Step 1: Problem Identification

- Define the problem - What is the expected outcome versus what is occurring?
- Collect data regarding the current level of performance
- District, Building, Grade, Classroom and Subgroup data must all be reviewed
- Analyze the data with the team to conduct gap analysis (current vs. expected level of performance)
- Develop observable and measurable Problem Statement

Step 2: Problem Analysis

- Generate hypotheses why the desired outcome is not met using the ICEL/RIOT Matrix focusing on the 4 Key Domains of Learning
 - Instruction
 - Curriculum
 - Environment
 - Learner
- Analyze the hypotheses utilizing the RIOT and determine what additional data is needed to validate the hypotheses - Do we have sufficient data or do we need more?
- Repeat steps until a hypothesis is validated

Step 3: Plan Development

- Develop a plan and learning goal aligned to the validated hypothesis to achieve the desired outcome
 - Who is responsible for implementation?
 - What is the target skill?
 - What is changing?
 - When and where is it happening?
 - How will the student/group be progress monitored and by who?
 - Who will monitor the fidelity of implementation of the intervention plan?
 - What professional learning is needed?
 - When will we follow up?

Step 4: Evaluation

- What is the student response to instruction or intervention?
 - Results of evidenced-based practices implemented - Positive, Questionable or Poor
- What is the fidelity of implementation of the intervention?
- Was the goal or desired behavior attained?
- Utilize the decision making process based on the results of the intervention

Step 2: Problem Analysis Worksheet

Hypothesis 1 I C E L	
Prediction If..., then...	
Relevant Data R I O T	
Validated (Yes or No)	
Hypothesis 2 I C E L	
Prediction If..., then...	
Relevant Data R I O T	
Validated (Yes or No)	
Hypothesis 3 I C E L	
Prediction If..., then...	
Relevant Data R I O T	
Validated (Yes or No)	

I C E L - Instruction, Curriculum, Environment, Learning

R I O T - Review historical records, Interview key stakeholders, Observe performance, Test student

Definition of Specific Learning Disability

According to Indiana Article 7, "Specific learning disability" means a disorder in one (1) or more of the basic psychological processes involved in understanding or in using language, spoken or written, that adversely affect the student's educational performance, including conditions referred to, or previously referred to, as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. As follows, a specific learning disability:

(1) Manifests itself when the student does not achieve adequately for the student's age or to meet state approved grade level standards in one (1) or more of the following areas, when provided with learning experiences and instruction appropriate for the student's age or state approved grade level standards.

(A) Reading disability, which is a specific learning disability that is neurological in origin and has a continuum of severity. It is characterized by difficulties with accurate or fluent, or both, word recognition and by poor spelling and decoding abilities. A reading disability may be due to difficulties in the following:

- (i) Basic reading skills.
- (ii) Reading fluency skills.
- (iii) Reading comprehension.

(B) Written expression disability, which is a specific learning disability that is neurological in origin and has a continuum of severity. Written expression is a complex domain that requires the integration of the following:

- (i) Oral language
- (ii) Written language
- (iii) Cognition
- (iv) Motor skills

(C) Math disability, which is a specific learning disability that is neurological in origin and has a continuum of severity. The ability to perform mathematical computations and reasoning requires multiple core cognitive processes. A math disability may be due to difficulties in the following:

- (i) Mathematics calculation.
- (ii) Mathematics problem solving.

(D) Oral expression disability, which is a specific learning disability that:

- (i) is neurological in origin;
- (ii) has a continuum of severity; and
- (iii) is characterized by deficits in using expressive language processes to mediate learning of:
 - (AA) reading;
 - (BB) writing;
 - (CC) spelling; or
 - (DD) mathematics; skills.

(E) Listening comprehension disability, which is a specific learning disability that:

- (i) is neurological in origin;
- (ii) has a continuum of severity; and
- (iii) is characterized by difficulties in using receptive language processes to mediate learning of:

- (AA) reading;
- (BB) writing;
- (CC) spelling; or
- (DD) mathematics; skills.

(2) Can be evidenced through either of the following:

(A) Insufficient progress to meet age or state approved grade level standards in one (1) or more of the areas identified in subdivision

(i) when using a process based on the student's response to scientific, research-based intervention.

(B) A pattern of strengths and weaknesses in performance or achievement, or both, relative to:

(i) age;

(ii) state approved grade level standards; or

(iii) intellectual development; that is determined by the group to be relevant to the identification of a specific learning disability. The multidisciplinary team is prohibited from using a severe discrepancy between intellectual ability and global achievement to meet this requirement.

(3) Does not include learning problems that are primarily the result of any of the following:

(A) A visual, hearing, or motor disability.

(B) An intellectual disability.

(C) An emotional disability.

(D) Cultural factors.

(E) Environmental or economic disadvantage.

(F) Limited English proficiency.

(G) Lack of appropriate instruction in reading or math evidenced by the following:

(i) Data demonstrating that prior to, or part of, the referral process, the student was provided appropriate instruction in general education settings, delivered by qualified personnel.

(ii) Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the student's parents.

School Town of Munster Interventions						
Tiers	Math		Reading		Social-Emotional	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Tier 1	Everyday Math, Math Seeds, Aleks, xtramath, Rocket Math,	ALEKS	Wonders, Heggerty, Raz, Reading AZ, Reading Eggs, Sunform, Secret Stories		SEL Lessons (evidence based?) PBIS	Second Step (WWMS) Link Crew (MHS)
Tier 2	Xtramath, Number Worlds		Orton Gillingham (Elliot), Wonders Intervention, Secret Stories		Second Step, Group Sessions	
Tier 3	Focus Math (some),		Orton Gillingham, Wilson (Elliot)	Reading Plus	Indiv. Behavior Plans	

Problem-Solving using the ICEL/RIOT Matrix

	Domain	Variables	Review	Interview	Observe	Test
Instruction	<p>Instruction is how curriculum is taught. How content is presented to students can vary in many different ways: Level of Instruction Rate of Instruction Presentation of Instruction</p> <p>Is the curriculum being differentiated to meet the needs of the learners?</p> <p>Consider:</p> <ul style="list-style-type: none"> • instructional techniques • presentation style • clarity of instruction • questioning • feedback technique • cooperative learning • use of graphic organizers • instructional conversations • development of academic language/ vocabulary 	<p>Group/System</p> <ul style="list-style-type: none"> • Instructional decision making regarding selection and use of materials • Use of progress monitoring • Explicit Instruction • Differentiated Instruction • Sequencing of lesson designs to promote success • Use of a variety of practice and application activities • Pace and presentation of new content • Block of time allotted per subject <p>Individual</p> <ul style="list-style-type: none"> • Instructional decision making regarding placement of the student • in groups • Use of progress monitoring • Communication of expectations and criteria for success • Differentiated Instruction • Direct instruction with explanations and cues • Use of a variety of practice and application activities • Pace and presentation of new content 	<ul style="list-style-type: none"> • Unit/Lessons Plans • Permanent products (e.g. written pieces, worksheets, projects) for skill/degree of difficulty requirements • Benchmarks / standards • Assignments (calculate % of assign turned in, average amount-% of assignments completed), • Length/time required to complete assignments 	<p>Stakeholders about:</p> <ul style="list-style-type: none"> • Effective teaching practices • Instructional decision making regarding choice of materials, placement of students, instructional strategies • Sequencing/pacing of instruction • Choice of screening, diagnostic and formative assessments • Product methods (e.g. dictation, oral retell, paper pencil, projects) • Grouping structures used • Accommodations/ modifications used • Reinforcement management/ engagement strategies • Allowable repetition for mastery/ understanding • Who is providing the supplemental/ intensive instruction • Use of supportive technology • Student/group performance compared to peers • Patterns of performance errors/ behavior • Setting(s) where behavior is problematic • Significance of academic, speech, social, task or motor difficulties • Onset and duration of problem • Consistency from day to day, subject to subject • Interference with personal, interpersonal, and academic adjustment • Performance using different modes of expression (e.g. verbal, written, kinesthetic) • Teacher perceptions/hypotheses regarding why the student is unable to demonstrate the desired behaviors-academic and/or behavioral • Philosophical orientation of curriculum (e.g. whole language, phonics) • Expectations of district for pacing/coverage of curriculum 	<ul style="list-style-type: none"> • Teachers' instructional styles/preferred styles of presenting • Clarity of instructions/ directions • Effective teaching practices • Communication of benchmarks/expectations and criteria for success • How new information is presented • Percent of time with direct instruction, whole group instruction, practice time, differentiated instruction, etc. • How teachers gain/ maintain student attention • Academic engaged time • Transitions • Large group instruction • Small group instruction • Independent work time • Group work time • Teachers use of positive reinforcement, student-teacher interaction quality/quantity, (use of direct observation protocols) • Time on task • External supports necessary to sustain engagement 	<p>Classroom environment survey</p> <p>Develop checklists on effective instruction</p> <p>"Things to Look For" at "Ask About"</p>

Problem-Solving using the ICEL/RIOT Matrix

Domain	Variables	Review	Interview	Observe	Test	
Curriculum	<p>Curriculum refers to what is taught. Scope and sequence would be included here as well as pacing within and between topics.</p> <p>Is curriculum appropriate for student?</p> <p>Consider:</p> <ul style="list-style-type: none"> sequencing of objectives teaching methods materials provided difficulty presentation length format relevance 	<p>Group/System</p> <ul style="list-style-type: none"> Presence of Core Curriculum Universal behavior expectations/PBIS Staff training in curriculum Percentage of students at benchmark/meeting grade level expectations Long-range direction for instruction Alignment to standards Instructional philosophy/approaches Instructional materials Stated outcomes for the course of study <p>Individual</p> <ul style="list-style-type: none"> Accommodations Supplementary instruction Interventions Access to instruction (time, attention, behavior, attendance) Instructional materials Arrangement of the content/instruction 	<p>Curriculum selected</p> <ul style="list-style-type: none"> scientific researched based implemented with integrity integration of supplemental and intensive curriculum, as appropriate <p>Scope and sequence of textbooks and other resources</p> <p>Permanent products (e.g. books, worksheets, curriculum guides)</p> <p>Benchmarks/ Standards</p>	<p>Stakeholders about:</p> <ul style="list-style-type: none"> Core curriculum Support curricula used for supplemental and intensive instruction Supplemental teaching materials Expanded core curriculum (e.g. community skills, study skills) Flexibility for teacher to modify curriculum Use of data-based decision making Philosophical orientation of curriculum (e.g. whole language, phonics, direct instruction) Expectations of district for pacing /coverage of curriculum Content/outcomes of course Modifications of benchmarks made for students Readability of textbook and other resources Prerequisite skills/prior understanding needed for success Allowable repetition for mastery/understanding Technology integration Cultural competency/relevance of the curricular content to student demographics 	<ul style="list-style-type: none"> Peer group response to curricular demands Target student group response to curricular demands Variety of practice opportunities Allowance for peer sharing/mentoring during work time Student/peer response to curricular materials Types of student performance options: how are students expected to demonstrate the skill/standards? 	<p>Readability/ level of textbooks and other resources</p> <p>Readability level/difficulties of tests</p> <p>“Things to Look For” at “Ask About”</p>

Problem-Solving using the ICEL/RIOT Matrix

Domain		Variables	Review	Interview	Observe	Test	
Environment	Classroom/School	<p>The classroom/school environment is where instruction takes place.</p> <p>How is the environment impacting learning?</p> <p>Consider:</p> <ul style="list-style-type: none"> • what may distract or inhibit student learning • peers • classroom/school • expectations • beliefs/attitudes • attendance/tardies • class size 	<ul style="list-style-type: none"> • Physical arrangement of the classroom or other problem location • Furniture/equipment • Rules • Management Plans • Routines • Expectations • Peer context • Peer and family influence • Task pressure • Adult supervision 	<ul style="list-style-type: none"> • School/ classroom rules • Physical layouts of school, classrooms, property, and buses as appropriate • Daily schedule-amount of time allocated to instruction in areas of concern. • Out of classroom time for other instruction/ supports 	<p>Stakeholders about:</p> <ul style="list-style-type: none"> • Classroom routines, rules, behavior management plans, situational expectations (e.g. classroom vs. hallway, PE, recess) and how rules were developed • Make-up of peers • (Re)organization of room's layout (e.g. desk location selection, changes) • Limited distractions area <p>School-based personnel:</p> <ul style="list-style-type: none"> • School wide discipline • In-school behavior • Peer to peer mentoring programs • Adult to peer mentoring • Counselors, school psychologists supports • Teachers • Level of family/school engagement 	<ul style="list-style-type: none"> • The physical layout/arrangement of learning spaces • Lighting/sound sources, temperature, noise levels • Environmental/other student distractions • Posting of rules, clocks, and/or daily schedule • Signal for transitions • Social expectations • Established routines versus new/novel expectations • Peer makeup • Interaction patterns • How students handle transitions in schedule 	<p>Classroom mapping</p> <p>Systematic Observation</p> <p>Teacher Working Conditions Survey</p> <p>Student Surveys</p> <p>"Things to Look For and "Ask About"</p>
	Family/Community	<p>The family/community environment is where student spends time outside of the classroom environment.</p> <p>How is the environment impacting learning?</p> <p>Consider:</p> <ul style="list-style-type: none"> • what may distract or inhibit student learning • home/family support • expectations • beliefs/attitudes • transience • attendance/tardies 	<ul style="list-style-type: none"> • Resources to support learning • Parent involvement including talking to students about school, checking homework, attending events, and volunteering at school • Rules and expectations at home • Routines • Peer and family influence • Adult supervision • Cultural factors 	<ul style="list-style-type: none"> • Student attendance record • Parent/guardian participation in school open house, parent conferences, volunteer opportunities • Mobility rate • Transportation from home to school (e.g., time on bus) • Discipline records • Student support services being delivered (e.g., integrated, coordinated, offered) • Parent availability for support (parent work schedule) • Other siblings in the home and their performance at school and availability to support/mentor target student 	<p>Parents about:</p> <ul style="list-style-type: none"> • Sleep habits • Nutrition/eating habits • Homework space/time allocation • Supervision • Use of out of school time (e.g., physical activity) • Home responsibilities • Peers • Siblings • Out of school mentoring (e.g., Big Brother/Sister, church involvement, clubs) • Interference of identified difficulty on outside of school activities • Social expectations at home • Cultural factors influencing child • Consistency between parent expectations for performance and school expectations for performance • Consistency between levels of support to complete homework and levels of support in class • Level of family/school engagement 	<ul style="list-style-type: none"> • Community Activities • Club/Sports Activities • Peer interactions • Adult-student interactions 	<p>NOTE: Direct assessments may not be available for this Domain</p>

Problem-Solving using the ICEL/RIOT Matrix

Domain		Variables	Review	Interview	Observe	Test	
Environment	Peers	<p>The peer environment is where the instruction takes place.</p> <p>How is the peer environment impacting learning?</p> <p>Consider:</p> <ul style="list-style-type: none"> • what may distract or inhibit student learning • peers • expectations • beliefs/attitudes • transience • attendance/tardies 	<ul style="list-style-type: none"> • Belonging at school: feeling accepted, respected, and included at school • Resources and structures to support achievement • Rules and social expectations • Peer pressure • Routines • Peer and family influence • Cultural factors 	<ul style="list-style-type: none"> • Attendance records (e.g., tardy to school/classes, absences) • Discipline records • Academic performance and proficiency of peers (similar demographics) • Identify peer supports, friends, problem relationships 	<p>Peers about:</p> <ul style="list-style-type: none"> • Beliefs, self-determination • Peer group/friends • Mentoring opportunities • Club involvement • Community Involvement • Home responsibility • Goals and aspirations • Self-perceived strengths/talents • Self-perceived challenges <p>Teacher about:</p> <ul style="list-style-type: none"> • Perception of student/peer group interaction • Peer reinforcement of compliance or noncompliance <p>Student about Peer Factors:</p> <ul style="list-style-type: none"> • The degree to which peers influence work completion, compliance, motivation, target behavior 	<ul style="list-style-type: none"> • Classroom behavior (e.g., class participation, work completion, engagement) • Social Settings (e.g., in-school/hall/Cafeteria behavior and interactions) • Interaction of peer to peer • Interaction of target student with peers • Observation protocols to compare performance (e.g., on task, work completed, questions asked, compliance) to same demographic peers. • Compare peer time to complete work to target student time to complete work. 	<p>Note: Direct assessments may not be available for this Domain</p>

Problem-Solving using the ICEL/RIOT Matrix

	Domain	Variables	Review	Interview	Observe	Test
Learner	<p>The learner is who is being taught.</p> <p><u>This is the last domain that is considered</u> and is only addressed when the curriculum and instruction are found to be appropriate and the environment is accommodating.</p> <p>Variables include motivation, prerequisite skills, organization/study habits, abilities, impairments, and history of instruction.</p>	<ul style="list-style-type: none"> • Student’s current knowledge, or ‘prior knowledge’ • Academic performance data • Attendance record • Social/behavioral performance data • Student’s skills and motivation • Curriculum and instruction are appropriate • Student’s ‘ability’, race, gender or family history 	<ul style="list-style-type: none"> •Product vs. peer product •Cumulative file/ records •Health records, including vision and hearing •Teacher’s grade book •Assignment notebook •Previous interventions if available •Patterns of performance, including attendance, retention, and moves •Error analysis of permanent product •Response to interventions as reflected by systematic progress monitoring •Behavior history 	<p>Student about:</p> <ul style="list-style-type: none"> •Self-perceived strengths/talents •Self-perceived challenges •Ideas about what s/he needs •Personal adjustment •Beliefs, self-determination •Peer group/friends •Mentoring opportunities •Club involvement •Community Involvement •Home responsibility •Goals and aspirations <p>Parents about:</p> <ul style="list-style-type: none"> •Health issues impacting learning •Orthopedic or neurological issues •Hearing/vision checks •Perceptions on learning, behavior, speech, or motor difficulties •Family engagement in school activities (e.g., homework support) 	<ul style="list-style-type: none"> • Student’s learning style match for instruction • Use of supportive technology • Target behavior, antecedents, conditions, consequences • Dimensions and nature of the problem • Student/group transitions • Large group instruction • Small group instruction • Independent work time group work time • Time on task • External supports necessary to sustain engagement • Processing directions • Cultural factors • Access barriers • Interactions 	<ul style="list-style-type: none"> • “Things to Look For” : “Ask About” • Standardized academ assessments • Cognitive assessment • Preference/ interest inventories • Motivation scales • Personal adjustment : behavior rating scales • Progress monitoring • Response to interventions • FBA - nature and dimensions of behavior (frequency, duration, latency, intensity), including anecdotal n • Physical fitness • Physical health • Social emotional well-being • Student effort checkli

School Town of Munster Glossary

Term/Acronym	Definition
MTSS	Multi-tiered Systems of Support
PBIS	Positive Behavioral Interventions and Supports
ESSA	Every Student Succeeds Act
IDEA	Individuals with Disabilities Education Act
Universal Core Curriculum	High quality core instruction provided to all students
Targeted Supplemental Support or Intervention	Evidence-based intervention in addition to the Universal Core Curriculum
Intensive Support or Intervention	Intensive data-driven evidence-based interventions that supplement core subjects
Tiered Instruction and Intervention	Instructional supports on a continuum of need
PLC	Professional Learning Community
ILT	Instructional Leadership Team
IPS	Intensive Problem Solving
IEP	Individual Education Plan for students with exceptional needs
ILP	Individual Learning Plan is a document that describes the academic and language needs of and goals for an English learner (EL).
Screeener/Screening	Type of assessment that identifies students who may be at risk for learning/behavioral difficulties.
Benchmark	Assessments administered periodically throughout the school year to evaluate student's knowledge and skills to an explicit set of longer term learning and/or behavioral goals.
Diagnostic	Assessment administered to identify what students know and can do in different domains

	to support student learning.
Progress Monitoring	Assessment in which student learning is evaluated on a regular basis to provide useful feedback about performance to both students and teachers.
Data-Based Problem-Solving	Systematic approach to schooling and intervention where all children are screened for academic and behavioral concerns.
NWEA	Northwest Evaluation Association
MAP	Measures of Academic Progress
RIT	Rasch Unit is a measurement scale developed to simplify the interpretation of test scores.
Lexile Level/Lexile Score	Method that measures a student's reading ability.
DLT	District Leadership Team
SAM	Self-Assessment of MTSS Implementation

Targeted Support and Intervention Plan

Grouping students with a common need can help you use resources effectively while also supporting each student. Use this worksheet to:

- List students in need of support (as identified by your Decision Rules)
- Identify the specific skill or area of need
- Pinpoint students with a common need and group into Tier 2 interventions
- Document the intervention strategy, progress monitoring tool, and intervention implementation details

Student Name	Targeted Skill	Intervention Strategy	When Does intervention happen? How Often? In What Setting?	How Will We Progress Monitor?	How Often Will We Progress Monitor?	Who Monitors?
